



kindness



difference



EYFS Offer



communication



creativity

## Intent

The EYFS at Westdale Infant school ensures that the EYFS Curriculum requirements are not only met, but that children receive a broad and rich learning experience. The curriculum is planned to be fun, interactive and exploratory. We start from the children's own experiences and develop and enhance new and exciting learning activities and challenges. Children have the opportunity 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 thinking, resilient, active learners who are motivated and excited in their learning, who take risks, learn from mistakes and always try and do their best. Our curriculum drivers are Communication, Creativity, Celebrating Difference and Kindness to Others and Ourselves. These underpin all the teaching and learning experiences in the EYFS and ensure consistency with the rest of the school. We aim to provide our pupils with a rich and broad cultural capital.

*Creativity - At Westdale we enable an EYFS curriculum that is fun and interactive, while carefully planned to enable all children to become lifelong learners. Children revisit learning experiences in different contexts, independently through continuous provision, to ensure that learning is embedded. In order for effective learning to take place, we create a caring, mutually respectful environment which enables children to take chances and feel confident. We teach and promote all children to develop positive attitudes towards learning, celebrating mistakes, having a go and experience feelings of success.*

*Kindness to ourselves and Others - At all times children are listened to, respected and their contributions are valued. They are given individual responsibility and this way encouraged to develop respect, resilience, self discipline and empathy with others.*

*Communication - We believe relationships are vital to the success of our children. Those between staff and children, staff and parents and between children themselves. We operate an open door policy, encouraging parents to come in and talk to us and support and celebrate their children's learning. Parents and carers are also encouraged to share learning via an app to enable staff to celebrate children's achievements. School also communicates new learning and experiences via the app to ensure parents can support and continue learning experiences at home.*



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We teach and promote skills of independence and resilience through our school Learning Superheroes. We create an environment where resources are open to choice, selection and investigation so that children can explore and embed learning and experiences. We realise that for many of our children their choice of learning and exploration will be outdoors. We ensure that our outdoor learning area is constantly open. We have wellies and rain macs to ensure that even bad weather doesn't deter our play and investigation.

### Implementation

The indoor environment is set up to support continuous provision with resources labelled and organised for the children choose and access independently. The areas of learning are reflected through this provision.

The maths area encourages children to problem solve, count and explore shapes. The reading corner contains a mixture of the children's favourite stories, books related to our project of the week, soft toys to read to and a cosy sofa to encourage sharing a story. The writing area contains clipboards, notebooks, assorted paper, a range of pens, phoneme and handwriting mats. We celebrate the children's mark making through a weekly updated display of the children's mark making that week. We ensure that the key words and sounds that we are learning are displayed too for the children to access and apply. We have a discovery area that encourages children to investigate and explore with magnifying glasses, magnets with resources that promote investigation, awe and wonder. We have equipment and resources throughout the unit that promote fine motor and creative skills. Children can access tweezers, threading, stencils, collage, box modelling, cutting, fixing and fastening and painting to imagine and create their own projects. Above all, resources and equipment are transportable to enable children to take explore and investigate in their own way.

The children access the outdoor provision every day where they have opportunities to develop their skills in a wider, exciting space. They learn how to work collaboratively while building and den making with large crates, fabric, tyres and planks. They can extend and explore their creative skills while painting, chalking, mark making on a larger scale. They



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can build and imagine, concoct and make in our mud kitchen, construction area and music area. We have bikes and equipment that enables children to develop their gross motor skills, balancing and making dens, trails or obstacle courses. They can begin to develop the skills for team sports by learning how to throw, catch and kick balls.

The continuous provision is enhanced by activities that are planned to challenge, extend, inspire and entice learning. These activities are supported by staff who know how and when to intervene and support to ensure children have the best possible learning experiences. We use questioning and reflection to enable children to access their learning and understanding.

Maths, Literacy and Phonics are taught through whole class and small group teacher led sessions. Children receive daily synthetic phonics sessions which follow the letters and sounds programme and use the Jolly Phonics songs, actions and pictures to embed their learning. Children have the opportunities to practise these skills within their reading and writing. Maths is taught to ensure number fluency and understanding, with a clear progression of skills that give the foundations for future learning. The children are given lots of opportunities to embed and practise these skills and knowledge through problem solving challenges within the indoor and outdoor learning. Throughout all the teaching and learning, we ensure children revisit and recall previous learning and experiences to ensure it becomes embedded in long term memory.

At Westdale we promote a lifelong love of reading. We use high quality texts that interest and entice the children to read and explore. We use their experiences and interests to start our learning journey and capture their imagination. We learn new vocabulary, teach and promote good speaking and listening skills and learn how to tell and write our own stories.

We teach reading through whole class teaching and use Switch On strategies to enable the children to learn and embed early reading skills. We use PM and scheme books to ensure reading books match closely to their phonic knowledge. Children also take home an extra



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free choice story or information book from our well stocked book area. This is to read and share at home and reinforces our intention of promoting a love of reading.

We use Talk for Writing and Switch On strategies, the Penpals Handwriting scheme and the Letters and Sounds programme to teach the skills for writing. We facilitate lots of fine and gross motor activities to support skill building.

### Impact

Our curriculum is based on carefully planned, play based learning experiences centred on children's enthusiasms and interests to entice curiosity. These enable children to:

- Develop early reading skills, writing and number skills
- Learn how to control impulses and understand the need for rules and boundaries
- Practice and build up ideas, concepts and skills
- Play alone, alongside and cooperatively with others
- Take risks and make mistakes
- Think creatively and imaginatively
- Investigate and solve problems
- Explore, develop and represent learning experiences that help them make sense of the world around them
- Embed skills and knowledge that prepare children for the next step of their learning journey

*"We don't stop playing because we grow old; we grow old because we stop playing"* George Bernard Shaw.

The impact of learning is measured constantly through ongoing observations and assessments, alongside our school's monitoring cycle. Adults support children during continuous provision to make sure children are challenged through careful use of questioning and are offered opportunities to extend their learning and encourage curiosity. All children are assessed at the end of the academic year against the Early Learning Goals as per statutory requirement. Teachers also reflect and report on each child's characteristics of learning.



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