



Curriculum Expectations for Early Years Foundation Stage

Curriculum Intent

At Woodford CE Primary School and Nursery, we aim to create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, carers and others to meet their needs and help every child to reach their full potential. We believe that the Foundation Stage plays a crucial role in securing the foundations to prepare children not only for later schooling, but also for early preparation for life.

As part of our practice we aim to:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and carers, and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult led and child-initiated, supported by the adult and promoting independence.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and outside.

Curriculum Implementation

Our Early Years area has Nursery aged children and Reception Year children together. The age range is from 2 to 5 years old and both follow the same curriculum called the Early Years Foundation Stage (EYFS). Highly experienced staff support the children daily and consist of an Early Years Teacher, 2 Nursery Key Workers and 1 Nursery Assistant.

The Early Years environment consists of 2 large classrooms, wet area and spacious outdoor area. Within these spaces we have specific areas that promote development of the seven areas of learning. A few of these are...

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| Phonics | Construction | Role-play |
| Numeracy | Technology | Play-dough |
| Literacy | Small world | Creative |
| Water | Sand | Writing |
| Outdoor Play | Sensory | Reading |

Planning

Planning for the setting consists of room areas and adult led group times. We use "In the moment planning" by Anna Ephgrave, that allows staff to constantly move children's learning on through their own interests and those activities provided in setting. All children are targeted at least twice per half term, through target child observation weeks, as well anecdotal observations throughout the day.

Group times, such as maths, talk time and phonics are differentiated and adult led.

Teaching and Learning Style

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Through play, our children can:

- Explore and develop learning experiences;
- Make sense of the world around them and their place in it;
- Practise and build up ideas;
- Learn how to control themselves and understand the need for rules;
- Think creatively alongside other children as well as independently;
- Communicate with others as they investigate and solve problems;

- Develop independence and control over their learning;
- Develop their confidence and learn to make decisions;
- Take ownership of their learning;
- Be creative through all areas of learning, not just through the arts;
- Make connections by showing interest, or clarifying ideas and asking open questions;
- Access resources freely and move them around the classrooms to extend their learning.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs
- Providing a wide range of opportunities to motivate and support and to help them learn effectively.
- Providing a safe and supportive learning environment where the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Ongoing assessment and monitoring children's progress, taking action to provide support as needed.

Assessment and Progress

When children arrived they are assessed through observations, within the first 4 weeks to create a baseline that identifies their starting point and areas to develop. To help monitor the children's progress each child has their own online Learning Journey. This includes observations, photographs or videos to show where the children are working within the curriculum. Parents can access these at any time and we actively encourage parents to add their own observations to share with school.

Statutory assessments are made when children are between 2 and 3 years old for the Progress check at 2 years old and the EYFS Profile made when children reach the end of the Reception Year.

Parents and Carers as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Inviting all parents to an induction meeting during before their child starts school.
- Offering both parents and children opportunities to become familiar with in the Foundation Stage before starting school.
- Encouraging parents to talk to the teacher/keyworker about their child's progress and wellbeing, and making parents and carers feel welcome in school.
- Offering parent/teacher consultation through the year.
- Parents receive a report on their child's attainment/progress at the end of the school year.
- Having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances.
- Arranging for children to have a start the Foundation Stage on a gradual basis over the first week or two of term.
- Seeking input from parents and carers on the assessment of children's skills through our evaluation of the parent/carer information books completed on entry as well as sharing any information from other settings.
- Offering home visits to children who are new to the setting to develop relationships with both children and parents and visit to other setting the child may attend.

Impact

We have an incredibly effective EYFS provision where children make good progress and are well introduced to school life. Please see our results information.