

Walkington Primary School



EYFS INTENT, IMPLEMENTATION and IMPACT STATEMENT

EYFS INTENT

At Walkington Primary School we believe that providing our children with a strong foundation and a love of learning gives them the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world. We take this responsibility very seriously and strive for excellence in all we do to allow our children to become successful learners, get the most out of life and to be confident with who they are.

It is our intention to provide a stimulating learning environment where all children can work with adults and peers in a climate of mutual respect to develop confidence in their ability to learn. We aim to provide children with a well-structured, safe and active learning environment that enables them to develop the skills, attitudes and understanding that they need to become lifelong learners and encourage them to become active members of our ever-changing society.

Through strong pedagogy, warm and positive relationships between staff and children, consistent routines, strong relationships with parents and an enabling environment we aim to support the unique child allowing each individual to shine. For each child we seek to develop skills of perseverance, independence, motivation, curiosity, and resilience. We celebrate and welcome differences amongst ourselves, our community and the world and teach our children to be kind and considerate of others. We ensure that all children's individual needs are met through careful planning and assessment, identifying and addressing any needs and implementing early intervention or additional support if required.

Our EYFS curriculum is coherently planned and carefully sequenced, to provide a platform for children to become strong communicators, active listeners, risk takers, creators, life-long readers, reflective thinkers, and inquisitive learners alongside the development of key skills and knowledge. Our curriculum is strongly guided by a model known as 'Global Competency'. We believe the cornerstones of this model – knowledge, values, attitudes, and skills – helps us prepare our children to thrive in the complex and increasingly interconnected worldwide society. We are acutely aware that we are preparing children to live in a world we cannot yet fully see or describe, and genuinely hope they will not only inhabit this world but have the desire and skills to positively shape it. The children's

needs, interests and motivations are equally important to our curriculum. We are strongly committed to a play based responsive approach for our children which ensures high levels of engagement and autonomy alongside challenge and feedback. Reading and books are at the centre of our curriculum and we aim to foster a love of story in all our children. By the time children move to Year One we aim for them all to have made significant progress from their starting point and to have developed the skills needed to be successful learners in Year One and beyond.

EYFS IMPLEMENTATION

Our curriculum design effectively underpins future learning at Walkington Primary School and beyond. The curriculum is planned and implemented using a thematic approach. This gives children the opportunities to apply learning across the curriculum, it provides context to their work and practical opportunities to apply knowledge and skills they have learned through a variety of learning opportunities.

Each half term there is an overarching theme covered through several mini topics. These topics are centred around a focussed text and introduced to our children in a creative way. Each topic is then delivered through a staged approach incorporating an initial engagement stage to capture the children's imagination in their new topic or theme of learning.

Each half term the children are introduced to the topic with a 'talking tub' that contains a variety of pictures and objects related in some way. The 'talking tub' allows staff to gauge children's prior knowledge, question their thinking and identify misconceptions. Often the children are interested in taking their learning in a particular direction as a result and children are encouraged to develop their learning through discovery, exploration, curiosity and challenge.

Children's learning develops through a series of lessons that build skills, knowledge and understanding within the theme. Learning is organised so that the curriculum is delivered through a combination of adult led activities and continuous provision opportunities. We provide stimulating and motivating continuous indoor and outdoor provision to support children in investigating and developing the skills and knowledge they have been taught.

We value every opportunity to learn outside and the benefits it brings. Simply being outside improves health, social and emotional wellbeing, improved immunity, sight, sensorial and hearing development, neuro and physical development, and cognitive enhancement at a child's unique pace. Our children learn in our outdoor classroom everyday as well as taking part in 'Forest schools' activities weekly.

Reading is at the heart of our curriculum, and we encourage a love of reading right from the start. We expose the children to a range of quality books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. The books we choose are embedded in our provision through activities and story sessions. The books are kept on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

In line with school policy, we use the Floppy's Phonics program to teach phonics. We deliver discreet phonics sessions daily and aim for the children to practice and apply these skills during real and meaningful activities.

We follow the White Rose Maths Scheme of work to teach mathematics. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Children learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration. Children have daily adult-led maths inputs to develop fluency, revisit key concepts and address misconceptions.

The children's learning is recorded in 'Floor books' through the use of photographs, children's comments, drawings and other evidence. The children work on the floor book collaboratively in small groups and it is an excellent way to assess children's understanding of new concepts. Prior learning in the floor books is revisited regularly to reinforce key knowledge and vocabulary .

Throughout the year our children are assessed against termly checkpoints which lead towards the Early Learning Goals. These judgements are made based on observations and in-depth knowledge of the children acquired through ongoing assessments and knowing our children well. Next steps are taught in the

moment during continuous provision and adult led activities to ensure children are challenged. End-of-year assessments are finalised during the summer term, summarising each child's development at that point against the Early Learning Goals and Development Matters.

EYFS Impact

The impact of the EYFS curriculum is reflected in our happy, confident, and self-regulated children who are successful learners and fully prepared for the next stage of their education as they transition from Early Years Foundation Stage into Key Stage One. Our children settle quickly at Walkington Primary, they build secure relationships with caring adults and each other.

Our children are actively engaged in their learning and the enjoyment of this learning is apparent in their daily provision. All children experience a curriculum that provides exciting and enriching learning experiences and opportunities. Our children appreciate and understand the world around them through experiencing and learning about different cultures, celebrations, music, dance, art and history. Children actively ask questions about the world around them and take risks as this is an opportunity to learn.

We know that by the end of Foundation Stage at Walkington Primary School, our children will have developed the essential knowledge and skills required for everyday life and lifelong learning. We believe the children at Walkington School will become successful learners, get the most out of life and to be confident with who they are.