

Woodside Primary Academy

Early Years Curriculum Intent

Woodside Primary Academy is located in an area with a rich social and culturally diverse community; we use this as a basis for our curriculum which celebrates diversity and utilises the skills, knowledge and cultural wealth of the community whilst supporting the pupils' spiritual, moral and cultural development.

Healthy Bodies, Healthy Minds, Healthy Futures

The Statutory framework for the Early Years Foundation Stage sets the standards for learning and development, assessment and safeguarding and welfare, for pupils from birth to 5 years.

Our early year's curriculum is enriched with new and exciting experiences, offering broad and ambitious learning opportunities, tailored to enhance the needs of our diverse community. It is designed to journey through the sensory-motor and preoperational learning stages. It is well-sequenced to provide progressive steps, to extend and prepare pupils with the knowledge and skills necessary to be successful in achieving their next steps, regardless of their starting points.

The curriculum is strategically planned with **a systematic child-centred play-based approach**, to ensure pupils learn at a good pace, revisit key concepts over time and have the best start to their educational journey, building the cultural capital to be successful learners.

Our core aims are for pupils to develop the key skills and knowledge to:

- Learn new words/key vocabulary and speech structures;
- Communicate and express themselves positively;
- Make healthy choices and habits, for themselves and show respect for others;
- Develop their creativity and curiosity to learn;
- Navigate their way through a stimulating and challenging environment, that allows for their independence and confidence, to grow and thrive;
- Be creative, explore, produce and refine their ideas;
- Understand what they are learning and question how and why things happen;
- Understand print has meaning, develop phonological awareness and learn to read and write;
- Apply and use their working knowledge of the early number system, in order to prepare themselves for future learning;
- Think deeply, make secure links and build on from what they already know and can do

Implementation

The curriculum is well-sequenced and has a clear progression through the three main age bands (birth-3; 3-4 and 3-5) and into the national curriculum which begins in year1.

Our pupils access the cultural capital and challenge they need through: a wide range of topics, direct teaching and high quality continuous provision.

The curriculum is divided into:

- Half-termly topics. Within each topic there is a strong emphasis building core skills, knowledge and vocabulary and enriched experiences.

The teaching of **early reading skills** is discreetly taught using a systematic programme of:

- Stories which provide the avenue into all topics
- A read aloud programme
- Phonological awareness
- Phonics (RWI programme)
- Shared and guided reading

Literacy is strategically woven throughout the curriculum journey, as research (ICAN, EEF), shows a strong correlation between early reading skills and pupils' thinking, understanding and later literacy success.

Early Years Behaviour Programme

The **Woodside early years behaviour guidance**, focuses on **building and teaching self-regulation skills** from the earliest stage (HighScope model is incorporated into the whole school Woodside 7 life values and 7 Habits of Happy kids (Steven Covey) principles. This approach promotes self-confidence and independence, resilience, empathy and improved well-being and positive learning behaviours.

This approach also correlates to: The Characteristics of effective teaching and learning - which describes behaviours children use in order to learn as well as teaching guidance, (Development Matters 2021).

Our environments are shaped on the key principle of enabling:

- a welcoming atmosphere where the pupils feel secure and safe to take risk
- curiosity, enthusiasm, independence and learning opportunities
- meaningful interactions, communication/topic talk points and challenge
- physical exploration and development

Our teaching style encompasses:

- Directed and discrete teaching in large and small groups, one to one
- Periods of supported narrated-play (intensive interactions and sustained shared thinking approaches
- Independent and self-directed activities

Impact

We engage pupils in learning from their very first day and expect our pupils to journey through the EYFS:

- Leaving this stage - As happy, self-confident and more skilful communicators, able to make choices and have 'can do attitude.' Pupils will be equipped to continue their writing journey as they have been enriched with new experiences, immersed in stories and rhyme and a well-developed early reading diet; with strong fine motor muscle and coordination. Our pupils would have become more creative and curious about the world around them.

Evidenced by:

- The progress check two years old
- EYFSP end of reception
- Baseline (including RBA) and termly assessments
- End of year reports
- Moderation
- Tapestry learning journey
- Learning walks
- Book looks

(See whole school curriculum long-term plans for more detail)