



Preston & Wingham Primary Schools Federation



Learning together, we grow kind hearts
and healthy minds.

Intent Implementation Impact EYFS

Topic	Term 1 What makes me Special?	Term 2 Who likes to Party?	Term 3&4 Are all Stories true?	Term 5 & 6 What lives in my garden?
<p>Personal Social and Emotional Development</p> <p>Intent: Our children will leave the Foundation Stage exhibiting our school values of being RICH –respectful, inclusive, creative and hardworking. They will be able to express their feelings appropriately, having developed positive attitudes about themselves and those around them. Each child will be a valued member of the class and their own identity will be shaped through an increasing awareness of their own needs and others. Pupils will have an understanding of them characteristics of a healthy relationship. They will have developed positive dispositions to learning, be cooperative and communicative. Pupils will show determination to complete a goal, and demonstrate resilience in the face of challenges. Our children demonstrate an understanding of what is right and wrong, and why this is important. They understand there are consequences for behaviour, whether through rewards or sanctions. These characteristics underpin all that we do within the Foundation Stage. Through this area of learning pupils will have also developed an understanding of how their bodies work and what they need to be healthy and safe, as well as how they are able to best meet these needs.</p> <p>Implementation: This area underpins all aspects of a child’s daily life at school. We have a rich variety of policies and activities which aim to support children’s progress through the Early Learning Goal. These include regular class focus time based on PSED themes, Circle Times, themed days and weeks (for example Anti-bullying week). Throughout the day adults in the Foundation Stage model respectful relationships, demonstrating how to react to others and their emotions and how to interact with others in a variety of situations. We regularly think about how to look after our bodies and keep safe.</p> <p>Impact: By the end of the Foundation Stage our children have developed and demonstrated an understanding about how relationships work, and how we show respect for others, creatures and understand why there is a need for rules. Pupils can explain the importance of physical activity and the effect this has on their bodies.</p>				
<p>Physical Development Intent: Our children will leave the Foundation Stage having experienced a diverse range of physical activities and challenges. This area of learning offers opportunities for pupils to develop and practise the control they have over their own bodies. It allows for them to develop the confidence and skill in large gross motor movement such as running, jumping, climbing etc. Children also develop their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills they need to develop holistically.</p> <p>Implementation: Pupils will have had ample opportunities to develop and practise the control they have over their own bodies, giving them confidence and skill in large gross motor movements such as running, jumping and climbing, as well as in using their fine motor skills. The Physical Development curriculum is designed so that children learn how to take measured risks and enjoy being active, both inside and outside. They not only use the designated Year R outside space, but also regularly use the school trim trail, sports hall and specialist equipment. Our daily Dough Disco sessions are very popular as well as Squiggle while you wriggle funky fingers activities, forest school sessions and P.E .sessions they participate in each week. Pupils are comfortable and confident when using mark making and writing instruments, demonstrating the correct pencil grip, and show that they can use cutlery effectively during meals. Our children use their fine motor skills through many of our day to day activities, such as when opening paint bottles and building with the small construction, demonstrating how the development of fine motor skills are implemented through the curriculum and continuous provisions.</p>				

Impact: All children achieve the Physical Development Early Learning Goal by the end of Reception. They are spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items. Staff quickly see any children who need further support, and act accordingly, knowing how to progress a child's skill in the area.

Communication and Language

Intent: Our children will leave the Foundation Stage as confident communicators who use a range of rich vocabulary within a range of situations and conversations. They are clear when communicating their needs, wants, interests, thoughts and viewpoints. Our children are able to listen to others' ideas respectfully and respond sensitively to those they disagree with. Speaking is used to ask relevant questions and to connect ideas. They understand the importance of listening and have developed their ability to follow more complex instructions.

Implementation: Our topics, routines and environment promote high quality communication and language development. Exciting and vocabulary rich texts are used to introduce children to new ideas, concepts and vocabulary, while also promoting curiosity and discussions. Pupils are encouraged to ask questions and continue to group and whole- class discussion whenever possible. Children who struggle to communicate are targeted in the provision, and learning Interventions are used when children lack confidence or do not have the expected level of development. Through our continuous provision and our learning environment, pupils are exposed to situations where they can experiment with the new language they have acquired (such as through role play or while Investigating) and use their listening skills as they interact with peers and adults. By being exposed to new experiences (for example immersive WOW days and trips), our children apply their speaking, listening, questioning and reasoning skills. Routines such as weekly heartsmart sessions are valuable Opportunities where speaking and listening skills can be modelled and promoted. The adults within the Foundation Stage model effective speaking and listening attributes (such as the use of language, looking at the person you are having a conversation with, speaking clearly and calmly and listening patiently) and use questioning and resources to further pupils' own development. Repeating sentences back to children, extending what they have said or describing and commenting on what is happening are also used to develop speaking and listening skills. We reflect on our observations and interactions with our children, using our knowledge and assessments to then provide developmentally appropriate experiences that are linked to our children's next steps and interests.

Impact: Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. All staff within the Foundation Stage know the children's next steps and how to progress their knowledge and skills through interactions, play, resources and group and whole class work. Our children move into Year 1 with the confidence and skills to express themselves in a range of different situations, using a wide variety of rich language. They have fantastic listening skills and the ability to take part in, hold and extend conversations with others.

Understanding the World

Intent: Our children will leave the Foundation Stage with an increased knowledge and sense of the physical world around them, their community and the wider world. They will respect the world around them and others, celebrating our similarities and differences, including our religious and cultural differences. Our pupils will have a greater sense of themselves and the changing environment. Through their work our children will have experienced using a range of equipment and sources (including maps) to enable them to find out and gather information which they then used to further their understanding and learning. They will have had opportunities to explore, observe and find out about people, places, cultures, technology and the environment, and will have taken part in rich and meaningful first-hand experiences such as visiting places in the local community (e.g. church) enjoy visitors and school trips that enhanced their learning.

Implementation: Our topics, activities and enhancements will give our children the tools to make initial observations and compare observations over time. Model how to compare and identify similarities, differences, patterns and changes (e.g. people, characters, places, countries, cultures, religions, living things). Enable them to have the confidence to ask questions and strive to find the answers through practical activities.

They will be given opportunities to use a range of props, equipment, photos, books, websites, visits and visitors to research and find out information.

Impact: Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. By the end of the year they will be able to interpret a range of sources of information (e.g. maps, globes, photos), question what they see and ask questions to further their understanding. They will be able to use key vocabulary independently to explain what they have learnt. They will have gained knowledge of how to show respect to people, creatures and the natural environment and the importance of doing this.

Expressive Art and Design

Intent: Our children will leave the Foundation Stage having had a wide variety of experiences within the Arts, where all their senses have been engaged and stimulated, and many other skills (such as language and team work) developed. Expressive Arts allows the children to revisit interested areas through many different media to gain multiple perspectives and a higher level of understanding. Due to our curriculum promoting and valuing creativity, originality, expressiveness and individuality, pupils are confident in sharing their own preferences and making choices about different ways they can express themselves.

Implementation: Our topics and learning environment give our children new, and varied experiences within the arts. They will have had ample opportunities to observe and experiment with different materials, tools, techniques, music and movements. For our pupils, emphasis is put on the process they go through rather than on the finished product. In creating, designing and making children have investigated and used a variety of materials and techniques and explored colour, line, shape, space, form, texture and pattern in two and three dimensions. They have developed their visual, spatial and tactile awareness and used marks, picture drawings, paintings and constructions to create products. Through music pupils' express feelings and emotions. They will have participated in playing instruments, using everyday objects to make music, singing, moving rhythmically and expressively to music, listened to music and created their own, often applying their ICT skills to enhance or record their work. Children are supported to develop their confidence and pride in their creative achievements. Direct adult-led activities such as dance, role-play, stories, art, ICT and music lessons, ignite children's creativity which they further explore through provision and child-led activities. We use practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.

Impact: We believe all children will reach the Early Learning Goals in EAD by the end of the Foundation Stage. Our teaching and provision allow pupils to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. Our pupils leave the Foundation Stage ready for the new knowledge and skills the National Curriculum has to offer in these areas.

Respect Inclusive Creative Hardworking