



Early Years Curriculum Statement of Intent

January 2022

Our Early Years Curriculum aims to lay a secure foundation for future learning. We engage children in learning from the very start and expect our children to leave us as happy, confident and skilful communicators who are curious about the world around them. All staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure yet are challenged to achieve their best. The emphasis is very much on helping individual children to achieve their full potential. We are fully inclusive, and all children are expected to think about the needs of others. We respect all families and aim to develop a positive two-way relationship with each one. We provide for and support every child and family.

We believe that children do their best when all their physical and emotional needs are being met. We embrace the individual and all staff understand that each child is different, and their learning requirements and styles are unique too. By providing a high level of wellbeing this in turn leads to high levels of child development and the ability to create and think critically. We aim to provide our children with knowledge, skills and experiences in a hands on, holistic way so that all learning is embedded in a meaningful context. We do this through a personalised, flexible curriculum that engages and motivates our children. It covers all the 7 areas of learning and supports the children's learning characteristics.

Implementation

Our curriculum is a carefully planned learning experience. During their Reception Year our children follow the Early Years Foundation Stage. We find out about and recognise their previous learning and the experiences they've had at home.

Information is shared to ensure that new learning builds upon and strengthens their previous understanding. Staff put effort, energy and enthusiasm into designing a personalised curriculum. We offer a flexible approach, provide additional challenge and create relevant teaching opportunities that deepens learning and understanding.

Our daily routines support children to settle in. Our ongoing assessment and discussions between staff, allows us to respond quickly to the children's learning by enhancing ideas and modelling vocabulary that is relevant to the children. Our environment is set up to develop appropriate skills. Our resources are considered carefully and are used to provide challenge, curiosity and to match the children's interests. We provide a learning environment based on the individual children's needs and interests and it builds on previous skills and knowledge. It starts with the children and their own locality and stretches out to explore being a good citizen and develop their awareness of the wider world. Staff observe, listen to and work with children to facilitate learning. Positive relationships and good communication play a vital part when planning for individual needs. Every child has the support they need to flourish. All children access a broad, balanced, well-resourced curriculum, which offers opportunities for enjoyment and success through active learning. Planned activities aim to foster good social relationships, promote equal opportunities and support special educational needs. Children learn to co-operate and listen to others.

They do this in pairs, small groups and whole class groups. We use short teacher inputs and access to a cross curricular indoor/outdoor provision. Staff plan for and ensure that both the inside and outside spaces are fun, safe, engaging and offer challenge. Staff understand that the prime areas of learning begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. Furthermore, these prime areas continue to be essential throughout the whole of the EYFS. All 7 areas of learning (see below) are used to plan children's learning and activities. Staff use first hand experiences, visitors and visits to enhance children's experiences and to bring their learning alive.

Prime Areas • Personal and Social Development (PSD) • Communication and Language (CL) • Physical Development (PD)

Specific Areas • Literacy (L) • Mathematics (M) • Understanding the World (UW) • Expressive Arts and Design (EAD)

We encourage children to develop their imaginations, to get actively involved in learning and to make decisions.

Through their play our children will:

- Explore, develop and represent learning experiences that help them to make sense of the world.
- Practise and build up ideas, concepts and skills
- Learn how to understand the need for rules
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems

To plan appropriate activities staff carry out assessments.

It is through this play staff make assessments and observations. These observations inform planning and in turn are used to support the children's wellbeing, development and learning. We record observations in a secure online journal called Seesaw. This is shared with parents and family members can add their own observations too. This document is used to support statutory assessment judgements at the end of the Foundation Stage. Impact Children's progress is monitored closely from the moment they start, and their journey is tracked throughout the year allowing appropriate support and challenge to be put in place. Due to this our GLD continues to rise and in individual cases where children do not reach the required standard their transition into Year 1 is monitored closely to ensure they receive the support to help them progress. Our ongoing informal assessments are integral to effective learning and teaching. The results of this are children who have a sense of belonging, have a positive disposition to learning and are ready to move through the school. They transition into Key Stage One with confidence and a strong character to meet the challenges of an ever changing world. Our teaching style allows the children to display high levels of concentration, creativity, energy and persistence. Self esteem blossoms and children develop crucial social skills as they support each other in their learning journey. Our children talk confidently about their learning and share their experiences in sharing assemblies and in discussion with others. Through our curriculum our children learn about risks and safety, how to make

good choices and gain an understanding of boundaries. They develop into independent, confident and successful learners. To conclude, our curriculum provides the building blocks for every area of learning and our children flourish and go on to 'be the best they can be.'

West Park Primary Early Years

Intent	Implementation	Impact
<p>Our Foundation Stage intent is:-</p> <ol style="list-style-type: none"> 1. To create a happy, safe and nurturing environment where children develop their independence as learners. 2. To provide a curriculum which is exciting and motivates children to love learning. 3. To create an environment where children develop resilience, friendships and positive relationships. 4. To ensure that learning is accessible for all and that children's individual progress is valued. 5. To provide a stimulating indoor and outdoor environment. Delivering forest activities and providing invaluable experiences through visits into and outside school enables children to safely explore risks and challenge their own learning. 6. To work closely and collaboratively with parents in order to ensure we value home experiences and develop a true reflection of the whole child, 7. To effectively prepare children for the next stage in their school life. We will assess children on entry in order to build on the skills, knowledge and understanding that they have. This information is used to develop the children holistically and will ensure that all aspects of early childhood development are catered for. <p>At West Park Primary we promote a language-rich curriculum in our Early years and know that</p>	<p>Across our EYFS, we follow the Early Years Statutory Framework. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.</p> <p>Prime Areas</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development <ul style="list-style-type: none"> • Physical Development • Communication and Language development <p>Speech and Language interventions are implemented as soon as we feel children need it and staff screen the pupils level of understanding and vocabulary on entry and plan support where necessary. Timely interventions are delivered to support this</p> <p>Specific Areas</p> <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the World • Expressive Arts and Design <p>We are a visible learning school and incorporate the characteristics of effective learning (COEL) into all teaching and learning experiences. The children are given opportunities to develop their skills in the EYFS through continuous provision</p> <p>Gap analysis informs staff of what skills,</p>	<p>Through the delivery of a well-planned, child-led and challenging curriculum we aim that the pupils will leave the Early Years Foundation Stage as independent learners, with transferrable skills needed to start Key Stage One. This will be measured at the end of Reception as to whether the pupils have achieved a Good Level of Development. We aim that our pupils will leave our Foundation stage ready for the next stage in their education and ready for year 1 by:-</p> <ul style="list-style-type: none"> • Having good personal, physical and social skills, with a good sense of well-being and understanding the importance of a healthy lifestyle • Using their phonics knowledge to read accurately with increasing speed and fluency. • Write correctly punctuated simple sentences. • Understanding and using early numbers • Enjoying, listening attentively and responding with comprehension to familiar stories and rhymes. • Demonstrating positive attitudes to learning through high levels of curiosity, concentration and enjoyment. <p>Children will listen intently and respond positively to adults and each other.</p> <ul style="list-style-type: none"> • Being resilient learners who are keen to learn and are proud of their achievements.

this is essential to the successful acquisition across the curriculum. The development of speech and language is identified as one of the most important parts of our schools early years' curriculum. The curriculum is progressive and coherently planned to incorporate child choice and to build upon the children's current knowledge. This is carried out alongside books, stories and poems which enhances their vocabulary and understanding.

knowledge and understanding children need to develop and resources and activities are provided accordingly to meet the needs of all children. By talking to the children staff get to know their interests and activities are planned for in order to develop their sustained thinking, skills, knowledge and understanding.

The pupils are encouraged to wonder and ask questions about what they are learning and this information is used to plan subsequent lessons. Parents are regularly informed about their child's progress through meetings and feedback given on Seesaw. They are provided with the expectations and requirements needed to meet the age related expectations.

Written reports provided to inform parents of their progress and to give them the next steps of learning. Parents are provided with information on how to support their child at home and are invited to workshops.