

Introduction

Our Early Years curriculum at Praewood is designed to recognise all children's prior learning, building on their experiences at home and in other settings to provide a first-hand learning experience. Every child is recognised as a unique child and we allow children the opportunities to build resilience, ambition and integrity through celebrating and welcoming difference within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. As an Early Years team we aim to provide enhanced opportunities to engage in learning and we believe that children's first experiences of school should be happy and positive, enabling them to develop a lifelong love of learning.

We adopt the values and ethos of the school to provide a continuous discipline approach, which fosters positive attitudes to both learning and behaviour. The use of our Learning Power Pets reflects the values and skills needed to promote personal responsibility for learning and future success.

Summary of Intent – Implementation – Impact in Early Years Foundation Stage at Prae Wood School

The following table outlines how our intentions are implemented and the impact this has on our children's learning.

Intention	Implementation	Impact
To have a broad and balanced curriculum – using prime and specific areas of learning.	Using AD and CIL activities to ensure children access all areas of learning. Providing high quality experiences through continuous provision. Using pupil voice to promote independent and inspiring learning opportunities.	Chn make a good level of development and work towards achieving the ELGs by the end of Reception.
To develop a curiosity and love of learning where children are confident to take risks and accept challenge.	Enabling children to have an input within their own planning and providing challenging and playful opportunities for learning.	Chn are able to independently follow a line of enquiry, accessing both indoor and outdoor learning.
To think about the unique child, developing a resilient, confident and capable learner.	Focusing on characteristic of effective learning, to ensure children are engaged, motivated and have an ability to problem solve. Ensure children have focused and specific what next targets. Creating opportunities for children to take responsibility of their own learning.	Chn are confident to try new things and are not afraid to make mistakes. Chn are able to make progress based upon their individual needs. Chn can demonstrate being a critical thinker and create alternative possibilities for learning.
To develop social skills with a focus on PSED. To ensure a balanced and inclusive approach to meet the diverse needs of all children.	Using good modelling including nurture group, buddies, Zone of Regulations. Focus on our Learning Power Pets.	Chn are able to establish good relationships with others and are able to regulate their own emotions. Chn are responsible for their own behaviours and actions.
To develop home-school relationships with parents. To promote equality and ensure equity within our school community.	Having regular termly curriculum meetings and an open door policy (online). Sharing LJs at PTCs with unique summaries.	Parents support children effectively with their learning both at school and home. (Including accessing Google Meets during isolation).