

## Our EYFS Curriculum WPNS 2019 2020

<b>INTENT</b>	<b>At WPNS...</b>	We believe in recognising the uniqueness of each child's capacity and potential and we strive to take a holistic view of each child's development. We understand the importance of play as a central integral element in a child's development and learning. We want to provide the best possible learning experiences for young children through a physically safe yet intellectually challenging environment that promotes curiosity, enquiry, sensory stimulation and aesthetic awareness. The children are provided with free access to a rich range of materials that promote open-ended opportunities for play, representation and creativity, in both the indoor and outdoor classroom.			
	<b>Intent</b>	<b>Priority 1:</b> To continue to develop the provision for writing. To ensure we are stretching the more able writers in the EYFS	<b>Priority 2:</b> To use high quality story books as a stimulus for learning. To encourage and engage the children in stories and storytelling by embedding the Helicopter story approach across the EYFS.	<b>Priority 3:</b> To improve the % of boys achieving GLD's at the end of the EYFS (<68% 2019). To ensure through our practice we are engaging and challenging the boys.	<b>Priority 4:</b> To diminish the difference between girls and boys in Literacy. To use EExAT to monitor and track gender differences.
	<b>In The EYFS...</b>	We understand that every child is unique and that they are constantly learning. We encourage the children to be resilient, capable, confident and self-assured.	We want the children to learn to be strong and independent through the positive relationships they develop.	We understand that the environment is the third teacher and children learn and develop well in enabled environments and we aim to foster strong partnerships with parents and carers.	We know that children learn and develop in different ways. We ensure there are challenging and playful opportunities to learn across all areas of learning and development.

<b>IMPLEMENTATION</b>	<b>In the Classroom</b>	High quality environments that are regularly enhanced and developed.	Learning through the natural environment in our woodland is embedded in our weekly practice.	Children have daily access to both the indoor and outdoor provision through high quality continuous provision.	High quality stories are used are a stimulus for teaching and learning.	Children are encouraged to be independent learners and to follow their own ideas and interests.	Regular visitors and visits offsite linked to the chosen topic enhance and develop children's learning experiences.	We support children to take risks and explore the environment.	We observe each child's development and learning, assessing children's progress and planning effectively for their next steps.	
	<b>Events</b>	Harvest Festival in the church.		EYFS Christmas sing-a-long			EYFS graduation			
	<b>Parental engagement</b>	Planned programme of transition across the EYFS including home visits at point of entry.	Curiosity cafes 1 per half term.	Parent workshops for Numicon/ Phonics.	Learning Logs	Stay and play sessions in Nursery. Class Assemblies in Year R	Parents evenings and Key worker days.	Floor book to document class learning journey.	EExAT online learning journey system. Learning shared on class Dojo.	Family fun sessions in the woodland.
	<b>Community</b>	Community reader visits weekly.		Open mornings			Visits to local places of interest.		Visits to the local library.	
	<b>Training</b>	Early Excellence – annual conference – disseminated to all staff.		Staff observations of learning across the EYFS & Peer support		EYFS moderation meeting across the Wensum trust.		Staff meetings with EYFS team & EYFS specific content.		Link Governor meetings

<b>IMPACT</b>	<b>Great outcomes</b>	For all learners to be engaged, motivated and interested in their learning.		For all children to be creative and able to think critically.		For all children to make good progress in the EYFS from their starting points.		For a high % of children to achieve GLD's at the end of the EYFS.		The children are confident learners and well prepared for their next stage of education.	
	<b>Evaluation</b>	Baseline Assessment	Observations/ EExAT Tracker	Termly EYFS data Analysis	Pupil progress meetings	EYFS lead monitoring and action plans	Internal & external moderation	Parent questionnaires & Pupil voice	Monitoring: Governor, Subject Leader, Headteacher, CEO		EYFS FSP score at the end of the Foundation Stage.