



Intent

At Great Missenden School, Pre-School and Reception children follow the Early Years Foundation Stage (EYFS) curriculum, designed to provide a creative, happy and safe environment where children can build the foundations for becoming confident, independent and successful lifelong learners.

We recognise the importance of play-based learning and nurturing positive relationships with children and families to achieve the best outcomes. Our curriculum is rooted in our school vision and values, aiming to nurture the spiritual, moral, social and cultural development of every child. We strive to develop children as global citizens who are ready to face the challenges of a fast-paced, evolving world, whilst fostering mutual respect, responsibility and inclusivity.

Aligned with our vision of Windows, Mirrors and Doors, our intent is for children to have opportunities to:

- Look through windows – explore the world with curiosity, wonder and awe.
- Reflect in mirrors – consider themselves and the wider world, engaging with big questions and different perspectives.
- Open doors – respond creatively, take action and apply their learning to new challenges.

Our Christian values of Faith and Community, Love and Respect, Truth and Courage underpin our intent, guiding children to develop both academically and personally, following our school motto: “Believe and Achieve.”

Implementation

Our Early Years curriculum prioritises child-led learning, supported by stimulating first-hand experiences. Children have daily opportunities to explore, play and engage in outdoor learning, including weekly Forest School sessions for Pre-School and Reception. These sessions encourage risk-taking, resilience, teamwork and a strong connection to nature, supporting holistic development.

Learning environments are carefully designed and enriched with natural resources, calm spaces and areas that promote questioning and curiosity. These spaces enable children to develop vocabulary, independence, creativity and problem-solving skills.

Children’s progress is assessed continuously through observations, interactions, and documented learning using Tapestry, learning journals, class books and displays. Staff use these insights to plan next steps, identify additional needs and implement timely interventions, ensuring every child can thrive regardless of starting point.

Our approach ensures a cohesive curriculum from Pre-School to Reception, supported by smooth transition processes, enabling continuity in learning and preparing children confidently for Year 1.

Impact

Our approach develops the Characteristics of Effective Learning, enabling children to make connections, take risks and apply their knowledge across a wide range of activities. Children are encouraged to explore, create and reflect, building skills in curiosity, resilience, independence and collaboration.

This year, our Early Years curriculum has demonstrated clear strengths: cohesive progression from Pre-School to Reception, enabling indoor and outdoor environments, regular Forest School sessions, effective use of Tapestry to share achievements, smooth transitions and prompt identification and support for additional needs.

By the end of Reception, children make good progress towards age-related expectations, ensuring a confident start to Key Stage 1. The curriculum is reviewed annually to maintain high standards, ensure the child's voice is heard, and continually enhance opportunities for learning, reflection and personal growth in line with our school vision.