



Early Years Statement of Intent

Intent

At Whitechapel we believe in providing our youngest children with life-long learning skills. We recognise and acknowledge each child's prior learning and life experiences and carefully build our curriculum upon these foundations to ensure all children develop and acquire skills and knowledge across each area of learning.

We aim to provide a stimulating, enabling and language-rich environment that supports and engages children in their learning. We practise a keyworker model throughout the Reception year to help support positive warm relationships with children and parents. Adults support children in their learning through modelling, observing, guided learning and direct teaching. Adults also promote sustained shared thinking to encourage children to collaborate together to solve problems, learn new concepts and evaluate results.

Children's interests are at the heart of curriculum design and continuous provision experiences. Learning embraces special events that are happening within the community and the wider world around them.

Learning in the outdoors is an integral part of our curriculum. Here we notice children deepen their curiosity skills; their personal, social, emotional skills; and their problem-solving skills. In the outdoor area, children have the opportunity to take risks and have ownership of their learning.

By the end of the Reception year, our intent is for all children to make at least good progress from their starting points. We aim for the children to be confident, independent learners who are equipped with the requisite skills and knowledge to have a smooth transition into year one and the key stage one curriculum.

Implementation

Each half term, bespoke curriculum overviews are created with differing themes to deliver focused and inspirational learning experiences. These overviews are carefully crafted to build upon children's most recent attainment and their current interests. Children are involved in the planning process of continuous provision. During key worker time, children openly share their ideas of what they would like to learn, and an adult facilitates this learning in provision. Children's wider interests prompt school visits and visitors to school. Thus providing an enriched purposeful curriculum and expanding their cultural capital.

Teaching of new skills (disciplinary knowledge) and factual knowledge is taught through adult-directed and child-initiated activities. The timetable is adapted throughout the year to take into consideration the changing needs of the children. Children are provided with immediate feedback as often as possible so that they can adapt and improve their learning and know their next steps for learning.

Children are encouraged to revisit activities and consolidate their knowledge and understanding in all seven areas of learning.

Reading is at the heart of the curriculum and each topic begins with an engaging book to inspire learning. Key vocabulary and knowledge is developed using these high quality texts. In this way, children experience a range of books that not only develop a love of reading, but also their oracy, vocabulary and comprehension. Immersion in text, encourages children to internalise new vocabulary, language patterns and begin to retell stories.

In Reception children learn to read using a specific tailor-made phonics programme. This programme continues throughout KS1. Reading books are closely matched to phonological knowledge to enable children to apply their learning at home and at school. Children participate in whole class, group and one-to-one reading regularly in school and are encouraged to read each day at home. A cohesive and consistent approach to the teaching of reading is designed to develop children into successful, confident and fluent readers.

Children's learning in Mathematics is based upon the Lancashire scheme of work. The scheme provides a progression of skills and key number facts to be learnt. Continuous provision supports the learning that is happening in weekly maths sessions. In continuous provision, additional activities are available for children to revisit and build on their prior learning.

In addition, adults support the development of mathematical thinking and discussion. Children learn through songs, games and tasks using concrete manipulatives, and pictorial structures and representations. This learning is rehearsed, applied and recorded during child-led exploration. The focus is on the following counting principles: one-to-one correspondence, stable order, and cardinal principle. Children's fine manipulative skills are a focus to develop one-to-one correspondence so children count each object only once.

EYFS staff have a good knowledge and understanding of how the Early Learning Goals (ELGs) support the National Curriculum. Subject leaders ensure that the key ELGs support the progression in each foundation subject across KS1 and KS2.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'scientist' and 'engineer' as they explore a range of materials and test out their own ideas. Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language (NELI programme), social skills and fine motor skills.

Regular monitoring of teaching and learning by the Headteacher and the EYFS leader ensure staff develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice.

Impact

The impact of the EYFS curriculum is presented in having well rounded, happy and confident children transitioning into Year One.

We measure progress and children's learning across the year through formative and summative assessments. All judgements are strongly rooted in the teachers and other practitioner's knowledge of the child. Photographs and videos recorded on 'Tapestry', in addition to work in books are used to evidence and track progress across the year.

By the end of reception most children at Whitechapel Primary School achieve a good level of reading skills and early language skills. We aim to exceed the National and Local Authority data for children achieving a Good Level of Development. The majority of our children make expected steps in progress from their starting points.

Teaching and pedagogy are reviewed and evaluated regularly through termly team meetings. These have an agenda and actions which are then reviewed in the following meeting and are used to inform our EYFS next steps.