

Intent:

Wellington Lions- A School for the Curious Child

Like you, we believe in the joy of childhood. We know that we must make every learning experience as exciting, enticing and enchanting as possible. We know that there are core values that our learners must demonstrate and together we strive for all of our children to show Kindness, Grit, Integrity, Acceptance, Curiosity and Courageousness through all strands of their learning. We know that our adults must work alongside our children as play companions in their educational adventure.

We understand that children are curious and making sense of the world around them, play in the early years is key to helping children to learn more and remember more. We understand that play stimulates children's physical, emotional and cognitive development. We strive to create a learning environment and build relationships that support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage curious, independent and enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make progress in EYFS, we take into consideration all of the children's starting points and the varying needs of the children as they begin their learning journey. Every child has access to a sequenced, broad, balanced and differentiated curriculum that prepares them for now and for the future. Following personal interests and individual children's needs, allows us to plan and provide opportunities throughout our curriculum to support learning and development and enables us to support the achievement of next steps.



Our EYFS curriculum aims to enable our children to be:

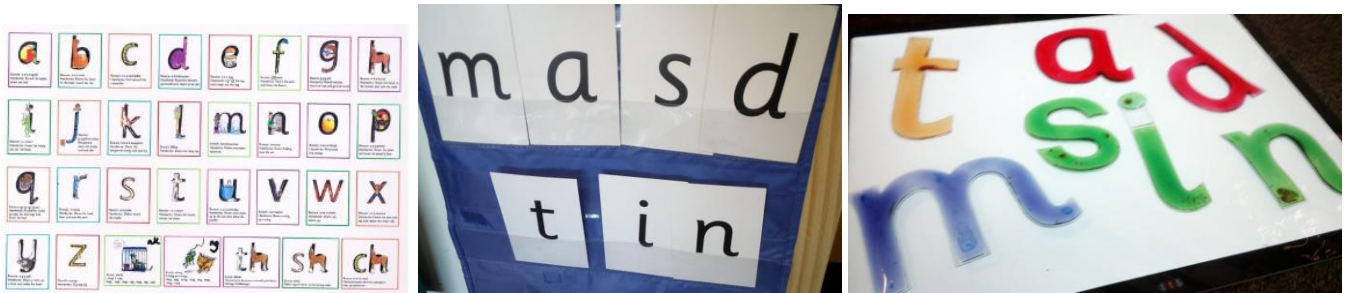
Excited and creative learners-curious about the world around them.

Secure and confident; children who enjoy coming to school and learning new skills and knowledge building on their existing learning.



Skilful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment, facilitated by the adult play companions around them.

It is our intent to ensure that all children will receive the teaching of early reading through Read, Write Inc: a systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.



Implementation- every day is an adventure:

At Wellington Lions Primary we follow the Early Years Foundation Stage framework. This is made up of **four overriding principles** that our early year's education is based upon:

Unique Child – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Our curriculum provides a play-based learning environment with open-ended resources, combined with focussed teaching. We teach foundation skills for concepts that the children will need to know now and to build upon in the future. This is to ensure children are ready for Year 1, able to remember more, make links and build upon the blocks laid in the foundation year. The children in Reception are provided with ample opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities (exploring time). The learning experiences within our Early Years are linked to the seven areas of learning within Development Matters. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:



Personal, Social and Emotional Development – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Communication and Language – involves 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.

Physical Development – involves 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.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

Literacy – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.

Understanding the World – this involves 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.

Expressive Arts and Design – this involves 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.





We know that children learn best when they have a clear map to follow in their learning environment. We have areas such as, 'Carpet Kingdom', 'Cosy Corner', 'Story Kingdom' and 'A Land Far Away'.

Children in Reception have carpet sessions in Phonics, English and Maths. As the year progresses, they also have carpet inputs on our Carpet Kingdom, with Topic, Jigsaw (PSHE), Guided reading, P.E, Drawing Club and Helicopter stories. During each week a child will complete a 'time together' task with an adult. They will read 1:1 or in a group, complete an adult led English task and an adult led Maths task. Our learning is often centred on a weekly or bi weekly book to support and encourage a love of reading. Staff will create provocations that link to this book and then encourage children to extend their learning. The children will also have continuous provision, which is child led exploration time, inside and outside to develop a love of learning.

Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, engagement, creativity, self- confidence, resilience, problem solving and relationship building.



During continuous provision children will have the chance to work with their peers, work independently or to work with adults, their play companions. Exploratory learning and thinking creatively including problem solving are planned for across all areas of learning. New vocabulary and concepts through reading will excite and engage all learners which includes staff modelling Standard English and asking high quality open ended questions that extend learning opportunities and learners thinking. We encourage children to think critically and take risks in a safe environment. Our curriculum also supports and encourages children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

We understand that rich first hand experiences (inside, outdoors, visitors and school trips) widen experiences, curiosity, awe and wonderment. The children will perform a Christmas Nativity to their parents, show their learning to their parents during Curious Classroom events and join other children in our school and take part in school assemblies. The children will get visits from people who help us, such as our PCSO from the police, Air Ambulance, fire and postal workers. The children will also have the opportunity to grow plants or food, to see the life cycle of a butterfly/insect and to explore in our forest school area where we have many mini beasts and often frogs!



To build upon our positive relationships with parents and carers we provide opportunities for stay and play sessions, reading sessions and opportunities to volunteer for helping in school and on trips. During Curious Classroom events, parents can come into school with their child and take part in some of the terms learning activities or sometimes children perform a song for the parents. Parents can also access: workshops, reports, parent consultations, home visits, pastoral support and they will be able to speak to the adults daily at the start or end of the day.

When children begin with us in September we spend our time getting to know the children and carrying out baseline assessments, including 'The Reception Baseline Assessment'. This enables us to plan our curriculum around each child's starting points and interests. As the year goes on, we assess the children through 'In the Moment' style observations. This begins in term 2 and each week, each adult will closely observe three 'Focus children' to assess where they are whilst in the moment with the child. During this time the adult will use high quality questions to provoke and facilitate a next step and support the child in moving their learning and thinking on. These observations are recorded on an individual record sheet and then go into their learning journeys that also include any 'wow' moments.



We also assess children using a 'Doughnut' this enables us to target the children who need further support in each area of learning. It also allows the team to discuss and explain the learning that they have seen each day and generates a discussion around ways to move on and enhance the learning experience for all of the children.

We use 'Development matters' and the statutory framework to ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will use interventions to provide extra support for groups or individuals when needed.

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class; transition booklets, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1.

Impact:

The Statutory framework for Early Years states that children need to be prepared for their future in school. During their first year at Wellington Lions Primary, the children will experience a curriculum that is a combination of both adult and child led which will support their learning and development ready for KS1. We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. Children who achieve the expected Early Learning Goals will have the knowledge and skills needed to continue their love of learning and maintain good progress into KS1.

Assessment starts with careful observations that are then used to inform planning. Learning and teaching is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity. Class teachers use observations to make formative assessments that identify next steps, inform future planning and ensure that all children build upon their current knowledge and skills. In addition we use summative data to ensure our children's progress is monitored carefully and evaluated to ensure the children's next steps are identified. We carry out regular moderation of assessments with staff to ensure that we feel confident with our judgements. We also have the opportunity to do training and meet with cluster groups to discuss our judgements.

Evidence of this is gathered throughout the year and recorded on the children's observation sheets, shown in writing books and maths books. When assessing the children against the Early Learning Goals we understand that some children will be awarded the same level but may be working at different levels within this range. We therefore ensure that we have effective communication and transition between Early years and KS1 to support the children in their education.