

Intent, Implementation and Impact Statement for the Early Years Foundation Stage at Morven Park Primary School

<p align="center">Curriculum Intent</p>	<p>In our Early Years Foundation Stage, we follow the EYFS framework 2021, to ensure that all children in the Foundation Stage aged from 3-5 are safe, happy, healthy (including oral health), and secure, learn and develop through play and thrive in our environment.</p> <p>We have a carefully designed a progressive curriculum that ensures all children make good progress, have a secure foundation and are ready to access the KS1 National Curriculum at the end of their Foundation Stage journey. We uphold our school's motto in our daily routine 'we are all unique, together as one.' We commit to developing good partnerships with parent/ carers to ensure a collaborative approach to our children's learning and development. We promote fundamental British Values in our children's school life.</p>	<p>We intend to make a positive impact on the learning and lives of our children by:</p> <ul style="list-style-type: none"> • Creating confident, responsible citizens who are aware of diverse needs; • Equipping pupils with a rich 'Cultural Capital' of real-world, first-hand experiences to enable them to succeed in life; • Providing a breadth of knowledge within a broad and balanced curriculum using a mastery approach. We believe mastering smaller steps before moving onto bigger concepts is key to success; • Designing our curriculum using high quality texts that provide age-appropriate opportunities and experiences to encourage our children to be inquisitive- influencing their future career choices; • Following a play-based curriculum with high quality adult interaction to encourage our children to grow into strong, healthy and independent individuals.
<p align="center">Implementation What are we doing in EYFS?</p>	<p>Poor speech, language and vocabulary</p> <ul style="list-style-type: none"> • Teaching of explicit progressive vocabulary from high-quality texts to increase pupils' range of vocabulary. • High quality adult child interactions • Modelling of appropriate learning behaviours • Sharing access to books • Nuffield Early Language Intervention Programme • Speech and Language (S&L TA) intervention • Nursery rhyme rich curriculum • Vocabulary rich environment • Communication friendly spaces • Story vocabulary pre teach <p>Limited life experiences</p> <ul style="list-style-type: none"> • Plan visits and experiences of interest into our curriculum • Learning to be brought to life within the classroom using real-world, first-hand experiences. • Setting high expectations for children's moral and behavioural standards • Role play areas to engage the characteristics of effective learning 	<p>Poor social skills</p> <ul style="list-style-type: none"> • To support and introduce etiquette and communication during snack and lunch times • Modelling of appropriate social interaction and conflict resolution • Developing opportunities to engage with parents to promote a positive impression of education. • Talk partners/ talking time <p>Physical Development</p> <ul style="list-style-type: none"> • Promote a wide range of opportunities for children to develop core strength and co-ordination • Promote a range of opportunities for children to develop manipulation and control • Have an understanding of how to manage self-care needs • PE led by a specialist • Bikeability
<p align="center">Issues that Impact our EYFS curriculum intent</p>	<p>Poor speech, language and vocabulary</p> <ul style="list-style-type: none"> • Limited vocabulary • Poor grammatical knowledge • Inconsistent listening skills • Limited access to books <p>Limited life experiences</p> <ul style="list-style-type: none"> • Limited general knowledge including wider world • Lack of first-hand experience (visits to theatre, farms) • Financial constraints at home • Lack of aspiration within the family • Dis-functional family circumstances 	<p>Poor social skills</p> <ul style="list-style-type: none"> • Social etiquette - dining, manners, turn taking • Reduced social interaction skills • Limited solutions to resolve conflict • Lack of value of education <p>Physical Development</p> <ul style="list-style-type: none"> • Lack of development of strength, co-ordination and positional awareness • Lack of fine motor control and precision • Poor independence and self-care needs