The Three I's of EYFS Practice and Provision at Heatherlands Primary School
2026-2027

Intent

At Heatherlands Primary School we aim to foster a love of learning through an aspirational, inclusive and carefully sequenced curriculum. The curriculum is rooted in the EYFS Educational Programmes, our knowledge of the children and the unique context of our school. Our four EYFS aspirations provide a shared end point for the Reception year and purposeful opportunities for children to live out the Heatherlands Way values of Respect, Resilience, Aspiration, Motivation and Independence. Curriculum progression is mapped across the year so that knowledge, skills, vocabulary and experiences build over time and create strong foundations for Year 1 and beyond.

Our four EYFS aspirations for 2026-2027 are:



Communication and Language is prioritised throughout the curriculum because secure language underpins learning, relationships and wellbeing. Our Communication and Language Progression identifies what children are learning and developing, while our Adult Interaction and Language Focus identifies how adults deliberately enable and extend this learning. High-quality texts, stories, rhymes, first-hand experiences, a communication-friendly environment and responsive adult interactions provide repeated opportunities for children to hear, explore, use and apply new vocabulary in meaningful contexts.

Strong partnerships with parents and carers are built from the start, through a supportive transition process, so that we can work together to ensure children thrive, both academically and emotionally throughout their learning journey.

The Reception Year curriculum is delivered through the 7 areas of learning. These are the three **prime areas:**

- Communication & Language
- Personal, Social and Emotional Development

- Physical Development

and the four **specific areas**:

- Literacy
- Maths
- Understanding the World
- Expressive Arts & Design



These seven areas are interlinked and together provide the basis for a rich curriculum which maximises each child's potential for learning and development.

Implementation

At Heatherlands Primary School we value depth of learning rather than superficial coverage. Children need time to revisit, practise, apply and make connections in different contexts. The Characteristics of Effective Teaching and Learning remain central to our approach: we want children to play and explore, remain motivated and involved, and develop their own ideas through creating and thinking critically.

The Characteristics of Effective Teaching and Learning

"In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately." (Development Matters). The 3 characteristics of effective teaching and learning are:

- playing and exploring
- active learning
- creating and thinking critically

We recognise that young children develop at different rates and bring different experiences, interests and learning characteristics. Our curriculum is deliberately planned and sequenced, while day-to-day teaching and provision remain responsive to what adults notice children know, can do and need next.



We use a deliberate mix of whole-class and small-group teaching, guided learning, high-quality adult interaction and child-initiated play. Skills and concepts introduced through teaching are revisited within continuous provision. Planned enhancements identify areas where adult focus is deliberately directed towards teaching, practising or assessing particular skills. Provocations are open-ended invitations to explore, create, communicate, problem-solve and think critically; adults interact purposefully without steering every child towards the same outcome. Children have daily opportunities to learn indoors and outdoors, with modelling, scaffolding and direct teaching used where these will move learning forward.

Communication and Language is a golden thread across the day and throughout the year. Adults deliberately introduce, model, revisit and extend vocabulary through high-quality texts, Bumping into Books, routines, play, first-hand experiences and carefully planned provision. Our Adult Interaction and Language Focus continues throughout Reception, with strategies introduced, revisited and built upon over time. For example, in Autumn the focus layers approaches such as **Notice, Comment & Connect; Narrate & Model; Repeat, Recast & Extend; Invite Talk & Listen; Wonder, Explain & Reason; and Retell, Sequence & Make Links**, helping adults to develop an increasingly responsive toolkit rather than relying on habitual questioning. Visuals, calm spaces and well-organised resources support communication, understanding and independence for all children, including those with SEND and children developing English as an additional language.

Our half-termly enquiry questions provide meaningful contexts through which the Educational Programmes are taught. Curriculum progression documents identify the key knowledge, skills and vocabulary that build over time, while the four EYFS aspirations provide purposeful end points for Reception. Weekly teaching and provision draw from this progression but remain responsive to the needs of the cohort and individual children. Real experiences, high-quality texts, continuous provision and adult-led teaching work together so that children can revisit, practise and apply learning in different contexts.

Impact

Assessment in Reception is ongoing, practical and purposeful. Adults assess through observation, interaction, questioning, professional dialogue and children's application of learning during adult-led teaching, continuous provision and everyday routines. We use our own on-entry assessments alongside the statutory Reception Baseline Assessment, nursery handovers and parent information to build an initial picture of each child. Termly milestones and trackers then provide a summary of attainment rather than being the only point at which assessment takes place.

Our Next Steps Planning is a working assessment-and-response process. Where children are not yet keeping pace with intended learning, adults identify what needs to be revisited and respond through additional modelling, targeted adult interaction, practical experiences, small-group teaching, enhanced provision or intervention. Children are reassessed through subsequent teaching and application. The purpose of assessment is to inform teaching and identify next steps, rather than to generate evidence for its own sake.

We value parents and carers as partners from the beginning. Transition information, ongoing conversations, workshops and regular communication help us understand each child's experiences, strengths and needs. This is particularly important within our diverse community and helps us identify where children may need additional support at the earliest opportunity.

All adults are alert to differences in children's starting points, interests, needs and backgrounds, including children with special educational needs or disabilities, disadvantaged children and those whose home language is not English. We recognise that children may demonstrate their capabilities in different ways and make reasonable, responsive adaptations so that all children can access, participate in and benefit from the curriculum.

Progress towards our four aspirations and the Early Learning Goals is considered through professional dialogue, termly milestones and our accumulated knowledge of each child. Judgements are informed by what children demonstrate independently across different contexts, alongside relevant information from parents, carers and other professionals. Where gaps are identified, teaching and provision are adapted before children are expected to move on.

We moderate assessment within the team and with wider partners to support consistency and accuracy. End-of-Reception outcomes are one measure of impact, but our wider ambition is that children leave EYFS as resilient and increasingly independent learners, confident communicators and storytellers, purposeful creators and writers, and curious thinkers who can ask questions, make connections and explain what they discover. Transition into Year 1 is planned carefully so that children's learning behaviours, knowledge and support needs are understood and built upon.