**Intent**

Here at Parkend Primary School, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon. It is our intent that the children who enter our EYFS develop physically, emotionally, cognitively and verbally, whilst embedding a positive attitude to school and learning. We believe in building good relationships with children, parents/carers, and our local community, ensuring that all our children are valued as an individual and as part of the community. We are passionate about encouraging our children to achieve their full, unique potential, encouraging independence and resilience, along with our vision of ‘Pride, Achieve, Curious Thinkers and Everyone Together.

At the start of each new academic year we ask parents/carers to complete a questionnaire about their child, this also includes their interests. This, along with observations, discussions with pre-schools and parents, and reading transition records, informs our planning. The individual needs of our children, taking into account their different starting points, are carefully developed through our flexible EYFS Curriculum; which enables children to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.
Implementation
Children in the Reception class follow the EYFS curriculum, which has seven main areas of learning.

The Prime Areas:-
• Personal, Social and Emotional Development
• Communication and Language
• Physical Development

The Specific Areas:-
• Literacy
• Mathematics
• Understanding the World
• Expressive Arts

The teaching of these areas of learning is delivered through a range of teacher led activities and play based learning, with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “Characteristics of Effective Learning”. At Parkend Primary School we strive to develop these key characteristics of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development. All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year which encompasses a range of topics, which are designed with their interests in mind. A vital part of the Curriculum design and topics is therefore the transition period before the children enter our classroom and where we get to know more about them and their interests.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our EYFS. We aim to ensure that these areas are always stimulating and exciting, and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environment is developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through accurate and necessary observations. These provide us with information for future planning, not only for our whole class, but also for individual children’s next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent, and that all children continue to make good progress within our EYFS setting.

Parkend Primary School’s EYFS strongly believes that the beginning of our children’s educational journey should be about igniting the flame for learning, which is imperative for transforming lives and communities.
Impact
Routines and high expectations enable the children to settle quickly into Parkend School. Children are confident to explore the environment and build up independence through carefully constructed free flow provision.
Through small group and 1:1 teaching the children make progress across the Early Years Learning Goals and this can clearly be demonstrated from the initial CEM baseline assessment to their outcomes at the end of the EYFS.