



Early Years Curriculum Provision

Wells Hall Primary School

Introduction

The Foundation Stage (Nursery and Reception) is based on the principle that early years' provision should offer a sound foundation for future learning through a developmentally appropriate curriculum.

The Foundation Stage places great emphasis on children learning by doing. Young children will be given more opportunities to gain first hand experiences through play and active involvement rather than by completing exercises in books.

Throughout the Foundation Stage the children play, make friends, develop and learn. They have great fun, exploring and creating, indoors and outside. They gain independence and confidence and their natural curiosity is encouraged at all times.

The new Early Years Foundation Stage curriculum (2012) states that:

"Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult - led and child - initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults."

The Curriculum

The curriculum will focus on experimental learning, active involvement and developing each child's:

- ☒ Skills and understanding.
- ☒ Personal, social, emotional, physical and intellectual well being so as to develop the whole child.
- ☒ Positive attitudes to learning so that they enjoy it and want to continue. Self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- ☒ Creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences.
- ☒ Activities in the outdoors where they have first-hand experience of solving real life problems and learn about conservation and sustainability.

At Wells Hall, children have access to a balanced curriculum that encourages them to learn through play. All activity that takes place is centred on the children's interests and adults work together to plan accordingly. It is important that children are supported in Reception in order to be prepared for the transition into year 1. Towards the end of Reception, the balance will shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

At present we have two reception classes.

Learning and Development

The Early Years Foundation Stage is separated into three prime areas and four specific areas. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the prime areas. Adults must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The Prime areas consist of:

- ☐ Communication and Language
- ☐ Physical Development
- ☐ Personal, Social and Emotional Development

The Specific Areas consist of:

- ☐ Literacy
- ☐ Maths
- ☐ Understanding the world
- ☐ Expressive Arts and Design

Phonics

In addition to following the Early Years Foundation Stage curriculum, at Wells Hall we teach phonics through the Jolly Phonics programme. In Nursery, children begin in the Summer Term. The activities in phase 1 are adult led with the intention of teaching young children important basic elements of the Jolly Phonic programme such as oral segmenting and blending of familiar words. In Reception, children have a 15 minute phonics session daily. Children are taught as a whole class, and support staff work with children who may need additional guidance. Throughout Reception, children are taught phase 2 and phase 3. The national expectation is that by the end of Reception, children will have successfully learnt all of the sounds and tricky words in phase 3, and be able to blend and segment words using these sounds.

Developing the Home-School Partnership

We believe that parents and carers are the child's first and most enduring educators. We try to work with them as partners in their children's learning. We try to develop a close working relationship between home and school involving parents in their child's development as much as possible. Some of the ways we encourage this are:

☐ Parents and teachers have the chance to chat informally at the beginning or end of the school day. Parents are welcome to make appointments at any time if they wish to discuss anything in greater detail or privacy.

☐ Involving parents and carers as helpers for regular classroom activities and for special events such as visits to the local area.

☐ Support and advice is available regularly for parents of children with special needs. ☐ Parents are welcomed into classrooms to read stories in their home languages, or teach children traditional songs, poems or dances.

☐ The Friends of Wells Hall welcome help from all parents.

☐ Tapestry allows us to share their children's learning journey on a daily basis and parents to share information from home.

Links with the Community and Other Agencies

We use the opportunities offered by the local community in the following ways:

- ☐ Exploring the grounds of the school and immediate area, visiting local shops and other attractions;
- ☐ Visits from people in the locality who come to talk to the children (police, fire, nurses, parents, etc).

Planning, Assessment and Record Keeping

As soon as possible after entry, we assess Nursery children to see where they are developmentally. We continue to assess this during the year. In the final term in the nursery, the children are assessed using the Development Matters document. This information is passed onto the Reception teacher. Similarly, in Reception, children are assessed to see where they are developmentally when they start the Reception year.

Each pupil is then tracked in each of the areas of learning throughout the year. Any child who is not making the expected progress is placed on a tracking sheet that identifies their barriers to learning and ways in which teachers and support staff are working together to support the child. This includes any additional interventions that may need to take place to move children's learning on.

All staff make regular observations of children in all of the areas of learning. The outcomes of these are discussed and used to plan appropriate next-step activities.

At Wells Hall, we organise the learning environment to encourage children to be independent. Children have access to activities that they can initiate themselves and resources that allow them to follow their own ideas. This type of learning occurs both inside and outside. We are very lucky to have access to a large outdoor area that is currently being developed to support children's learning even further.

For further information & resources, visit www.foundationyears.org.uk