

EYFS Intent

We aim for our children to cultivate a sense of pride in themselves and respect for others within their immediate surroundings, including the school and our Dorridge community.

We seek to build partnerships with families and engage them in their child's educational journey. Collaborating with parents and caregivers, we strive to nurture independent, happy learners who flourish in school and achieve their full potential from varied starting points.

EYFS Intent, Implementation and Impact

We will support our children in developing a sense of citizenship aligned with British Values. We will offer an ambitious curriculum that encourages curiosity and problem-solving skills, planting the seeds for a lifelong love of learning. Our goal is to help children become articulate speakers who communicate with confidence and fluency in diverse situations, while also enriching their vocabulary and fostering a passion for reading.



We recognise and respond to children's interests, nurturing them to spark enthusiasm for learning. By developing learning behaviours such as play and exploration, active engagement, and critical thinking, we aim for children to take ownership of their learning. We want them to plan, implement, consolidate, and deepen their knowledge, ensuring they achieve their next steps.



We create an engaging and stimulating environment—both indoors and outdoors—that supports and challenges learning. This environment will encourage physical and mental stimulation, enhancing the health and well-being of our children while fostering resilience and risk management skills.

We believe in the importance of outdoor play for developing intellectual, emotional, and physical abilities. We aim for children to think, feel, observe, understand, act, and express themselves. We want them to imagine, question, wonder, explore, make friends, and share experiences. To facilitate this, we will provide opportunities for hands-on learning outdoors, enriched by our curriculum, both within our EYFS environment and across our whole school, including our forest school site.



All these efforts will prepare children to achieve the Early Learning Goals by the end of the Foundation Stage and ensure they make at least good progress from their starting points.

EYFS Implementation

Our Early Years Foundation Stage Curriculum includes the statutory areas of learning as well as the educational programmes. We also plan for other experiences and opportunities which best meet the developmental needs of the children in our school with value added to their culture capital and the development of a range of transferable skills. every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

EYFS Intent, Implementation and Impact

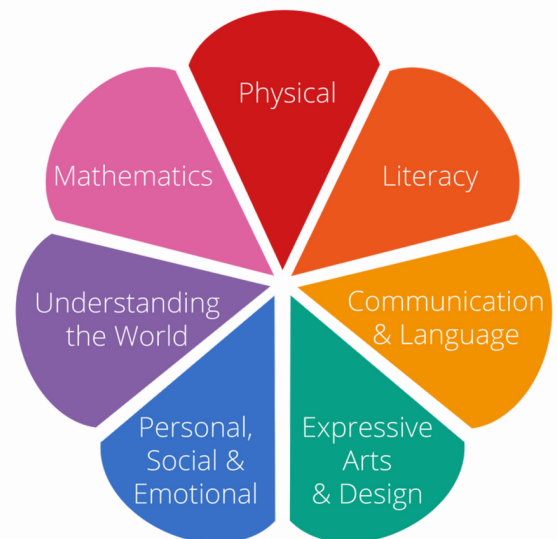
The curriculum and early years practice have been shaped with respect to the four overarching principles...

- children learn to be strong and independent through positive relationships.
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- children develop and learn in different ways and at different rates. The framework the education and care of all children in early years' provision, including children with special educational needs and disabilities

We have crafted a text rich curriculum filled with engaging 'Wow!' experiences and themes that captivate the children. We promote active learning to keep them motivated and intrigued, taking the time to understand their interests and preferences to enhance their educational journey.

All aspects of the EYFS curriculum are implemented and planned for, ensuring a diverse, balanced, and progressive learning atmosphere. Children will acquire new skills, gain knowledge, and demonstrate understanding through the seven key areas of the EYFS curriculum.

These seven areas guide the planning of children's learning and activities, with a flexible approach to accommodate each child's unique needs and interests.



These shape our planning and assessment of children's learning and development, all are important and inter-connected. They are broken up into Prime and Specific areas.

Teaching in these areas is both practical and playful, providing support and challenges from adults through whole-class, small group, and individual sessions. We offer a mix of adult-led and teacher-taught lessons alongside numerous stimulating continuous provision opportunities. Daily guided activities are organized to cover different EYFS curriculum areas, helping children to develop their next steps in learning. We identify areas for improvement and next steps for all children to ensure they make good progress. Our planning and guidance reflect the various ways children learn.

EYFS Implementation

We ensure that activities align with the Characteristics of Effective Learning to facilitate meaningful learning experiences.



Staff in the EYFS regularly make informal observations of children's learning and collaborate to ensure their developmental steps are met. Various methods are employed to foster professional discussions about each child's learning journey. We frequently assess children's progress using the Development Matters framework, ensuring our planning, adult interactions, and learning environments support children in reaching their next milestones.

EYFS Intent, Implementation and Impact

Children in our EYFS learn through play, exploration, active participation, and creative critical thinking, both indoors and outdoors. We consider the outdoor environment and local community as valuable learning opportunities for all children. The school's outdoor spaces have been enhanced to enrich various curriculum areas in ways that the indoor environment cannot. Outdoor learning is actively encouraged and planned for, with our outdoor areas accessible throughout the year, regardless of the weather.



We keep parents informed and meet regularly with them to ensure a smooth transition into school and through the EYFS, allowing children to thrive with the necessary support. This includes introduction meetings, learning sessions, workshops, Class Dojo communications, and parent consultations.

Staff also facilitate the transition into Key Stage 1, preparing children for Year 1 through classroom visits, teacher introductions, and ensuring consistency between the end of Reception and the beginning of Year 1.

EYFS Impact

We believe our curriculum will empower children with essential skills, preparing them for the future. Throughout their time in the Early Years Foundation Stage (EYFS), they will develop into remarkable role models, showcasing their best selves. Their individuality is cherished, allowing each unique child to thrive and excel based on their personal strengths, interests, and core values while learning in EYFS and beyond.



EYFS Intent, Implementation and Impact



Our Children Will

- Be eloquent orators who have strong communication skills. They will be able to talk fluently as well as listen respectfully and with tolerance to the views of others.
- Take pride in all that they do themselves, others and their community. They will always strive for the very best.
- Demonstrate self-regulation, emotional resilience and the ability to persevere when they encounter challenge whilst managing risks.
- Develop a sense of self-awareness and become confident in their own abilities.
- Be kind, respectful and honest, demonstrating inclusive attitudes and have a sense of their role in wider society.

And most of all together we play, learn and
succeed.