



Tyndale Primary School

EYFS Statement

Tyndale Primary School is part of the Greenshaw Learning Trust.
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EYFS Statement

At Tyndale, we believe the Early Years stage is the vital foundation upon which learning, behaviour and character are built. Our Reception provision offers a secure, ambitious and nurturing start, ensuring every child feels safe, valued and inspired. As part of the Greenshaw Learning Trust, we are committed to providing high-quality early education that fosters lifelong curiosity.

Our core values - Ambition, Resilience, Independence and Collaboration - are deeply embedded in our curriculum and daily practice. Alongside these, we champion kindness, respect and integrity, cultivating a culture where children build strong relationships and learn to treat others with care.

Intent

At Tyndale, our curriculum is an intentional act of equity and empowerment, designed to extend beyond children's current experiences. It aims to equip all learners - especially those facing disadvantage - with rich knowledge, cultural capital and the skills to thrive, find their path and live fulfilling lives.

In the Early Years, our curriculum is purposefully designed so that children:

- master sophisticated language and communication
- become curious, confident and lifelong learners
- build resilience and cognitive perseverance
- form positive, respectful relationships
- develop independence and emotional self-regulation

In line with the EYFS statutory framework, our curriculum incorporates the seven areas of learning, organised into:

Prime Areas

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are interdependent and support children's holistic development. These areas are also critical in ensuring children are prepared for Year 1 and the wider curriculum.

The Early Years curriculum provides the foundations for future success by prioritising:

- communication and language development
- early reading and phonics
- vocabulary development
- mathematical understanding
- personal and social development

We aim for every child to leave Reception as a confident learner, effective communicator and curious thinker.

We recognise that every child is unique. Our curriculum is carefully designed to ensure equality of opportunity, enabling all children to succeed regardless of their starting points.

Our curriculum is therefore informed by:

- children’s interests and experiences
- knowledge of the local community
- seasonal events and cultural celebrations
- the knowledge and skills children need for future learning

Implementation

At Tyndale, learning in the Early Years is carefully structured through a balance of high-quality teaching, purposeful play and meaningful adult interaction.

High Quality Teaching	Language-Rich Environment	Purposeful Continuous Provision
<p>Whole-class and small-group teaching introduce new knowledge, vocabulary and concepts. These sessions are concise, engaging and developmentally appropriate. Children regularly revisit and practise learning so that knowledge becomes embedded and secure.</p>	<p>Developing children’s spoken language and vocabulary is central to our curriculum. Adults model rich language, extend children’s thinking and introduce new vocabulary through:</p> <ul style="list-style-type: none"> ● storytelling and high-quality texts ● modelling rich vocabulary ● structured teaching ● purposeful, thought-provoking dialogue <p>This ensures children develop the language skills necessary for reading, writing and learning across the curriculum.</p>	<p>Continuous provision provides opportunities for children to practise, apply and deepen their learning through purposeful play. The indoor and outdoor environments are carefully designed to:</p> <ul style="list-style-type: none"> ● revisit learning ● explore ideas ● develop independence ● solve problems ● collaborate with peers <p>Provision is intentionally linked to the curriculum so that children continually rehearse and embed knowledge and skills. The environment provides rich opportunities for children to develop both knowledge and skills in meaningful contexts.</p>

The Role of the Adult	Observations	Meeting the Needs of All Children
<p>High quality adult interactions play a crucial role in facilitating learning.</p> <p>Practitioners:</p> <ul style="list-style-type: none"> ● model high-quality language and introducing new vocabulary ● extend learning through thoughtful questioning ● support children’s emotional development ● guide children’s thinking through meaningful interactions ● supporting sustained shared thinking <p>Above all, adults create a nurturing and consistent environment where children feel safe, valued and confident to learn.</p>	<p>Observation is central to understanding children’s development.</p> <p>Teachers and support staff observe and talk to the children while they are learning, playing and interacting with others in order to:</p> <ul style="list-style-type: none"> ● identify their level of achievement ● understand their interests ● recognise their characteristics of effective learning ● Identify their next steps <p>These observations inform planning and ensure learning experiences are tailored to meet children’s needs. Observations are shared with parents via ‘ARC’.</p>	<p>All children are valued equally at Tyndale.</p> <p>Where children require additional support, we follow the SEND Code of Practice and use a graduated approach to ensure appropriate provision. This involves:</p> <ul style="list-style-type: none"> ● early identification of needs ● collaboration with parents and carers ● support from the SENCO ● appropriate interventions and support strategies <p>Our aim is to ensure every child has access to high-quality learning opportunities and experiences. We maintain ambitious expectations for every child, ensuring that all learners are supported and challenged appropriately.</p> <p>Through careful assessment and responsive teaching, every child is supported to achieve their potential.</p>

Routines	Home/School Partnership
<p>Strong routines help children feel safe, secure and ready to learn.</p> <p>Children quickly develop independence and self-regulation because expectations are clear, consistent and supportive.</p> <p><u>Our behaviour culture promotes:</u></p> <ul style="list-style-type: none"> ● kindness ● respect ● responsibility ● collaboration 	<p>Strong partnerships with families are essential to children’s success.</p> <p>We work closely with parents and carers to support learning through:</p> <ul style="list-style-type: none"> ● regular communication about children’s development ● guidance on supporting learning at home ● opportunities to share achievements and experiences <p>Working together ensures consistency between home and school and strengthens children’s learning experiences.</p>

Impact

Our Early Years curriculum ensures that children develop the knowledge, skills and attitudes required for future success.

By the end of Reception, children at Tyndale demonstrate:

- strong communication and language skills
- secure foundations in early reading and mathematics
- curiosity and enthusiasm for learning
- resilience and perseverance when faced with challenge
- positive relationships and strong social skills
- independence and confidence

Children leave the Early Years as capable learners who are ready for the challenges of Year 1.

Through the implementation of the GLT Early Years Vision alongside Tyndale's commitment to exceptional teaching, strong culture and high expectations, we ensure that every child develops the foundations necessary to thrive academically, socially and personally.

Useful Links

EYFS Statutory Framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Development Matters

<https://www.gov.uk/government/publications/development-matters--2>

What to Expect in the Early Years

https://www.foundationyears.org.uk/files/2023/08/Revised_What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf