



Ropsley Church of England Primary School

Intent:

Development can only take place when children are actively involved, when they are occupied with a high, non stop degree of concentration, when they are interested, when they give themselves completely, when they use all their mental abilities to invent and make new things and when this gives them a high degree of satisfaction and pleasure.

Ferre Laevers.

- Provide pupils with memorable, diverse and rich opportunities which will enable them to learn and develop a range of transferable skills.
- Raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.
- Explore the children's own experiences, heritage and traditions as a starting point.
- Ignite children's natural curiosity and inspire children to explore, investigate and be motivated to continue to develop a love of learning
- Empower children to become lifelong learners, for example developing the skills of listening, independence, resilience, motivation and creativity.

Colours linked to Whole School Curriculum Intent

Implementation:

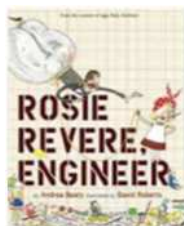
Rich first-hand experiences, continuous and enhanced provision both indoors and outdoors combined with thoughtful adult interactions facilitate and extend children's learning and development. All interactions and teachable moments build on prior learning and teachers support children to learn, know and remember more through:

- Knowledge organisers which outline sticky learning, including vocabulary, that all children must master.
- Specialist vocabulary for topics taught and built up (see vocabulary progression document)
- Trips and visits from specialists who will enhance the learning experience and inspire children.
- Working in partnership with parents, via Tapestry, Class Dojo, parent workshops, reading records; in order gain a valuable insight into children's learning at home.
- A carefully planned environment works as the silent teacher, allows for differentiated challenges and for child led exploration.
- Skill progression maps displayed and used within the classroom environment allow adult interactions to target children's next steps in learning.
- A plan, do, review approach which allows children to follow their own interests and to discuss and reflect upon their own learning, the challenges they overcame and the resources they needed.
- Well planned transition between pre-school and nursery settings allows children time to be familiar with and confident around the school staff and the new setting.

Curriculum Intent Statement EYFS

Communication and Language

We use thoughtfully selected high-quality books and carefully planned rich experiences to develop children's vocabulary, listening skills and understanding. We use the Talk for Writing approach to allow children to internalise the language structures needed to write through talking the text.



Personal Social and Emotional Development

We support our children to share, learn alongside and with each other and understand how to make the right choices when they are learning in our indoor and outdoor learning spaces. We use the Jigsaw approach to support our weekly circle time sessions where children have the opportunity to discuss and explore a range of themes.



Physical Development

We support children to develop their large muscle control through running, jumping, climbing and they also have the opportunity to go swimming. We focus on developing children's muscle control in their arms, hands and fingers as they develop their writing skills. This includes daily funky fingers/dough disco sessions as well as a range of opportunities within continuous and enhanced provision.



Literacy

We develop children's phonics skills for reading and writing using Read, Write, Inc as our main approach to teaching phonics. We spend time developing the foundations for reading and writing and develop a positive view of reading and writing ensuring quality opportunities to read and write for a purpose within continuous and enhanced provision. We also use the talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects.



Mathematics

We develop children's understanding of number and numerical patterns through singing, rhymes, practical activities and games. We follow White Rose Maths to encourage a mastery approach to mathematics and to focus on deepening children's understanding of mathematical concepts. As we progress through the year, we also hold weekly CLIC and Learn Its sessions to embed children's recall of number facts. Through a range of continuous and enhance provision opportunities we also encourage children to explore shape, space and measure.



Understanding the world

We support children to explore the world around them, looking closely at the changes in the seasons and the environment around them. The children have the opportunity to attend Wood School sessions where they develop their natural curiosity and love for learning outdoors.



Expressive Arts and Design

Children are encouraged to find out and explore the different ways in which they can use and combine resources to create whatever their interests and imagination let them. They develop the skills to introduce a story line in their learning, and to represent their ideas in different ways including through small world, transient art and role play.



Impact:

We measure the impact of our EYFS curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- Pupil discussions and reflections about learning.
- Looking at evidence gathered by teachers, this could include children's work in books, observations on tapestry, anecdotal evidence.
- Moderating children's work with other schools in our trust.
- Peer support/challenge from leaders within our trust.