



Intent

At Wessex, we believe the Early Years Foundation Stage (EYFS) is crucial in securing solid foundations that children can continue to build upon through their school life. It is our intent that the children who enter our EYFS develop physically, socially, emotionally, verbally and cognitively whilst embedding a positive attitude to school and learning.

All children deserve to be valued as an individual and we are passionate in allowing them to achieve their full, unique potential. At the beginning of each year, we begin by looking at the individual needs of our children, considering their different starting points. We then carefully develop our EYFS Curriculum which enables our children to follow the path of their learning journey that is suitable for their individual needs and stage of development.

The ability to learn is underpinned by the planning and teaching of basic skills, knowledge, concepts and values. We provide learning opportunities to engage our children and work hard, so their first experiences of school are happy and enable them to feel safe, in order to develop a lifelong love of learning.

The curriculum in Early Years is designed to provide a broad and balanced play-based education that meets the needs of all pupils. Our enhanced outdoor environment supports learning and enables a wide range of learning opportunities for all children.

The curriculum is designed to allow children to gain skills, knowledge and understanding, as they start out on their educational journey, supporting them as they progress from their individual starting points and prepare our children for the next stage of their education.

Those children with needs, including SEND, are supported appropriately enabling them to be successful.

Our EYFS curriculum brings the following aims to life:

Active - Providing richness and depth to inspirational learning in school - Our curriculum allows pupils to make links between each area of learning.

Experiences - Providing a breadth of opportunity out of school whilst rooting children in their immediate and local environment.

Enrichment opportunities are planned into the curriculum and brought into school, as well as trips out of school which bring learning to life.

Diversity- Building cultural awareness and knowledge, celebrating equality and diversity to encourage children to be outward looking and forward thinking.

Nursery rhymes and traditional tales planned into reading enrichment opportunities to widen children's cultural capital. Vocabulary is explicitly taught in a language-rich learning environment for both breadth and depth to the children's speaking, reading and writing.

Purpose - We believe learning should matter. Making meaning is central to our teaching. Authentic outcomes and audiences are planned into learning journeys to give a meaning and purpose to learning.

Core Values and Concepts - Determining knowledge adds relevance and creates connectedness, leading to our children practicing becoming good citizens.

It is essential to create a partnership with parents and carers, to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. We prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points, supporting transition into KS1.

Implementation

We achieve our curriculum intent by providing outstanding teaching and dedicated support ensuring high quality teaching and learning experiences for all children, in an environment where everyone is cared for, safe, valued and respected.

Our EYFS curriculum develops knowledge, skills and understanding through a combination of play-based learning and focused adult led sessions, driven by high quality questioning in the moment. Pupils learn to share, work independently and collaborate with others.

The curriculum is delivered by following the Statutory EYFS Framework Sept 2021 and supported by the Curriculum Guidance 2020 and Development Matters for planning and delivering activities across the seven areas of learning.

The Prime Areas:

- Communication and Language (C&L)
- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)

The Specific Areas:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

The curriculum and skills are carefully planned to ensure that children have access to a breadth of learning to achieve Good Levels of Development (GLD) by the end of Reception.

We believe that continuous provision within the learning environment encourages independence and consolidation of skills and knowledge previously learned. Through enhanced provision the children are encouraged to make choices and initiate their own play, which develops their characteristics of effective learning to give them the skills that they will continue to draw upon throughout their development.

EYFS principles

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development

Our learning environments, both inside and outside, are adapted regularly to meet the different and developing needs of the children. We recognise the changing needs and interests of our children, and we are responsive to this, regularly developing existing topics to ignite their interest.

We aim to ensure that these areas are always stimulating and exciting and are accessible to all children, regardless of where they are on their learning journey. The environments are developed to encourage challenge and allow children to access the curriculum independently and confidently with the necessary level of support from the highly skilled adults in the setting.

Our overarching school reading aim is to establish a positive reading culture and develop fluent readers who exhibit a love of learning. Systematic Synthetic Phonics is taught daily, following the Read Write Inc (RWI) scheme. For teaching of phonics see Phonics policy.

Our writing aim is to develop motivated and independent writers who write with understanding and purpose. For the teaching of writing information see English policy.

Social, Moral, Spiritual and Cultural development, including the promotion of British Values is an important aspect of EYFS. Alongside this are our school values which are at the heart of our curriculum and children are also taught how to follow our behaviour policy. Children learn how their brains work through our Growth Mindset teaching, and how they can use their understanding to self-regulate and develop a positive mind-set.

Assessment

Within our EYFS Curriculum, children are assessed appropriately through accurate and effective observations. These provide us with information for future planning, not only for our individual classes, but also for individual children's next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make good progress within EYFS.

Children requiring additional support to meet their needs have personalised interventions, such as Speech and Language (communication) and Bucket Time (focus and concentration). Assessments are made by the teachers and support staff continuously and are used to plan subsequent activities. Teachers track progress which enables the identification of gaps in learning and allows for potential pre-teaching groups, when the learning is revisited.

Teachers maintain accurate assessments on children's attainment of phonic sounds. Children are taught in smaller ability groups and identified; key children receive daily intervention to 'keep up'. Parents/carers also receive a phonic workshop within the first term of starting school so they can support their child effectively at home. We work with parents/carers to embed the importance of reading at home and share strategies and activities. Seesaw is used within EYFS to record observations, as necessary and share learning with

parents and carers. Activities are shared to support learning at home. Children are also encouraged to send in video clips, photographs and activities they have completed outside of school.

Impact

At Wessex, our children demonstrate high levels of engagement in well planned activities. They develop their speaking and listening skills, which enable them to access more areas of the curriculum and learning, which they then communicate to both adults and children. Our children develop knowledge and skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways and applying them to different areas of their learning. Developing a wider sense of the world around them through their activities, our children can then draw on these experiences when interacting with others and link this to new learning to enable further progression. They will talk enthusiastically about their interests and learning with adults and their peers.

The children develop their characteristics of learning and can apply their knowledge to a range of situations, making links, explaining their ideas and demonstrating their understanding. Furthermore, our children have the confidence to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing. From their own starting points, our children make good to excellent progress academically and socially, developing a sense of themselves which prepares and supports them in the transition to Key Stage 1.

Our partnership with parents is very successful in EYFS. Parents are informed of their child's learning outcomes via Seesaw and regular parent meetings, and guidance is shared with parents to further their child's learning and progress.

Ultimately, our children are ready to transition to Year 1's curriculum due to attaining a good level of development in EYFS.

