



EYFS Curriculum

At Westlands Primary School, we strongly believe in giving children the best start in life and we have heavily invested in our EYFS provision.

We believe that the children need the best foundations to be able to grow into lifelong learners. In order to do this we have developed a provision where children are immersed in a play based curriculum that is built around the interests of the children with a core book focus.

We are lucky enough to have an extremely well resourced indoor and outdoor environment and dedicated EYFS forest school site, to support independent learning. The provision encourages children to explore by showing curiosity, initiate ideas and seek challenge, persist and bounce back after difficulties and be creative whilst thinking critically. Children are immersed in texts, in a language and number rich environment.

Positive relationships between staff and families are formed as children start school to ensure the transition between nursery and starting school is smooth.

Early Years Pedagogy

There are four principles that underpin all pedagogy applied within the EYFS.

These are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Developing

The early years experience builds on what children already know and can do and planned, purposeful activities engage children in the learning process.



Early Years Team



The adults in EYFS-

- Structure the curriculum to meet children's individual needs;
- Creates a learning environment that is well-planned and organised;
- Ensures that children feel secure, included and valued;
- Provides rich and stimulating experiences;
- Values parental cooperation;
- Has a key person who provides a link between home and school;
- Initiates planned activities;
- Values child-initiated activities.

Aims for reception



At Westlands we aim that children in reception will become independent learners who can be resilient, confident and work well with others.

We aim that children will develop a lifelong love for learning and exploring the world around them.

We aim to provide a rich learning environment which allows for all children to be successful and thrive.

We aim to build positive relationships between home and school.

Teaching and Learning

There are seven areas of learning, three Prime and four Specific areas, in addition to the three characteristics of learning.

All staff develop pupils by ensuring challenging, playful opportunities across the 'prime' and 'specific' areas of learning and development.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.



The Characteristics of effective learning

The characteristics of effective learning are split into three categories. These are-

- Playing and exploring- engagement
- Active learning-motivation
- Creating and thinking critically- thinking

Alongside planning for the prime areas of learning the EYFS teachers carefully consider the three characteristics of effective learning when planning the teacher led carpet sessions as well as the activities accessed by the children in the continuous provision.



Prime Areas



Prime Areas	
Communication and Language	Listening, Attention and Understanding
	Speaking
Physical Development	Gross Motor Skills
	Fine Motor Skills
Personal Social and Emotional Development	Self Regulation
	Managing Self
	Building Relationships



Specific Areas



Specific Areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding of the world	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive



Play



Our work in the Early Years underlines the value of play as the medium through which a child learns naturally. Play motivates children to learn and helps them make sense of the world through direct and safe experiences. Through play, children can encounter all areas of the curriculum and develop their growing social skills. Through careful planning, we ensure that the children have a wide range of challenging and stimulating experiences and play opportunities, which will motivate them and excite their curiosity and interest. Planning includes opportunities for outdoor play, which promotes and enables physical development as well as encouraging social and moral development, self-esteem and confidence. It also provides for children who learn better outside and allows children time to consolidate and utilise the skills they have learned.

Inclusive Practice in EYFS

Inclusive practice in EYFS happens by allowing all children the opportunity to be included and successful. We are able to adapt our teacher lead carpet sessions to meet the needs of all children by planning hands on, interactive and enjoyable sessions. The teacher or TA has the flexibility to support any child who may need additional support during free flow to ensure no child is left behind.

The adults in EYFS use makaton where possible to support communication and language development of all children.

Visuals are embedded into the Early years provision to further support language and communication.



Enrichment Activities

At Westlands we understand the importance of enrichment activities and try to plan at least 1 per term in EYFS. Examples of enrichment activities are-

- Cooking
- Parent stay and play sessions- Phonics and reading, Christmas, Easter and Summer
- A parent stay and play sports day
- Animal visits- creepy crawlies, pets or even the travelling farm
- Dress up days
- Teddy bears picnic



The Den - Nurture Room

Developing Education through Nurture



Our nurture room is a warm and welcoming space which provides a consistent, predictable and safe place for our children, therefore develops their individual needs further. It is set up to be a bridge between home and school, where missed learning opportunities are addressed according to the individual profile of needs. There is a living-room area with a couch and cushions; a dining area for snack, sensory activities, a cosy reading den and a working area for children to carry out their activities.

In the Den children can enjoy a tailor-made Thrive intervention with our licenced Thrive practitioner. We are fortunate to be able to provide high quality emotional support for all our children in school to understand and regulate their own emotions, learn and respect others and develop their self-esteem and resilience. There are a wide range resources and areas to encourage play. Some learning in the Den will take place outside within our Forest School environment. The Den forest school provides sensory interactions that enable sensory stimulation that is all natural and led therapeutically by our qualified forest school leader.



Assessment

The children in Foundation Stage are assessed against 17 Early Learning Goals (ELG). These are based on their development within different areas of the Foundation Stage curriculum.

The judgements against the Early Learning Goal are emerging or expected.

Emerging	Working Towards the Early Learning Goal
Expected	Working within the Early Learning Goal

A good level of development for children leaving reception is calculated by the child achieving Expected in the first 12 Early Learning Goals.

Teachers in the Early Years Foundation Stage assess children through observations and independent work. The assessment captures a wide range of children's learning and development needs. This information is also used to inform Year 1 teachers about each child's development and learning needs.

Transition Nursery - Year R

When preparing a child for school, it is important to remember that the preparation is not about assessing his/her academic skills. It is about helping him/her to develop positive self esteem and confidence. A positive disposition will promote a child's readiness for school.

At Westlands Primary School we know the importance of transition.

We do this by :-

- Visiting children at their Nursery, pre-school or child minder and talking with their key worker. We do this to meet the child in the setting they feel comfortable. Discussion with the key worker helps us to settle your child quickly.
- Transition mornings at school – Children explore the environment for a short period so they are familiar with their setting.
- Teddy Bears picnic – Children meet some friends and their parents are there to support.
- Home visits – An opportunity to get to know the child on a 1:1 basis and to establish a relationship with the family in an environment where they feel comfortable. The child will know the teacher and TA before they start school.
- Staggered school start – Children are introduced to the setting in smaller groups and start to learn class routines. Staff can support those children that may need it.

Transition Year R - Year 1

At Westlands Primary School we know the importance of transition not only from Nursery to year R but from year R to year 1 also.

We do this by :-

- A carefully planned and thought out transition week where the year 1 team mirror the EYFS provision and timetable as closely as possible to aid transition.
- The EYFS team meet with the year 1 teachers in term 6 to share their knowledge of the children and share key information to allow for successful transition into year 1.
- The year 1 teachers come to read to the children in EYFS and support their play in continuous provision during term 6.
- Term 1 in year 1 starts by follows the EYFS timetable allowing the children to free flow all day both inside and in their well-resourced outside area. The teachers then build in small group work to teach focused Maths and English tasks. This allows the teachers to give the children their focus and attention to ensure the learning is purposeful and has an impact on the child.
- When the children are ready, year 1 will start with focused maths and English freeflow sessions where the children will have activities linked to their learning but allowing the teacher and TA to work with small groups to support the learning task.

