

## Early Years Intent Implementation and

### Impact Statement Intent



Our Early Years curriculum is based on the Early Years Foundation Stage (EYFS) Statutory Framework and *Birth to 5 Matters*. These documents set the expectations for children to achieve by the end of the Reception year. We aim to plan and deliver a carefully considered curriculum that meets the needs of all children. Our curriculum is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. It builds on what children already know and can do, supporting them to develop increasing knowledge and skills for their future learning.

Our approach reflects the key principles outlined in Ofsted's research report *Strong Foundations in the First Years of School*, which emphasises the importance of high-quality early education in preparing children for long-term academic and personal success. The report highlights the need for a carefully planned and well-sequenced curriculum that prioritises early literacy, numeracy, communication and social development. In response to this research, our Early Years curriculum is structured to ensure that children develop the foundational knowledge and skills they need to succeed in later learning.

At Park Hall Infant Academy there is a strong focus on language and vocabulary development. We provide frequent opportunities for meaningful conversation and interaction so that all children develop the ability to communicate effectively. Staff model ambitious vocabulary and support children in expressing their ideas, building the foundations for future learning across the curriculum.

We provide children with secure phonics knowledge, giving them the foundations needed to become confident and fluent readers. Our approach to Early Reading and Systematic Synthetic Phonics ensures that children learn to read words and simple sentences accurately by the end of Reception.

A key priority of our Early Years curriculum is to ensure that all children develop the knowledge, skills and behaviours needed to be ready for the next stage of their education. Through carefully structured routines and clear expectations, children develop independence, resilience, concentration and positive attitudes to learning.

We provide an enriching, purposeful and stimulating learning environment which promotes exploration and curiosity. Play is an important part of the learning process and, when combined with carefully planned adult-led activities, ensures a balanced curriculum. For children with particular needs, such as those with SEND, the curriculum is adapted and individualised to meet their specific needs.

### Implementation

Our children benefit from meaningful learning experiences across the curriculum within a language-rich environment. Stories, non-fiction texts, songs and nursery rhymes are used regularly to support learning and introduce new vocabulary. Staff carefully model language and engage children in high-quality interactions, encouraging discussion, curiosity and sustained shared thinking.

This approach reflects Ofsted research which highlights the importance of adult interaction and language modelling in supporting young children's development. Staff play an active role in supporting learning, extending children's thinking and scaffolding new knowledge through questioning and discussion.

All staff are trained in delivering high-quality Systematic Synthetic Phonics using the scheme RWI. This ensures that children practise reading both at home and at school using books that closely match their phonic knowledge. Adults present information clearly and check children's understanding through questioning and discussion, identifying misconceptions and adapting teaching to ensure that all children make strong progress. A love of reading is promoted through carefully planned adult-led literacy lessons based on engaging stories linked to the topic of learning.

Our staff are knowledgeable about the teaching of early mathematics. Adult-led maths lessons provide opportunities for children to develop a deep understanding of key mathematical concepts. Children are then encouraged to apply their knowledge within continuous provision through purposeful play. Sufficient practice is provided to ensure children become confident in using numbers and mathematical language.

Assessment within Early Years is purposeful and embedded within daily practice. Observations, objective-led planning, group work and one-to-one sessions allow staff to identify children's strengths, gaps in understanding and next steps in learning. This approach reflects Ofsted guidance that assessment should be proportionate, practical and directly linked to teaching and learning.

Our curriculum is taught through engaging topics which reflect the needs and interests of the current cohort. Resources are carefully selected to support learning and ensure children have opportunities to develop skills across all seven areas of learning. Our provision supports the development of reading, writing, mathematics and physical development, including fine and gross motor skills, through carefully planned learning experiences.

The Characteristics of Effective Learning underpin all aspects of our Early Years provision. Children are encouraged to explore, investigate, persevere and think creatively. Our learning environments are carefully planned and continually adapted to ensure that they meet the developmental needs and interests of the children.

Consistent routines and expectations are embedded within the setting so that children learn positive learning behaviours. Behaviour, cooperation and respect for others are explicitly taught and reinforced. This approach supports children in developing the attitudes and behaviours required for successful learning.

Strong partnerships with parents and carers are central to our approach. Regular communication takes place where observations and updates are shared. Parents are supported in understanding how to help their children learn at home, particularly with early reading through the RWI scheme. Initial meetings with parents also allow staff to gather valuable information about each child, enabling the curriculum to be adapted to meet individual needs and interests.

## Impact

The impact of our curriculum is evident in the strong progress children make from their starting points. Children demonstrate high levels of engagement, curiosity and sustained concentration during learning activities.

Continuous assessment ensures that children make good progress towards the Early Learning Goals and achieve a Good Level of Development by the end of Reception. This ensures that children are well prepared for the transition into Year 1 and the next stage of their education.

Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Particular attention is given to supporting disadvantaged children and those with SEND so that they can access the curriculum fully and achieve their best possible outcomes. Early identification and targeted support ensure that gaps in learning are addressed promptly.

By the end of Reception, children apply their phonics knowledge to read words and simple sentences with increasing accuracy and fluency. They demonstrate a love of stories and engage enthusiastically with books, rhymes and songs.

Our children develop the personal, social and physical skills needed for future success. They share and cooperate well, show respect for others and demonstrate resilience when faced with challenges. They develop positive attitudes towards learning and approach new experiences with confidence and curiosity.

In line with the findings from *Strong Foundations in the First Years of School*, our curriculum supports children in developing the essential knowledge, behaviours and learning attitudes needed for long-term academic success.

Our curriculum is reviewed regularly to ensure it continues to meet the needs of our current cohort and reflects the most up-to-date research and guidance in Early Years education.