

# Arden Grove Infant and Nursery School – EYFS Intent, Implementation and Impact

At Arden Grove we offer a curriculum rich in wonder and memorable first hand experiences, whilst encouraging children to build resilience and a love of learning. **Hellesdon in our hearts, whole world at our feet.** We recognise the crucial role that early years education has to play in providing firm foundations upon which the rest of a child’s education is successfully based. We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe strong relationships with parents are key. Therefore our team plan collaboratively to provide a stimulating environment that provides exciting opportunities and that promotes challenge, exploration and adventure. Due to our relationships our team confidently knows every child’s starting point so we build on children’s prior knowledge and experience in a logical and developmentally appropriate way. We have created our own set of curriculum goals, these are particularly created for our cohort of children. We work hard to create strong partnerships between home and school. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children’s education.













We aim for our children:

This is part of the SIDP:

Learning environments in nursery and reception help develop a sense of:

- self belief by celebrating achievement and diversity
- empathy through stories and feelings monster interactive displays and mini mes.
- aspirations through visits and visitors and career based role plays.
- respect through clear routines and high expectations.
- curiosity through child led learning
- health through use of the outdoor space and gross motor activities.

## Reception Curriculum Goals

<p>To become a <b>Confident Communicator</b></p>  <ul style="list-style-type: none"> <li>• I can be a good listener to my friends and adults in different situations.</li> <li>• I can hold a conversation with friends and adults.</li> <li>• I can ask relevant questions</li> <li>• I can use new vocabulary to explain ideas and feelings.</li> </ul>	<p>To become an <b>Independent Individual</b></p>  <ul style="list-style-type: none"> <li>• I can investigate and experience things and have a go</li> <li>• I can keep on trying and be proud of my achievements.</li> <li>• I can think of my own ideas, make links and own select resources.</li> </ul>	<p>To become a <b>Fantastic Friend</b></p>  <ul style="list-style-type: none"> <li>• I can be kind, caring and helpful</li> <li>• I can play a game with my friends and take turns and listen to their ideas</li> <li>• I can notice how my friends are feeling</li> <li>• I can show empathy and respect to everybody</li> </ul>	<p>To become an <b>Marvellous Mover</b></p>  <ul style="list-style-type: none"> <li>• I can explore the outdoor equipment</li> <li>• I can balance safely in a variety of ways along the planks.</li> <li>• I can climb confidently on the climbing wall or up the steps to the climbing frame.</li> <li>• I can get on and swing on the rope swings independently.</li> <li>• I can use the foot swing independently.</li> </ul>
<p>To become a <b>Talented Tool User</b></p>  <ul style="list-style-type: none"> <li>• I can hold a pencil effectively.</li> <li>• I can use a range of tools (for example, cutlery, paintbrushes, tweezers, progression scissors safely and with confidence.</li> <li>• I can use scissors confidently and competently.</li> <li>• I can use screwdrivers, drills, hammers and saws safely.</li> </ul>	<p>To become a <b>Brilliant Bookworm</b></p>  <ul style="list-style-type: none"> <li>• I can show a love for reading and sit in the book area looking at books</li> <li>• I can retell a story in my own way</li> <li>• I can use new words I have heard in good quality story books and that we have looked at on our Word Wall.</li> </ul>	<p>To become a <b>Daring Den Maker</b></p>  <ul style="list-style-type: none"> <li>• I can explore using simple den making equipment e.g. large bags, sheets, tarps, ropes.</li> <li>• I can make a simple den that I can get into.</li> <li>• I can learn how to tie simple knots.</li> <li>• I can have a go at tying knots to make a secure den.</li> </ul>	<p>To become a <b>Brilliant Biker</b></p>  <ul style="list-style-type: none"> <li>• I can sit on a balance bike with good balance and 2 feet on the ground</li> <li>• I can ride a balance bike with 2 feet off the ground, to steer and speed up and slow down.</li> <li>• I can ride a 2 wheeled bike without stabilizers.</li> </ul>
<p>To become an <b>Exceptional Explorer</b></p>  <ul style="list-style-type: none"> <li>• I can show curiosity in the wooded area.</li> <li>• I can develop my brave part and keep trying on the different activities outside – e.g. the rope ladder, the tightrope, the hammock (zipped up tool)</li> <li>• I can try and do a little more each week.</li> </ul>	<p>To become a <b>Compassionate Citizen</b></p>  <ul style="list-style-type: none"> <li>• I can follow The Code to help look after our school community</li> <li>• I can understand why and how to care for the environment</li> <li>• I can develop an understanding of other people’s cultures and beliefs and respect that not everyone has the same beliefs as me.</li> </ul>	<p>To become a <b>Feelings Detective</b></p>  <ul style="list-style-type: none"> <li>• I can understand that I am made up of lots of ‘parts’ including an angry, sad, happy part.</li> <li>• With support, I can learn how to deal with my big feelings such as when I am flipping my lid.</li> <li>• I can understand how regulate myself e.g. asking for a cuddle, using the regulation station.</li> </ul>	<p>To become a <b>Dynamic Designer (play projects)</b></p>  <ul style="list-style-type: none"> <li>• I can explore the various resources (craft, construction, large building equipment) to make my own creations</li> <li>• I can talk about what I have made and how I have made it.</li> <li>• I can think about what hasn’t worked and how to make it even better.</li> </ul>

## What we do...

- Through our planning , our curriculum meets the requirements detailed in the Statutory Framework for the Early Years Foundation Stage and actively safeguards and promotes the wellbeing of all of our children. It takes into consideration Development Matters but it is broader than this. Pupils learn through a balance of child initiated and adult directed activities. Children are given lots of time for exploration throughout the variety of experiences that are carefully planned to engage and challenge them in the provision. Our curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.
- Our children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play because children's emotional security and strength of character is a fundamental part of our ethos. Our in-house attachment lead regularly delivers high quality training, which has led to staff having confidence and expertise to support and develop children's emotional and social wellbeing. This helps our children to be ready to learn.
- We pay particular attention to the development of Executive Function, language and communication skills and social and emotional skills and these are richly provided for in the curriculum. Our curriculum is meaningful because we understand that developmental readiness (Executive Function) is fundamental to children's learning.
- We prioritise creating a 'language rich' environment through the use of daily songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. The children are supported to learn to work together and manage their feelings and ask questions through skilled adult facilitated play.
- Teaching is enhanced with quality texts which are chosen carefully to encourage children's speech, language and communication development as well as exploration of their feelings.
- Children are expected to be early readers through enjoyment of books and the systematic teaching of phonics through Read Write Inc in Reception and phonics is introduced in Nursery through games. Staff have had recent CPD from an English Hub Specialist and we continue to engage in our trust initiative (Wise about Words), which provides regular and ongoing training from Norwich Theatre about how to engage children through stories.
- We follow White Rose and use Karen Wilding's training on subitising, numbers to 10 and beyond and using a 5/10 frame accurately to help pupils develop a deep understanding and acquire mathematical language. Nursery pupils begin to develop key skills that are carefully designed to help them remember the content through practice and repetition and practical experiences in their play. We have recently become part of a Maths Hub and the staff will receive regular training for their development across the trust.
- Our environment enables our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through exploratory and sensory experiences in our well-equipped mud kitchens, sandpit, digging area and taking part in outdoor learning sessions.
- Trips and visitors enhance our curriculum including visiting the theatre, beach and local library.

- We send a weekly communication diary out on Tapestry, explaining what we will be focusing on the following week and how they can support this at home. Parents have a positive engagement with this and share any home experiences with us too.
- Parents are invited to come in termly to take part in carefully planned sessions with their child. Some parents are secret readers and come into the class and read their child's favourite story to the children.
- Objective led plans ensure all children make progress from their starting points and are based on the Early Learning Goals.
- Continuous provision builds on children's interests, skills and knowledge as well as our Curriculum Goals.

### As a result...

- We establish strong, secure and positive relationships with parents and this supports excellent partnership throughout each child's time with us.
- Due to our focus on emotional wellbeing and executive function skills, our children are better ready to learn, excited for their next step in their education. The impact of our curriculum is shown in the happy, excited, settled and confident children transitioning into Year One because it provides them with the experiences, knowledge and skills that will support their learning in the next year.
- We know our curriculum meets the needs of our children, including our disadvantaged pupils and those with SEND, because they are

becoming



- Children develop their characteristics of effective learning and 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 our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.