


Curriculum Intentions	Our Values and Expectations	‘Life for Learning for Life ...’ EYFS					
		Embracing Excellence		Celebrating Diversity		Nurturing Individuality	
		Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners
	Curriculum Drivers Our Learning Curriculum	 Oracy					
		Reflective	Relationships	Resilience	Resourceful	Risk Taking	
	Our vision for the EYFS at Wembury Primary School	<p>At Wembury Primary School our aim is to create a learning environment and build relationships which support, enhance and invite a child’s curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.</p> <p>To ensure children make outstanding progress in Wembury EYFS, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and unique curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.</p> <p>Our EYFS curriculum aims to enable our children to:</p> <ul style="list-style-type: none"> • Play and explore; find their own learning and conclusions by exploring, play with what they know and be willing to ‘have a go’ • Become Active Learners; be actively involved and concentrate in their learning, be resilient learners and persevere through challenge • Become critical thinkers; explore their own ideas, make links between their learning and independently decide how best to achieve success in an activity <p>It is our intent to ensure that all children will receive the teaching of early reading through daily systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of foundation. Children are challenged accordingly to reach their full potential and have opportunities to read texts at their level including but not limited to, stories, non-fiction texts, poems, signs and labels. Comprehension is embedded at all levels of early reading, and a love of reading is promoted through teachable moments and play.</p> <p>Through daily Mastery Maths sessions (whole class, group work or individual), our intention is to ensure that children leaving the Foundation Stage are confident and practical mathematicians. Following NCETM Mastering Number, children are challenged to become skilful mathematical thinkers, providing clear reasoning and explanations for a wide range of mathematical concepts including problem solving.</p>					

Implementation	CURRICULUM DELIVERY	<p>At Wembury, we follow the Early Years Foundation Stage framework (DfE, 2024). This stipulates the learning and development requirements, assessments and safeguarding procedures. It is made up of four overriding principles which our early year’s education is based upon:</p> <ul style="list-style-type: none"> • Unique Child – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured. • Positive Relationships – Children learn to be strong and independent through positive relationships. • Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. • Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities. <p>The curriculum provides a play-based and experiential learning environment, combined with focussed teaching of knowledge and basic skills, to ensure children make accelerated progress before moving onto Year 1. The children in foundation are provided with many opportunities accessible in our purposeful and exciting indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated, spontaneous, and free flow continuous provision. The learning experiences within our Early Years are linked to the seven areas of learning and development (DfE, 2024). These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. • Communication and Language – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. • Physical Development – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. <p>As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:</p> <ul style="list-style-type: none"> • Literacy – the early teaching of literacy involves encouraging children to link sounds and letters (RWI phonics) and to begin to read and write. Children are given access to a wide range of reading materials to ignite their interest. Early writing includes the opportunities for children to mark make, learn to write letter sounds, simple words and sentences. • Mathematics – the early teaching of mathematics involves providing children with opportunities to develop and deepen their skills and fluency in the 6 key areas of cardinality and counting, comparison, composition, pattern, shape and space, and measures. • Understanding the World – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. • Expressive Arts and Design – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, imagination, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
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Children thrive from meaningful topic-based learning across the curriculum and staff plan resourcefully and purposefully to ensure engagement and outcomes are sustained and progressive. In addition, the children have agency over the direction of their learning and play as pupil voice is both valued and encouraged. Rich, first-hand experiences, both inside the classroom and within the outside learning environment, promote a sense of awe and wonderment whereby pupils are challenged through high quality interactions and careful questioning. Exploratory learning and thinking creatively including problem solving are promoted across all areas of learning to promote independence and to make connections with their learning. New vocabulary and concepts through reading and a love of stories, will excite and engage all learners. The curriculum will promote, and support children's emotional security and well-being enabling children to take risks and speak freely in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise healthily as well as to be kind to others is promoted through our PSHE curriculum and whole school ethos of being ready, respectful and safe.

		The Learning Environment	Assemblies	Visitors	Educational Visits	Experiences	Events	Partnership working with parents and carers
		Extra-Curricular Activities	Community Events	Partnership working with other schools	Community Expertise	Pupil Leadership	House Teams	Responding to the News
	TEACHING (PEDAGOGY)	Enquiry Based Learning	High Expectations	Consistent Practice	Challenge for All	Excellent Subject Knowledge		
		Working Walls	Vocabulary Rich	Responsive to needs and interests	Reflective	Shared Expertise		
		Mastery	Application of prior learning	Progressive	Enjoyment	Collaborative		
		Risk Taking	Learning Skills: Ready, respectful, safe	Breadth and depth	Pupil Led	Oracy		
	ASSESSMENT	Quality First Marking and Feedback	Whole Class Feedback and praise	Termly Assessments	Tracking Progress Over time			
		Next steps	Self & Peer-Assessment	Pupil Conferencing	EYFS Moderation			

Impact	ATTAINMENT AND PROGRESS	Our curriculum is ambitious with high expectations for all. Pupils are Creative, Competent, Independent Orators and Writers – with each child finding their own voice which impacts on progress across the curriculum.	<p>The experiences and impact of the task or teachable moment will be revisited and demonstrated through being deeply engaged in play. Our children will grow to be confident, competent lifelong learners and good citizens.</p> <p>The children at Wembury Primary School experience a smooth transition between preschool, foundation and beyond. Effective communication and collaboration with all stakeholders, ensure the children leave the EYFS with a solid foundation of learning of which to build upon throughout their time at Wembury Primary School.</p> <p>Assessment starts with careful baseline observations which are then used to inform future planning. Learning and teaching is most effective when children feel a sense of belonging and inclusion and are valued and respected. High quality interactions and targeted teaching inputs, provide the gateway to learning and support the development of successful, happy, confident and resilient learners. By monitoring teaching, learning, provision and attainment each term, we can effectively evaluate the curriculum, make changes and track the progress of learning across the 7 areas of learning. At the end of the year, the EYFS profile must be completed for each child. This provides the teachers, parents and DfE a well-rounded picture of each child’s attainment against expected levels called early learning goals (ELG’s) and their readiness for year 1.</p>
	KNOWLEDGE AND SKILLS		
	READINESS FOR THE NEXT STAGE OF EDUCATION		

