

EYFS

Edmund Waller
Curriculum

Intent

Implementation

Impact



Know, Explore, Communicate

Intent

At Edmund Waller our aim is to create a learning environment which supports children in building relationships which model visible kindness. We ensure that all children feel respected and that they learn to treat everyone fairly and respectfully. We aim to create a learning environment which supports and enhances a child's curiosity and confidence. We want all children to have the skills to be able to think creatively and to take risks and to explore the world around them. All children should be able to access our curriculum and to flourish regardless of their background, circumstance or needs. We have high expectations for all learners and ensure that children have equitable access to experiences and opportunities which will enhance their learning.

We aim to work collaboratively with families to ensure that all children feel supported and nurtured. We know that children make the most progress when they feel secure in their relationships at school. We work to ensure that our pupils are confident, enthusiastic and curious learners who are able to access all areas of the EYFS.

We ensure that children make outstanding progress at Edmund Waller by carefully designing a broad and balanced EYFS curriculum which takes into consideration the starting points of children and builds upon these. Our curriculum reflects the diversity of our pupils, the local community and our roles as citizens. We place high importance on developing resilience, curiosity and confidence in all children.

It is our intent that by the end of their Reception year, all children will have learnt the skills to be able to read through our systematic teaching of phonics and early reading skills. Children will be able to apply these skills in a range of contexts.

Our EYFS curriculum enables children to become:

- Confident and creative learners; who are curious about the world around them and take risks when exploring it.
- Emotionally secure; who enjoy coming to school and through this enjoyment take an active role in collaborative learning.
- Communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

Implementation

At Edmund Waller we follow the Early Years Foundation Stage framework. The EYFS is designed around the following principles:

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 is play-based and experiential: designed to give children first-hand learning experiences. Focused teaching sessions are taught by staff with strong subject knowledge and is designed to be memorable and sequenced, so that children make connections in their learning across the curriculum. Our learning is designed so that indoor and outdoor provision has equal weighting. Children learn through free-flow learning, focused activities with teachers and planned independent activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These are:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children learn through a carefully designed curriculum, with specific planning for opportunities for children to challenge themselves physically, communicate with others and take part in sustained shared thinking and collaborative work. We plan for trips, visitors and exciting first-hand learning which create a sense of awe and wonder in children and provide memorable learning experiences. Our curriculum supports children's emotional security and development of resilience, enabling children to take risks in a safe and secure environment. Carefully planned learning ensure that children develop physically, understand the importance of healthy eating and are able to speak confidently about healthy choices. Our curriculum ensures that children feel emotionally secure and enables them to take risks in their learning: to understand that making mistakes is an important part of the learning process and to be reflective about mistakes when we make them.

Progression from EYFS into Year 1

Children are supported in their transition from Reception to Year 1 through a carefully planned transition curriculum.

Subject leads are aware of early learning goals and plan progression in Year 1 from children's starting points.

Continuous provision allows teachers to assess and plan learning on an individualised basis in the Autumn term of Year 1.

Planning and Progression in EYFS

Progression is carefully planned for in all areas of the Early Years Framework. We ensure that links are made to the National Curriculum in all areas, where appropriate.

See Nursery and Reception Skills Progression Overview for detailed planning.

Impact

Our children are happy and enjoy coming to school at Edmund Waller. Parents speak positively about the school ethos and regularly support with visits, community events and enjoy coming into school to deliver specialist sessions where appropriate. Children and parents feel valued and welcomed at Edmund Waller and know that collaboration is at the heart of the success of our school.

Children demonstrate the vision and values of Edmund Waller in the learning and behaviour around the school. They are kind and respectful to each other and know that they are secure at school. Children make safe choices and behave in a way that benefits the community.

Children make good progress across all areas of the EYFS and attainment is at least in line with national benchmarks. In reading, writing and maths children make accelerated progress to support them in confidently moving into Key Stage 1.

Children are confident learners who are not afraid to make mistakes or try new things. They know and remember more because of the learning opportunities provided for them and they build on acquired knowledge as they journey through the school.