



EYFS Curriculum

Intent

At Park Road Academy Primary School (PRAPS), we recognise that the Early Years is a crucial phase in laying the foundations for all future learning. Our curriculum is designed to develop the whole child, ensuring that pupils acquire the essential knowledge, skills and vocabulary needed to succeed in Key Stage 1 and beyond.

We place high value on developing children as individuals. Alongside academic success, we prioritise personal, social and emotional development so that children become confident, resilient and independent learners. Central to our approach is securing the best start in life for every child. We place a strong emphasis on Reception readiness, ensuring children develop the communication, self-regulation and independence needed to access learning successfully from the outset.

Our ambitious curriculum provides the cultural capital our pupils need to succeed. We embed positive attitudes to learning through the Characteristics of Effective Teaching and Learning: playing and exploring, active learning, and creating and thinking critically. These are woven throughout all aspects of provision.

We recognise that many of our pupils enter Nursery and Reception below age-related expectations, particularly in communication and language, and that a significant proportion have SEND or speak English as an additional language. Therefore, we prioritise communication and language and personal, social and emotional development as the foundation for all future learning.

Through a rich, language-filled environment and carefully planned experiences, we foster a love of reading, writing and mathematics, alongside creativity, curiosity and independence, ensuring every child is fully prepared for the next stage of their education.

Implementation

Our curriculum is delivered through a carefully planned balance of adult-directed teaching and child-initiated learning.

Daily structured teaching includes English, mathematics and a rigorous, systematic phonics programme using Little Wandle Letters and Sounds Revised. Early writing is developed through Ready Steady Write programme, which provides a structured approach to vocabulary development, sentence construction and composition. Mathematics is taught through White Rose Maths scheme, ensuring a clear progression in number, shape and mathematical understanding through a mastery approach.



Regular circle time sessions support pupils' personal, social and emotional development through programmes such as Think Equal programme.

Following direct teaching, children take part in focused group work with adults to address individual next steps. This enables practitioners to check understanding, address misconceptions and provide immediate feedback, supporting strong progress.

Children access extended periods of high-quality continuous provision through "Discovery Time", both indoors and outdoors. The environment is carefully designed to promote independence, sustained shared thinking and deep engagement. Equal importance is given to indoor and outdoor learning.

Planning is responsive and informed by ongoing observation. Practitioners consider:

children's interests and fascinations
prior knowledge and embedded learning
opportunities to extend and deepen understanding

This ensures children have agency within their environment and develop depth across all areas of learning.

Reading is central to our curriculum. Children are immersed in high-quality texts and meaningful storytelling experiences, supporting both early reading development and a lifelong love of books.

Our inclusive approach ensures all children learn together, with targeted interventions such as WellComm Toolkit and phonics 'keep up' sessions supporting those who need additional help.

Staff receive ongoing professional development, supported by the EYFS Lead, to ensure strong subject knowledge and high-quality teaching. Regular moderation within school and across Trafford ensures accurate assessment.

Impact

We place strong emphasis on understanding what children know and can do. Ongoing observational assessment is used to identify starting points and inform future planning, ensuring learning builds cumulatively over time.

Assessment is gathered through:

- observations and interactions
work samples and photographs
contributions from parents via learning journals

Children's progress is tracked using internal systems and FFT Aspire tracking system, enabling comparison with national data and ensuring all groups of pupils make strong progress.



Regular pupil progress reviews allow staff to evaluate the effectiveness of teaching and adapt provision where necessary. This ensures that disadvantaged pupils and those with SEND achieve well. By the end of the Early Years, children at PRAPS make good progress from their starting points, with the majority achieving a Good Level of Development and being well prepared for Key Stage 1.

Our children leave the Early Years as confident, independent and engaged learners. They demonstrate secure foundations across all areas of learning, alongside the resilience, curiosity and enthusiasm needed for future success.

