EYFS Intent, Implementation and Impact Statement

Intent

At Fiskerton C of E Primary School the curriculum in Early Years (Rabbits Class) is Rooted in God's Love and inspired by St Clement's call to live in harmony. It reflects our commitment to being an inclusive and caring church school where every individual is known, valued and nurtured. It provides all children with a high quality early years education, regardless of their starting points, and supports every child to develop into a confident, independent, and resilient learner.

Our curriculum is designed in line with the Early Years Foundation Stage (EYFS) framework and focuses on the development of the whole child. A Key focus of our provision is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn. We are a place where happy children learn and the nurture and care that we give to our children supports them in developing positive relationships with peers and adults, as well as developing their sense of responsibility, community and care for all. We seek to help our children understand themselves to be agents of change in the world and to see the value of kindness. Our school values are embedded in all that we do and the children are active participants in discussing and identifying when these values are being shown.

We prioritise the prime areas of learning—communication and language, physical development, and personal, social and emotional development—as the foundation for all future learning. A key priority within our EYFS provision is the development of oracy**.** We recognise that strong speaking and listening skills are fundamental to children's learning, development, and future success. Through rich language experiences, meaningful interactions, and a language-rich environment, we aim to ensure that all children develop confidence in expressing themselves, sharing ideas, and engaging in conversation.

We recognise that children learn best through play, exploration, and meaningful experiences. We aim to foster curiosity, creativity, and a love of learning by following children's interests while also introducing new ideas and experiences. We are committed to promoting equality, celebrating diversity, and ensuring all children have the opportunity to reach their full potential.

Implementation

Our curriculum is delivered through a balance of child-initiated play and carefully planned adult-led activities. It builds on the knowledge, understanding and skills of all children, whatever their starting points. Practitioners use ongoing observation and assessment to understand each child's development and plan next steps that are tailored to their individual needs.

We create a stimulating indoor and outdoor environment that encourages exploration, problem-solving, and active learning. High-quality interactions between practitioners and children are at the heart of our practice; adults model language,

extend thinking, and support children in developing their communication and social skills.

Key features of our implementation include:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations, which are recorded on tapestry and shared with parents. These are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing activity starting points for child initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Inclusive practice that supports children with additional needs and promoted equality of opportunity.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.
- We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing themes
- Assessment is ongoing and formative, ensuring that teaching is responsive and supports each child's progress effectively.

Impact

The impact of our EYFS provision is reflected in children who are happy, confident, and engaged learners who are flourishing. Children develop strong communication skills, positive relationships, and the ability to manage their emotions effectively.

By the end of EYFS, children make good progress from their starting points and are well-prepared for the transition into Key Stage 1. They demonstrate:

- Independence and resilience in their learning
- Curiosity and enthusiasm for new experiences
- The ability to communicate effectively with adults and peers
- Positive attitudes towards themselves and others
- A secure foundation in the key skills needed for future learning

Our children leave the Rabbits class with a strong sense of belonging, respect for others, and the skills they need to continue their educational journey with confidence and kindness.