



Minchinhampton C of E Primary Academy Reception class Intent, Implementation and

Intent: At Minchinhampton we are committed to offering a broad and inclusive Early Years Foundation Stage (EYFS) curriculum, fostering a well-rounded development for every child. We focus on nurturing curiosity, creativity, and a love of learning, while supporting the development of essential skills in a safe and stimulating environment. Play is at the heart of our curriculum, as it provides our children with the essential opportunities to explore, learn and develop. Through purposeful play, children build critical skills in communication, problem-solving, creativity, and social interactions, strengthen their emotional, cognitive and physical growth in a natural and engaging way. We value the role of play as a vital tool for learning, allowing children to explore, experiment and develop at their own pace. At the same time, we recognise the importance of adult-directed learning, where the skilled EYFS team provide guidance and structured activities to support and extend children's understanding, ensuring a balanced approach to their overall development. At Minchinhampton are extremely conscientious that the EYFS curriculum provides the foundation for lifelong learning, laying the groundwork for academic success, personal development and social growth. Therefore, each child's experience is built upon strong, positive and meaningful relationships with staff and in collaboration with parents. After all our aim as a school is to enable everyone to flourish and have the wherewithal to shape their own life.

Implementation: At Minchinhampton we fully meet the welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage and are committed to actively safeguarding and promoting the well-being of all our children. We cultivate a language-rich environment, utilising songs, rhymes, stories, and ensuring quality interactions between adults and peers. Our staff are dedicated to fostering positive and progressive exchanges, enabling children to thrive and expand their vocabulary, thereby becoming confident communicators.

In our class, we have worked hard to instil a genuine love for reading by creating an immersive and language-rich environment. We incorporate a variety of strategies to engage children, such as regular story times, where we explore different genres and characters to spark their imaginations. We also make use of high-quality, age-appropriate texts that not only support their literacy development but also encourage discussions and expand their vocabulary. We encourage the children to explore books independently and in small groups, ensuring they have access to a wide range of texts that cater to their interests. Additionally, we focus on phonics instruction, which is systematic and tailored to each child's progress, allowing them to see the connection between spoken and written language. As a result, many of our children have become confident in their ability to access early reading and, more importantly, have developed a true enjoyment of books. We also see the impact of our approach outside of school – children are excited to share books, poems and nursery rhymes with their families, and we encourage parents to read with their children at home. Our weekly focus on nursery rhymes, poetry and storytelling further supports this love for reading, as children enthusiastically participate and remember the stories and songs they have learned. In addition, we regularly celebrate books and reading through themed events and book-related activities, which

further encourage children to develop a lasting connection with reading. We actively encourage children to develop their mathematical thinking through both direct teaching and hands-on exploration. Our goal is for them to become confident mathematicians, able to apply their mathematical knowledge to real-life situations.

The school environment also plays a key role in supporting the development of their physical skills, as children are given opportunities to strengthen their core muscles through outdoor play, regardless of the weather. They engage in sensory, exploratory activities in the mud kitchen, sand and water areas, climbing and balancing using resources in the garden, and digging pit, all of which contribute to their physical and cognitive growth. We foster a supportive atmosphere where children learn to collaborate, manage their emotions, and ask thoughtful questions. Our adaptable environment is carefully designed to reflect the children's evolving interests and developmental progress, allowing them to engage in learning experiences that are both meaningful, enjoyable and progressive.

Our curriculum is structured around engaging topics, which are further enriched through enhancements, trips, and visitors. These topics are supported by carefully selected key texts, designed to promote speech and language development. We ensure that all planning remains flexible and responsive to the children's evolving needs and interests, allowing us to adapt our approach as required.

We recognise the vital role that parents play in their children's education and strive to build strong, collaborative partnerships between home and school. To keep parents informed, we provide curriculum notes each term detailing the learning themes for that period. Additionally, parents are encouraged to use Tapestry to engage with their child's learning and share valuable experiences from home. We actively involve parents in our curriculum by finding meaningful ways for them to contribute. For example, parents share photos of the family and their children as babies, which supports our current topic. This not only enriches the learning experience but also sparks valuable conversations at home. These discussions are beneficial for the children's development, as they help to strengthen language skills, foster emotional connections, and encourage children to reflect on their personal experiences.

Impact: Our curriculum and its implementation ensure that children make strong progress from their individual starting points. Throughout their time with us, children make excellent progress towards achieving the national expectation for a good level of development by the end of the year. Pupils also make notable progress towards their age-related targets, both academically and socially, gaining a better understanding of themselves before moving on to Year One. Children develop key learning behaviours and can apply their knowledge to different situations, making connections and explaining their ideas and understanding. They are confident in taking risks and openly discussing their achievements and challenges with both peers and adults, drawing on their experiences to refine or adjust their approach. We believe our high standards are the result of a well-structured environment, a rich play-based curriculum, high-quality teaching, and a rigorous assessment process.