

CURRICULUM INTENT: EYFS

<p><u>Intent:</u></p> <p>Why we organise EYFS in the way we do:</p>	<ul style="list-style-type: none"> • The way we organise the Early Years is a reflection upon the needs of the children who attend our school. This year there is a high percentage of children with speech and language needs so there will be a focus upon the use of high quality vocabulary within the Early Years. • Additionally, transition and school readiness will be a focus as Moorgate Primary Academy do not have a linked pre-school. • 'Cultural Capital' will be a focus which is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education through broadening their minds and outlook on life, particularly for the most disadvantaged children. This is reflected in Moorgate's Curriculum intent. • Personal development will be promoted through providing a rich set of experiences that promote an understanding of people, families and communities beyond their own. • The Early Years Foundation Stage Curriculum and Profile will be the starting point of all children's learning journey when joining Moorgate Primary. • 'Behaviour and Attitudes' is carefully considered through the Characteristics of Effective Learning and how practitioners deal with and support any incidents of behaviour. • Through open ended experiences children will develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning. • Leaders and SLT will have an accurate view of the quality of EYFS provision and know what to improve upon and for the whole team to have a fully embedded vision.
<p><u>Implementation:</u></p> <p>THE MOORGATE APPROACH</p>	<ul style="list-style-type: none"> • Moorgate follows the Early Years Foundation Stage Curriculum and uses cornerstones to teach the recommended topic areas to ensure curriculum coverage. • When medium term planning, teachers will ensure that they include lessons that focus upon the skills and attributes that are specific to this community based on Moorgate's Curriculum intent. • Teachers will continually reflect upon their weekly planning in order to adapt to the individual and changing needs of the children. • Carefully planned and resourced continuous provision activities will provide children with the opportunity to demonstrate all three characteristics of effective teaching and learning identified by the EYFS. • High quality observations will be taken to determine how the environment and planning can be enhanced in order to challenge and extend the children's learning.

	<ul style="list-style-type: none"> ● Relevant enrichment opportunities will be accessible to all children throughout the year in order to provide a broad and balanced curriculum. ● Teachers shall be facilitators. They will ask questions to provoke thought and appropriate debate. Through observing and swopping, teachers will address any misconceptions. ● Numicon will be used as a visual aid to support in the teaching of early maths, in order to provide a multi-sensory approach to maths mastery. ● The Jolly Phonics programme will be used to support the teaching of early reading and writing. ● The use of an online Learning Journey ‘Tapestry’ ensures that all the children’s tracking and development evidence is secured accurately and safely. The communication between staff and parents that Tapestry enables helps build a shared understanding of how every child can reach their full potential. ● Targets and strategies will be implemented to ensure that all children are year one ready.
<p><u>Impact:</u></p> <p>HOW IS IT MEASURED?</p>	<ul style="list-style-type: none"> ● All children, regardless of their starting point, access an age-related curriculum. ● Children will be regularly assessed against the Early Years Foundation Stage Curriculum in order to establish next steps to extend their learning. Short and long observations will assist in identifying these areas of development. ● The use of the online Learning Journey will capture pupils and parent voice. ● The children will be assessed in September and then tracked termly using Itrack. ● Pupil progress meetings will identify children that may need additional support. ● Learning walks and observations will support the development of planning and adult led activities. ● Through year one readiness.