



## **Bishop King C.E. Primary School**

### **Our Intent, Implementation and Impact statement for Early Years Foundation Stage**

#### **EYFS intent statement:**

In the Early Years, the curriculum is designed to recognise the children's prior learning from their experiences. We provide first-hand learning experiences whilst allowing the children to build resilience, feel safe and secure, and celebrate differences within a nurturing environment.

We offer a balance of objective led, child-initiated and adult led learning using continuous play and small group activities. Our topics are bespoke to our children and provide the cultural capital which enables them to have experiences beyond their daily lives.

#### **EYFS implementation:**

At Bishop King, we will implement this by ensuring there is a range of provision which covers the Early Years curriculum. We have a fluid and responsive curriculum which caters for our children's differing needs. We achieve this through:

- **Continuous provision:** A range of resources, toys and loose objects are readily available for children to use creatively within their play. It is set up in a way which fosters independent learning and encourages them to use skills within their daily play.
- **Adult led:** These activities provide children with new experiences building on prior knowledge and skills which will enable them to move forward in their learning.
- **Child initiated learning:** Children explore, and choose from, a range of resources available to them, allowing them to create first hand experiences and be in control of their learning.
- **Objective led:** Adults use their knowledge of the children's next steps to inform their interactions with the children.
- **Enhanced provision:** We use the children's interests to constantly inform our provision throughout the whole environment.

#### **EYFS impact:**

By the end of the Early Years phase, our children will be equipped with skills that will give them a foundation for their future learning. Children will show good learning behaviours, and will have formed positive relationships with their peers and adults; they will be curious, resilient learners with a strong sense of self.