

EYFS Curriculum Areas – Intent, Implementation and Impact

Prime	Personal, Social and Emotional Development	Physical Development	Communication and Language
	<p><u>Intent</u> This area of learning provides opportunities for children to develop positive attitudes about themselves and those around them. We want children to become valued members of the class and shape their own identity through an increasing awareness of their own needs and the needs of others. This area of learning helps children to develop positive dispositions to learning, to be cooperative and communicative and to support them to meet their own wellbeing needs.</p> <p><u>Implementation</u> This area underpins all aspects of a child's daily life at school. We have a rich variety of schemes of work and policies which aim to support children's progress towards the ELG. These include regular assemblies based on PSED themes and our school wide use of the Golden Rules and behaviour policy. We use JIGSAW as a scheme to ensure all aspects of a child's PSED development are taught directly. At Baseline we assess children's levels of well-being and involvement through focussed observation. Children make healthy decisions about lunch and snack choices. They are encouraged to develop independent self-management skills with hygiene and changing for in-school activities.</p> <p><u>Impact</u> Our children develop and demonstrate an understanding of what is right and wrong, and why this is important. They begin to consider and develop an understanding that there are always consequences to a particular behaviour, whether through rewards or sanctions. We support the development of social skills by providing opportunities that enable children to learn how to socially respond and work with one another. They are able to make healthy choices and manage their own needs effectively.</p>	<p><u>Intent</u> This area of learning offers opportunities for children to develop and practise the control they have over their own bodies. It allows for them to develop the confidence and skill in large gross motor movements such as running, jumping, climbing, swinging, hanging etc. Children also develop their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills that they will need to develop holistically.</p> <p><u>Implementation</u> Children have daily opportunities to practice, develop and challenge their physical development. P.E. sessions cover gym, games, dance and swimming which are supported by the Complete PE scheme. Discrete development of fine and gross motor skills are implemented through the curriculum and continuous provision. We use Teach Handwriting to develop children's gross and fine motor skills, ensuring they have the strength and dexterity needed to manipulate a range of tools, including writing implements.</p> <p><u>Impact</u> Children can explain the importance of physical activity and the effect this has on their bodies. They are becoming spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items.</p>	<p><u>Intent</u> This area of learning provides opportunities for children to develop new vocabulary and the skills needed to talk confidently in a wide range of situations. It helps them respond to their peers and adults in an environment where speaking and listening are highly valued skills. It allows them to communicate and respond in a variety of contexts and places value on them expressing their own thoughts and ideas and taking into account the thoughts and ideas of others. Children also develop their ability to follow multi step instructions, responding to more complex requests.</p> <p><u>Implementation</u> We provide opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts, including through stories, role play and drama. This is delivered through direct teaching and continuous provision opportunities. EYFS staff will scaffold or challenge skills via observations or 'planning in the moment' experiences. All children are encouraged to use the language of 'how' and 'why' in all their learning.</p> <p>When starting school each child brings a 'Chatterbag' to encourage them to talk about what is most familiar. We also use a programme 'Talk Boost' for all children and use this as an intervention for those who identify as having language gaps.</p> <p><u>Impact</u> Children are becoming confident communicators who express their ideas and needs effectively. They enjoy asking questions and are able to respond to peers and adults by effective listening skills. Their range of vocabulary is increased and they can follow a set of increasingly complex instructions. Children know that everyone's 'voice' is valued and respect the importance of all being heard.</p>

Specific	Literacy	Mathematics
	<p><u>Intent</u> This area of learning supports the development of linking sounds to letters which leads to the ability to read and write. Children will begin to recognise print in their environment and start to understand that this is an important form of communicating. It is vital that children understand that print carries meaning and that they are able to engage with this essential element of communication and the high importance it holds. We actively promote the importance of reading and writing which is done through a literature rich environment including; stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of media.</p> <p><u>Implementation</u> Each class has an inviting book corner and all areas of provision promote, discreetly or directly, active mark making and writing. This is endorsed in both outdoor and indoor provision. Daily story times allow children to explore a rich and varied language including patterns and challenging vocabulary. Adults are skilled at encouraging literacy opportunities through children’s play and will challenge where this is a focus for the child’s next step. We teach phonics on a daily basis and use the Pearson Phonics Bug program of study to support the phase development of Letters and Sounds. Every child has a text linked to their phonic phase alongside story books to ensure a love of reading is developed. Children share their reading books with adults at least twice a week. Topics are usually text led and we develop writing opportunities from providing as many ‘real-life’ experiences as possible. The Read, Write, Inc. programme and increased story time opportunities are used as an additional support to help children maintain a good rate of Literacy development.</p> <p><u>Impact</u> Children make good progress from their starting points with reading and writing. They become independent readers by the time they start on Phase 5 of Letters and Sounds. They develop a love of stories, books and reading and develop a sense of wonder of the world of books. They are keen to share their reading with adults and understand that this is the key to accessing the wider curriculum. All children make progress and where support is required there are appropriately strategies to instil a love of learning through books. Children begin to understand that writing is a form of communication and are able to write phonetically plausible sentences that they and others can read. Eventually they can seek resources, e.g. word/sound mats to help them develop writing independently. They can identify purposes for writing, e.g. cards, stories or shopping lists. Children know that their writing is highly valued and can always be improved by reflecting on the process.</p>	<p><u>Intent</u> This area of learning provides opportunities for children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about numbers and shapes. It encourages children to understand and respond to the symbols that represent numbers and what this means in real contexts. It supports children in understanding what an important role shapes and numbers play in our everyday lives and how they develop our own understanding and help us to solve problems. We approach this area by fostering a love of number and the enjoyment of solving problems.</p> <p><u>Implementation</u> The teaching of Mathematics is underpinned by the researcher Sue Gifford’s, ‘5 predictors of early success in number’, this includes; Recognising numbers as dice and domino patterns, Comparing Numbers, Predicting Results, Understanding Number Symbols and Understanding the Composition of Numbers. This is endorsed in both outdoor and indoor provision. Adults are skilled at encouraging mathematical opportunities through children’s play and will challenge where this is a focus for the child’s next step. There are focused teaching sessions and many provocations set out in order to allow children to practice and develop their mathematical skills. We structure the mastery of maths teaching with guidance from ‘White Rose Maths Planning’ and implement our daily practice with this, enhanced by innovative 5 and 10 frame planning from the Boolean Maths Hub and the NCETM progression models .</p> <p><u>Impact</u> Our children are competent with the skills of subitizing dice and domino patterns and have developed number sense skills. They can talk about number and explain what it is and isn’t. They identify patterns and trends and use this to support them when facing greater challenges. They can solve problems and make predictions about what might happen using appropriate vocabulary. They can talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. They are able to apply their mathematical skills in a variety of contexts. They have a positive mind set about mathematics and making ‘mistakes’.</p>

Understanding of the World	Expressive Arts and Design
<p><u>Intent</u> This area of learning provides opportunities for children explore and learn about the world they live in. Children are encouraged to observe, solve problems, question, make decisions, experiment, predict, and plan in a variety of contexts. By facilitating different opportunities we wish our children to find out about their environment. It helps to develop their senses, understanding and awe of their physical world. They learn about significant figures from the past, begin to discuss chronology, develop their understanding of their own and contrasting environments and where these sit in the world. Children will also explore the uses and impact of Information and communication technology on their everyday lives.</p> <p><u>Implementation</u> Children learn and play in our outdoor area daily. STEM activities are set up through continuous provision and this is further supported through visiting our secret garden area and visits based on different aspects of the environment. The use of technology underpins daily learning where appropriate. Children are taught safety online from the start of their school experiences.</p> <p><u>Impact</u> By engaging with the world around us children learn more about people and communities and the world in which they live. They are observant and can describe the changes they notice. They are confident to talk about their families and friends. Our children can explain what it means to be part of Saltford School and the school community. Children care about their immediate environment and know that they can have an impact on the wider world. Children can explain why different animals survive in a range of environments. They use many different forms of technology and are developing a sense of how to be safe online.</p>	<p><u>Intent</u> This area of learning encourages children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. They are presented with the opportunities to experiment with different media, resources and a rich range of creative activities which will inspire and stimulate their creativity and motivation to move their learning forward. Children are supported to develop their confidence and pride in their creative achievements.</p> <p><u>Implementation</u> We facilitate a creative, topic based curriculum which helps children develop learning opportunities within an engaging, secure and interesting environment. Direct adult led activities such as dance, role-play, stories, music and singing lessons, we use Charanga, ignite children’s creativity which they further explore through provision and child-led activities. We use practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.</p> <p><u>Impact</u> Our children develop a love of the creative arts and use this to regularly express their learning and understanding. Children are confident to share their imaginative ideas and allow others to adapt and extend these as part of an enjoyable learning experience. They are confident to access materials and resources they need for projects and know that what they produced is highly valued. They can confidently talk about their creations e.g., paintings, dances, role-play stories or songs they have created. They participate in concerts and plays and enjoy the experience of the process.</p>