



# EYFS

## Intent, Implementation and Impact



*At Priestley Smith School we recognise the significance that a child's experience and opportunities in their Early years can have on their later learning. Our EYFS curriculum intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their love of learning. The themes and topics in the EYFS are based on children's pre-existing experiences and aims to increase independence throughout their time in EYFS. All children will work towards achieving the Early Learning Goals, but if they are working towards those, we will plan an individual pathway in order for all children to make progress compared to their own starting point.*

### Intent

- We aim to provide all children in our EYFS with an individual pathway to their learning, adapted to meet their SEND needs.
- We aim to provide a curriculum that builds on what children can do and through adult support they can be taught new things.
- We aim to deliver an ambitious curriculum for all our learners in order to ensure that each child fulfils their own potential.
- We aim to ensure that all children are given opportunities for cultural capital through trips, experiences and visitors into school.
- We aim to provide a curriculum that lays the foundations for later learning and teaches children the most basic skills they need to progress, whilst recognising that it takes a child with a VI much longer to learn new skills as they do not learn incidentally.
- We aim to deliver a coherently planned and well sequenced curriculum that prepares children in our EYFS for the later curriculum in Key Stages 1, 2 and in secondary.
- We aim to provide a curriculum that has a heavy focus on the three prime areas: communication and language, personal, social and emotional development and physical development as without these in place, learning will be much more difficult for each child.
- We will consult with specialists to and outside professionals to ensure that our curriculum meets the needs of all children in the EYFS.

## Implementation

- We will ensure that all resources utilise a variety of senses so that children with little or no vision are able to access resources through their preferred sense.
- All activities will be delivered through play as it is recognised that children learn best this way, however, some activities will be adult-supported.
- Group times will be kept to a minimum as children cannot be expected to sit for extended periods of time. Group times will consist of morning greeting, wake up shake up, TACPAC and shared attention activities, such as Bucket time.
- Activities will focus on the three prime areas of learning as they are the most important foundations for later learning.
- Staff will model activities through play to scaffold children's learning.
- Staff will develop children's language and understanding through talking to them as they play. They will commentate, name and explain what is happening.
- Children will develop their physical skills through regular trips to soft play and swimming.
- Children will make use of our school minibuses to go on trips and visits. This will provide them with opportunities for hands-on learning.
- Learning opportunities will be revisited on many occasions to ensure that learning has taken place.
- Children will have opportunities to develop their VI skills through weekly CFVI sessions, e.g. dressing and keeping clean.
- Learning opportunities and resources will be meaningful, allowing children to learn about objects and experiences they would come across in their daily lives.
- Progress will be recorded through connecting steps and achievements will be evidenced through Tapestry. Assessments are used to plan next steps in learning.
- Staff will spend time reading to children on an individual and small group basis.
- Information is shared daily through the use of the whole school books. Parents have regular opportunities to speak to staff through learning mentor conversations. They are encouraged to attend parents' evenings, EHCP annual reviews, coffee afternoons and learn-together sessions.

## Impact

- Children will be ready to transition to the next key stage.
- Children will have all made progress compared to their own individual starting points, which will prepare them for their next school year.
- Children will independently negotiate their way around their learning environment.
- Children will have developed communication and language skills which have progressed from their own individual starting points.
- Children will have an increased ability to listen to stories and rhymes and then join in.
- Children will be able to make their needs known to an adult.
- Children will enjoy sharing stories and understand early mathematical concepts.
- Children will be physically active in their play, developing their physiological, cardiovascular and motor skills. They will show good control and coordination in both large and small movements appropriate for their stage of development.
- Children will be engaged in their learning and happy to come to school.

