



St Edward's Catholic Primary and Nursery School.

EYFS Intent, Implementation and Impact Statement

Intent

At St Edwards our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and our community to provide the best possible start at St Edwards, ensuring each individual reaches their full potential from their various starting points. Our environments and adult interactions support the children, as they begin to link learning to their play and exploration right from the start. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school. By the end of the Reception year our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Communication and Language

In Early Years we foster and make the most of children's instinctive needs and desires to communicate. We do this by role modelling the qualities and characteristics of an exemplary communicator, immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression, engaging children in conversation and giving a real purpose to listen and talk and valuing the different ways and means that children use to communicate.

Personal, Social and Emotional Development

We create a supportive and nurturing environment which provides children with a sense of safety, security, belonging and self-worth. We establish and develop mutually respectful relationships with and between adults and children. We understand children's characteristics, qualities and attributes so that they feel valued and develop positive attitudes towards themselves and others. We make time to know and understand children's family contexts and dynamics. We set class rules, establish boundaries, follow routines and model and explain behaviours and emotions and how to manage and resolve conflict. We empower children to be independent enabling them to make informed choices and decisions and use praise to build confidence.

Physical Development

In Early Years we nurture children's strong need and desire to be physically active which builds the foundations for other areas of their development. We do this by building children's strength, stamina, balance, co-ordination and dexterity, encouraging a range of large and small movements which they can control, improving and refining their control and manipulation of a variety of tools, encouraging a sense of confidence in their own physical abilities enabling them to negotiate spaces and promoting independence by teaching them to make decisions and choices that will keep them healthy and safe.



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Literacy

At St Edwards we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information. We teach early phonic knowledge and skills of reading, foster a love of books by sharing and talking about texts, immerse children in sounds, words, rhythm, rhyme and song, model the pleasure and joy that books provide, demonstrate that text has meaning and show the characteristics of a fluent reader.

We develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas. We value the different ways that children make marks, teach the physical skills which will enable them to control and manipulate writing tools, teach how phonemes are represented through graphemes, teach letter formation, provide children with genuine reasons to write, ensure that writing tools and materials are readily available, model the pleasure and purpose of writing, immerse children in an environment of print e.g. vocabulary, sentences, books, labels and developing children's vocabulary by rehearsing orally what they are going to write.

Mathematics

In Early Years we develop fluent mathematicians who have a deep conceptual understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges. We do this by providing opportunities for children to practise, rehearse and apply mathematical knowledge and skills. We encourage children to investigate numbers by exploring their characteristics and patterns and by understanding how they can be manipulated using different operations. We encourage them to think logically so that they can make connections and solve problems and foster children's acquisition and use of mathematical vocabulary to justify and explain their ideas.

Understanding the World

At St Edwards we develop a chronological framework to help children understand where they and significant people and events sit in time by: capitalising on children's innate desire to make sense of their own place in history, exploring the lives of people who are familiar to them comparing similarities and differences, introducing them to well-known historical figures and events both within and beyond living memory, cultivating children's curiosity about people and events within and beyond their living memory and exploring historical information and artefacts to ask questions and draw conclusions.

We capitalise on children's fascination and interest in their surroundings and the world in which they live by: encouraging an appreciation of the natural world and recognising its similarities and differences, fostering a sense of awe and wonder about the world in which they live, developing an appreciation of other people, their communities and their traditions and enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world.



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We also capitalise on children's thrill of discovery and their instinctive desire to know, understand and find out more by: Providing freedom to explore, investigate and experiment using the five senses, cultivating children's curiosity about how and why things work and how things change, encouraging questioning, testing out of ideas, drawing conclusions, fostering children's excitement and pleasure in the awe and wonder of natural wonders.

Expressive Arts and Design

We enjoy making the most of children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists. We provide children with opportunities to explore and experiment with different media and materials. We encourage children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them and allowing children to use their own imagination to be uninhibited artists.

We build on children's natural intuition to be creative, inventive and innovative by: Introducing them to the designed and made world and how things work, providing children with a purpose to design, make and evaluate functional products, encouraging children to investigate and explore a wide range of materials and tools, supporting children to find original solutions using resources in unique ways, nurturing children's confidence to try new things and fostering children's resourcefulness and resilience to enable them to take risks and learn from their mistakes.

We capitalise on children's innate desire to listen to, make and explore sound by: providing freedom for children to be curious, experimenting with and creating their own music, reinforcing children's responses to sounds and encouraging composition and performance, cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them.

Implementation

EYFS staff introduce new themes to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in 'discovery' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms.

Communication and Language

Communication and Language is promoted through a language rich ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language and give children reasons and a desire to talk. At the planning stage new and ambitious vocabulary linked to the theme is



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identified and displayed within the environment in the form of words and sentences acting as visual prompts for adults and children. Within the provision adults actively seek and plan for opportunities to provoke talk. It is also taught through direct teaching e.g. daily carpet input times, story and rhyme time. A curiosity cube is used to display intriguing objects and pictures and children are encouraged to describe, discuss and ask questions about what they see. Enhancements are regularly added to all areas of the provision as a stimulus to inspire interest and engage children in talk e.g. setting up a scenario in the role play area to encourage discussion and problem solving. Adults have a sound knowledge and deep understanding of how children learn to talk. They move fluidly around the environment modelling the qualities of a good communicator and searching for and capitalising on opportunities to engage with children in conversation.

Personal, Social and Emotional Development

Children's emotional well-being thrives when they have positive and strong relationships with adults and other children. This starts with a clear and robust transition programme. Information is collected about each child through stay and play sessions and discussions with parents, carers and key workers. This information is used to inform the design of the environment and helps to focus the learning in the first few weeks of term. On entry quality time is spent establishing clear structures, routines and boundaries. The timetable is planned so that children get to know their new environment, make new friends and build trusting relationships with adults. The environment is set up to promote independent learning encouraging children to make their own informed decisions and choices. Praise and mutual respect are corner stones of the behaviour policy and are used to create a positive ethos where children feel equally valued, safe and develop high self-esteem. Rules are explained and visually displayed so that children understand that actions can have consequences and begin to learn to manage their own behaviour. Circle Time is used for direct teaching of British Values and specific Personal, Social and Emotional knowledge e.g. bullying, keeping safe, understanding emotions.

Physical Development

Within the environment adults actively encourage children to build their strength, stamina, balance, co-ordination and dexterity. Physical Development is valued and promoted through: Weekly PE sessions, a daily Wake and Shake session focussing on the four key aspects of gross motor development, setting up a Finger Gym which offers daily challenges that develop wrist and finger strength, finger isolation and pincer grip. Equipping the provision with stools and different vertical surfaces to promote core strength, wrist strength and crossing the midline. Providing authentic resources throughout the provision e.g. real kitchen equipment. Using the outdoor area daily for Physical Development where small apparatus is organised, displayed and available for children to use independently. Equipping the outdoor area with a base layer of resources to promote balance and upper body strength e.g. balance bikes, scooters, wheeled vehicles, wheelbarrows, buckets and weighty objects.

Literacy

Reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of Phonic sessions, Story and Rhyme Time and listening to children read. Opportunities for children to read within the provision and across the curriculum are also planned for and capitalised on. During the planning process careful



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consideration is given to the next steps in learning and how this links with phonics and what key texts will be used. For each theme a key text is carefully identified and explored in detail to help children become familiar with its structure and content. Supporting texts are also used to expand children's knowledge and fire their imagination. New and ambitious vocabulary we want children to read is identified and displayed in the environment in the form of words and sentences. To help children make connections across their learning each area of the provision is also equipped with relevant fiction and non-fiction texts for children to reference knowledge and stimulate ideas. A Reading Area is situated within the provision. It offers a selection of fiction and non-fiction material and resources connected to the theme, texts from the reading scheme and familiar rhymes and stories. The resources are carefully selected and organised on open shelves so that they are visually inviting to children and adults and allow for thoughtful choices.

Writing is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision. During the planning process careful consideration is given to the next steps in learning and how children can rehearse and refine their writing skills. New and ambitious vocabulary we want children to learn and use is identified and displayed in the environment in the form of words and sentences. A Mark making station is situated in the classroom offering a wide variety of mark making tools and materials. Vertical surfaces such as white boards and easels are also available indoors and outside. Each area of the provision is equipped with relevant writing resources. We use sensory experiences to develop children's confidence and enjoyment in early writing skills. We encourage them to mark make in positions where they feel most comfortable e.g. standing, lying, whilst they are developing their core stability. Adults have a sound knowledge and deep understanding of child development and they recognise the strong links between physical and communication skills and emerging writers. Within the environment adults actively encourage children to practise and develop gross and fine motor skills and oral communication in readiness for writing. By modelling, suggesting and encouraging they promote ways in which children can record their ideas in different ways. We recognise and use the links across Literacy between reading, spelling and writing. We ensure that children are immersed in different genres of books promoting an enjoyment of reading, extending their vocabulary and cultivating their imagination. We deliver a daily phonics session developing fluency and helping children to make connections between reading and writing.

Mathematics

Mathematics is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision. During the planning process careful consideration is given to the next steps in learning. Each area of the provision is equipped with relevant maths resources to enable children to practise and apply their mathematical knowledge and skills. A maths area is situated within the provision. It offers a variety of open-ended resources that promote a conceptual understanding of number encouraging children to become confident and fluent. The resources are thoughtfully organised on open shelves so that children can see what and how many are available, access them independently and tidy up time can be optimised as an opportunity to practise and rehearse number skills. Adults appreciate that maths can be taught everywhere and that the conceptual understanding of number is the basis for all other mathematical learning. They have a sound knowledge and deep understanding of mathematical concepts and vocabulary to enable them to teach the necessary foundation skills which children need to become fluent mathematicians.



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Within the environment adults capitalise on every opportunity to present mathematical problems for children to think about and solve. They support children in practising and applying their mathematical knowledge and skills by encouraging them to talk about their thinking, provide explanations and give reasons for their answers.

Understanding the World

History is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned themes and capitalise on unplanned moments that present themselves to talk about artefacts and significant events to develop a conceptual understanding of the passing of time. These include birthdays, recent events and experiences and well-known points in history. For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. They take every opportunity to model historical vocabulary and teach historical skills encouraging children to ask questions, compare similarities and differences and draw conclusions.

Geography is valued and promoted through direct teaching, purposeful learning opportunities and first-hand experiences. We use planned themes alongside first hand experiences and capitalise on unplanned moments that present themselves to talk about places, communities and the natural world, to develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places e.g. parks, river, library. For each theme we have identified the geographical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. Within the provision we ensure that children have constant access to world and local maps and globes and understand how to use them. We make connections with children's first-hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and countries they have found out about. Children are encouraged to expand their knowledge of the natural world by capitalising on every opportunity to explore and experience the outdoors. Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills encouraging children to ask questions, noticing and comparing similarities and differences and expressing opinions.

Science is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned themes and capitalise on unplanned moments that present themselves to talk about living things, materials and changes. These include natural objects, new life and recycling. For each theme we have identified the scientific knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. Opportunities are also provided for children to practise and apply scientific knowledge and skills through investigation and exploration in all areas of the provision. Adults know the characteristics of a good scientist. They model technical language and scientific behaviours and attitudes encouraging children to ask questions, test out ideas, carry out investigations and draw conclusions.



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Expressive Arts and Design

Art is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned themes and capitalise on unplanned moments that present themselves to talk about line, shapes, colour, form and texture. We deliver regular observational drawing sessions where drawing skills are modelled and taught. This learning is then reflected within the provision where children have opportunities to practise and refine these skills. For each theme we have identified the artistic knowledge and skills that we will teach ensuring they are regularly revisited. In addition to Art being taught as a discrete subject, opportunities are also provided for children to express their own creative ideas by exploring, experimenting and combining materials to create different effects. Creative areas, inside and outdoors, are resourced with a wide range of tools, media and materials and are organised in a way that encourages children to be independent in their choices and decisions. We recognise and use the links between Art and gross and fine motor development and provide vertical surfaces and large areas where children can stand enabling them to have greater stability and more control over the tools they are using. In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate children in the application of their artistic knowledge and skills.

Design Technology is valued and promoted through direct teaching and purposeful learning opportunities across all planned themes throughout the year. We use planned themes and capitalise on unplanned moments that present themselves to encourage children to design, make and evaluate. For each theme we have identified the Design Technology knowledge and skills that we will teach ensuring that they are regularly revisited. We provide children with a purpose to design, make and evaluate products that move, are structurally sound and are healthy and safe for example through building, cooking, sewing and making products. We include opportunities for children to assemble and disassemble objects to learn more about how things work. Opportunities are also provided for children to practise and apply what they have learnt in different contexts and for a variety of purposes. The environment has two focused areas for promoting and teaching Design Technology. These are the Construction area and Creative Area, which are resourced with a wide range of equipment and tools. They are organised in a way that encourages children to be independent in their choices and decisions and to use their knowledge to find solutions and use resources in unique and innovative ways. Both areas include a planning station where children can discuss, record and evaluate their ideas. We include a visual prompt for children to remind them of the design process: Think, Plan (design), Create (make), Share (evaluate). In the provision adults promote children's creativity, originality and problem solving by valuing their ideas and encouraging them to make connections in their learning, take risks and learn from mistakes.

Music is valued and promoted through direct teaching and purposeful learning opportunities across the provision. Singing is an integral part of the daily routines and children are taught new songs as well as practising songs they already know. Over the year they develop a wide repertoire of songs and rhymes that they know by heart. A weekly music session is also delivered focusing on musical knowledge and skills. We recognise and use the links between Dance and Music and provide children with a stage where they are encouraged to perform themselves and appreciate others' performances. In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their musical skills.



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Impact

Communication and Language

By the end of Foundation Stage I can... Give reasons, speak in full sentences, participate in discussions, take turns in conversation, describe and explain, use tenses and conjunctions in my talk, use different parts of speech in my talk, express opinions, feelings and ideas, ask questions, retell in sequence, use a range of vocabulary and make positive relationships.

Personal, Social and Emotional Development

By the end of Foundation Stage I can ... Make positive relationships, dress and undress, persevere, manage risk and keep myself safe, compromise and negotiate to resolve conflict, share and take turns, manage my own personal hygiene, wait for my turn, focus my attention, follow rules and manage my own behaviour, express and talk about my emotions and follow instruction.

Physical Development

By the end of Foundation Stage I can ... Control a variety of tools, move in a variety of ways, demonstrate upper body strength, demonstrate stamina use a tripod grip, negotiate space and obstacles safely, throw, catch and kick a ball, co-ordinate both sides of my body to do different things at the same time, draw with accuracy and balance using my core stability.

Literacy:

By the end of Foundation Stage I can... Read from left to right and top to bottom, segment and blend, talk about what I have read, predict what might happen in a story, make a link between graphemes and phonemes, read some common regular and irregular words with some fluency, understand what I have read, retell stories I have heard and use vocabulary from books in my talk and writing.

By the end of Foundation Stage I can...Form lower case and upper case letters correctly using anticlockwise movements and retracing vertical lines, control and manipulate a writing tool, spell regular and irregular words, hold a sentence in my head, draw on a rich store of language in my writing, use imaginative ideas in my writing, write a sentence or a series of connected sentences that can be read by others, use some capital letters and full stops in my writing, use a tripod grip, use and talk about the features of different types of writing.



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Mathematics

By the end of Foundation Stage I can... Read and write numbers, estimate, recall number bonds to 10, identify and talk about number patterns, add and subtract numbers, recognise an amount in different arrangements, sort and match, give reasons for my answers, solve problems, recognise an amount without counting, calculate, compare quantities, partition numbers.

Understanding the World

By the end of Foundation Stage I can... Talk about myself in a historical sense e.g. this year I am 4, next year I will be five, last year I was 3, talk about significant historical people and events, sequence events in the right order, use time vocabulary, recall historical facts, use information in books to talk about life in the past, compare similarities and differences, talk about the roles people have in society, ask questions to find out more and draw conclusions about what I have found out.

By the end of Foundation Stage I can... Talk about what it is like to live in this country, talk about what it is like to live in another country, use a simple map to find out information, talk about the key features of different places and different countries, talk about the key features of the country they live in, talk about the similarities and differences between people's religions and cultures, compare similarities and differences and talk about where they live and the key features of the local environment.

By the end of Foundation Stage I can... Talk about the properties of materials, make a sensible prediction, record findings, observe, notice and make comparisons, talk about the characteristics of weather and seasons, name the parts of plants and animals, talk about similarities and differences, draw conclusions, talk about reversible and irreversible changes and carry out an investigation.

Expressive Arts and Design

By the end of Foundation Stage I can... Draw myself to include head, body, arms, legs and facial features, create 2D and 3D representations, combine different materials to create different textures, control and manipulate different tools, express my own ideas, use different techniques, mould and sculpt, express my imagination and creativity, share and talk about my creations, explain the processes I use, use props and materials in my role play, talk about famous artists, make different tones and shades of colours and draw different types of lines and shapes with control.



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By the end of Foundation Stage I can... Make a structure strong, stable and balance, evaluate my work so I can make improvements, design and plan, control and manipulate different tools, solve problems, express my imagination, be creative and innovative, share and talk about my creations, talk about and identify what different materials can be used for and join materials together.

By the end of Foundation Stage I can... Manipulate and combine sounds, follow a rhythm, compose and perform, sing with pitch and melody, express opinions about music, express my imagination and creativity, share and talk about my creations, sing a range of rhymes and songs, play untuned and tuned instruments, keep a steady beat and perform to an audience.

