

The Three I's of EYFS Practice and Provision at Heatherlands Primary School 2025-2026

Intent

At Heatherlands Primary School we aim to foster a love for learning by providing an aspirational and inclusive curriculum. Design of the curriculum is based on the Educational Programmes, and what we want children to learn and experience during their time with us. Curriculum aspirations drive the curriculum and are based upon the needs and interests of our children as well as the unique context of our school. Our school values sit at the heart of our curriculum to ensure children develop **respect, resilience, aspiration, motivation and independence** and build strong foundations for future learning. There is a clear, progressive approach from Reception through to Year 6. This ensures a smooth transition into Key Stage 1 and beyond.

 <p>To be curious and respectful about others, celebrate what makes everyone unique, and become a positive member of our diverse community.</p> <p><i>I can be curious and respect others</i></p>	 <p>To manage emotions and show resilience when facing challenges, including trying new experiences.</p> <p><i>I can notice my feelings, stay calm, and have a go at new or tricky things, asking for help if I need it.</i></p>	 <p>To inspire children to explore and appreciate the diverse world they live in and understand their place within it.</p> <p><i>I can explore and understand the world around me</i></p>
 <p>To develop rich vocabulary and use it confidently in communication.</p> <p><i>I can use new words when I talk about things I see, hear, or do.</i></p>	 <p>To be able to talk about life events and retell a story in their own way.</p> <p><i>I can tell stories and talk about my own experiences</i></p>	

Communication and language development is prioritised throughout the curriculum supported by language rich texts, a communication friendly environment and high-quality interactions with adults as we believe this is crucial for all future learning, social interactions and cognitive development. We want children to be able to develop a wide vocabulary,

express themselves, understand others and build relationships, which are essential skills for children's overall wellbeing.

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



Implementation

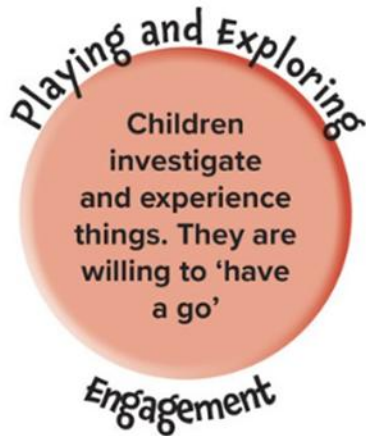
At Heatherlands Primary School we value the importance of enabling depth in learning which is much more important than covering lots of things in a superficial way. The characteristics of effective learning (how children learn) are crucial to their success. We want our children to aspire to be curious and motivated, and to persevere when faced with a challenge.

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 learn at different rates and have different learning characteristics, and that their learning is often driven by their interests and therefore plans need to be flexible.



We use a mix of approaches to deliver the curriculum and recognise that play is fundamental to learning and helps children understand themselves and the world around them, through processing their experiences. Our children are given opportunities to take risks within a safe, carefully planned environment with enhancements and invitations to learn. Children have daily opportunities to be both outside and indoors. As well as learning through play, adults provide modelling, guided learning and direct teaching of key skills and knowledge.

Communication and language are prioritised each day, through high quality texts and opportunities to hear, practice and embed new vocabulary in different ways, supported by effective adults who provide consistently good modelling and tailored interactions. The environment has been carefully planned to consider the ordinarily available provision which is available to all children. This includes the consistent use of visuals by adults to support children's communication and understanding, well organised, inviting and organised resources, resourced calm spaces, and a "bumping into books approach".

Our half-termly focus questions break the educational programmes down into small steps and identify key skills and knowledge that are part of the children's journey, which in turn inform and enhance their curricular experiences. Our key intentions for the EYFS are linked to our overarching ambition and intent for all children. These are not exhaustive, and our planning remains responsive to the needs of the children.

Impact

At Heatherlands Primary School, in line with the EYFS Principles of Assessment, we use day-to-day informal checking of what children have learnt to inform teaching and learning on an ongoing basis throughout the year. We build our knowledge of each child's learning and development across all areas of learning not only through tracking phonic knowledge, but also through daily interactions and 'Share and Shine' reflection time.

We also use a next steps assessment and planning model, which enables us to identify children who are not yet keeping up and to provide timely support, targeted teaching and interventions to help them make progress and achieve their full potential. This approach allows us to capture each child's voice, as well as the perspectives of other relevant adults, to build a rounded picture of every child's learning and development.

We value the contributions of parents and carers and seek to engage with them in a range of meaningful ways. This is especially important as many of our families come from different cultural backgrounds, and we aim to understand the values and experiences that shape each child's responses to their environment and social situations. By working closely with families

and staff, we are able to identify areas where children may be at risk of falling behind and provide effective support at the earliest opportunity.

We ensure that all adults are alert to the general diversity of children's interests, needs and backgrounds, including children with special educational needs or disabilities and those whose home language is not English. This ensures that everyone is aware that children will demonstrate their capabilities in different ways. This is reflected in our curriculum, books, planned experiences and environment.

Our curriculum includes summative milestones towards each aspiration. We check the children's development through professional conversations which are informed by our knowledge of the children, as well as contributions from parents/carers. This helps us ensure children's knowledge and skills are secure and teaching and learning experiences are shaped to fill any gaps in learning, before trying to move on.

At Heatherlands Primary School we are confident that our assessments are moderated and accurate. We are proud that the majority of our children achieve a "Good Level of Development" at the end of the school year. However, we continue to have a relentless focus on those children who have been assessed as "emerging" in any of the ELGs. We ensure that a rigorous transition process is planned so that children continue to learn in ways that support strong learning behaviours, and all children have a seamless journey into the next stage of learning.