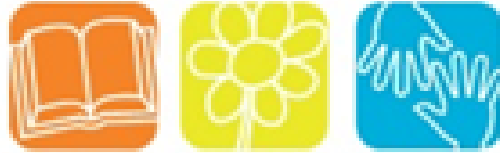


Early Years Curriculum Statement

2022/2023



West Road
PRIMARY ACADEMY

Curriculum Statement – Early Years

Intent

At West Road Primary Academy, we put children at the heart of everything we do. Our Early Years curriculum is designed specifically to allow children’s natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. Our knowledge-based curriculum is carefully sequenced knowledge-rich curriculum which aims to inspire, promote excellent outcomes and unlock a future of potential for **all** our young children.

At West Road, we recognise the importance of giving our children the best possible start to their education. From the moment they enter our Early Years provision, we strive to develop their characteristics to become effective, happy and self-motivated learners. We know that our children enter the world of education with varied life experiences and language, and we develop a whole range of teaching and learning opportunities accordingly to address this. We believe all our children need a rich curriculum that offers a range of experiences to inspire awe and wonder, and develop their knowledge and skills, both indoors, outdoors and in the wider community.

Our provision is purposefully developed to support the children in their learning journey, investing in their interests and developing their skills as they play and learn. The provision offers a whole range of experiences and areas, supplemented with quality purposeful resources and adult support. Through our skills-based provision, we create spaces that build on the children’s knowledge and feelings of confidence, security and accomplishment. We support and scaffold their learning forward, and develop their skills accordingly.

It is our intention to develop our children as lifelong learners through supporting and developing;

- Their wellbeing and characteristics to be effective learners
- Their recognition of personal goals through challenge, ambition and reflection
- Their powers of self-regulation and resilience
- Their vocabulary and language skills that will be necessary for them to thrive in the future that awaits them.

Within the Early Years, we work heavily in partnership with the children and their families/carers. We believe that in supporting, educating and working alongside the adults in the children’s lives unlocks further potential for the development of our children, both educationally and personally.

By the end of Reception year, our intent is to ensure that all children make at least good progress from their starting points and that they are equipped with the skills and knowledge to have a smooth transition into Year 1.

Implementation

Teaching and learning within the Early Years at West Road Primary Academy is developed through a range of strategies.

Firstly, the Early Years curriculum itself. We follow and implement the Development Matters (Sept 2021) to support our planning and enable attainment tracking using Otrack. To supplement this, we are using the new Birth to 5 Matters document as this supports the quality of learning opportunities and interactions. From September 2021, we began to implement a knowledge-based curriculum which supports progression and aid transition into Year 1 and the Key Stage 1 curriculum. We also plan where and when appropriate from the ideas and interests of the children. All this is linked to the new Development Matters. The curriculum is mapped out for each term across the year and for each area of learning. This is shared with parents. At the beginning of each half term the children consider the questions, ‘What do I already know?’, ‘What would I like to know?’ and, ‘What have I learnt?’. This informs the planning and ensures that all activities are relevant, encompasses first hand experiences and that they take account of all the different starting points of the children. This makes it a truly inclusive curriculum. The local area is used to achieve the desired outcomes, with extensive learning opportunities outside the classroom, securely embedded in our practice. We have a list of activities that the children should have experiences and undertaken in both the Nursery and the Reception years.

Secondly, our provision. Throughout our Early Years we offer high quality continuous provision in which they can play and explore safely and with imagination. The various areas of provision facilitate the interests and needs of

the children, both indoors and outdoors, and it focuses on developing the skills of all the children. This skill-based provision shows skills developed on a scale from emerging, developing and advanced and they are applicable for children in Nursery and Reception.

Thirdly, the health and well-being of all children in the Early Years is paramount. Children's learning characteristics are important to nurture, providing them with a strong start to their future education. We have developed several key child relevant characters that depict key learning characteristics and these are used with the children daily. They link well with the schools' West Best key skills for lifelong learning. We acknowledge how important independence and self-regulation is for our children and its impact on their learning. This is supported through the PSHE scheme and daily routines such as the secret super hero reward, smiley faces, wow rewards and star of the week. Providing a healthy education is crucial for our children and their families. Educating everyone, following the school's policy on healthy eating and drinking water in school, alongside the daily class milk and fruit session where healthy living is discussed, Reception PE sessions and daily active breaks support their healthy lives. All children in the EYFS brush their teeth daily using the brush bus song. The curriculum focus on keeping healthy and people in our community that support this such as doctors, nurses and dentists.

Impact

We believe that the impact of the EYFS framework is that it sets the foundations for learning and develops skills which can be built upon in further years. Attainment and progress is measured every term via O-track. The delivery of the EYFS curriculum is monitored and regularly assessed by members of the leadership team ensuring a consistent approach.