



EYFS Intent

Curriculum Aims

At Marlborough Road we make sure that our EYFS children feel happy, settled and safe in their learning environment. The different areas in the Nursery and Reception environment are designed to provide learning experiences which allow children to develop both academic, social and physical skills

We recognise the important influence that our children's home lives and their experience of any previous settings have on their learning and personal development. We get to know each child as an individual and to recognise how they learn and play and to understand their likes, dislikes, strengths and areas for development.

We welcome children and families from all over the world and from a wide range of faiths and cultures and we expect our pupils to do the same. At Marlborough Road Academy, the children in the EYFS take part in celebrating festivals and learning about celebrations across the world to reflect the diverse community that our children come from. We want our children to be proud of themselves, their families and their community.

We provide a language rich environment which we enhance regularly to excite and encourage our children to enjoy learning and provide a solid foundation for them to build on as they move through the school. Pupils are encouraged to learn both inside and outside and areas of learning are zoned in both environments. Children have access to both throughout the day. Some of the staff in the EYFS unit are trained in developing speech and language, using a programme called ELKLAN. The children are also assessed using the WellComm speech and language scheme and through adult interactions are exposed to skills they need to meet age-related expectations.

Both nursery and reception have a teacher allocated to the classes, alongside experienced teaching assistants.

The children have access to an exciting outdoor area which has a range of natural resources, climbing equipment, texture kitchen, planters and a huge sandpit for children to explore and learn in. The children have access to this every day and use this area during lunchtimes. The children are encouraged to be independent and self-select resources that they need for their learning outdoors. The outdoor area has 'Grab and Go' cupboards that the children have access to.

The children develop their relationships, speech, language and communication skills, their understanding of our school rules (Choose Kind, Be Safe, Work Hard) and build the confidence to try a range of activities and tasks, so that nursery pupils are ready to face their reception year and reception pupils enter Year 1, having had the best possible start.

Take a look at our timetable to see what the routines in EYFS are on the website

Implementation - EYFS

Across our EYFS we follow the Early Years Statutory Framework for the early Years and foundation Stage. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. T

Prime Areas

- Personal, Social and Emotional Development
- Communication, Language and Literacy



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- Physical Development

Specific Areas

- Literacy
- Maths
- Understanding of the World
- Expressive Arts and Design

Implementation – Nursery

Nursery focus in on the prime areas of learning, these are essential to enable children to meet the objectives within the specific areas throughout their journey in their early years education. These are discussed below.

Communications and Language

Our children will take part in early language acquisition games to build up their social skills, listening skills and understanding of sounds. The children are assessed using the speech and language programme 'WellComm' to find out which communication skills each child needs to meet their age related expectations. These assessments show us what skills we need to expose the children to, and whether or not they require any additional support in developing their language skills. One carpet session a week is dedicated to teaching skills from this scheme of work.

Physical Development

Each child also takes part in drawing a picture of themselves, so that we can assess their motor skills. This will show us each child's starting point and will impact our activities on the environment to promote gross and fine motor skills. From these assessments the adults prepare activities to promote finger strength, pencil grips, gross and fine motor skills on the unit. These activities are found in the 'Funky Finger' areas.

Personal, Social and Emotional Development

Most importantly, each child has the time to form relationships with their key worker and their new friends. Each child is assigned to an adult, who will monitor and keep track of your child's learning and progress. Parents and carers have frequent opportunities to meet with their child's key worker during the year. We monitor and link our observations to 'The Characteristics of Effective Learning' from the EYFS Development Matters document. Children meet with their key workers daily and discuss their home life, feeling and emotions over the course of the week. This is through circle time, songs and stories.

Each child has a folder called a 'Learning Journey', which documents their achievements during their first year at school. These are shared with parents regularly and parents/carers are asked to contribute. These journeys are continued through their reception year. Through observation the staff can track the progress your child makes over the year.

A vital aspect in our nursery children's development is how they use their time on the unit to access continuous provision. This is the time spent at activities designed to practice, revisit and develop taught skills through play. The children have daily phonics and Communication, and Literacy sessions. The children also take part in 'What's in the Box?' sessions, where we teach vocabulary and the



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function of words in context, exploring rhyme and syllables, early writing skills and model to children the language we expect to see in their writing as the year progresses. The children also have base times linked to maths, understanding of the world and physical development. We plan a broad and balanced curriculum which provides children with a range of first-hand experiences and opportunities to get out into the local community. Throughout the week the children have focus activities to complete with adults and peers, work independently, and demonstrate their own interests through their play.

In EYFS we believe that the most valuable use of the children's time is on the provision. We have adapted our timetable to ensure that the adults have more time to play with the children, both inside and outside. This gives the adults maximum time to model language and play skills, revisit prior learning, and build secure and positive relationships with their peers and adults and to observe how children prefer to learn. We try our best to follow children's interests and combine this with the thread of learning that we have chosen to follow. The continuous provision is language rich, has clear models up in all areas. Activities are linked to the stories and topics being taught and additional vocabulary, images and stories develop their knowledge. The children take part in three adult directed base times per day and have a story before home time. As well as learning through the continuous provision, children also access Adult Directed base times in which adults teach children particular skills, with objectives taken from Development Matters.

Children also take part in daily synthetic phonics sessions, which follow the Read Write Nursery scheme which focuses on engaging with stories that have repeated refrains, rhythm and rhyme and move on to blending sounds to make words. The children are in groups according to their phonic ability, but all have access to the 'What's in the Box?' session everyday, which models age related skills. Children are encouraged to transfer the skills they learn in phonics sessions into their independent reading and writing in the continuous provision, both indoors and outdoors.

In our EYFS unit, we introduce the children to different ways of working together called Kagan structures. These help the children to take an active part in learning from and with their peers. The Kagan structures are used in adult directed base times, and during our hall time where we take part in social, team, sports and creative games. We tailor our teaching around Rosenshine's principles of instruction. These include: Providing children with models of what they are aiming for, asking questions in a way that deepens their understanding, introducing learning in small steps with regular review and allowing for lots of practice.

Nursery's Checklist.

Below is a table of experiences that we believe children should take part in during their nursery year.

Paint a self portrait
Perform songs in front of an audience
Watch caterpillars grow and change into butterflies
Meet farm animals
Go on a nature walk throughout the year
Planting



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Implementation- Reception

In reception, children's learning builds on the knowledge and skills acquired during their nursery year. Teaching continues to the Development Matters Framework. The planning builds upon previous skills taught in nursery and will work towards children meeting the Early Learning Goals at the end of the year. The curriculum also ensures that children acquire skills to help them access the national curriculum as they move through the school.

In reception, we encourage children to challenge themselves on the unit and give them set tasks to do in the provision after base times so they can apply and transfer their skills into their play. We also have the Early Learning Goals at the forefront of our mind and know the pathways and journey the children need to follow to be secure in these by the Summer term. We support children to be intrinsically motivated to complete the challenges and take increased ownership of their own learning.

The structure of the day mirrors that outlined in the implementation for nursery aged pupils, however the reception children have longer base times.

Reception's Checklist

Below are some experiences we believe that children should take part in during their reception year.

Baking from scratch
Perform a dragon dance
Talk about and observe a life cycle
To take part in a nativity
Go on a trip
Go on a treasure hunt

Impact

The impact of our curriculum is measured by assessment procedures which allow us to compare outcomes against all schools nationally. We measure the percentage of Nursery children meeting age related expectations across all areas of learning by the end of Nursery. At the end of reception, we assess children on if they have achieved the Early Learning Goals across all areas of learning, and also look at children who have reached 'A Good Level of Development' by the end of reception.

The impact of the curriculum is also measured through observation of how effectively it helps our children develop into well rounded, happy and positive learners. By the end of the year, all of the Nursery children are familiar with our three school rules, routines and expectations on the unit. This will help the children in the reception year to be more independent learners.

The impact of working on the prime areas gives children a solid foundation to build upon so they can access the reception curriculum with ease and in turn are ready and prepared to move onto the national curriculum targets in year one.