



EYFS

Intent

At Holy Trinity CE Academy we believe that children's early learning experiences deeply affect their future physical, cognitive, emotional and social development. We understand that building secure relationships with children and their families at the early stage is key to understanding how we can maximise learning opportunities for each and every child in our setting. We are fully committed to taking the time to understand and follow children's interests and provide a rich curriculum that supports learning, consolidates and deepens knowledge and ensures that children achieve their next steps. Both our indoor and outdoor provision is carefully planned and demonstrates a thorough knowledge and understanding of the way in which our children learn. Vocabulary is a very important part of our curriculum, and we aim to provide a language rich environment where children feel encouraged and confident to use the new words they hear. We aim to prepare our children to achieve the Early Learning Goals at the end of their Reception year and ensure that all children have made good or better progress from their individual starting points. Our ultimate goal is to prepare our children with the knowledge and skills needed for the next stage of their learning journey in KS1. This is so important as we know that what our children learn in these vital first years of life will stay with them forever and that optimising children's early education is the best investment we can make in ensuring their future success.

Implementation

As a team we follow the EYFS curriculum and ensure that the learning opportunities and experiences we provide are clearly linked to both the Prime (Personal, Social and Emotional Development, Communication and Language and Physical Development) and Specific (Literacy, Mathematics, Understanding the World and Expressive Arts) areas of learning. We begin each year by looking at the individual needs of our children and their different starting points and with this information in mind, we are then able to plan a range of broad and balanced learning experiences. We also use a number of themes to ensure a broad curriculum is followed and that our children are exposed to a wide range of experiences and vocabulary. We place huge importance on the development of children's vocabulary and ensure that staff are skilled in assessing early speech and language development and have the expertise to support children in being able to communicate their thoughts and ideas and explore the meaning of new words. All children are screened for speech and language as part of their Nursery baseline. Staff use their knowledge of the Characteristics of Effective Learning to ensure that they plan appropriate activities and organise their provision in a way that demonstrates a clear understanding of the way in which our children are motivated to learn.

We know that all children are unique, with their own individual fascinations and it is for this reason that we believe a balance of child and teacher led activities is crucial in order for our children to become fully engaged and excited by their learning. We feel that effective provision both indoors and out is based on a clear understanding of what we want our children to learn and how we plan to achieve this. We want our children to be independent in accessing quality play-based experiences that encourage them to notice, question and wonder. Effective interactions between staff and children and regular home/school communication ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners and to reflect children's needs and interests as they continue to develop and grow. We use paper learning journals to celebrate children's achievements, record observations, assess and track



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children’s progress and to identify their next steps. Regular parent’s meetings, stay and play sessions and social media posts ensure that parents are kept up to date with their children’s development and progress and are fully aware of how they can continue to support their children’s learning outside of school. We encourage parents/family members to send information about their children’s news and achievements outside of school via email and this provides us with a really well-rounded picture of our children.

Impact

We strive to ensure that all of our children make good or better progress during their time in Foundation Stage. Children who achieve the expected standard within the Early Learning Goals have the knowledge and skills needed to continue to maintain the good progress they have made in Key Stage 1 and beyond. We understand that when assessing children against the Early Learning Goals, there will be many children who are awarded the same level but may be working at differing levels within this range. We also use the school tracking system to identify these children, and those who are at risk of falling behind. Effective communication between FS and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey. As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. In addition to regular formative observations, staff input summative data on a termly basis and complete their own data analysis records to ensure that our children’s progress is monitored carefully, the impact of actions are evaluated and next steps are identified.

Nursery Daily Structures and Routines

	Activities	Intent	Implementation	Impact
	Start of the day – share a book + welcome	We want our children to develop speaking, listening and reading skills. We want them to make their own choices and be able to talk about their likes and dislikes. We want them to enjoy re-telling and creating stories,	Adults will support children to share books with friends and to choose a book to take home. They will be encouraged to build conversational language Children will be supported to	Pupils will handle books with confidence. They will share books at home as well as school. Children will be able to identify some of their favourite books.



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	<p>Either adult led topic/ maths session</p> <p>Continuous provision (including outside)/adult led tasks</p>	<p>and to be interested in and choose read books independently.</p> <p>We want our children to develop vocabulary and knowledge alongside reading and writing skills. We want our children to be confident, independent mark makers which they use to extend their own learning. We want our children to build their whole number and shape sense and are able to use a range of strategies to explore and use this knowledge independently in real life situations. We want our children to use information from books to support their independent learning in continuous provision.</p> <p>We want our children to have the freedom to access quality provision both indoors and outdoors. We want our children to have extended periods of time to both lead their own learning and be supported by adults in building knowledge, developing vocabulary and using and applying skills that have been taught. We want our children to have access to independent problem solving, challenging investigation opportunities which spark their curiosity and promotes critical thinking skills. Opportunities will be differentiated and will seek to challenge all abilities of pupils .</p>	<p>develop key knowledge and vocab alongside speaking skills.</p> <p>Children will be supported to re-tell the class topic related book. There will be a range of adult modelled mark making/ writing sessions + opportunities to develop gross and fine motor skills to improve pencil grip/ formation. The topic will be planned based on pupil's knowledge and interests for high levels of engagement. Maths sessions will be planned according to gaps in pupil's knowledge. Staff will adapt each session and ensure every pupil is challenged appropriately.</p> <p>Children will have access to their own classroom, our shared area and our outdoor area during various continuous provision sessions. Adults may also complete focused group activities linked to a particular aspect of knowledge or skill.</p>	<p>Pupils listening skills will improve alongside their receptive and expressive language. They will be able to answer increasingly difficult questions and will be independently asking their own.</p> <p>Pupils speech production will be more complex and they will independently use more descriptive vocabulary in their everyday speech. Pupils will have opportunities for physical development both indoors and outdoors. This have a significant impact on pupil's self-help, gross motor and in turn writing skills. Pupils will have opportunities to develop PSED skills through shared learning opportunities in all CP areas as well as adult directed sessions/ activities. Children will happily share and interact meaningfully with their peers. Pupils literacy and Maths skills will improve. Children will be meeting</p>
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	<p>Story time/rhymes and songs</p>	<p>We want our children to play with sounds, songs and rhymes independently. We want them to have a love of books and listen attentively. We want our children to enjoy stories and to want to talk about what they hear.</p>	<p>Children will have at least one story read to them daily. Nonfiction books will also be used. Children will have the opportunity to re-tell stories in provision. Adults will question pupils about what they have heard and will build pupils prediction and inference skills. Children will learn nursery rhymes and a selection of songs.</p>	<p>individual next steps and any gaps in pupils learning will be resolved. Children will use their knowledge and skills independently in continuous provision. They will become confident readers, writers and Mathematicians. They will use their skills to problem solve and in real life situations. Pupils will show a love or learning. There will be high levels of engagement and pupils will set themselves challenges and develop a sense of pride, self-confidence and self-belief. Children will be motivated to learn as planning is directly matched to interests and children's ideas. Emotional well-being developed as children's ideas and voices are valued and acted upon.</p> <p>Pupils will understand a wider range of vocabulary. They will be able to use these words in their own play. The children will know some nursery rhymes and songs by heart and they will be able to talk about songs and rhymes they like.</p>
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The above information is a general overview and is adapted as necessary to meet the needs of our children.

Reception Daily Structures and Routines				
	Activities	Intent	Implementation	Impact
	Start of the day – continuous provision/reinforcement activities or pre-learning	We know that it is important for our children to develop their speaking and listening skills and social skills. We also use this opportunity to pre-teach skills to groups of children we feel may benefit, or to reinforce concepts already taught.	Children will be supported by adult to use the environment and interact with friends. They will be encouraged to share their thoughts and ideas.	They will demonstrate the ability to make their own choices and listen to others and show their understanding in the way in which they ask and answer questions.
	Adult led session	This time is used to promote a broad and balanced curriculum. Sessions are planned around half termly themes, and around interests shown by the children.	They will be encouraged to listen and answer questions in a wide range of activities.	Children will develop a real fascination in the world around them. They will share knowledge of their own experiences, ask questions and wonder. They will make observations and seek to use their existing knowledge to explain these observations. Children will show



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	<p>Continuous Provision (including outdoor)</p>	<p>We want our children to have the freedom to access quality provision both indoors and outdoors. We want our children to have extended periods of time to both lead their own learning and be supported by adults in building knowledge, developing vocabulary and using and applying skills that have been taught.</p>	<p>Continuous provision activities will provide ongoing opportunities for children to use and apply knowledge in a variety of ways. Children will have access to the unit and our outdoor area during various continuous provision sessions. Adults will observe children’s learning and engage and extend as appropriate. Adults may also complete focused group activities linked to a particular aspect of knowledge or skill.</p>	<p>confidence with participating and remember words and actions.</p> <p>During CP, children will demonstrate high levels of engagement and independence. They will use their knowledge and skills to access a wide variety of activities and be motivated to ask questions, be curious and extend their own learning. They will demonstrate age related PSE skills and be able to negotiate, solve problems and resolve disagreements.</p>
	<p>Adult led phonics session</p>	<p>We want our children to be able to identify a range of letter sounds and use these sounds to segment and blend a variety of phonetically decodable words. We also want our children to be able to read a selection of tricky words in order to help them to access non decodable texts and widen their reading experiences. Reading is an essential life skill that enables to children to develop their general knowledge and vocabulary and provides them with the best possible chance for success in the future.</p>	<p>Daily phonics sessions (approx.. 20 mins) Children usually learn a new letter sound each day – following Little Wandle phonics. Children will be taught the letter sound, name and formation and be taught how to apply this sound in both their reading and writing.</p>	<p>Children will leave Reception secure at secure in the expected knowledge from the Little Wandle scheme. They will demonstrate the ability to use and apply their phonic knowledge through a variety of independent reading and writing evidence. They will achieve at least the expected level in Literacy ELG.</p>
	<p>Storytime</p>	<p>Stories are very important in our setting. They provide exposure to new vocabulary and Ideas, and encourage</p>	<p>Stories are read linked to topics, authors or children’s interests. Vocabulary is discussed and the</p>	<p>Children will leave EYFS with a love of books and stories. Children will be exposed to new vocabulary and encouraged to use it. Children will be</p>



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	<p>Adult led maths session</p>	<p>the children to use their imagination and express opinions about their own likes and dislikes. We acknowledge how important it is for our children to hear new words and to have the opportunity to talk about and use these in context.</p> <p>We want our children to have access to independent problem solving, challenging investigation opportunities which spark their curiosity and promotes critical thinking skills. Opportunities will be differentiated and will seek to challenge all abilities of pupils We know that mathematical development is extremely important to children’s learning as it is an essential skill used in everyday life. Mathematics supports children in acquiring a range of thinking strategies needed to solve problems and develop understand a range of concepts related to number, shape, space and measure.</p>	<p>children are encouraged to predict what may happen, or to think of a different ending to the story.</p> <p>Daily maths sessions (approx. 20 mins) We start by looking at numbers from 0 to 10 in depth and exploring a range of concepts linked to a specific number e.g. number 4, what is 4? Shapes with 4 sides, 4 o’clock, things that are 4 units long etc.</p>	<p>able to compare stories, genres and authors.</p> <p>Children will achieve at least the expected level ELG in Maths and be confident and independent in their approach to solving problems. Children will develop a real fascination in the world around them. They will share knowledge of their own experiences, ask questions and wonder. They will make observations and seek to use their existing knowledge to explain these observations.</p>
	<p>Continuous provision</p>	<p>We need to understand the experiences that children bring with them when they start school and create a curriculum that builds upon this and provides them with essential skills and knowledge needed to prepare them for current and future learning. We intend to follow children’s interests and provide opportunities</p>	<p>Children will then have the opportunity to use and apply their knowledge and taught skills through a range of continuous provision activities and adult led focused groups. We use a combination of long term and “in the moment” planning to ensure that we are both following children’s interests and providing new and valuable experiences that our children might not have access to outside of school.</p>	<p>As above</p>



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	Story/song time	<p>that enhance and widen children's life experiences.</p> <p>We know that songs and rhyme are hugely important in developing children's acquisition of language and speech development. They are also lots of fun! It is also another opportunity to read stories linked to topics or authors the children are following, reinforcing vocabulary and meaning.</p>	<p>We use learning journeys to share home and school learning experiences and develop a real understanding of our children's personalities and character.</p> <p>Stories are read as above, linked to topics or children's interests. A range of traditional, contemporary and silly songs will be enjoyed as a whole class</p>	<p>Children will listen attentively. They will be able to answer questions and make predictions with confidence. Children show confidence with participating and remember words and actions.</p>
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In the EYFS we use a combination of chosen themes and those which purely follow the children's own interests. The themes are used to ensure the children's experiences are wide and varied. Children's interests are followed on a daily basis, and the environment is changed accordingly to suit these. Themes are interwoven with visitors and visits, and use both the indoor and outdoor classrooms. The table below shows the themes followed by the EYFS staff.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me/ Nursery Rhymes/ Harvest	Celebrations	Around the world	Minibeasts/Easter	Growing	Once Upon a Time