



## **Early Years: Our Intent, Implementation and Impact**

### **Intent**

At Dunn Street Early Years we take pride in being the first step to your child's learning journey.

### **'Together we learn, grow and achieve'**

We have designed every aspect of our curriculum to create a happy, productive learning environment – from the warm welcome on the door, the calm routines and the child-centred learning environment both indoors and outdoors. Our curriculum involves half termly themes that have been devised by our knowledge of the children we teach and allow for flexibility and fluidity to develop children's interest with each new cohort.

We understand our crucial role as the building block for the rest of the school, both in terms of the child's learning and development, and in the relationships we build with their families. We work tirelessly to build trust and positive attitudes to learning, knowing that our work as the first welcoming step into the school as a whole is pivotal to a child's success.

We carefully structure our day to balance short adult-led learning, with longer child-led sessions. We expect both approaches to foster the characteristics of effective learning and produce deep level learning. We have clear progression in the skills needed across the Prime (Physical Development; Personal, Social and Emotional Development; Communication and Language) and Core areas (Mathematics, Literacy, Expressive Arts and Design and Understanding the World).



## **Implementation**

Our practice is guided by the four overarching principles of the EYFS 2021:

***Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.***

At Dunn Street Primary we get to know our children and families well. Our strong links with our Children's Centre create smooth transitions for our children who move into our care from their two-year-old provision. From our knowledge of child development we are able to plan for children's next steps from their starting points which are unique to them. Children in Reception and Nursery benefit from specialist teaching in Physical Development and have a specialist in child development working weekly with the staff and children. We work with our local community and have created strong links with our local library where we visit weekly for story telling sessions, inspiring and fostering an early love of reading and communicating. As a result of this link we met an author and were involved in creating our own illustration to accompany the text. We also work with a specialist gardener weekly to create a 'Love of Outdoors and Nature' whilst giving the children new and exciting opportunities.

***Positive Relationships – Children learn to be strong and independent through positive relationships***

Our partnership with parents is crucial and we understand how important the relationships between our setting and our children's families are to ensuring success for our children. Our parents are our children's first educator and know most about their child. This relationship is vital in ensuring all children make

rapid progress in our setting. We hold meet and greet sessions, workshops, have daily communication morning and evening, parents evening, written reports and communicate through the Class Dojo app so that parents can understand what life and learning is like for their child while they are in our care.

**Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.**

We have spent a huge amount of time and focus on creating a learning environment both indoors and out that reflects the needs of our children. Our environments adapt and develop over time to meet the needs of our children and they create an environment that fosters a love of curiosity, awe and wonder. We use resources that are open-ended, flexible and allow children to become critical thinkers.

**Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in Early Year's provision, including children with special educational needs and disabilities**

All Early Years' team members have a good knowledge of child development and the progression in the curriculum we teach. The environment both indoor and out, adult lesson structures and methods are designed to embed concepts long term for children. For Early Years, this may be the repetitive practice of putting on our own coats, or remembering what an arrangement of three can look like and how many different ways it can be rearranged. Practitioners use any available opportunity, such as counting fruit for a snack, or blending words whilst waiting a few minutes to go into the lunch hall.

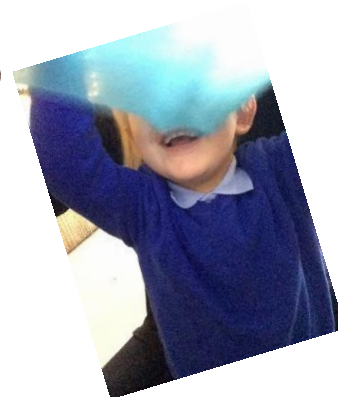
The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development of our children. These include:

Prime areas:

- Communication and Language
- Physical Development
- Personal, Social and emotional development

Specific areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design



### **Impact**

At Dunn Street we value education in the broadest sense because it has the power to change people's lives. We believe every child is unique and strive to ensure each and every one of them reach their full potential. Throughout the Early Years Curriculum, we want to develop and embed the characteristics of effective learning and by the time our children leave us they will be able to:

**Play and Explore – children will investigate and experience things, and ‘have a go’**

**Be Active Learners – children will concentrate and keep on trying if they encounter difficulties, and enjoy achievements**

**Create and Think Critically – children will have and develop their own ideas, make links between ideas, and develop strategies for doing things**

