



## EYFS Curriculum Intent, Implementation and Impact

### Intent

Within the Early Years at Montalbo we provide a safe and stimulating environment, which has no limits or barriers and which inspires the children. It encourages collaboration and endeavour and enables children to learn, grow and flourish. We put the children at the forefront of everything that we do and ensure the children experience a curriculum that is inspiring, engaging and exciting. Our children are taught through an appropriately balanced combination of adult led activities and continuous provision, allowing them to explore new concepts, follow their own interests and develop their curiosity and independence. Our continuous provision is designed so that each individual has a constant, enabling environment which allows them the freedom to safely explore, whilst challenging their learning, with clear progression in provision between Nursery, Reception and Year one. This is achieved by providing learning opportunities that are age appropriate but that stretch and challenge the children. The curriculum taught is progressive and sequential and is tailored to meet the needs of the children, informed by assessments carried out, and provides opportunity to develop the areas of knowledge and understanding that need improvement, whilst enhancing areas of strength. It is planned so that the children build their knowledge and skills sequentially, extending their previous knowledge and understanding to reach their full potential. We embed the characteristics of effective learning into everything that we do, ensuring the children have opportunities to be explorative, active learners who are creative, critical thinkers. We believe that by providing the children with invaluable experiences through explorative and practical play, that they will be equipped with the tools, knowledge and problem-solving skills to progress successfully throughout their school life. We also work in partnership with parents/carers wherever possible. By building strong relationships with parents/carers we encourage clear and open communication, to maximise learning opportunities for the children and keep parents actively involved in their child's learning. Throughout their early years, and within each area of learning, firm foundations are set, meaning by the time the children leave the early years, we are confident that each individual is 'year one ready'. The children are then able to start their journey into Key stage one as independent, creative and critical thinkers.

### Implementation



- To provide an EYFS curriculum with no limits or barriers.

Within the Early Years at Montalbo we understand the importance of allowing the children the opportunity to follow their own interests and to develop their natural curiosity. Therefore, we ensure that the interests of individuals are acted upon and provide the children with a stimulating environment that allows them to extend their knowledge and understanding. Additionally, provision within the classroom is continuously monitored and is adapted and changed, sometimes weekly, based upon the engagement levels of the children, ensuring that the opportunities provided are challenging and engaging. Play is also extended and built upon using probing, open-ended questioning. These questions allow the children to talk in detail, encourages sharing of ideas and problem solving, whilst modelling the creative process of thinking.

- To provide a curriculum that is inspiring, engaging and exciting.

The children are taught a well-rounded engaging curriculum based around the seven areas of the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Additionally, we ensure that the experiences provided within the Early Years goes beyond the classroom, incorporating visits and visitors into new topics, providing the children with real life context for their learning. Collaboration between Nursery, Reception and our Year 1 teachers ensures that teaching and learning progresses sequentially, mapping out a clear route for each child's learning.

- To provide an appropriate balance between play and adult-led activities.



Although we recognise that it is crucial to follow the interests of the children, we also understand that we must meet the needs of the children to further develop their learning. This is achieved by introducing adult-led activities, which can develop specific skills ensuring the children develop their next steps in learning. We also make sure a good level of progress is made and that the children are Year one ready. The children have a good balance of indoor and outdoor play, alongside focused activities each day, providing the children with a breadth of experience and learning opportunities.

- **To collaborate with parents/carers to build and develop strong relationships.**

We understand the importance of strong relationships with parents/carers, and building upon this is something we continuously work on. We use a range of methods to increase parental involvement and to develop relationships with families. We hold 'Stay and Play' sessions once every term. This allows parents/carers to experience their child's learning first hand and gives them the opportunity to explore the environment. We also hold transition workshops for Nursery children entering Reception, along with phonics and maths workshops for Reception and Year 1, early in the academic year. This provides parents and children with an oversight into the school day and school life and allows any questions, queries or concerns to be answered. Our academic workshops also provide parents/carers with information and techniques to assist them and their child's learning at home. We understand that formal sessions are not always suited to all parents/carers, therefore provide both formal and informal sessions, where parents can talk about their children's learning and discuss any aspects of their school life.

- **To use assessment to help children extend their thinking and embed their learning.**

As mentioned, although it is important to follow the natural curiosity of the children, we place importance on tackling areas of improvement for individual children and developing these into strengths. We do this through the use of on-entry and ongoing assessments and use the information from this to inform and tailor the opportunities provided in order to ensure that the children are given the best start in their journey through education. Our



data collection and monitoring also informs our organisation and running of intervention groups. Our data identifies any gaps and allows us to plan and run sessions that target these gaps and enable children to 'keep up' not 'catch up'. We also have strong connections and relationships with outside agencies. This enables us to be well informed on the correct strategies that need to be employed in order to provide individual children with the most suitable and enabling support available.

### Impact

- To provide an EYFS curriculum with no limits or barriers.

Children have access to a diverse and challenging education, that is accessible for all.

- To provide a curriculum that is inspiring, engaging and exciting.

Children learn a wide range of skills and topics, which they can recall and are passionate about, which is embedded alongside real-life experiences.

- To provide an appropriate balance between play and adult-led activities.

Children acquire skills, knowledge and experience from a mix of child-led play and adult-led activities.

- To collaborate with parents/carers to build and develop strong relationships.

Parents and carers have strong relations with EYFS staff and play an active role in their child's learning.

- To use assessment to help children extend their thinking and embed their learning.

Children's learning is individual and in-depth and is well informed from regular assessment.