

Westdale Infant School – EYFS Curriculum Document

A happy community where magical things happen...



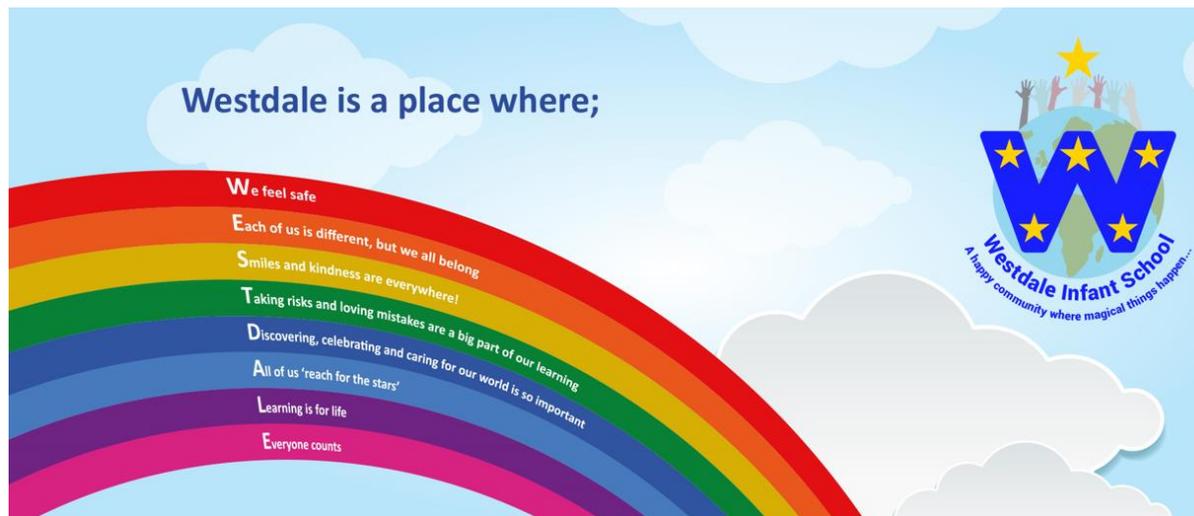
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Intent:

At Westdale Infant School it is our philosophy in the Foundation Stage, to establish strong relationships within a caring and nurturing environment where young children feel happy, safe and secure as they make their first important steps in learning. We aim to nurture friendships and foster an ethos of sharing, taking turns and working together. We support the whole child through a holistic approach where all children feel valued and have opportunities to share and celebrate their uniqueness. We pride ourselves on the strong bonds we create with the children and their families. Our aim is to provide a broad and rich learning experience where the curriculum is fun, interactive and exploratory. Children have opportunities to experience and learn first-hand ensuring learning is relevant and real. We strive to develop the characteristics of learning that encourage children to be creative thinkers, problem solvers, resilient and active learners who are curious, motivated and excited to learn.

We want our children to become independent in their learning and self-care. We aspire for children to be good communicators who can express their needs and wishes, listen to others, name feelings and regulate their emotions. We aim to nurture responsible and confident learners who are willing to take risks. We want children to be inquisitive and have a thirst for learning. We foster an ethos where children's achievements are celebrated, and they can feel proud of themselves.

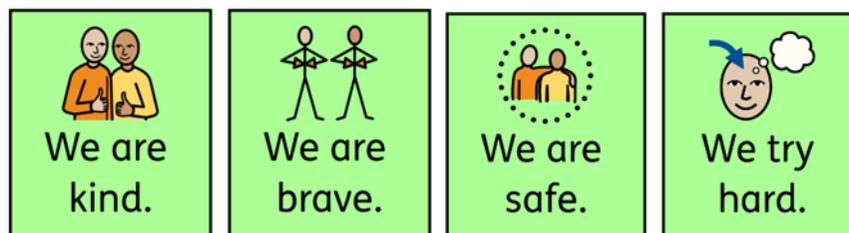
We offer an EYFS curriculum that inspires a love of learning, building on children's own interests and curiosities, following the school's rainbow vision.



Implementation:

At Westdale Infant School we meet the welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all our children. It is good practice in our setting to involve all staff in the planning of the curriculum, providing a broad and balanced Early Years curriculum for all children, with good progression and continuity across each phase.

We understand that good relationships along with emotional health and wellbeing are the foundation to all learning. We use a positive behaviour management system involving reminders, reflection, support to regulate feelings and restorative conversation when needed. This supports emotional literacy, social skills and wellbeing from the outset. All this is underpinned by our 'Westdale Promise' which channels the characteristics of effective learning and is core to our safe and happy learning environment.



We deliver our curriculum through well planned and resourced continuous provision set up following the Early Excellence model. This is supported by short adult directed group times. The indoor and outdoor learning environments are well resourced and items are labelled with photographs and words to encourage independence in selecting items and tidying them away. The Early Years Unit is language rich through the use of songs, nursery rhymes, stories and providing time for high quality interactions between adults and between peers. Our learning environment is adaptable to reflect children's interests and progression. The children are supported to learn collaboratively, manage their feelings, and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. We aim to make learning magical and ensure real purpose where possible. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests or what is happening in the community and wider world.

We are proud of our school community. We teach our pupils to respect and understand the rich diversity of people and cultures in our world through activities and experiences in the setting and through the celebration of events important to each of our families. Through Quality First Teaching, we nurture and develop a love of learning and offer equal opportunities to all children irrespective of gender, race, social class or Special Educational Needs. We work closely with our SENDCo to ensure early intervention where learning needs are identified and to support children with SEND and their families. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made based on accumulative observations, interactions and in-depth knowledge of the children acquired through ongoing assessment. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and become confident communicators. These ongoing assessments are used to inform planning and

next steps in teaching and learning for all children throughout the year. In F2, some of these assessments are recorded using the Tapestry Online Learning Journal.

We recognise and value parents as the child's first educators and we are proud of the excellent working relationships we build with parents. Our aim for a strong partnership with parents continues throughout their learning journey through meet and greet at drop off or collection times, communications through Class Dojo app, parent workshops, parent evenings, weekly news and other events throughout the year.

Communication and Language

At Westdale Infant School we recognise that communication and language is the key to all areas of learning and development. We want our children to achieve their potential and this area of learning immediately becomes a key focus. We pride ourselves on building strong relationships with our children and this leads to high quality interactions between adults and children. We provide a language rich environment where children have extensive opportunities to develop their communication and language skills and embed them through daily talk time, play, conversation and story-telling. We are passionate about early support and within the Early Years team we have carefully chosen interventions in place if needed.

Personal, Social and Emotional Development

At Westdale Infant School, we pride ourselves on the strong connections we nurture. Our children observe positive relationships within the staffing team from the outset. We have a passionate Early Years team who form strong bonds with each unique child. The children can learn to understand their own feelings and those of others and with support they form wonderful friendships. Our safe learning environment provides opportunity to build resilience and determination as they can take risks in their learning without the fear of failure. We use the R-Time programme as part of a whole school approach to the teaching of PHRSE, Health and Wellbeing. We know that Personal, Social and Emotional Development underpins all learning and achievements and that is why it is the priority in our setting. We promote the ethos of positive behaviour through our restorative and relationship-based approach. This uses the principles of emotion coaching to support our relationships, teaching and learning.

Physical Development

Physical activity is vital for children's all-round development, enabling them to pursue happy, healthy and active lives. We are very fortunate at Westdale Infants to have a large outdoor provision. In both Little Stars and F2, the indoor and outdoor continuous provision provide a wealth of opportunities to develop gross and fine motor skills. Through interactions with adults, children can develop their strength, balance, co-ordination, precision and control. Children are able to strengthen their core muscles through physical play on the climbing equipment and they learn about the world around them by spending time outdoors in our natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sand area, den and camping & building areas, among others. In addition to the continuous provision, children in F2 progress to weekly PE sessions with our P.E specialist teacher. We recognise the value of physical development not only in developing early literacy skills but also its importance to overall health and wellbeing.

Literacy

The EYFS team take pride in nurturing a love of literacy. We are a book loving setting and immerse the children in a love of rhymes and stories from the outset. In Little Stars the children enjoy a range of focus texts to encourage storytelling and their own Little Stars Library to foster a love of reading. In F2, we follow the Supersonic Phonic Friends programme to deliver high quality phonics teaching and our curriculum is supported by well chosen texts that create excitement and a

thirst for knowledge. We use 'Helicopter stories' and 'Drawing Club' techniques to support our children to develop into confident story tellers, story readers and writers. This also adds to our language rich environment and supports our aims to develop vocabulary. Reading and writing is interwoven within our continuous provision and our curriculum is designed to provide a wealth of opportunities for purposeful writing. Children are keen to achieve Dojo reading rewards which they can achieve by reading with loved ones at home.

Mathematics

We recognise that developing a strong grounding in number is the foundation for children to excel mathematically. Within the EYFS setting at Westdale Infants, we use the maths mastery approach. At the heart of maths mastery is the belief that all children can and should achieve success in mathematics. The children develop their mathematical thinking through direct teaching and exploration of the maths mastery and number sense approach. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. The children learn and move on together with children who are ready beginning to explore concepts more deeply rather than moving on to different topics. We work hard on developing reasoning skills and children become confident to explain their mathematical thinking and solve problems. There are many opportunities to develop mathematical skills within their play within the indoor and outdoor continuous provision.

Understanding of the World

Through Understanding of the World, we guide our children in making sense of the physical world and their community. Through a range of opportunities and experiences, including visitors from the community or trips in the locality, the children increase their knowledge and sense of the world around them. We are passionate about teaching the children about diversity. In Little Stars, the children enjoy contributing to a family photo wall and celebrating the differences between our families and the variety of ways we celebrate special family times. In F2, we use our weekly 'culture wheel' activity to learn more about the world through each unique family, from different countries and faiths to customs and traditions. In addition, we enrich our learning in this area using high-quality texts including stories, non-fiction, rhymes and poems.

Expressive Arts and Design

The development of children's cultural and artistic awareness supports their imagination and creativity. Through our teaching and continuous provision, children have daily opportunities to engage in the arts and a chance to play and explore with a wide range of materials. Children become immersed in pretend and small world play, role-play, music performance and art and design projects in our workshop areas. Our specialist music teacher engages children during their music sessions each week. We are proud to put on performances for parents to enjoy.

Curriculum Supporting Documents

At Westdale Infants, we use Development Matters, Birth to Five Matters and the Early Learning Goals as guidance to support the carefully planned curriculum we have designed and created especially for the children in our school community. These documents provide an overview of how children learn and develop and they guide our team to make informed decisions based on what each individual child needs to learn and be able to do next. As parents and teachers, we all know that children are unique and that learning and development happens at different paces. This is why these supporting documents never replace our professional judgement. We form strong bonds with children and families and work together to ensure each child makes progress on their learning journey with us.

EYFS Westdale Wishes

The children in our school community are unique and we aim to celebrate each individual and what they bring to our school. In addition to the Early Learning Goals, we aim for our children to achieve our 'Westdale Wishes'. This part of our curriculum has been carefully designed to ensure that we give our children some extra special skills, opportunities and experiences as part of their learning journey with us.

Little Stars Westdale Wishes

Regulate	To know a range of breathing techniques and yoga positions to help me feel calm.	
Create	To create a sculpture out of materials of their choice.	
Make	To make sandwiches for a picnic	
Perform	To take part in a nursery showcase to parents.	
Make Up	To make up and tell a story.	
Read	To read for pleasure	
Experiment	To use pattern to make a piece of jewellery.	
Ride	To ride a trike independently.	
Adventure	To follow a simple map for a hide and seek adventure.	

F2 Westdale Wishes

Regulate	To have a toolkit of strategies to manage emotions and enhance wellbeing.	
Create	To create a quality piece of art for display in the EYFS gallery.	
Follow	To follow a recipe to make a cake.	
Perform	To take part in a whole EYFS unit showcase.	
Make Up	To make and publish a story book.	
Read	To read for pleasure.	
Experiment	To use pattern to make a frame for a piece of art.	
Ride	To ride a balance bike independently.	
Adventure	To use a simple map to complete a treasure hunt.	

Impact:

At Westdale Infants, we have a passionate and highly experienced Early Years Team. We are proud to be reflective practitioners who are continually striving to provide the best experience we can for our children. The Co-Headteachers along with the Early Years Phase Leader continuously monitor the impact of our provision on children's attainment and progress in many ways, including learning walks to observe teaching and learning, data analysis and collecting pupil voice. In addition, the phase leader meets regularly with the early years team to support the staff in undertaking quality assurance activities to reflect on and maintain the effectiveness of the learning environment.

From their own starting points, children become successful learners making good progress academically and in their personal and social development. Through an Early Years journey rich in wonder and memorable experiences, children develop their characteristics of effective learning and skills across all areas of the curriculum. Children have experienced the opportunity to develop and pursue their interests and develop their talents. They develop a sense of the wider world around them, including tolerance, compassion and respect for others. Ultimately, the impact of our Early Years Curriculum is reflected in well-rounded, happy, inquisitive and confident children transitioning into Year 1 with a continued love of learning.