



WISEWOOD
NURSERY & PRIMARY SCHOOL

Early Years Intent, Implementation and Impact Statement

Early Years Curriculum Intent

At Wisewood Primary School we believe that the Early Years Foundation Stage has the power to determine a child's future success in education. These unique and important years are the fundamental building blocks for a child's happiness and security. Getting this right ensures that our children feel safe, valued and respected. We know that creating an inspiring, nurturing and purposeful setting allows children to develop as individuals and learn the fundamental skills required to engage fully in their curriculum. We understand that the deliberate, informed choices about the content of a curriculum greatly impacts a child's success and the ability to gain knowledge and skills. We aspire to enable all children, regardless of background or experience to achieve excellence and contribute to our school community and the wider world. By creating a holistic, purposeful and engaging Early Years setting and experience, we believe that our children will be fully prepared for the next stage of their education.

Our curriculum for our nursery and reception classes is based on the outcomes of the Early Years Framework 2021 with the supporting non-statutory documents Birth to 5 Matters and Development Matters to enable all children to:

- Think critically.
- Play and explore.
- Engage in active learning.

We also reference the Key Findings in the Ofsted documents Bold Beginnings and the Best Start in Life to ensure that the content we deliver goes beyond the ELGs, thus ensuring there is sufficient preparation for learning in year one and beyond. We take into account the children's individual interests and starting points to ensure all children can access the rich and diverse curriculum that we have designed.

Implementation

At Wisewood, we acknowledge that each strand of a child’s development in the early years is of equal importance and is purposefully targeted through a well organised, progressive and structured sequence of learning. The Prime Areas of learning underpin every aspect of development within the specific areas. Personal, Social and Emotional Development, Communication and Language and, Physical Development lie at the heart of our curriculum. This is led and overseen by the Foundation Stage Lead who regularly monitors, evaluates and reviews the teaching of the curriculum and helps to equip the teaching staff with the relevant pedagogy, training and coaching opportunities to ensure the needs of each individual learner has been met.

The themes of our curriculum act as a stimulus and starting point for learning. Reading is at the heart of everything we do and allows children to explore new content, concepts and challenging ideas through a rich and diverse range of reading materials and promotes the literary cultural capital we know is fundamental to future success in education.

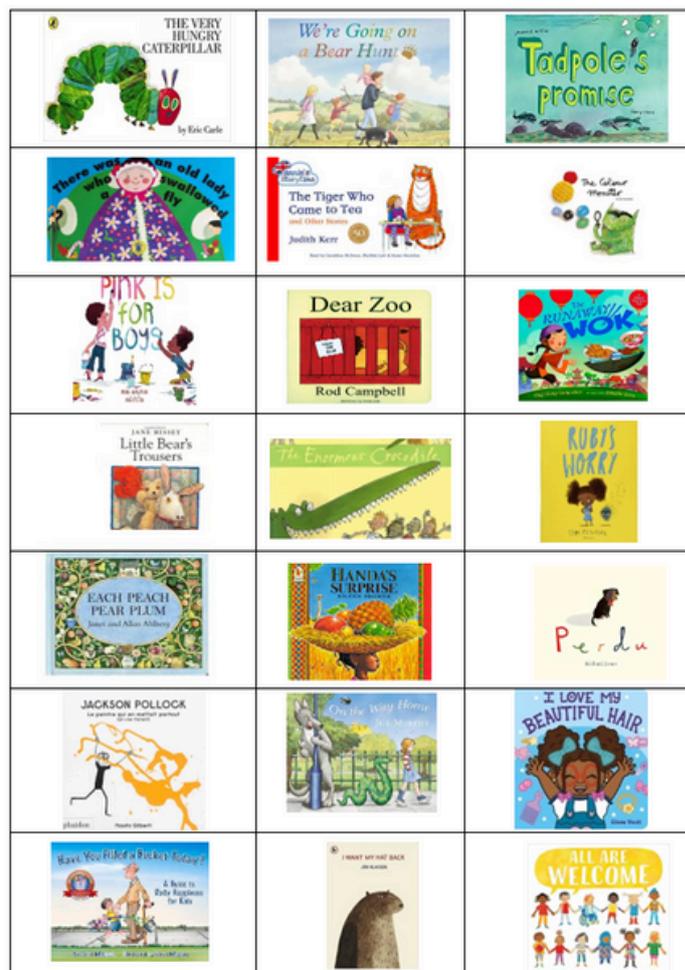
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	Heads, Shoulders, Knees and Toes	It's a Party	Goldilocks and the Three Bears	We're Going on a Bear Hunt	In the Garden, On the Farm	I Do Like to Be Beside the Sea
FS2	Marvellous Me	Light and Dark Celebrations	Heroes and Villains	Watch Me Grow	Into Wisewood, Where in our World?	STEM
Year One	My Local Area	My Family	The UK	Toys	Sheffield History – Sport	World Geography

Phonics and Early Reading

Phonics and early reading are the fundamental building blocks for success for future communication, reading and writing. The delivery of phonics is supported by the Read Write Inc scheme which is delivered systematically.

Children's love for reading is developed through daily story sessions and weekly visits to our school library. Rich, varied and diverse texts have been purposefully selected to promote representation, curiosity of the world around them and the key learning themes of our wider curriculum.

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Early Maths

We acknowledge that early maths is a vital part of the learning within the Foundation Stage providing the basis for success, confidence and fluency. The Early Years Framework, Development Matters and Birth to 5 Matters have been used to design the maths curriculum. Children are provided with repetitive yet meaningful opportunities to apply their mathematical thinking to ensure full participation in wider life. Fluency and automaticity are developed through daily teacher led sessions that build a strong foundation of knowledge and understanding.

Opportunities for talk are carefully nurtured to develop linguistic structures that develop and form the curiosities and enthusiasm to problem solve. Children's mathematical language is enhanced to form proficient reasoner's as they progress throughout their education. A responsive classroom enables and scaffolds social and emotional exchanges between teacher and pupil and pupil to pupil interactions to enhance collaboration and meaningful talk opportunities. High quality provision and sequences of learning are planned to go beyond the ELG's to allow a fluid transition of learning to the National Curriculum.



Executive Function in the Early Years

We acknowledge that developing a child's executive functioning skills is imperative to success in education and then life beyond. Allowing children to explore their emotional literacy and problem-solving skills is planned for, and supported by all adults who work in school. Providing time and space for children to make mistakes and take risks is a fundamental part of our curriculum. We plan to give children the language and skills that they need to complete a task, rather than becoming reliant on an adult for all aspects of their learning, self-care and decision making. This in turn, develops their:

- Inhibition
- Working Memory
- Cognitive Flexibility



Impact

The impact of our designed curriculum and provision will ensure that children of Wisewood Early Years:

- Feel valued, safe and love coming to school.
- Are challenged and achieve their full potential.
- Have the tools they need to self-regulate, negotiate and persevere.
- Feel part of a community and can contribute to their class, school and the wider world.
- Form strong relationships with key adults and their peers.
- Can use their voices to express feelings, thoughts and emotions with confidence.
- Are fully prepared and excited for the next stage of their education.

