

Early Years Foundation Stage (EYFS) Curriculum Intent Statement

Chawson First School



At Chawson First School, we all share a united vision that all our children will develop into **independent**, **articulate** and **aspirational** children.

In Early Years, we intend for our children to:

Independent

Be emotionally secure and confident learners.

Articulate

Be effective listeners and confident speakers, with the ability of having back-and-forth conversations and learning new vocabulary.

Aspirational

Develop the knowledge and self-belief needed to be successful in their next stage of education.

How are the values implemented?

Independent

- Adults place an emphasis on co-regulation, building strong and nurturing relationships.
- Adults allow children to take ownership of their learning environment.
- Adults develop effective routines that promote independence.
- Adults create a safe and nurturing environment where children feel happy.

Articulate

- Adults teach and promote 'good listening' through four key listening rules.
- Adults promote a communication friendly environment with emphasis on back and forth conversations between staff and children.
- Adults place a significant emphasis on children learning and remembering specific vocabulary.
- Adults set high expectations of oracy, with specific oracy skills taught.
- Adults interact with children using a range of interaction techniques.

Aspirational

- Children develop an understanding of the wider world around them, with specific knowledge delivered to support their future learning journey.
- Children develop the confidence and self-esteem to talk about their own needs, wants, interests and opinions.
- Adults spent time developing children's interests during play sessions.
- Adults involve children in decision making about daily events, taking into consideration their ideas and opinions.

Impact

As Early Years staff, we carry out regular and thorough moderation sessions to discuss the children's specific strengths and areas of development. We use our experience and professional judgement to make these decisions and are confident that each child is given every opportunity to reach their full potential through the delivery of our curriculum. We have developed specific 'Chawson goals' that we believe are important for *our* children to achieve during their time in Pre-School and Reception.

Vision	Pre-School Goals	Reception Goals
Articulate	To develop the skills to have a back-and-forth conversation	
	Children begin to understand how to listen and develop the confidence to speak to others.	Children listen actively to others and can hold a conversation about a particular topic.
Articulate	To develop a rich vocabulary	
	Children extend their vocabulary through stories and other activities. Adults explain unfamiliar words and address misconceptions.	Children remember and use recently taught vocabulary from stories, non-fiction, poems and rhymes.
Independent	To become an independent learner	
	Children can play and explore on their own and begin to learn and follow every day routines.	Children can look after their belongings and can follow routines independently.
Independent	To show resilience and perseverance in their play	
	Children can name and talk about different emotions. Adults will support regulation through nurturing relationships.	Children understand that there are strategies to help regulate their feelings. Adults provide regular opportunities for problem-solving.
Aspirational	To develop a sense of belonging	
	Children can name members of their family and begin to understand that they are part of a group in pre-school.	Children can talk about members of their family and become a confident member of the classroom.
Aspirational	To show a strong awareness of their locality	
	Children can name the town in which they live.	Children can talk about where they live and can name some points of interest of their local environment.

