

EYFS

Why EYFS teaching is different (Intent)

At Penketh Primary School, the intent of our Early Years Curriculum is to ensure all children are equipped and ready with the basic skills, knowledge and values necessary to be fully prepared for the next phase of their education and to continue to develop in our modern world. Our curriculum recognises and builds on children's prior learning, current interests and first-hand experiences in order to build skills, creativity and critical thinking within each child.



The ability to learn is underpinned by the Characteristics of Effective Learning. We believe every child should be happy, inquisitive and ambitious by the time they leave EYFS in order to become a lifelong learner. To do this, every child is treated as an individual, developing at their own pace and learning in their own ways. We actively encourage all children to take risks and challenge themselves in all that they do.

We understand that building secure relationships with children and their families at an early stage is key to understanding how we can maximise learning opportunities for each and every child in our setting. We are dedicated to taking the time to understand and know every child as an individual and design a curriculum that supports their interests and learning. Through the use of both indoor and outdoor provision, a wide range of skills and knowledge can be introduced and developed, which will promote future success in different subjects in KS1 and beyond.

How we teach in the EYFS (Implementation)

The EYFS curriculum at Penketh ensures that all children make good progress from their relative starting points. A number of key documents are used to enable this, such as the EYFS Statutory Framework, Development Matters, and the Lancashire Grid for Learning.

In EYFS, we believe a balance between adult-led and child-initiated learning is the gateway to unlocking every child's potential. Through adult-led learning, we introduce new skills and concepts to the children, through which the children can continue to practise, develop and embed these skills in Continuous Provision. Child-initiated learning is a focal point in EYFS, meaning that all children can discover and develop skills and ideas themselves and in their own ways.

There are seven areas of learning and development in EYFS, which are divided into three prime areas and four specific areas: the three prime areas are Foundations for Schools readiness and future progress linked with the National Curriculum areas. The three prime areas are:

- Communication and Language
- Personal, social and emotional development
- Physical development

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Characteristics of Effective Learning are woven through and interconnected with the seven areas of learning. These are:

- Playing and exploring
- Active learning
- Creating and thinking critically

These characteristics underpin the curriculum and support the children to remain effective and motivated learners.

In EYFS, we use a combination of paper and online learning journals to celebrate success, track children's learning and identify key next steps. Effective interactions between staff and children, and regular home/school communication ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners as they continue to develop and grow. Parents have access to our online learning journal 'Tapestry', where they are able to add children's achievements and learning outside of school.

Furthermore, workshops, 'Stay and Play' sessions and our Friday open door policy are all in place to encourage parents to take an active role in their child's development in order to cultivate a holistic approach to learning and develop the whole child.

What your child will learn (Impact)

At Penketh, we strive to ensure that by the time the children leave EYFS, they have made good progress, attain a Good Level of Development and are equipped for moving into life in KS1. Effective communication between EYFS and KS1 staff is key moving forward, as children may be at very different stages when leaving Reception. Transition meetings between teachers are held, and transition days are organised in the Summer term to ensure a smooth and easy transition for all children when leaving EYFS. Above all this, we hope that all children leave EYFS as positive, well-rounded individuals, ready to tackle any challenges in order to create lifelong learners and valuable future citizens.