

# Intent Implementation Impact

## Simon de Senlis Primary Curriculum

### Intent

#### (Through the teaching of the subjects of the National Curriculum)

From Reception to Year 6, our intent is to deliver a broad, balanced and diverse curriculum which is knowledge rich and skills focussed. Children will engage in a rigorous curriculum where there is a reason and a purpose for everything they are taught and everything they experience. Through this curriculum, children will develop a wide schema of knowledge which will build on previous knowledge enabling them to be fluent in their application and understanding across all subjects. Children will be taught to retrieve information and make links between learning. The curriculum will be rich in the use of vocabulary and children will develop their ability to explain, discuss and debate their learning.

The curriculum, which will also include Spiritual, Moral, Social and Cultural teaching, will develop the whole child to live in a society where they accept and celebrate diversity, whilst preparing them for their future.

The curriculum entitlement and access for all will ensure every child is successful and achieves their full potential and beyond.

### **EYFS Intent**

Our intent is to deliver a broad, balanced and diverse curriculum which is knowledge rich and skills focussed. Children will engage in a rigorous curriculum which enables them to achieve to the best of their ability to reach the end of EY ARE and set them in good stead to progress onto Year 1 and the National Curriculum expectations. The EY experience intends to teach the children to develop their whole self, from the initial transition meetings which are designed to settle the children into life at SDS and help them to regulate their emotions and develop new skills, right through to their transition into Year 1. The children will learn to develop their growth mindset through the characteristics of effective learning, which they can transfer these important skills and attitudes into each of the 17 areas of learning.

A key aspect of the EY curriculum is to ensure that the development of oracy runs throughout the whole curriculum. We intend that our curriculum will be rich in the use of vocabulary and children will develop their ability to explain, discuss and debate their learning.

Through careful adult interactions, close monitoring and personalised learning opportunities, the curriculum entitlement and access for all will ensure every child is successful and achieves their full potential and beyond.

### **Implementation**

Within a working party, we have devised a set of progressive curriculum intentions, which interleave to enable children to build on prior experiences and review and recall information and skills within their learning and play experiences. These skills are built upon to ensure that careful consideration is taken to develop all skills in the lead up to the end of EY profile assessments. Once the learning skills were mapped, SDS personalised the curriculum to meet the needs and interests of our cohort. Please see the detailed long term planning of each of the 17 areas of learning. Of which, these are the opening statements of intent at the beginning of each area...

### **Simon de Senlis Primary School - NPAT Reception - Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. **EYFS Programme of Study**

#### **– Statutory Framework for EYFS 2021**

### **Simon de Senlis Primary School - NPAT Reception - Personal, Social and Emotional Development (PSED)**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

### **Simon de Senlis Primary School - NPAT Reception - Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

### **Simon de Senlis Primary School - NPAT Reception - Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). **EYFS Programme of Study – Statutory Framework for EYFS 2021**

### **Simon de Senlis Primary School - NPAT Reception - Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

### **Simon de Senlis Primary School - NPAT - Reception - Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

### **Simon de Senlis Primary School - NPAT Reception - Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. EYFS Programme of Study – Statutory Framework for EYFS 2021 **EYFS Programme of Study – Statutory Framework for EYFS 2021**