



St Stephen's
Church of England Primary Schools EYFS Intent and Implementation

Date: 2025 - 2026

Curriculum Intent

The **intent** of our EYFS curriculum at St Stephen's Tockholes, is to encourage **independent, creative, successful** and **happy** children who love learning. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future development. We always take into account children's prior learning and their various starting points, and create a curriculum that encourages cross-curricular links and builds strong foundations for their future. Using overarching themes and key quality texts, our enabling environment, coupled with our flexible teaching, enables us to follow the children's interests and individual learning styles. Our curriculum aims to give the children the confidence, resilience, knowledge and skills they need for a successful transition to year 1 and continued success throughout their education at The Redeemer and beyond.

The four guiding principles that shape the practice in our setting are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
 - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children learn and develop in different ways and at different rates

Curriculum Implementation

How do we implement this curriculum at St Stephen's Tockholes?

- The curriculum is taught through interesting topics which are enriched with classroom enhancements, trips and visitors. Themes are supported by quality key texts linked to our English, which are at the heart of our curriculum. These texts also maximise children's speech, language and communication development.
- We deliver the EYFS curriculum through a mixture of child-led activities, direct adult teaching time, and guided activities.

- We provide time and opportunities for quality interactions between adults and children, as well as between peers and make sure that time is given to embed learning. Staff ensure that interactions are positive and meaningful, allowing children to feel their voice is being listened to and in turn, become confident communicators.
- Children develop skills to become effective learners through promoting:

Characteristics of Effective Learning.

- A big emphasis is placed on language and communication. We create a 'language rich' environment through the use of songs, nursery rhymes, stories and non-fiction texts. A structured and principled approach is provided for teaching children new vocabulary. We use a range of visual prompts and symbols to support children learning new words.
 - Children are encouraged to become early readers through an enjoyment and real love of nursery rhymes, books and stories, as well as the systematic teaching of phonics using the Monster Phonics Scheme.
 - Children develop their mathematical thinking through direct teaching and enhancements and guided activities in the provision. We aim to create confident mathematicians who go forward into Year 1 with a deep understanding of number up to 10.
 - Children enjoy mark making in the areas of provision and through Kinetics sessions, quickly progress onto forming their letters correctly and enjoy writing for a purpose. Our learning environment is set up with continuous provision both indoors and outdoors, allowing children to access resources independently and according to their interests. We enhance provision with prompts and resources based on current topics and children's interests, as well as taking into consideration their next steps. Our learning environment is planned to challenge, scaffold and move the children on in their learning, enabling them to become confident, independent learners who are ready for Year 1.

- Our indoor learning environment is well resourced providing access to all areas of learning through engaging and stimulating 'areas' such as the book corner, workshop, small world and construction.
- Our outdoor learning environment enables our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers.
- Learning environments both indoors and outdoors are adapted in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions.
 - We have very strong relationships with our parents and believe that they have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school.

There are seven areas to the EYFS curriculum:

1. communication and language

2. physical development

3. personal, social and emotional development

4. literacy

5. mathematics

6. understanding the world

7. expressive arts and design

- All planning is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests, using the observe, plan and assess cycle.
- We use Development Matters to support the planning process and progression towards the Early Learning Goals.
- Constant assessment takes place through interactions with the children individually, in small groups and as part of whole class sessions. These then form an in depth picture of each child which is used to inform where the child needs to move next in their learning.

- We meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.
 - All pupils are assigned a Key Worker.
- We work very closely with our SENDCO, ensuring we quickly identify precisely what barriers to learning there may be, recognising that early identification is vital.

Curriculum Impact

Our curriculum and its delivery ensure that children, from their individual starting points, make very good progress throughout their time with us in the EYFS.

- Children make good progress towards the national expectation for a good level of development at the end of their reception year.
- Children display effective behaviours for learning. They are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding.
- Children are confident to take risks and discuss their successes and failures with peers and adults, drawing on their experiences to improve or adjust what they are doing. We believe the children make very good progress due to our carefully planned environment, enriched play-based curriculum, first quality teaching, excellent relationships and accurate and informative assessment.

By the end of Reception children can apply their phonic skills in reading and writing words and sentences using and applying phase 2 and 3 graphemes and tricky words. Children have an in depth knowledge of numbers to 10 and a good understanding of numerical patterns. When our children come to the end of their year with us, they are enthusiastic and independent learners who are ready to tackle the challenges of the Year One Curriculum.