



EYFS - Intent

	Our children need	The knowledge we would like them to acquire
Personal, Social, Emotional Development	<ul style="list-style-type: none"> A safe outdoor environment Self-help skills taught Caring and nurturing adults Consistent rules, routines, expectations Growth mind set and a raising of self esteem Empathy and respect taught 	<ul style="list-style-type: none"> To know how to be resilient To know how to think of others and show respect (kind hands!) To know what they could do instead of..... when upset/angry (coping techniques) To know how to deal with and express emotions appropriately To know the rules To know how to take turns and share To know the difference between good and bad choices To know that their ideas and opinions are important To know how to be independent To know that we are all unique, different and important
Physical development	<ul style="list-style-type: none"> Fine motor skills- use of a pencil Personal hygiene taught Long stretches of outdoor play- mental, physical health, core stability and LMC 	<ul style="list-style-type: none"> To know how to hold a pencil To know how to form letters To know how to move with control and balance in spaces To know how to use the various tools safely that they will use. To know how to be healthy (hygiene, food, exercise, safety) To know how to put on their own clothes and toilet themselves
Communication and language	<ul style="list-style-type: none"> Language modelling and stretching Listening and attention skills- stretching the highs and lows for millennial children The knowledge of what makes a good listener 	<ul style="list-style-type: none"> To know how to be a good listener (be still, be quiet, look at speaker, remember and respond) To know, use and understand vocab based on the breadth of their experiences To know how to have a 2 way conversation and clarify their ideas



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Literacy	<p>Much loved repetitive stories The desire to write Mark making, pencil control and grip and letter formation</p>	<p>Phonetic knowledge To know (and love) well know texts To know, use and understand key literacy vocab (word, letter, sentence, full stop, capital letter etc.) To know the purpose (and enjoyment) of reading and writing To know how to compose a sentence To read and write the tricky high frequency words</p>
Maths	<p>Written number/marks A curiosity of number Vocab within number (less)</p>	<p>To know use and understand key mathematical vocab- see maths mastery To know that number problems can be solved in a variety of ways To know that SSM as part of everyday life</p>
Understanding the world	<p>Extended times of exploration Playing alongside to offer critical thinking life experiences, scientific processes and vocab of the world</p>	<p>To know, use and understand the key vocab (topic related) To know about the seasons of the year To know about key or interesting people To know facts about plants, growing and animals To know about different types of places and their features To know similarities and differences between- people, places, objects, materials, living things</p>
Expressive art and design	<p>Playing alongside them in roleplay for vocab and life experience Physical skills in order to produce ... The Self-esteem to try</p>	<p>To know how to use different media (inc powder paint process) To know how to self-evaluate, adapt and improve</p>
Other	<p>The Characteristics of Effective Learning</p>	<p>To know how to be a learner To know how to join in and have a go</p>



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<p>What programs do we teach?</p>	<p>See Long Term Plans for topics Read Write Inc phonics Maths mastery Growth mindset and some therapeutic language The ethos and vision of the school</p>
<p>Why have we chosen our topics?</p>	<p>Seasonal, awe and wonder, excitement and interest (often thinking of summer born reluctant boys)</p>
<p>What progression is made?</p>	<p>A build-up of 22-36m, 30-50, 40-60 and ELG across the year. RWI assessment based, gaps identified termly following data input and added to objective led planning</p>
<p>How do we do this alongside Long Term Plans, Medium Term Plans and Weekly plans?</p>	<p>Target children each half term - begins with PSED, baseline needs and boys- close tracking of SEND and lower attaining children Transition opportunities and parental involvements Visits and visitors Evaluation and modelling of continuous provision indoors and out Protected Child Initiated time for adult/ child interaction and modelling of play, language and key questioning Discussion prior to topic, for prior knowledge Half termly homework to prep for upcoming topic and engage parents I Wonder.... Homework Lesson study- reading and vocab Talk tasks and speaking in full sentences Some objective led planning Using our monitoring cycle Growth mindset Read Write Inc Maths mastery, maths meetings</p>
<p>How do we know the children have learnt and retained their knowledge?</p>	<p>Observational assessments Data input and evaluation Moderation of data and observations GLD</p>
<p>Cultural Capital</p>	<ul style="list-style-type: none"> • Visitors- ambulance, fire engine, guide dogs, Sam's safari • Living eggs- chicks



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<p>What do we offer our children to enhance their learning and opportunities?</p>	<ul style="list-style-type: none">• Butterflies• Regular environmental walks (Friday's FS2)• Trips• Cooking- bread, biscuits, buns, fruit prep, smoothies• Social snack (in particular nursery)• Library system• Outdoor play- rainy days• Large open spaces to run• Trim trail (parks and picnics)• Gardening and digging• Chapel visits• Supporting their interests• Sharing their work, ideas and valuing their voice
<p>How do we keep it all ticking over?</p>	<ul style="list-style-type: none">• Maths meetings• Phonics-• PSED rules and social etiquette• Repeated vocab
<p>Our long term goal for children leaving us at the end of the EYFS?</p>	<p>The children will be enthusiastic and positive learners They will have a joy and a love of learning, showing curiosity and imagination They will share and show consideration of the feelings of others They will maintain good listening behaviours and responses They will speak to others in full sentences using age appropriate vocab They will be able to read and write simple sentences They will use and understand numbers within twenty and manipulate them Will be confident with SSM concepts (embedded outdoors) and the vocab related</p>