

EYFS Curriculum: Intention

At Thorplands Primary School, we want our children to be **learners for life** who think creatively and critically, explore the world they live in and have a passion for engaging in their learning. Our EYFS curriculum is designed to meet the needs of individual children, including our disadvantaged pupils and those with SEND. We strongly believe that every child is an individual and deserves the best education possible. We provide a curriculum that is ambitious, challenging and engaging because we recognise and celebrate that all children are unique. The strong foundations that our children gain from our curriculum provides them with the skills and knowledge that they need to support and prepare them for their future learning. Our ethos in Early Years is to support children's personal, social, emotional development and mental health so that they feel safe and secure and are ready to learn.

EYFS Curriculum: Implementation

At Thorplands we follow the Early Years Statutory Framework for the Early Years Foundation Stage. During their time with us children will learn, explore and engage with lots of challenging, open and creative activities, often based on their own interests. We enable children to develop their ability to learn independently through a range of teacher led and child led learning opportunities. Our learning environment is exciting and stimulating and is regularly adapted to meet the individual needs of our children. We are fortunate to be able to offer a range of learning environments including classrooms, covered areas and outdoor spaces which means that our children are offered a broad and balanced range of learning opportunities.

Children that attend the Early Years Foundation Stage at Thorplands Primary and Preschool benefit from being listened to because pupil voice is an important part of our school ethos, developing their social interactions and an ability to self-regulate their emotions. They are immersed in books and develop a love of listening to and retelling stories. Assessment is at the heart of the curriculum that we offer, on entry, a baseline assessment is undertaken and combined with the voice of the parent in addition to information and assessment gathered from other settings and agencies. All our children are assessed using the Early Years Project and that data is used to plan experiences which ensures progress. Formative and Summative Assessments provide our EYFS practitioners with information for future planning making sure learning is embedded and consistent and that all our children continue to make excellent progress within our EYFS setting. Our assessment judgements are being regularly moderated both in school and externally within schools in our trust.

We value, recognise and welcome your support as a parent, and identify the vital role that you play in your child's education. We are actively working to build, develop and maintain positive, strong relationship between practitioners and parents and/or carers. We work hard to ensure that parents are being regularly informed about their child progress, offer training and support for parents and have an open-door policy.

EYFS Curriculum: Impact

Our pupils make good progress across all areas of learning because they gain the skills they need to become learners that are ready to learn. Children with SEN and EAL are equipped with strategies and tools that ensure they can communicate their needs successfully and develop their social and emotional well being. Our curriculum allows children to develop their early language skills, widening their vocabulary and the use of sentence stems to talk in full sentences. A consistent and robust daily teaching of phonics enables our children to apply blending and segmenting skills into reading and writing. Pupils leaving EYFS are able to freely and successfully communicate with adults and peers, and are prepared to continue their learning journey in KS1.