

Curriculum Intent

At Bowbrook, our Early Years Foundation Stage (EYFS) curriculum is rooted in a deep understanding of child development and a commitment to nurturing each child's unique potential. We recognise that children thrive when their interests, needs, and developmental stages are respected and responded to in real time.

In Nursery, we follow an In the Moment Planning approach, where learning is child-led and driven by spontaneous play and exploration. Practitioners skilfully observe, interact, and extend learning in the moment, capturing teachable opportunities as they arise. This responsive model fosters curiosity, independence, and a love of learning, while ensuring that each child's voice is heard and valued.

In Reception, we build on this foundation through Anticipatory Planning, which blends child-initiated learning with carefully considered adult-led experiences. Our planning is informed by ongoing observations, assessments, and knowledge of children's interests and next steps. This ensures that learning remains meaningful and engaging, while also preparing children for the transition into Key Stage 1 with a strong foundation in early literacy, numeracy, and social-emotional development.

Across both settings, our intent is to create a warm, inclusive, and stimulating environment where children feel safe, confident, and empowered to explore, question, and grow. We aim to develop resilient, capable learners who are excited about their journey through education and beyond.

Curriculum Implementation

To realise our intent, we implement a curriculum that is flexible, responsive, and developmentally appropriate, tailored to the distinct needs of our Nursery and Reception cohorts.

In Nursery, we embrace In the Moment Planning (ITMP) by creating an enabling environment where children are free to explore, investigate, and follow their interests. Skilled practitioners observe children closely, identifying teachable moments and extending learning through high-quality interactions. Observations are recorded post-event, allowing staff to remain fully present and responsive during play. Continuous provision is carefully curated to promote independence, curiosity, and deep-level learning, with enhancements based on children's emerging interests and developmental needs.

In Reception, we implement Anticipatory Planning by using formative assessment and professional knowledge to plan ahead for meaningful learning experiences. While maintaining a strong emphasis on child-initiated play, we also introduce more structured adult-led activities that support early literacy, numeracy, and personal development. Planning is flexible and regularly adapted in response to children's

progress, interests, and next steps. Practitioners use a balance of whole-class, small-group, and individual teaching to ensure all children are supported and challenged appropriately. The children receive high quality directed learning in the form of Maths and Drawing Club sessions and daily Phonics sessions with consequent guided reading sessions twice a week. These initiatives have been carefully selected by Bowbrook Primary as their values of promoting a deep understanding of concepts, placing a high emphasis on language and communication, whilst promoting curiosity and engagement within these areas of learning align with our own.

Across both settings, we prioritise strong relationships, language-rich interactions, and inclusive practice. Our learning environments—indoors and outdoors—are thoughtfully designed to promote exploration, collaboration, and creativity. We work closely with families to ensure a shared understanding of each child's journey and to celebrate their achievements.

Communication and language is highly valued as a vehicle to develop empowerment. We want our youngest pupils to be confident communicators to voice their own observations/needs/ feelings and wishes across the curriculum. Vocabulary is explicitly recognised, discussed, and taught.

Our school rules of **be kind, be ready, be safe** are regularly referred to during the school day in order for the children to recognise achievements and next steps which inform valuable discussions around their personal social and emotional development and to support us feeling a sense of school community. Every child is recognised as a unique individual, and we celebrate and welcome the incredible differences within our school community. A diverse range of texts/ artefacts/ visitors and experiences are provided in taught and self-exploration contexts to underpin this.

Through regular physical opportunities to develop gross and fine motor skills alongside learning about healthy life choices, children will take responsibility for their own physical and mental well-being.

We recognise the importance of sharing high quality texts in our provision, so we carefully consider the texts we have accessible in all our different areas of provision, including our book corner and the texts we read aloud for pleasure and enjoyment each day. We have a daily storytelling session as well as a class reading buddy that the children take home to share stories with. Both classes visit the library at least once a week to share stories, non-fiction texts and poetry before choosing a book to read for pleasure at home. We endeavour to give our children a broad and rich reading diet of different genres including fiction, non-fiction and poetry.

We keep parents informed and meet regularly with parents and carers to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes Stay and Play sessions,

information workshops, and parent consultations. We also stay connected virtually with our parents through our school Facebook page and class pages on Dojo that we update regularly and encourage parents to contribute similarly, so we can share and celebrate learning and achievements out of school.

Curriculum Impact

The impact of our Early Years approach is evident in the confident, curious, and capable learners who leave our setting ready for the next stage of their education. Through In the Moment Planning in Nursery, children develop strong foundations in communication, independence, and emotional security. They are deeply engaged in their learning because it is meaningful, relevant, and driven by their own interests.

By the end of Reception, our anticipatory planning ensures that children have made strong progress across all areas of the Early Years Foundation Stage, particularly in early reading, writing, and mathematics. Children demonstrate high levels of involvement, resilience, and a positive attitude towards learning. They are able to work both independently and collaboratively, showing readiness for the more structured demands of Key Stage 1.

Ongoing assessment, including the Early Years Foundation Stage Profile (EYFSP), shows that most children make good or better progress from their starting points. Our inclusive and responsive approach ensures that all children, including those with additional needs or who are disadvantaged, are supported to achieve their full potential. Through ongoing reflection, learning walks, professional dialogue, CPD and more formal moderation with other schools and advisors, we reflect and challenge on our own practise for continuous development. This allows us to accurately measure and assess the impact of our own teaching practises.

We measure impact not only through data, but through the joy, curiosity, and confidence we see in our children every day. Their voices, choices, and achievements are celebrated, and their love of learning is the most powerful evidence of our success.