

## Year R Intent, Implementation and Impact Statement

**Subject: Early Years**

**Subject Leader: Emily Young**

Intent	Research link	Implementation	Impact
<b>To embed learning through robust indoor and outdoor provision</b>	<ul style="list-style-type: none"> <li>Continuous provision: the skills by <i>Allistair Bryce-Clegg</i></li> <li>Continuous provision in the early years by <i>Allistair Bryce- Clegg</i></li> <li>ABCDoes.com</li> <li>Outdoor Provision in the Early Years by <i>Jan White</i></li> <li>'When Adults Change, Everything Changes' by <i>Paul Dix</i></li> </ul>	<ul style="list-style-type: none"> <li>The role of the adult is monitored and all members of the EYFS team create a balance between objective led planning (significant next steps) and in the moment/topic-based observations to gather evidence towards ELG's</li> <li>The resources used both indoors and outdoors will reflect the topic and the children's newly emerging skills and will also offer open ended uses to develop the child's own interests</li> <li>Work with Sparsholt college to develop the nature garden and landscape new learning zones</li> <li>To create a vegetable/herb garden to be used to enhance UTW opportunities for the cohort</li> <li>Our Learning Values of Perseverance, Respect and Collaboration, and Code of Conduct will underpin the whole planning and provision</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children will be able to embed new skills and concepts through discovery time.</li> <li>✓ Children will all make good or better progress by the end of the year.</li> <li>✓ Planning will reflect the needs of the cohort</li> <li>✓ Children will be respectful Barksbury citizens who look after their learning spaces and classrooms</li> <li>✓ Children will have access to well-resourced and varied environments</li> </ul>
<b>To maintain strong supportive links with parents and the wider community</b>	<ul style="list-style-type: none"> <li>Development Matters</li> <li>Parental partnership in the Early Years Foundation Stage – Ideas and Case Studies from East Sussex Settings by <i>Early Years Improvement Team &amp; Standards and Learning and Effectiveness Service</i></li> <li>How to involve hard-to-reach parents: encouraging meaningful parental involvement with schools by <i>Clare Campbell</i></li> </ul>	<ul style="list-style-type: none"> <li>Weekly Phonic videos on Tapestry to support parents when reading with their children</li> <li>Topic newsletters – with important information and ideas for home learning</li> <li>Weekly post on class page on school website</li> <li>Workshops – phonics/tapestry to support parents</li> <li>Autumn term meeting - coffee and chat with feeder nurseries</li> <li>Wow moments – to celebrate home learning</li> <li>Tapestry – parents to document home learning</li> <li>Wellness bags to support parents with issues at home – behaviour, loss of a relative, losing a tooth, new baby etc</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parents will feel involved in their child's learning journey</li> <li>✓ Parents will feel supported</li> <li>✓ Children will be better supported through embedded home learning</li> <li>✓ Nurseries can use action points to work with the next cohort and plug some gaps</li> </ul>
<b>To deliver a curriculum which is pitched to respond to our increased number of vulnerable groups and that of higher attaining children</b>	<ul style="list-style-type: none"> <li>Early Years Draft Inspection Handbook 2019</li> <li>The theories Behind Cultural Capital by <i>Juliet Mickelburgh</i></li> <li>Guidance for Early Years practitioners on supporting children learning English as an Additional Language (EAL) by <i>Oxfordshire County Council</i></li> </ul>	<ul style="list-style-type: none"> <li>Flexible longer lasting topics – linked to seasons and children's interests</li> <li>Opportunities for in the moment learning – taking the topic in the direction of the children in each class</li> <li>Embedded learning opportunities, both indoors and outdoors which match the needs of the children</li> <li>Allocated LSA to specific vulnerable groups in the cohort with interventions and tracking documents to ensure maximum support and progress is achieved (EAL – SM, PP&amp; fine and gross motor – JP, C&amp;L/PSSED – MN)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children will all make good or better progress by the end of the year.</li> <li>✓ Vulnerable groups will be targeted for intervention and through robust conversations as a team, gaps and areas of improvement can be plugged through continuous provision and focus groups</li> </ul>

<p><b>To provide opportunities for early reading both indoors and outdoors with particular focus on rhyming</b></p>	<ul style="list-style-type: none"> <li>○ Little wandle</li> <li>○ BBC Nursery Rhymes</li> <li>○ Understanding Phonics and the Teaching of Reading: Critical Perspectives by <i>Kathy Goouch, Andrew Lambirth</i></li> </ul>	<ul style="list-style-type: none"> <li>• Phonic books to be changed once a week – to ensure comprehension and stamina is being improved as well as application of phonic knowledge</li> <li>• HFW lists given to each child which match their phonic ability and provide variety in reading</li> <li>• Phonic books stored in phased and set boxes clearly marked for children to self-select books later on in the year</li> <li>• Reading and HFW tracking sheets used in each class to ensure that all children receive the same reading support (cultural capital)</li> <li>• Daily phonic teaching with related child-initiated provision available around the classroom and in the writing areas as well as pull away groups for the higher attaining children</li> <li>• Phonics working wall to be regularly updated with new phonemes, graphemes, digraphs, trigraph and tricky words</li> <li>• Topic matched books in specific areas -e.g truck/digger/construction books in the construction area</li> <li>• Phonic games and activities in the shared reading area to further embed current learning</li> <li>• Outdoor flowers and chalk board wall used to encourage letter naming, writing and rhyming</li> <li>• Rhyme of the week and nursery rhymes played each day to the children, with a focus on hearing rhyming pairs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children will be exposed to the same phonic teaching – ensuring no learning is being capped</li> <li>✓ All children will be challenged to ensure they reach their full potential</li> <li>✓ Children will apply phonic knowledge in their play</li> <li>✓ Parents are supported in home reading through workshops and tapestry posts</li> </ul>
<p><b>To work in partnership with the federated science leader to create a longitudinal study</b></p>	<ul style="list-style-type: none"> <li>○ Development matters</li> <li>○ Science Intent, implementation and impact Planning – Balksbury Federation</li> <li>○ The Revised EYFS in Practice by Ann Langston</li> <li>○ <a href="http://www.foundationyears.org.uk">www.foundationyears.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>• Each class will display their longitudinal study: <i>Stages of a Tree's Lifecycle Through the Seasons</i> on their investigation station and copies of the children's artwork and observations will also be kept in a class book.</li> <li>• Children will be asked at certain points of the year what they can observe and why they think the changes occur</li> <li>• Children will be encouraged to be outside as much as possible to experience the weather and seasons first-hand</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children will display strong UTW knowledge and be able to articulate their predications</li> <li>✓ Children will have a good understanding of the seasons</li> <li>✓ Children's fine motor and creative skills will be broadened through the leaf art created in each season</li> <li>✓ Children will have a better understanding of science ready for their journey onto the National curriculum in Year 1</li> </ul>