



## **Montagu Academy**

### **EYFS Curriculum Intent, Implementation and Impact**

#### **Intent –**

##### **Why do we teach what we teach?**

At Montagu Academy, we believe that the Early Years Foundation Stage is crucial in securing solid foundations so that children can continue to build upon these as they move through school. It is our intent that children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst developing a positive attitude to school and learning. Many of our pupils arrive into our Nursery working well below national expectations for their age and a high proportion come from disadvantaged backgrounds. With this in mind, high importance is placed on communication, language, and personal and social skills. Our enabling environment, skillful adult interactions and pedagogy helps staff to support the children as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number.

Children in both our Nursey and Reception classes follow the EYFS curriculum, which has seven main areas of Learning.

##### **The Prime Areas**

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

##### **The Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children's learning behaviours also play an important part of our curriculum intent, these are:

- Playing and Exploring
- Active Learning
- Creating and thinking Critically

## **Implementation -**

### **How do we teach?**

Pupils learn through a balance of child-initiated and adult-directed activities. Our Early Years timetables are carefully structured so that children have rigorous directed daily teaching in English, math, and phonics. Regular circle time sessions focus on PSED. Our FS timetables develop as the year progresses to ensure that children are 'School Ready' by the time they leave the Foundation stage. Literacy and Math's sessions are followed up by group work, where children work with a member of staff to develop their individual targets or group targets. This focused group time means the teacher can systematically check for understanding, identify, and respond to misconceptions quickly and provide real-time verbal feedback that result in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. Our curriculum incorporated both the inside and outside and equal importance is given to learning in both areas. Our curriculum is planned and implemented using a cross curricular thematic approach. Each half term, children will cover a new topic or theme of work. These themes are based on the natural calendar of the year and children's interests.

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Essential letters and sounds program and have access to carefully selected decodable books, all of which accurately match their level of attainment. Literacy is taught on a three-weekly cycle, with carefully selected texts to match the overarching 'theme' for the half term.

At Montagu, Our EY reception classes follow the Math's Mastery approach (White Rose) with an emphasis on studying key skills of number, calculation, and shape so that pupils develop a deep understanding and acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives that are then rehearsed and applied to their own learning during child-initiated play and continuous provision. Nursery pupils begin to develop these key skills during daily math's meetings where they explore sorting, quantities, shape, number and counting awareness.

Our inclusive FS approach means that all children learn together, however, we recognise that children learn at different rates and so we also provide a range of additional intervention and targeted support to enhance and scaffold children who may not be reaching their full potential. Staff also use 'spot check' interventions using flashcards for digraphs, trigraphs, sight words, blending and number recognition for children that require daily support. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

## **Impact –**

### **How do we know what pupils have achieved?**

Staff in the Early years spend time looking at and evaluating how the children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups, and individuals. Every member of staff uses ongoing observational assessment to identify pupils starting points and plan experiences that ensure progress. Assessment information is tracked on the schools RAG rated class-tracking sheets. These enable staff to measure starting points against national data. RAG data sheets are completed every second term. Evidence of children's learning includes observations, work samples, photographs and contributions from parents are kept in each child's learning journey that is documented using the online learning Journey 'Tapestry.'

Our curriculum and its delivery ensure that children make good progress. Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make good progress.