



WOOLANDS SCHOOL – EYFS CURRICULUM STATEMENT

The Early Years Foundation Stage provision at Woodlands School is a mixed nursery and reception class. The pupils within this class are aged between 2-5 years old, attending both full time and part time hours. The pupils have a wide range of learning, physical, communication and health needs.

In Badgers class, we follow the Early Years Foundation Stage curriculum and cover all 7 areas of learning. These include:

- Communication and Language
- Literacy
- Mathematics
- Physical Development
- Understanding the World
- Personal, Social and Emotional Development
- Expressive Arts and Design

We offer a broad and balanced curriculum based on the EYFS, with the content being carefully adapted to meet the diverse needs of our pupils. Topics are selected by the teachers and cover a wide range of content.

All pupils have the opportunity to engage with the continuous provision opportunities where activities are prepared and designed with learning experiences and outcomes in mind. The continuous provision is prepared weekly based on the topic and story. Pupils have access to both an indoor and outdoor learning environment that is full of rich learning opportunities.

Functional literacy and mathematics, the development of independence and life skills are introduced from a young age. In Badgers class, we work alongside parents to develop key skills and provide consistency alongside life at home. Assessment of learning is evident throughout Badgers class and staff use Tapestry, an online tool to photograph evidence of pupils in learning and play. This is linked to our assessment tool and evidence is sent home daily to parents.

We want children to enjoy their first years at school and in our EYFS, we provide a safe, caring environment where children can learn and grow in all areas of their development. The development of social, emotional and mental health is paramount throughout the early years. There are frequent opportunities for topic themed days and working alongside the other children within the school. Pupils will have the opportunity to engage with daily reflection, themed weeks such as Feeling Good Week, departmental and whole school assemblies and therapeutic interventions such as Sensory Integration and music therapy.

The skills and knowledge the children develop through following the curriculum help them to make progress towards achieving 'The Early Learning Goals'

In the EYFS, we recognise the value of both the indoor and outdoor classroom and our curriculum and environment is designed to ensure that the arts and democracy take prominence. For example in the EYFS the children have free access to a wide range of resources in our continuous provision areas which are equipped to promote the children's imaginative and creative skills. The children are also encouraged to work together to develop their own ideas and use their problem solving skills to respond to challenges. These areas form the basis of our long term planning in both nursery and reception but with resources being enhanced or adapted according to the needs of individual cohorts.

When planning the curriculum the children's needs are paramount. Each child has their own EYFS targets alongside their EHCP education goals. Children are assessed throughout their time in EYFS to see what they enjoy doing and how they can access these different activities.

Our aim is that our children leave the Early Years Foundation Stage with a love of learning, growing independence and are prepared to start accessing the National Curriculum in Key Stage 1.

INTENT:

- To foster a love of learning and promote fun and engagement.
- To support parents and pupils with the transition into school and an EYFS setting.
- To develop the delivery of pupils initial therapy provision.
- To promote independence and develop self-help skills including eating, drinking and toileting.
- To develop initial literacy skills including reading, mark making and letter knowledge through the Comprehensive Literacy approach.
- To establish initial numeracy skills including knowledge of colour, shape and number.
- To ensure that communication is at the centre of the curriculum with opportunities to develop communication and conversational skills provided throughout the day and in a number of different settings and environments.
- To develop pupils understanding of the world and provide daily opportunities to learn through play.
- To develop pupils thinking skills in all areas of the curriculum.
- To enable pupils to access as many learning opportunities across a broad and balanced academic curriculum as possible and help them identify their motivations and interests.
- To promote all pupils knowledge, skills and understanding of identifying their own and others feelings. Pupils will develop self-esteem and self-confidence, along with their ability to manage their own emotions.
- To develop their understanding and awareness of safety within school and the wider community including road safety, stranger danger and online safety.

To give our pupils the skills:

- To communicate their choices, feelings and opinions in their day-to-day activities.
- To be able to accept, reject, confirm and deny in response to choices given.
- To develop independence, confidence and self-help skills.
- To develop social interactions and engagement with peers.
- To be able to explore the world around them.
- To gain enjoyment through learning.
- To confidently socialise with others in order to enable them to develop and maintain positive and healthy friendships relationships.
- To be able to keep themselves safe in a variety of contexts.
- To be able to develop their own interests and hobbies.

IMPLEMENTATION:

- Pupils engage in a wide variety of learning activities across the Early Years environment. This includes whole class, small group or 1:1 sessions.
- Pupils will have the opportunity to explore the classroom independently engaging with free flow play activities and prepared structured activities.
- All of our lessons and prepared learning areas are highly differentiated and take account of pupil's physical, learning and access requirements and their interests.
- The EYFS curriculum aims to develop pupils' love of literacy. Our comprehensive literacy approach ensures that pupils engage with daily reading, writing and communication opportunities.
- Good morning sessions will incorporate communication, music and discussion. Providing pupils with the opportunities to learn about the weather, feelings, days of the week and how to communicate yes and no. All activities are developed and supported by the speech and language team to develop communication skills and understanding through repetition and enjoyment.
- Pupils' social, emotional and mental health development is promoted through a comprehensive EYFS curriculum. Pupils will be able to develop their knowledge, skills and understanding of theirs and others emotions.
- Pupils have the chance to experience a range of topic themed days and whole school events which also prepares pupils for the opportunities, responsibilities and experiences of adult life.
- Pupils have an increasing number of opportunities to understand the world around them and to put their learning into context. They will begin to develop their functional and life skills within the wider community e.g. visits to town and the local park.
- Pupils will have daily opportunities to develop their creative learning skills through art, music, messy play, singing and movement. Pupils will access our sensory room, soft play space, outdoor area and rotated arts and crafts sessions to develop their skills and knowledge in this area.
- Pupils have access to a number of targeted supportive strategies that support them in overcoming potential barriers to their learning. Some of these strategies are:
 - Sensory Integration
 - Rebound Therapy
 - Music Therapy
 - Hydro Therapy
 - Mindfulness
- All pupils have an Individual Mobility Programme with personalised targets and strategies aimed at developing pupils physical and safety skills and independence with planned opportunities to begin to work on these skills within school and the EYFS environment.
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IMPACT:

- Pupils will enjoy coming to school.
- Pupils will develop their play and learning skills.
- Pupils will settle into a school environment
- Pupils are motivated and engaged with all of their activities throughout the school day.
- Pupil's attention and engagement levels increase over time to support their access to learning.
- Pupils make at least good, but mostly outstanding progress in all areas of the Early Years Foundation Stage
- Pupils make excellent progress in the key areas of their Education, Health and Care Plans, which include, but are not limited to, Communication and Interaction, Cognition and Learning, Social and Emotional Health and Physical and Sensory.

- Pupils are equipped with skills to develop their learning journey into Key Stage 1.

Pupil progress is tracked and carefully monitored using a combination of systems depending on the needs of the individual pupil and includes:

Use of the Tapestry assessment tool

Photographs and observations

Therapy reports

Termly reviews of EYFS areas using SOLAR assessment

Termly reviews of progress towards annual EHCP outcomes

Annual review of EHCP reports

The content and quality of the curriculum are constantly monitored and reviewed by the subject leaders and the Deputy Head.

The Senior Leadership Team regularly monitors the quality of teaching and learning through termly lesson observations, regular learning walks and through feedback from teachers, support staff and the pupils themselves through the school council.