



## **Early Years Foundation Stage (EYFS) Intent, Implementation and Impact**

### **Our Intent**

At St Cuthbert's Infant School and Pre-school, we design our Early Years Foundation Stage (EYFS) curriculum to build a language-rich, nurturing, and holistic foundation where every child thrives. We believe that a child's early years dictate their future learning trajectory. Our intent is to cultivate a secure, stimulating environment across our entire early years provision—spanning from our two-year-old environment to our school classrooms—where children develop a deep curiosity, confidence, and strong communication skills.

- We intent to deliver an explicitly progressive path from age two up to the end of Reception. Our curriculum deliberately builds on physical, social, and academic capacities at each distinct stage.
- We recognize that early talk drives cognitive capability. We intend to empower children to become articulate communicators who possess the specific vocabulary needed to explain, explore, and question the world.
- Through purposeful play and teacher-led scaffolding, we foster independent learners who feel secure enough to make mistakes, solve practical challenges, and take creative risks.

### **Our Implementation**

We bring our vision to life by combining language-rich, purposeful spaces with expert early years teaching. To provide a beautifully connected, holistic experience, our practice is thoughtfully tailored across three distinct developmental phases.

#### **1. Our 2-Year-Old Provision (The Cygnets Room)**

- Teaching centers on embedding the three Prime areas: Personal, Social, and Emotional Development (PSED), Communication and Language, and Physical Development, whilst exposing the children to all 7 areas.
- Learning is physical and experiential. Safe, immersive sensory environments enable children to build gross and fine-motor control, explore spatial relationships, and discover the world around them.
- The environment is rich with songs, rhymes, and interactive stories to establish a robust foundation for early speech. Staff prioritize high-quality communication, using the SHREC approach to stretch and model verbal structures during play.

## **2. Our 3-to-4-Year-Old Provision (The Swans Room)**

- Children explore all 7 areas through high-quality continuous provision. Playful, adult-guided activities spark early creative expression and understanding of the world, alongside an introduction to early reading via Twinkl Phonics (Phase 1), focusing heavily on sound discrimination, rhythm, and rhyme.
- We begin introducing early elements of our 'Think it, Build it' approach. Children develop critical thinking and mathematical concepts—such as sorting, matching, and patterns—using White Rose Maths for Pre-School frameworks embedded in practical play.
- Staff introduce precise descriptive words across all areas of learning. Adult-guided group times scaffold structured dialogue, helping children build longer, connected verbal phrases and confidence in social situations.

## **3. Our Reception Provision**

- Children transition into more structured learning across the Specific areas. Lessons follow our fast-paced I Do (teacher modelling), We Do (collaborative practice), and You Do (independent exploration) format.
- Across our broad curriculum, children are guided through four powerful learning pillars to deepen their understanding of concepts:
  - Think it: Conceptualizing a problem, predicting, or noticing an attribute.
  - Build it: Constructing models physically using concrete objects and manipulatives.
  - Draw it: Representing ideas and stories visually, pictorially, or graphically.
  - Explain it: Verbalizing exactly what they see, how they feel, and how they know.
- We cultivate fluent readers and mathematicians simultaneously. While the NCETM Mastering Number Programme serves as our full maths curriculum, it sits alongside daily, rigorous Twinkl Phonics (Phases 2 and 3) sessions.

## **Our Impact**

The impact of our progressive EYFS curriculum is reflected in our children's confidence, language usage, and readiness for Key Stage 1:

- Children moving through our phases demonstrate strong communication skills; they use precise vocabulary and clear sentences to explain their observations and negotiate play.
- Because our environments encourage children to build, draw, and explain their thinking, they continually practise resilience. When faced with a challenge, they are able to keep trying rather than giving up at the first hurdle.
- The careful alignment across our 2-year-old room, 3-4 room, and Reception classrooms means children experience a stable, predictable learning culture. They transition between the phases smoothly and confidently.