

EYFS Provision Intent, Implementation and Impact



Intent	Implementation	Impact
At Hale Academy we place the children at the heart of our engaging, inclusive thematic curriculum and we believe that every child will achieve their full potential. We enable our children to become happy, resilient, well-rounded individuals by instilling a strong set of values that develop high levels of both social and emotional intelligence.	At Hale Academy we follow the Early Years Statutory Framework for the Early Years Foundation Stage published by the DFE 2021. This framework specifies the requirement for learning and development within the early years. The non-statutory guidance, Development Matters is used to inform planning and to promote learning and development across all areas of learning. At the heart of our teaching and learning are the three prime areas of development matters, focusing on communications and language, personal, social and emotional development and physical development. Within the area of communication and language, practitioners teach and model new vocabulary and carefully orchestrate environments and learning opportunities which promote and develop children's language skills. This is enhanced by high quality texts which provide opportunities for children to develop an understanding of a story, learn and explore the meaning of new vocabulary and to speak confidently within a range of different contexts. Personal, social and emotional development is supported through our school PRIDE values where children are encouraged to be independent, resilient and positive learners who show drive and determination when faced with challenges.	At Hale Academy children in the Early Years foundation stage will demonstrate high levels of engagement and enjoyment in adult led and child led learning. They will develop concentration, persistence, resilience, independence and most importantly become willing and confident to 'have a go'. Children will develop excellent speaking and listening skills which will enable them to articulate their thoughts, feelings, knowledge and understanding. They will express their love of reading and books by talking confidently about the core texts they have shared and explored. From their own unique starting points, we expect all children to achieve age related expectations and/ or make excellent progress. All children will be given the best foundations so that they can achieve their full potential and develop a life long love of learning.
We actively promote an environment where every child is valued, is shown respect and inspired to become the very best they can be.	A balance of adult-led and child-initiated learning opportunities provide meaningful experiences for children to learn collaboratively. This enables them to learn, develop and consolidate new skills. Physical development is promoted through our learning environments which offer an abundance of opportunities for children to develop and exercise their gross and fine motor skills through digging, climbing, balancing, mark making and exploring. The outdoor environment encourages the children to develop awe	
We aim to take every child in our care on a most wonderful educational journey which will nurture their talents and provide the skills and experiences to last a lifet	 and wonder through the investigation of the natural world around them and to take appropriate risks where they learn to manage their own safety. We believe that play is integral to a child's learning and development and so it is is integrated and woven into all aspects of our engaging and thematic curriculum. Purposeful play offers valuable opportunities for children to practise their knowledge and skills whilst exploring the world around them. Children's knowledge and understanding is extended through meaningful interactions with their peers and practitioners. All adults are dynamic and creative in their approaches to delivering the curriculum and strive to offer learning opportunities in meaningful ways that are designed to promote the love of learning. 	