



Early Years Foundation Stage

Curriculum Intent

Our EYFS curriculum is designed to give **every child the strongest possible start to their education**, building the knowledge, skills, language, confidence and independence they need to thrive throughout their school journey.

- **We want every child to develop a strong foundation for future learning**, recognising that the knowledge and skills secured in EYFS are the building blocks for success in Year 1 and beyond.
- **We have high expectations for every child**, regardless of their starting point, background or individual needs. We identify barriers to learning early and provide the support, challenge and teaching children need to succeed.
- **We prioritise communication and language**, recognising that language underpins learning across the curriculum. Children develop rich vocabulary, listening skills, conversational skills and the confidence to express their ideas, feelings and experiences.
- **We develop a love of reading from the earliest age** through high-quality texts, stories, poetry, songs and rhymes. Children develop phonological awareness, secure phonics knowledge and the comprehension skills needed to become confident readers.
- **We establish strong foundations for writing**, developing children's gross and fine motor skills, pencil control, mark making, phonics, oral composition, vocabulary and increasing independence as writers.
- **We develop strong mathematical foundations**, ensuring children understand number, quantity, pattern, shape, space and measure through explicit teaching, practical experiences, meaningful contexts and repeated opportunities to practise and apply their knowledge.
- **We place high value on physical development**, enabling children to develop strength, coordination, balance, dexterity and independence. We provide extensive opportunities for active, outdoor and practical learning.
- **We develop confident, resilient and independent learners** who can regulate their emotions, build positive relationships, solve problems, persevere with challenges and take increasing responsibility for themselves and their learning.
- **We develop children's knowledge of the world**, building their understanding of themselves, their families, communities, the natural world, past and present and the wider world through first-hand experiences, meaningful topics and rich vocabulary.
- **We recognise that play is fundamental to young children's learning**. Our provision is carefully planned so that children can practise and apply knowledge and skills through purposeful play, while adults know when to teach explicitly, when to model, when to question and when to step back.
- **We do not leave important learning to chance**. We identify the foundational knowledge and skills children need to secure, explicitly teach them and provide repeated opportunities for children to practise and apply them independently.

- **We build from children's starting points.** Assessment and professional knowledge enable us to identify what children already know and can do, identify gaps and misconceptions, and adapt teaching and provision accordingly.
- **We prioritise vocabulary and real experiences,** recognising that children need a rich bank of knowledge and language on which to draw. We use high-quality texts, conversations, role play, practical experiences and the wider environment to build this knowledge.
- **We provide an inclusive curriculum,** ensuring that children with SEND, disadvantaged children and those who need additional support have equitable access to ambitious learning and high-quality interactions.
- **We work closely with families** to understand children's experiences, strengths and needs and to build strong partnerships that support children's learning and wellbeing.
- **We ensure progression from Nursery through Reception and into Year 1,** so that knowledge and skills are deliberately built, revisited and secured rather than taught as isolated experiences.

We want children to leave EYFS as confident, curious, communicative and independent learners who have developed secure foundations in language, literacy, mathematics, physical development and personal and social development. They will have the knowledge, vocabulary, skills and learning behaviours they need to access the Year 1 curriculum successfully and continue to thrive throughout their education.