

Intent

At Walbottle Village Primary School we aim to give all children in our care the best possible start to their future. Through a creative, broad and balanced curriculum based around the children's own interests, together with a safe and stimulating setting, we aim to create a happy environment with enjoyable experiences where children can express their individuality and become great independent learners.

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children learn and develop well and are kept healthy and safe. We aim to give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We work in line with our whole school Walbottle Village curriculum intent:

"Through our curriculum, Walbottle aims to develop effective communicators and confident learners who are resilient and recognise they are unique. Our progressive and purposeful programme of study gives opportunity for children to be independent, creative, critical thinkers as they develop knowledge and transferable skills. We will support our children to form positive relationships and to be respectful, kind and compassionate."

Implementation

Throughout the EYFS (Early years Foundation Stage) at Walbottle Village primary school we follow the Early years Statutory framework, updated 2021. The children will learn new skills, acquire new knowledge and demonstrate understanding in the seven areas of learning. All areas are important and interconnected, the prime areas are particularly important for laying the foundations for learning. In Nursery the main focus is strongly upon these Prime Areas, which are the basis for successful learning in the other four specific areas.

The Prime Areas are;

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

The balance will shift in Reception towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

The Specific Areas are;

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

As a Primary Writing Project school we offer a curriculum that is rich in language with reading and core texts at the heart of it, that support children's vocabulary development.

Nursery and Reception follow our half termly curriculum overviews based on our core books. These overviews include suggested key vocabulary, skills, knowledge and experiences across all areas of learning to ensure progression and challenge. Overviews are flexible and will take account of children's development, interests and contexts of each cohort.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. These opportunities for practise and retrieval help move learning into long term memory. Play in the continuous provision support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. Through careful observation of children in their play, provision is enhanced by staff to take into account the children's interests and learning.

During the school day children will have opportunities to work independently, in small groups, as a whole class and 1:1 with a member of staff in guided activities.

Our wider curriculum is taught through the learning areas "Understanding the world" and "Expressive arts and design". Exciting and purposeful activities are planned to build upon children's previous knowledge and feed their curiosity. For example building a den down in our science garden, watching our chicks hatch and grow, planting sunflowers, joining in with baking, having visits from police and dentists, going for a walk around the village. All of these meaningful experiences build and expand on children's knowledge of the world around them.

Phonics

In Nursery our focus is on developing sound awareness skills in readiness for learning sounds in Reception.

In Reception the children follow our whole school phonics scheme Read Write Inc. The children are read with three times a week with a member of staff with books going home to be shared with parent/carers at home. The children also do a guided writing activity with a member of staff with plentiful writing opportunities available in the provision.

We have an inclusive curriculum. Every child can access our curriculum with varying degrees of adult support. We aim to scaffold up rather than giving children a watered-down curriculum.

Impact

We aim to ensure all children make good progress across the EYFS curriculum from their varied starting points.

The impact of our curriculum is measured through careful assessments and observations, including information provided by parents and other settings, to assess children's development levels.

One of the most powerful forms of assessment takes place in the here and now. This is when we notice something important about a child's learning and respond to help them build on their learning. Most assessment is formative, so that it quickly helps us to make a difference to children's learning. Assessment serves the children's learning and curriculum.

However we also need to have an overview of children's progress so that we can take further actions where needed.

We assess the children on entry and at the end of each school term. In Reception the children also carry out the statutory Reception baseline within the first 6 weeks of starting School. We assess if each child is on track or not on track for each area of learning. Those children who are on track will be accessing our progressive curriculum and provision and making good progress. Where children move on quickly our emphasis is on deepening their learning rather than introducing new skills and concepts. Those children who are not on track are those who are needing additional support to access the curriculum and provision. These children will be added to our intervention plan and supported accordingly.

By the end of Reception we strive for children to achieve a good level of development and many Early Learning goals to ensure they are ready for Year One.