



Barnfields Primary School: EYFS Curriculum

Subject Leader Curriculum Intent, Implementation and Impact Overview			
Subject Quest: <i>To nurture and develop each child into a confident, independent learner and to build a firm foundation of knowledge and skills in order to give them the best possible start in their journey as a learner.</i>			
Intent	Supporting Research	Implementation	Impact
<p>Children in EYFS are curious and enthused learners. A high quality, ambitious curriculum ignites their love of learning and enables them to make an excellent start to their education.</p>	<p><i>“Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas: communication and language, physical development and personal, social and emotional development”</i></p> <p>Statutory Framework for the Early Years Foundation Stage</p> <p>Setting the standards for learning, development and care for children from birth to five.</p> <p><i>“The EYFS should continue to promote the importance of a balanced teaching approach which incorporates play-based and relational pedagogic approaches alongside more structured learning and teaching, especially when children are in transition between EYFS and Key Stage 1.”</i></p> <p>Getting it right in the Early Years Foundation Stage: a review of the evidence.</p>	<p>At Barnfields, our curriculum has been carefully designed to cover a range of relevant themes and interests to engage children and provide them with a variety of experiences to enhance their learning and builds upon their cultural capital. We begin the year by looking at themes children are familiar with in the world around them, like family, community and the season of autumn. We then progress to looking at places in the world which are not familiar to the children but provoke their imagination by comparing contrasting locations of Antarctica and the jungle. We use high-quality texts, video clips, natural objects, artwork and music to inspire curiosity and excitement.</p> <p>Throughout all our learning opportunities, we build on the children’s prior learning and development in the prime areas by teaching new vocabulary and incorporating high quality interactions.</p> <p>We use a balance of direct whole class teaching, adult-led group work and child-initiated learning throughout each day. During child-initiated learning, children have access to a wide range of resources across all seven areas of learning enabling them to follow their own interests and spark creativity. Through positive interactions with adults and skilful questioning, adults challenge, develop and facilitate children’s learning.</p>	<p>Children will fully engage in their learning. They will be motivated and develop a love of learning to last a lifetime.</p>

Subject Quests/Core Concepts:

At Barnfields Primary School, we understand that all subjects seek to do something – or rather the people engaging in them are seeking to do something, either collectively or individually. Once we understand the intended nature of each subject, we can then consider at greater length the knowledge that is to be imparted. These ‘quests’ and ‘Core Concepts at Barnfields’ enable us to engage in informed discussions and decisions around curriculum planning and teaching in the classroom.



	Authors: Chris Pascal, Tony Bertram, Liz Rouse of Centre for Research in Early Childhood		
<i>A progressive EYFS curriculum builds on previous learning, making explicit links to previous learning which enables children to make connections and build on prior knowledge and skills facilitating a smooth transition into KS1.</i>	<p><i>“The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.”</i></p> <p>Development Matters Non-Statutory Curriculum Guidance for the Early Years Foundation Stage First published September 2020 Revised July 2021</p> <p><i>“Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.”</i></p> <p>Statutory Framework for the Early Years Foundation Stage Setting the standards for learning, development and care for children from birth to five.</p>	<p>There are four specific areas of learning as stated in the EYFS Framework 2021: Literacy, Mathematics, Understanding the World, and Expressive Art and Design. These areas have been coherently sequenced in order to provide an engaging, ambitious and progressive curriculum. Children acquire knowledge and skills in these areas through high-quality direct teaching sessions and also through the opportunities provided within the continuous provision. Enhancements and challenges are added to the continuous provision to allow children to apply the knowledge and skills they have been taught.</p> <p>We use the systematic synthetic phonics programme Little Wandle which draws on research into how children learn best; how to ensure learning stays in children’s long-term memory and how best to enable children to apply their learning to build their phonological knowledge in order to develop their early reading skills.</p> <p>We provide a vocabulary rich environment through carefully selecting books to read to the children with new and ambitious vocabulary choices. We explicitly teach definitions of these words and discuss how we could apply them in our own conversations. We revisit books, regularly encouraging children to join in with repeated phrases through using expression and drama. We model a love of reading through our daily story times.</p> <p>We use White Rose Maths and NCETM Mastering Number materials to support our early maths curriculum which both break the learning into small, progressive steps. The curriculum has been designed to support the development of early number skills through a combination of short adult-led sessions, group activities and games. Alongside this, children are given opportunities to</p>	<p>Children will build on their knowledge and skills throughout the year.</p> <p>Children will make links in their learning and thereby embed it in their long-term memory.</p> <p>Children will be well prepared for Year 1.</p>

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		<p>follow their own interests through play to enhance their mathematical learning.</p> <p>Our bespoke EYFS curriculum incorporates the Early Learning Goals and Development Matters guidance alongside deliberate sequencing to lead into the Key Stage 1 curriculum giving children the essential skills and knowledge they will need to access their learning in Year 1.</p>	
<p><i>Children are independent, active learners who develop lifelong learning skills, having the confidence to play and explore, create and think critically and display our Barnfields values.</i></p>	<p><i>“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Children learn to be strong and independent through positive relationships”</i></p> <p>Statutory Framework for the Early Years Foundation Stage Setting the standards for learning, development and care for children from birth to five.</p>	<p>We provide an environment rich in meaningful learning opportunities where children can initiate their own learning experiences, ask questions and enquire. We encourage children to be independent, have self-belief and to follow their own interests and fascinations. Through our school values of respect, responsibility, resilience, reflection and responsibility, we teach children the essential values they need to be successful learners.</p>	<p>Children will be independent, confident learners.</p>
<p><i>The curriculum is inclusive; planning and teaching is adapted to meet the needs of all children. We ensure all children make good progress regardless of their starting point.</i></p>	<p><i>“Children are powerful learners. Every child can make progress in their learning, with the right help.”</i></p> <p>Development Matters Non-Statutory Curriculum Guidance for the Early Years Foundation Stage First published September 2020 Revised July 2021</p>	<p>We use ongoing assessments from our interactions and observations to closely track children’s individual progress. We recognise that children’s starting points and experiences can be very different on entering Reception and so each child needs to be treated as a unique child. We quickly identify any gaps in development in the prime areas and use interventions such as Wellcomm to develop communication and language, motor skills sessions to develop physical development and use our Jigsaw PSHE teaching sessions to target personal, social and emotional development. We monitor and track progress closely to ensure that each child makes expected progress.</p> <p>During child-initiated learning, adults use their positive interactions with children to work on individual next steps.</p>	<p>Children will make expected or better than expected progress.</p> <p>Interventions will be used to narrow the gaps between children’s attainment.</p>

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