



**EYFS Curriculum Intent –**  
**for all of our learners to be safe, happy, empowered individuals.**

- ✓ At Thomas Jolyffe, we provide a high quality EYFS education giving children a secure and confident start to their school life.
- ✓ We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence.
- ✓ We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start in their early education.
- ✓ We provide inviting classroom environments, both indoors and outdoors, to stimulate learners and engage them in the three Characteristics of Effective Learning as set out within the EYFS.

We carefully plan the EYFS curriculum to meet the following aims:

- ✓ Foster a love of learning which inspires curiosity.
- ✓ Provide experiences of awe and wonder.
- ✓ Ensure all children have access to high quality learning opportunities.
- ✓ Provide parents/carers with the opportunity to support their children's learning at home.
- ✓ Develop knowledge and understanding of the community and wider world.

**Reception children at Thomas Jolyffe are supported to be:**

- ❖ Collaborators
- ❖ Independent
- ❖ Communicators
- ❖ Resilient
- ❖ Confident
- ❖ Creative
- ❖ Investigators
- ❖ Risk-takers



## Implementation

- ✓ Quality first teaching across all areas of the curriculum
- ✓ Stimulating learning environments – indoors and outdoors. We are proud to be an 'Accredited in the Early Years Hygge Setting' (KSEY Consultancy)
- ✓ Well planned and organised continuous provision which allows children to learn through play
- ✓ A carefully planned balance of adult-led and child-initiated learning opportunities.
- ✓ We promote a love of learning through real life experiences and opportunities to build on prior learning.
- ✓ Close links with local nurseries, which supports a smooth and organised transition into school.
- ✓ Strong parental partnerships which empower parents to support their child's learning at home.
- ✓ A systematic approach to teaching reading to ensure all children learn to read. High quality phonics teaching is started as soon as children begin reception.
- ✓ Planned opportunities for outdoor learning through Forest School.

## Impact

- ✓ High levels of engagement and motivation demonstrated from children which supports them to become lifelong learners.
- ✓ Confident and capable readers who demonstrate a love of books and reading.
- ✓ Evidence of strong links with parents.
- ✓ Children demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.
- ✓ Children feel happy and safe and enjoy coming to school.
- ✓ All children access a balanced and challenging curriculum regardless of their background, needs or abilities.
- ✓ Children make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs.
- ✓ Children are supported by adults that are highly skilled and passionate about providing the best education for every child.
- ✓ An end of year Good Level of Development (GLD) % that is in line or above national GLD.

***Speech, Language and Communication skills*** are consistently promoted and staff share an agreed understanding that ***emotional well-being*** underpins good progress and success for life.



## **Play. Scaffold. Model. Observe.**

In our classroom you may see children playing in a variety of different ways, deciding on resources and choosing how to spend their time. You may see a child playing and interacting with an adult, who is modelling how to achieve something, how to extend learning or teaching a new skill that interests the child.

Adults may scaffold a child's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go from "what they know" to "what else they could know". Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his/her abilities.

During play, where the foundations of social and emotional skills are developed, scaffolding is a bridge to new skill levels using 3 key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as a child approaches mastery, withdrawing the support.

As the children develop, and their skills progress throughout the year, we use more direct teaching and modelling through sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in the specific areas of learning so that the children can develop the skills and confidence required for the end of their reception year.

## **Learning in the EYFS**

## **Guided learning. Child-initiated. Direct teaching.**

The EYFS statutory framework does not prescribe a particular teaching appropriate.

“Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.”

At Thomas Jolyffe, we carefully plan what the children learn in the classroom and through provision enables them to learn from their interests, alongside extending their knowledge and understanding through direct teaching.

Each day, we stimulate children's interests, respond to individual children's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.

We develop children's curiosity and encourage a hunger for learning, enjoying working with the children to find answers to their many questions!



## Seven Key Features of Effective Practice

### The Best For Every Child

In the Early Years at Thomas Jolyffe, all children will be given an equal chance of success.

- ✓ We have an inclusive ethos and ensure that all children have access to high-quality early education. We understand the value of this for those children who are disadvantaged and strive to 'narrow the gap.'
- ✓ We know that experiencing high-quality early education and care, both support and nurture children who have already lived through difficult experiences.
- ✓ Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

### High Quality Care

- ✓ At Thomas Jolyffe, the children's experiences are central to the thinking of every staff member.
- ✓ We ensure our young children are exceptionally well cared for which enables them to thrive.
- ✓ High-quality care is consistent. Every staff member enjoys spending time with young children and this is reflected in their interactions with children.
- ✓ Staff are responsive to children. They ensure effective and positive relationships are formed with all children.
- ✓ Staff know that starting school, and all the other transitions in the early years, are big steps for small children.
- ✓ Staff support children to develop their independence.



## Seven Key Features of Effective Practice

### Curriculum: 'what we want the children to learn'

The Early Years curriculum at Thomas Jolyffe is ambitious.

- ✓ Careful sequencing of skills and content enable children to build their learning over time.
- ✓ Planning helps every child to develop their language skills.
- ✓ The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- ✓ Young children's learning and development are frequently driven by their interests. Therefore, planning is flexible to facilitate this.
- ✓ We ensure depth in early learning is achieved by spending time embedding learning.
- ✓ Problem solving skills are developed, through open-ended tasks and children are encouraged to share their thinking with others.

### In our EYFS every child has the right to:

.**thrive** in our care by accessing a **unique curriculum**\* that has been designed by our Reception team, based on a good understanding of where children are and where they need to go in order to **progress** and **achieve**.

\*The term curriculum is used to describe everything children do, see, hear or feel in their setting - both planned and unplanned" (*Curriculum Guidance for the EYFS*)

### Pedagogy: 'helping children to learn'

- ✓ Children are powerful learners. At Thomas Jolyffe, every child is supported to make progress in their learning, with the right help.
- ✓ We understand that effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- ✓ Staff carefully organise enabling environments for high-quality play.
- ✓ We make time and space available for children to invent their own play. Sometimes, we join in - to sensitively support and extend children's learning.
- ✓ Children in our early years also learn through group work, when practitioners guide their learning.
- ✓ As the children develop throughout the year they are given more guided learning.
- ✓ We take pride in our well-planned Hygge learning environment, both indoors and outdoors. Recognising this is an important aspect of pedagogy.

### PEDAGOGY

CHILD-CENTERED.  
COMMUNICATION FRIENDLY.  
WELLBEING.  
INSPIRED BY CURIOSITY.  
PLAY-LEARNING.



## Seven Key Features of Effective Practice

### Assessment

- ✓ At Thomas Jolyffe, assessment in the Early Years does not take staff away from children for long periods of time.
- ✓ Staff use a range of strategies to gather information about the children's learning and development.
- ✓ Before assessing the children we consider if the information acquired will be helpful.
- ✓ Assessments are completed to inform planning and support the practitioners in identifying children who need additional support.
- ✓ Assessment is based upon a secure knowledge of child development.
- ✓ Practitioners have a clear expectation about what children need to know and how best to support them in developing their learning.
- ✓ Accurate assessment is used to help inform whether a child has a special educational need or needs extra help.
- ✓ ClassDojo is used to share observations with parents/carers. Families are able to upload pictures/videos – we use these to inform both our planning and assessment.
- ✓ When children start school staff undertake the Reception Baseline Assessment (RBA) with individual children.

### Self –Regulation

As part of our Personal, Social and Emotional Development we support children to –

hold information in mind,  
focus their attention,  
regulate their behaviour,  
plan what to do next.

These abilities contribute to the child's growing ability to self-regulate -  
focus their thinking,

monitor what they are doing and adapt,  
regulate strong feelings,  
be patient for what they want,  
bounce back when things get difficult.

Staff have a shared understanding that language development is central to self-regulation –

children use language to guide their actions and plans  
pretend play gives many opportunities for children to focus their thinking,  
persist and plan ahead.



## Seven Key Features of Effective Practice

### Parents As Partners

- ✓ At Thomas Jolyffe we ensure that parents/carers have a strong and respectful partnership in the early years - which enables children to thrive.
- ✓ We listen to parents and give parents clear information about their children's progress through face to face formal parents' evenings, informal 'drop ins', always being available after school and through our Reception email account.
- ✓ Parents are encouraged to support their child's learning and development at home as this has a significant impact on their child's learning. We send home a knowledge organiser at the start of each half term and a weekly planning sheet to ensure families know what teaching and learning will be happening. We are also very proud of our class page on the school website – this has a wealth of information on for families.
- ✓ We take the time to 'get to know' and understand children and their families, enabling us to offer support as needed.
- ✓ Home visits are carried out before the children start school in September. This provides the foundation for strong and effective partnerships with parents. We always receive positive and thankful feedback from families about these visits.
- ✓ Parents/carers are invited into school for a 'Stay and Play' session with their child prior to starting school. This provides the opportunity to familiarise themselves with the classroom environment and meet other parents and children.
- ✓ Parents/carers are given the opportunity throughout the year to engage in the wider school community.



## EYFS Statutory Framework

### Characteristics of Effective Learning

Characteristics of Effective Learning describe behaviours children use in order to learn.

To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

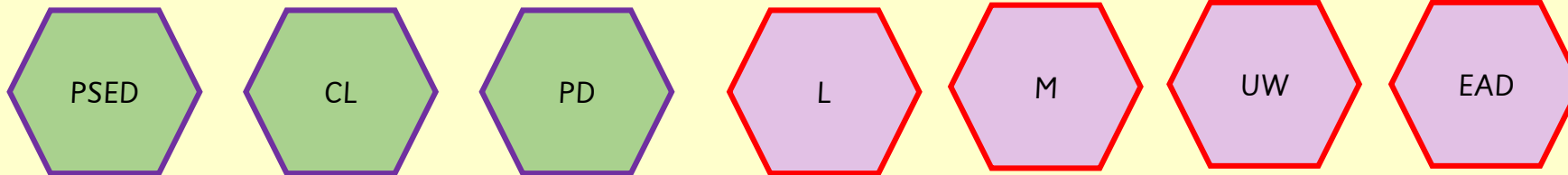
The three characteristics of effective teaching and learning are:

- 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.

### Areas of Learning and Development

Prime areas of development and learning lay vital foundations in the early years.

The three prime areas are: Communication and Language, Personal, Social and Emotional Development and Physical Development.




Specific areas of learning build on the development gained through the prime areas.

The four specific areas are: Literacy, Mathematics, Understanding The World and Expressive Arts and Design.



## EYFS Statutory Framework

### Overarching Principles

A Unique Child.  Positive Relationships.  Enabling Environments & adult support.  Learning & Development.

#### Our EYFS team encourage and support children by:

- ✓ Providing an **enabling environment** in which children can develop these roles and skills
- ✓ Building **positive relationships** with all members of staff but especially their Key Person
- ✓ Providing **rich experiences**, such as Forest School, cooking and learning from visitors we welcome in
- ✓ **Growing** the **vocabulary** of our children through high quality interactions
- ✓ **Challenging** them to move their thinking and learning on to their next step
- ✓ Providing **balanced opportunities** to develop through child-initiated, adult-initiated and adult-directed activities.

**When we give every child the best start in their early years, we give them what they need today.  
We also set them up with every chance of success tomorrow.**

***Development Matters [DfE, 2021]***