



EYFS at Langley Park Primary School



Intent: What do we want our pupils to learn in during their time in our EYFS at Langley Park?

At Langley Park Primary School, we are deeply committed to nurturing every child's potential through an inclusive and ambitious Early Years Foundation Stage curriculum. Rooted in our core values—Compassion, Ambition, Respect, and Excellence—we provide rich and positive experiences that ignite curiosity, foster resilience, and lay the foundation for lifelong success.

Compassion: We foster a compassionate learning community where kindness, empathy and emotional wellbeing are paramount.

- Children are taught to care for themselves, each other, and their environment through play, stories, role-modelling, and daily interactions.
- We celebrate diversity and promote inclusivity, ensuring that every child feels seen, valued, and safe.
- Emotional literacy and wellbeing are prioritised, helping children to understand and express their feelings and to support others.

Ambition: Children in EYFS are empowered to be curious, courageous learners who dream big and persevere.

- We create opportunities for exploration through stimulating indoor and outdoor settings that challenge thinking and nurture independence.
- Our curriculum is designed to promote risk-taking, problem-solving, and resilience in the face of challenges.
- We support children in setting personal goals and feeling pride in their progress and achievements.

Respect: Respect underpins all relationships and interactions across our EYFS.

- Children learn to respect themselves, others, and their surroundings through positive role-modelling and clear routines.
- Manners, listening, cooperation and empathy are woven into daily practice.
- Celebrating differences and promoting equity ensures a culture of fairness and mutual understanding.

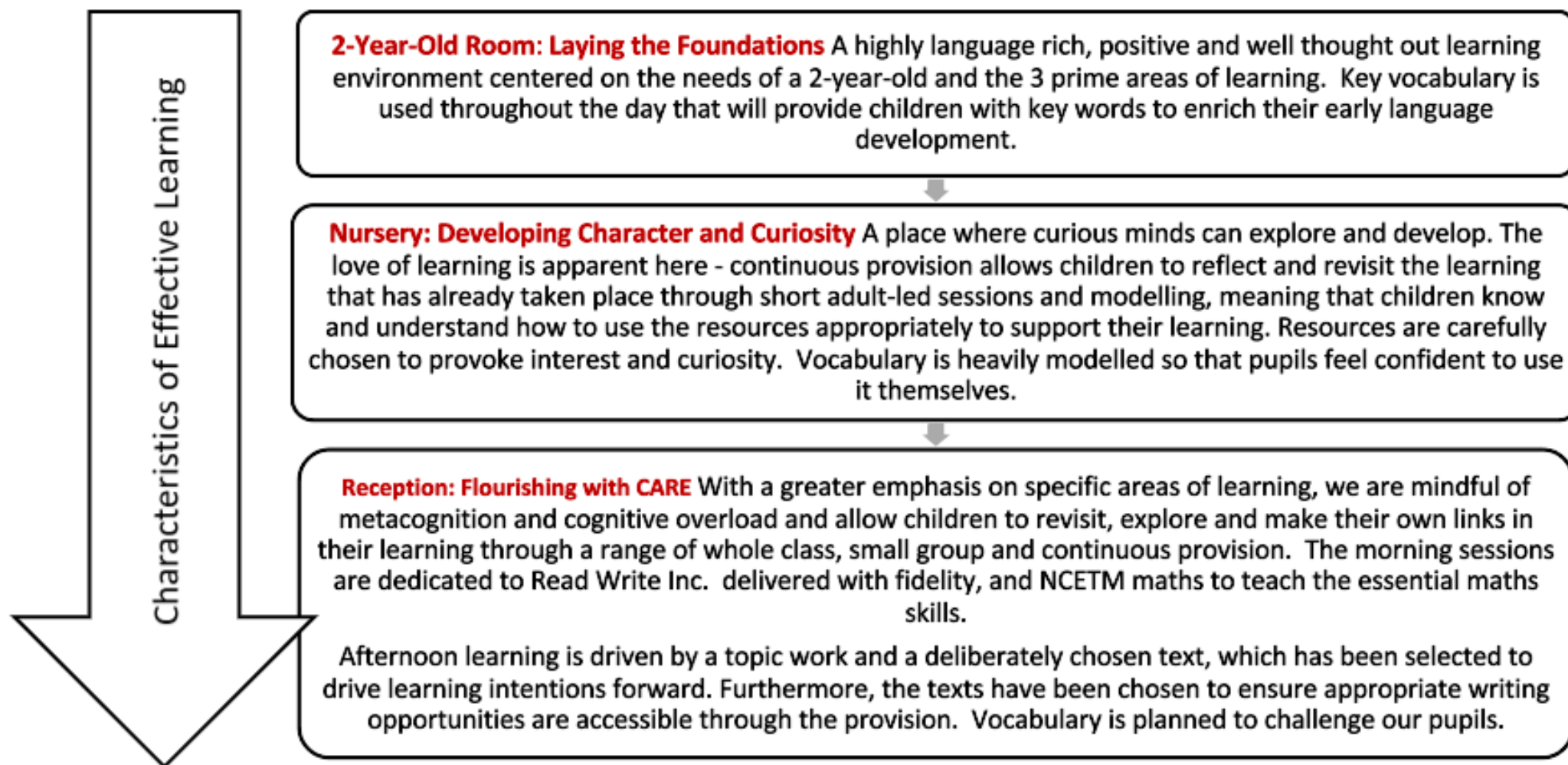
Excellence: We aspire to excellence in everything we do, ensuring every child receives the highest-quality education and care.

- High expectations are embedded through purposeful learning experiences that inspire creativity, curiosity and academic growth.
- We encourage children to take pride in themselves, their work, and being part of the Langley Park family.
- Staff, children and families work in partnership to support consistent progress and holistic development.

Together with our families, we create a nurturing, respectful and dynamic EYFS setting where every child can take CARE in all they do.

Implementation: How do we teach our EYFS pupils at Langley Park?

The provision and teaching in each of our classes builds across the 3 rooms – tailored to the exact needs of our pupils. Here is a summary of what you will see as you walk around our 3 EYFS rooms:



Impact: What do our pupils learn in our EYFS at Langley Park?

To allow all of our Early Years Pupils to succeed, giving them the best start to their education, as outlined in our intent above, we have developed our own EYFS curriculum. This curriculum is centered around carefully selected, bespoke and ambitious endpoints for each phase, these are fully aligned with our CARE values (Compassion, Ambition, Respect, Excellence) and focus on the Prime Areas of Learning: Communication and Language, Personal, Social and Emotional Development, and Physical Development. Each endpoint builds upon the previous stage, ensuring children are nurtured not just academically, but socially and emotionally, so that by the time they complete Reception, they are ready to take on Year One with confidence, compassion and drive.

2-Year-Old Room: Laying the Foundations	Nursery: Developing Character and Curiosity	Reception: Flourishing with CARE
Children will begin to develop: 1. Confident Communicators - Respond to familiar voices and use gestures, sounds, or single words to express needs and feelings - Engage in simple turn-taking conversations during play 2. Compassionate Explorers - Start recognising and responding to the emotions of others (comforting, sharing, helping) - Seek familiar adults for reassurance and engage in parallel play with peers 3. Resilient Movers - Show increasing independence in movement and care routines like washing hands or feeding - Explore climbing, crawling and large-muscle activities with improved control and balance	Children will begin to: 1. Purposeful Communicators - Use full sentences to express thoughts, needs and recall experiences - Listen attentively in small groups and respond appropriately to questions 2. Respectful Friends - Demonstrate empathy and kindness in group play, understanding simple social rules - Manage transitions and routines with increasing independence 3. Ambitious Adventurers - Confidently explore new equipment, refine gross and fine motor skills - Persevere with challenges, showing curiosity and seeking help when needed	Children will be able to: 1. Skilled Thinkers and Speakers - Initiate conversations using a rich vocabulary and show attentive listening skills - Follow multi-step instructions and adapt communication depending on context 2. Compassionate and Respectful Citizens - Resolve minor conflicts independently using taught strategies and demonstrate responsibility for behaviour - Show pride in their identity and achievements while respecting others' differences 3. Physically and Emotionally Ready Learners - Confidently manage personal care, control pencil for writing, and engage in team games with coordination - Display strong levels of perseverance, resilience, and emotional regulation across varied tasks

Marvellous Me



It's Getting
Dark Outside



What a Wonderful
World!



Helping Hands



Amazing Animals
and Plants



Dive into Summer

To allow pupils to meet these endpoints, there is a carefully planned and progressive sequence of learning. Our bespoke long-term planning uses guidance from the Early Years Framework and the Development Matters document – centred on the three prime areas, with gradually more emphasis being placed on the four specific areas of learning. We are confident that our curriculum and associated planning equip our pupils to meet, with ease, the Early Years Learning Goals and the key learning required for the start of Year 1.

Individual baseline assessments and regular half-termly subsequent assessments are used to determine where each child is, identify any gaps, and establish what they need to be able to do next. Staff constantly ask, “Why this and why now?” when planning for what children need.

In addition to these endpoints, our curriculum includes what we believe is essential for Langley Park pupils to know and experience—what we believe makes a well-rounded pupil, ready to start their more formal education.

We do this not only by constantly revising and tweaking our progressive plans and clearly mapped sequences of learning, but by responding to the interests of the children, which also shape the precise direction learning takes and how they reach the intended outcomes. We provide opportunities to play—with time, space, and freedom to follow their intentions—sustained shared thinking, and the chance to experience the satisfaction of meeting their own challenges and goals. Pupils are given opportunities to revisit and develop prior learning through adult-led and child-initiated activities.

With twelve core texts, which we aim for children to know cover-to-cover over their EYFS career, supplemented with weekly high-quality, language-rich, and inspiring books, Reading for Pleasure is central to our day-to-day provision. We find that by sharing the right books, we can nurture children's intellectual, emotional, and social development.

Our thorough mapping, and staff knowledge of what children need to know and why they need to know it, ensure that no learning steps are missed—regardless of the context in which it is taught. High-quality, intensive adult interaction, with less time spent observing from a distance, ensures that staff know the children exceptionally well and can plan for the next steps effectively.

