

Sebert Wood Primary School and Nursery

Respect, Readiness, Resilience

EYFS Curriculum

Intent, Implementation, Impact Statement

At Sebert Wood Primary School and Nursery, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. With this in mind, we begin each new year by looking at the individual needs of our children and – taking into account their different starting points- we then carefully develop our flexible EYFS Curriculum which enables them to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.

We want our children to show **respect** and consideration towards others and our learning environment. To be **resilient**, prepared to persevere and stay involved in their learning, even when the process is challenging and be **ready** to learn both physically and emotionally with a positive, confident attitude.

Our Nursery and Reception classes share the outdoor area, which enables the children to access a wide variety of resources. Children in both our Nursery and Reception classes follow the EYFS curriculum, which has seven main areas of learning.

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Areas of Learning and Development

Birth to 5 Matters Aspects

Prime Areas

Personal, Social and Emotional Development

Making Relationships

Sense of Self

Understanding Feelings

Physical Development

Moving and handling

Health and Self-care

Communication and Language

Listening and Attention

Understanding

Speaking

Specific Areas

Literacy

Reading

Writing

Mathematics

Mathematics

Understanding the World

People and Communities

The World

Technology

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive

The teaching of these areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led sessions as well as a wealth of stimulating continuous provision opportunities.

Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “Characteristics of Effective Learning”. At Sebert Wood Primary School and Nursery, we strive to develop these key characteristics of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development. All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year which encompasses a range of topics, which are designed with their interests in mind.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our care. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through accurate and informal 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 to ensure learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS setting.

Our aim is to reach our unique Sebert Wood Nursery and Reception Curriculum goals by:

- Providing a safe and caring environment which is sensitive to the needs of the child, including those with additional needs, ensuring that all children feel secure and know that they are valued.
- Understanding that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.
- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child’s characteristics of learning.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Carefully assess through observations, which are recorded on Tapestry and shared with parents.
- Developing an effective and engaging environment which reflects children’s interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Fostering and nurturing children’s self - confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Encouraging children’s independence and decision-making, supporting them to learn through their mistakes.
- Developing children’s understanding of social skills and the values and codes of behaviour required to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others including those with beliefs, cultures and opinions that differ from their own.
- Embedding a culture where books, vocabulary and reading take priority.
- Fostering a love of reading and sharing stories, poems and rhymes to develop vocabulary and comprehension

Implementation

At Sebert Wood Primary and Nursery EYFS strongly believe that all children deserve an education rich in wonder and memorable experiences that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. We believe that an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

We offer a curriculum that is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points. It is delivered using topic themes and enrichment opportunities however we recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics and building on these to develop their learning further.

We plan an exciting and challenging curriculum based upon our observations of the children's needs, interests and stage of development across the seven areas to enable the children to achieve and exceed the Early Learning Goals at the end of Reception.

Communication and Language Development: ...giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Supporting early reading skills is to improve children's language and communication skills and create a language-rich environment.

How: Adults and children interact throughout the day as children engage in play and there are daily opportunities to talk in small groups. Our curriculum is language and story rich and we share stories and poems and rhymes to develop vocabulary and comprehension. Additional support is given where needs have been identified using the WellCom assessment toolkit.

Physical Development: ...providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, self – care and to make healthy choices in relation to food.

How: Children spend a substantial amount of time outside every day. They build, balance and climb, ride on scooters, play games and run. Inside they develop their fine motor skills using playdough, scissors and pencils, hammers, construction resources etc. In Reception children can eat their snacks at any time during the day and in Nursery children have a snack time and the staff join the children which gives us the opportunity to emphasise the importance of healthy eating. Children regularly prepare healthy food in during cooking sessions. In Reception children have a PE session teaching specific PE skills once a week.

Personal, Social and Emotional Development: ...helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

How: Small groups enable children to build positive relationships. Children have free access to a wide range of carefully selected resources which builds their independence and confidence. They are expected to take responsibility for tidying up and keeping the classroom well maintained. Children's levels of wellbeing are monitored throughout the year using the Leuven scales.

Literacy Development: ...encouraging children to link sounds and letters (phonics) and to begin to read and write. Children have access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest and foster a love of reading.

How:

- Small group activities in Nursery support children to develop their ability to rhyme and hear sounds providing the important foundation skills for learning phonics.
- Discrete phonics lessons are introduced more formally in Reception using the letters and sounds sequence and approach.
- Embedding a culture where books, vocabulary and reading take top priority.
- In Reception children have a book club and they take story books home to share and then discuss with their friends in school.
- Books that are read to the class have been carefully chosen to ensure they have an excellent 'reading diet' over the year including a variety of stories, non-fiction books, poems and rhymes.
- Nursery and Reception both have core texts which we call our 'Super Six Books'.
- Activities and planned approaches such as 'dough disco' sessions support and develop the children's gross motor movements and core strength required for the fine motor action required for writing.
- Children are encouraged to use many different mark making materials such as pencils, crayons, felt tips, paints, and chalks.
- We support our children to become successful and creative writers with a variety of approaches which include taking into consideration the physical attributes needed for writing.

Mathematics: ...providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, one-to-one correspondence, calculating simple addition and subtraction problems practically; and to describe shapes, spaces, and measures. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences and be prepared for KS1.

How:

- Maths resources including Numicon are available on a daily basis for children to access independently.
- Continuous provision inside and outside offer numerous opportunities to develop mathematical understanding – water play, sand, wooden block play, mud kitchen.
- Use of consistent mathematical vocabulary by all adults.
- Cooking is being developed as a real life purposeful mathematical activity.
- Use of number rhymes, songs and games
- In Reception there are daily carefully planned maths sessions following the White Rose scheme both as whole class and in small groups.
- Using 'Numberblocks' programmes and support materials to develop mathematical concepts in a fun way.
- Using NCTEM sessions to master number.

Understanding the World: ...guiding children to make sense of their physical world and their community through opportunities to explore observe and find out about people, places, technology and the environment

How: Through a well-planned environment inside and outside that provides a wide range of experiences and opportunities. Access to the natural world is critical and so they spend time in our woodland area as well as having opportunities in the dedicated outdoor area. They go on visits in the local area and visitors are invited into the classroom. They have access to a range of technology including the interactive screens.

Expressive arts and design: ...enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

How: Through well planned continuous provision which includes painting, pattern making, modelling, music making and role play. Children are also taught the skills needed such as close observational drawing, colour mixing, making music and dance.

Impact

With the successful implementation of both an enriched, rounded and balanced curriculum and a well-structured, safe, active and challenging learning environment, both indoors and outdoors, children will develop the skills, knowledge and understanding that enable them to be successful learners. Children are actively engaged in learning and their enjoyment of this learning will be apparent to all. All children will experience a curriculum that provides, exciting and enriching learning experiences and opportunities for children to learn through educational visits and hands on experiences. Children fully appreciate and understand the world around them, experiencing and learning about different cultures, music, dance, art and history. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. They are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing.

Children are skilful at solving problems and they have effectively developed their personal levels of resilience and independent learning skills. Children are successful learners and fully prepared for the next stage of their education as they transition from The Early Years Foundation Stage to Year One. We help children to make sense of the world around them, to develop tolerance, compassion and an understanding of their rights and the rights of others in an ever evolving world. Children at the end of Reception have developed essential knowledge and skills required for everyday life and lifelong learning. Children at Sebert Wood Primary School and Nursery are well rounded, happy, inquisitive and successful learners.

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