

## Our EYFS Curriculum

<b>Intent</b>	<p><b>Anchored in the community; a place to belong, a world to explore.</b></p> <p>At <b>Wells-next-the-sea primary and nursery school</b> our EYFS curriculum provides the foundation for every child's educational journey. <b>Anchored in the community, a place to belong, a world to explore</b>, we nurture children to become confident, resilient and curious learners, supported by warm relationships and high expectations.</p> <p>We recognise the uniqueness of every child's capacity and potential and take a <b>holistic view of development</b>, ensuring children feel safe, valued and ready to learn. We understand that for our youngest children, <b>play is their work</b>. We therefore provide play that is <b>purposeful, challenging and rich in language</b>, skilfully supported through expert adult interaction and teaching from qualified staff.</p> <p>Our curriculum aims to:</p> <ul style="list-style-type: none"><li>• develop children's <b>communication and language</b>, ensuring they can listen, speak confidently and build a wide vocabulary</li><li>• secure children's <b>personal, social and emotional development</b>, so they become independent, resilient and able to form positive relationships</li><li>• promote physical wellbeing and independence through strong <b>gross and fine motor development</b></li><li>• foster a lifelong <b>love of books, storytelling and language</b>, using high-quality texts to inspire learning</li><li>• develop early <b>phonics and mathematical fluency</b>, enabling children to transition confidently into Year 1</li><li>• provide a rich curriculum that promotes creativity, enquiry, sensory exploration and awe and wonder</li></ul> <p>We are determined that all children, including disadvantaged pupils and those with additional needs, <b>make strong progress from their starting points</b>, closing gaps early through quality first teaching and targeted support where needed.</p>
<b>Implementation</b>	<p>In Nursery and Reception, children learn through a <b>carefully planned balance</b> of:</p> <ul style="list-style-type: none"><li>• <b>child-initiated play</b> (where children explore, rehearse and apply learning through deep engagement)</li><li>• <b>adult-led direct teaching</b> (where key knowledge and skills are explicitly taught, modelled and practised)</li></ul>

Our experienced team ensures learning is progressive and coherent across the EYFS, with adults using observation, assessment and responsive teaching to shape next steps.

## **A language-rich curriculum**

Communication and language underpins everything we do. Adults:

- model ambitious vocabulary and correct language structures
- use purposeful talk, questioning and sustained shared thinking
- support children to express ideas, solve problems and develop confidence in speaking

## **Literacy and storytelling**

We build strong foundations for reading and writing by:

- using **high-quality storybooks as a stimulus for learning**
- embedding storytelling approaches such as **Helicopter Stories, Poetry Basket and Story Basket**
- ensuring daily opportunities for talk, story, rhyme and language play
- teaching phonics systematically using **Read,write, inc** with swift identification and support for children who need extra practice

## **Mathematics**

Mathematical learning is developed through:

- explicit teaching of number, counting, composition and comparison
- daily routines and practical resources (including **Numicon where appropriate**)
- carefully planned play opportunities that embed reasoning and problem-solving

## **Continuous provision and the learning environment**

We believe the **environment is the third teacher**. Our classrooms provide:

- high quality continuous provision that is regularly enhanced
- free access to rich resources that encourage open-ended exploration, creativity and representation
- daily access to indoor and outdoor learning to enable independence and sustained play

## Woodland and outdoor learning

Learning through the natural environment is embedded weekly, including woodland sessions that:

- develop physical skills, resilience and risk-taking in a safe way
- support wellbeing, teamwork and communication
- inspire curiosity and understanding of the world

## Enrichment and community links

In line with being anchored in our community, children benefit from:

- visitors and offsite visits linked to learning themes
- community reader visits
- visits to local places of interest and the library
- events that strengthen community identity and belonging (e.g., Harvest Festival, Christmas sing-a-long and EYFS graduation)

## Assessment and improving outcomes

Staff observe and assess children's learning continuously to ensure accurate understanding of children's development and rapid progress.

We :

- capture progress and plan next steps
- identify gaps quickly (including speech and language needs)
- provide targeted support and intervention, including to improve outcomes for identified groups (e.g., boys)

## Partnership with parents and carers

We foster strong partnerships through:

- planned transition including home visits (where appropriate)
- stay and play sessions, curiosity cafés, and family woodland sessions
- workshops for phonics and maths
- learning logs / online learning journeys and regular sharing through **Class Dojo**
- parents evenings, key worker discussions and open mornings

## Impact

As a result of our EYFS curriculum, children leave Reception as **secure, well-rounded and holistic learners**, equipped with the knowledge, language and learning behaviours needed for Key Stage 1.

The impact is seen in children who:

- are confident, resilient, independent and motivated to learn
- communicate clearly, using an increasingly rich vocabulary
- sustain attention, engage deeply in play and show curiosity and creativity
- demonstrate positive relationships, self-regulation and emotional readiness for school life
- achieve strong foundations in **early reading (phonics)** and **mathematics**
- are well prepared for transition into Year 1 and show a genuine love of learning

We evaluate impact through:

- baseline and on-entry assessment
- ongoing observations and EExAT tracking
- termly data analysis and pupil progress meetings
- internal and external moderation
- monitoring by EYFS lead, senior leaders, governors and trust review
- parent feedback and pupil voice
- EYFS Profile outcomes and the proportion of children achieving GLD

Ultimately, our children leave EYFS not only ready for the next stage, but with a strong sense of belonging: **anchored in the community, confident in who they are, and excited by the world they are learning to explore.**