EYFS at Morley Primary School

Intent Statement

At Morley Primary School our curriculum begins in our early years provision. We strive to create a child-centred, bespoke curriculum and learning environment that supports every child to develop their confidence and skills of interrogation. We aim to work collaboratively with parents and carers to ensure that all children are supported to become independent and enthusiastic learners who can reach their full potential. It is our intent that children in our EYFS setting will begin their lifelong learning journey by developing emotionally, physically, verbally, and cognitively, while ensuring they embody a love of learning. We allow the children a breadth of opportunities to engage with the wider community to ensure they develop a strong sense of belonging to both the school and the wider community. Our EYFS curriculum enables our children to be confident and creative learners who are ready for transition into Year One.

Implementation: Three Pillars

Vocabulary: Throughout the school day, children are encouraged to use targeted vocabulary within their spoken and written work.

Locality: We explore the local area with regular nature walks, interact regularly with local businesses, and the local church. We have frequent visits from local people to inspire the next generation.

Leaders of the Future: We teach children the importance of understanding and respecting people from a range of different cultures. We empower them with the confidence to know that they themselves can change the world through their words and actions.

Implementation: Scheme

Maths – White Rose

PSHE – Jigsaw

RE – Derbyshire Agreed Syllabus

Phonics – Little Wandle

Reading – Little Wandle

Implementation: Continuous Provision and Direct Teaching

During the school day, the children have opportunities to work independently, collaboratively and have direct teaching for English, Maths, Phonics, Reading and Topic. Our continuous provision enhancements are created during a daily meeting with EYFS staff, to ensure all staff can tailor the learning to each individual child. Also, the children have access to open-ended resources to allow them to develop the key principles of continuous provision such as independence, innovation, creativity, enquiry, and problem-solving.

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Implementation: Planning

The EYFS curriculum at Morley Primary School follows the Early Years Statutory Framework for the Early Years Foundation Stage, updated January 2024, by the DfE. We have developed a curriculum that works alongside and underpins the key learning that is required to access the Key Stage One curriculum, while ensuring it is contextualised to support our individual children in meeting their early learning goals. Our planning is designed to be flexible so that children's unique interests are supported.

Implementation: How groups are supported

The overarching principles that shape practice in Early Years settings are:

- 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.
- 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. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

At Morley Primary School we are dedicated to ensuring our environment and practice reflects these principles. We offer a bespoke curriculum and teaching is adapted appropriately to ensure that all children can thrive. All staff who work with our reception children meet frequently to discuss how each child's individual needs and interests are being addressed.

Implementation: Characteristics of Effective Learning

Children in the EYFS learn best through exploration, being active and by being creative and critical. Activities are planned to ensure children can develop their characteristics of effective learning.

These are:

- Playing and exploring – children investigate and experience things and have a go.
- Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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Implementation: Monitoring

Monitoring of the Early Years takes place in several ways:

- Early Excellence Audit
- Early Years Improvement officer visits
- Frequent monitoring and checks by the senior leadership team.

At Morley Primary School we are keen to ensure all staff are self-reflective and continuously developing their practice. To ensure this we do annual Early Excellence Audits to ensure our environment reflects the needs of all children. We invited Derbyshire County Council Early Years Improvement Officers to visit our early years provision.

Impact: Assessment

Assessment is vital to ensure all pupils receive a bespoke curriculum. All Reception children undertake The Reception Baseline Assessment in the first six weeks of Reception. The children then are assessed according to the Birth to 5 Matters Framework, this is done via formative assessments once a term.

Personal, Social and Emotional Devlopement			Communication and Language			Physical Development		Literacy		Mathamatics	Understanding The World			
Making Relationships	Sense of Self	Understanding Emotions	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self Care	Reading	Writing		People and Communities	The World	Technology	Crea
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