



## **EYFS: Intent, Implementation, and Impact**

### **Vision**

At Dovelands, our vision is to create a nurturing environment where staff, parents, and children exemplify kindness, respect, bravery, aspiration, and a strong sense of belonging within the school community. The Foundation Stage is pivotal in laying the solid foundations upon which children will build throughout their educational journey.

### **Intent**

We recognise that children learn and develop at different rates and through various methods. Our goal is to provide every child the opportunity to reach their full potential with realistic and challenging expectations tailored to their needs across all areas of learning and development.

Children are encouraged to engage in carefully planned activities that promote exploration, problem-solving, and critical thinking. Our approach to learning through active play fosters participation, resilience, and a 'have a go' attitude, boosting children's confidence and pride in their achievements. Practitioners support these characteristics by playing alongside children and scaffolding their ideas. Both our indoor and outdoor environments are meticulously planned to reflect a deep understanding of how children learn.

By the end of the Foundation 2 year, our aim is to ensure all children make excellent progress from their starting points, equipped with the skills and knowledge for a smooth transition into Year 1. We recognize the lasting impact of early education and strive to optimize this phase to ensure future success.

### **Implementation**

We implement an annual cycle of books and current topic learning in the EYFS. This is carefully planned to offer a broad and balanced curriculum. Child-initiated learning and adult-directed activities focus on play-based active learning opportunities linked to these topics and the children's interests. We extend learning by observing play, joining in activities, and asking open questions to support their thoughts and ideas.

Our curriculum aims to develop key life skills such as independence, innovation, creativity, inquiry, analysis, and problem-solving. We provide ample time for children to engage in exploration through a variety of engaging and challenging experiences. Children work independently, collaboratively with peers, and with staff members during the school day.

### **English and Reading**

Reading is central to our curriculum, fostering a love of reading from the start. English sessions focus on books chosen to develop oracy, vocabulary, and comprehension. These books are integrated into activities, story sessions, and are accessible for independent use. This approach helps children internalize new vocabulary, language patterns, and story structures.

### **Phonics**

Phonics is taught through the Department for Education validated Little Wandle programme. In Foundation 1, children focus on Phase 1, developing speaking and listening skills before moving onto learning elements of Phase 2. Foundation 2 introduces Phases 2 and 3, emphasizing segmenting and blending skills. Reading and writing are integrated throughout the day, with children encouraged to read at home and regularly listened to at school. They take home books matching their phonic knowledge and a weekly library book to further develop a love of reading.

## **Mathematics**

We follow the NCETM Mastering Number programme in Foundation 2 supplemented by the White Rose Scheme of Learning, providing a range of thinking strategies to solve problems and understand concepts related to number, shape, space, and measure. Learning through games and tasks with concrete manipulatives and pictorial structures helps develop fluency and address misconceptions. The provision in Foundation 1 emphasizes a love of maths through games, songs, rhymes, and play, focusing on counting principles like one-to-one correspondence and stable order.

## **Wider Curriculum**

Our wider curriculum, particularly in 'Understanding of the World' and 'Expressive Arts and Design,' ensures a broad, balanced, and progressive learning environment. Activities are planned to build on children's natural curiosity, with equal importance given to indoor and outdoor learning. Children are encouraged to use subject-specific language, modelled by staff, utilising the ShREC approach. Our inclusive approach provides additional support and challenges as needed, including interventions for speech and language, social skills, fine motor skills, phonics, and mathematics.

## **Impact**

The impact of our curriculum is measured by how effectively it develops well-rounded individuals who embody our values and carry the knowledge, skills, and attitudes for lifelong learning and valuable citizenship. We aim for children to be ready for Key Stage 1, with our school values embedded by the end of Foundation 2.

Staff gather insights from parents, previous settings, and initial assessments to understand each child's starting point. Regular formative and summative assessments ensure careful monitoring of progress, evaluation of actions, and identification of next steps.

## **Formal Assessment**

Foundation 2 children undertake the statutory Reception Baseline Assessment, focusing on 'Language, Communication and Literacy,' and 'Mathematics,' within the first six weeks. At the end of the year, children are assessed using the Early Years Foundation Stage Profile against the 17 Early Learning Goals, aiming to achieve the Early Learning Goals and thus a Good Level of Development in key areas.

By adhering to this comprehensive approach, Doveland's ensures a solid foundation for every child's future learning and success.