



# MOORGATE PRIMARY ACADEMY

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## ACHIEVE, CHALLENGE, ENJOY!

### CURRICULUM INTENT: EYFS

<p><u>Intent:</u></p> <p>Why we organise EYFS in the way we do:</p>	<p>At Moorgate Primary Academy we aim to provide first-hand experiences which enable children to learn more, do more and remember more. We also encourage children to build resilience, ambition and a lifelong love of learning through a diverse and ambitious curriculum.</p> <p>We recognise that all children are unique; celebrating and welcoming differences within our school community. Cultural capital is a focus of our curriculum in order to prepare children for their future success, particularly for the most disadvantaged children. Therefore, our curriculum is developed and adapted each year to follow the interests, needs and fascinations of the children in the current year group whilst also building specific knowledge, identified through the areas of learning. We recognise how learning builds sequentially – by building knowledge, skills and learning behaviours from what the children already know and can do towards identified end points or outcomes. Our curriculum design ensures that children are ready for the transition to Year 1.</p> <p>We aim to:</p> <ul style="list-style-type: none"><li>• Provide a curriculum that offers children a wide range of opportunities.</li><li>• Work on broadening children’s experiences providing opportunities to try new things and encouraging them to relish a new challenge.</li><li>• Provide high expectations, encouraging children to develop perseverance and self-belief so that they can problem solve and achieve more.</li><li>• Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals.</li><li>• Provide children opportunities to develop children’s sense of wellbeing and self-regulation so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively, following our ‘5 Golden Rules’ and behaviour policy.</li><li>• Develop skills and knowledge in early reading to support and encourage a love for reading that begins in the early years.</li></ul>
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	<ul style="list-style-type: none"> <li>• Continue to develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development either run by the EYFS Lead or attending courses run by other providers.</li> </ul>
<p>Implementation:</p> <p>THE MOORGATE APPROACH</p>	<ul style="list-style-type: none"> <li>• Moorgate follows the Early Years Foundation Stage Curriculum (September 2021) and uses Development Matters to support our judgements.</li> <li>• When long and medium term planning, teachers ensure that they include lessons that focus upon the skills and attributes that are specific to this community based on Moorgate’s Curriculum intent.</li> <li>• Teachers continually reflect upon their weekly planning in order to adapt to the individual and changing needs of the children.</li> <li>• Carefully planned and resourced continuous provision activities provide children with the opportunity to demonstrate all three characteristics of effective teaching and learning identified by the EYFS.</li> <li>• High quality observations are taken to determine how the environment and planning can be enhanced in order to challenge and extend the children’s learning.</li> <li>• Relevant enrichment opportunities are accessible to all children throughout the year in order to provide a broad and balanced curriculum.</li> <li>• Teachers are facilitators. They ask questions to provoke thought and appropriate debate. Through observing and swopping, teachers will address any misconceptions.</li> <li>• Power Maths is used to support in the teaching of early maths within Reception, in order to provide a multi-sensory approach to maths mastery.</li> <li>• The Floppy’s Phonics programme is used to support the teaching of early reading and writing within Reception.</li> <li>• 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.</li> <li>• Targets and strategies are implemented to ensure that all children are Year 1 ready.</li> <li>• The EYFS leader works closely with the SENDCO in school to ensure that children’s individual needs are met and that all children are supported to access an age related curriculum.</li> <li>• Children aged 2 years and attending the setting will undergo a 2 year check which is shared with parents and health professionals.</li> </ul>

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<p><u>Impact:</u></p> <p>HOW IS IT MEASURED?</p>	<p>The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children.</p> <p>The children transition into Year 1 with key knowledge and overarching concepts to enable them to access the requirements of the National Curriculum.</p> <p>All children within EYFS access an age related curriculum, regardless of their starting point. Our children reach the endpoints identified through our carefully planned curriculum offer for all seven areas of learning. The teaching and pedagogy are reviewed and evaluated regularly through half-termly team meetings.</p> <p>Pupil's individual progress is monitored closely throughout the year following a detailed baseline assessment. Pupil progress meetings take place termly to identify children that may need additional support. Children reaching the end of their Reception year are assessed against the Early Learning Goals and subsequently, a good level of development.</p> <p>The use of the online learning journey 'Tapestry' ensures that parents feel supported to share their child's learning at home with staff in school.</p> <p>The Early Years provision is included in the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and other senior leaders. This ensures that all staff understand the Early Years curriculum offer and how it provides the foundation for subsequent learning for all subjects of the National Curriculum.</p>
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