

The Intent, Implementation and Impact of Tickhill Estfeld Primary School's Early Years Foundation Stage

Intent

In the Early Years at Tickhill Estfeld, our curriculum is thoughtfully designed to meet the aims and principles outlined in the Early Years Foundation Stage (EYFS) Statutory Framework 2025, ensuring that every child receives the best possible start in life. Our intent is to provide a high-quality, inclusive, and ambitious curriculum that fosters the development of the whole child—emotionally, socially, physically, and cognitively—within a nurturing and stimulating environment. We recognise that each child is an individual and has the right to feel safe, secure, and supported in order for them to make progress and be successful in their learning at school. We want our Reception children to build positive relationships with peers and adults and feel happy and confident to communicate with others.

Implementation

Our curriculum is designed to support children to make progress across all seven areas of learning and development, with a clear focus on the three prime areas - Communication and Language, Physical Development, and Personal, Social and Emotional Development—as the foundation for future learning. Through play-based learning, adult-led and child-initiated experiences, we ensure children are supported to develop essential knowledge, skills, and attitudes for lifelong learning. Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. We place strong emphasis on developing children's communication and language, early literacy and numeracy, as well as their ability to think critically, express themselves, and build positive relationships. We create rich opportunities for children to explore, take risks, ask questions, and develop independence and curiosity, fully preparing them for a successful transition into Key Stage 1.

By following the EYFS (2025) framework, we ensure that our curriculum:

- Promotes **high expectations for all children**, including those with SEND and those from disadvantaged backgrounds.
- Provides **cultural capital** through broad, diverse, and meaningful experiences.
- Is **coherently sequenced and responsive**, taking into account children's interests, backgrounds, and next steps.
- Ensures children are kept **safe and well**, developing the knowledge and behaviours that support their health, wellbeing, and future success.

Our timetable is carefully thought out so that children have periods of directed teaching as well as extended periods of play during the day. It is, however, extremely flexible and changes throughout the year to take into consideration the changing needs of the children. All practitioners demonstrate strong subject knowledge of the EYFS curriculum, which is effectively used to plan a broad, balanced, and progressive learning environment for all pupils. Throughout the school day, children have opportunities to work independently, collaborate with peers, and engage with staff in both whole-class and small group settings. This structure allows staff to consistently check for understanding, quickly identify and address misconceptions, and provide timely verbal feedback to help close learning gaps and accelerate progress. Our inclusive approach ensures that all children learn together, while also offering carefully planned interventions for those who may need additional support or are ready to extend their learning further

Impact

Our aim is that every child leaves the EYFS as a confident, happy, and engaged learner, well-prepared for the next stage of their educational journey, and equipped with the foundations to thrive both academically and personally.