

## Early Years at Wray Common

At Wray Common, we place great value on the development of all children as individuals and provide them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations, continuing to build on the knowledge that they acquired before they came to school, including their life experiences. We want to achieve academic success, but also focusing on a holistic approach, nurturing the whole child, through the use of The Wray Common Way, so that our children can be successful and develop the skills and attitudes, and have knowledge that they will need to use throughout a lifetime of learning. As well as this, we create active Wray Common Citizens, who want to make a positive impact on our world, and become Guardians of our Planet.



Our curriculum is therefore the cultural capital we know our pupils need so that they can be successful. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning - Play and Exploration, Active Learning and Creative and Critical Thinking.

During the first year of school in Reception, children follow the Foundation Stage curriculum which covers seven key areas.

The Prime Areas are:

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

The Specific Areas are:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design



Our broad and balanced curriculum, following the EYFS curriculum, is designed to allow children to know more, understand more, and remember more. We impart a wealth of knowledge, and they give knowledge to each other. Our curriculum allows for coverage, revisiting and application of key knowledge, understanding, attitudes and skills. It is clearly sequenced, and progressive in all areas of learning. We strive for an ambitious curriculum which is designed to give children self-belief and all the cultural capital they need to succeed in life. One that encourages communication, thinking, exploration, investigation, cultural awareness, creativity and imagination both in the indoor and outdoor environments. Our curriculum enhances experiences and creates memorable, first hand experiences. We provide the space for our children to be creative, to make choices, to think and reflect, to promote challenge and problem solve whilst developing their CAPTURE skills.



We believe that children are all unique, and should be treated so, allowing them the opportunity to develop and learning in a safe, nurturing and enabling environment, where play and learning is combined, links are made and all areas of learning are fluid. We build on prior learning, which in turn, gives all children the opportunity to develop in order to reach their full potential, which supports their own school readiness. Our staff go above and beyond to get to know all children on an individual basis, which supports us in tailoring the learning to them personally, creating engagement and challenge for all children, whilst helping children to set and reflect on their own goals by aiming high. We begin the school year by celebrating what makes us unique. We develop a love of reading, writing and number, which is delivered through a holistic curriculum, maximising opportunities for meaningful cross curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. It is imperative that from the beginning of life in Reception, we develop the children's emotional literacy through Zones of Regulation, and support the children in managing their emotions.

We recognise the value of child initiated and child led play, which is at the heart of how we plan our curriculum, and set up the environment so that children can take ownership of their own learning. Our highly skilled staff will seek out children in the environment and scan the area to see where they may be needed the most. We follow the lead of our children, and in the moment, plan how to respond, or whether we will respond. Our adults communicate and model language, they show, explain, demonstrate, explore ideas, encourage, question, recall, provide a narrative for what they or the children are doing, facilitate and challenge. Through observation and



questioning, we are able to continuously assess, and therefore identify next steps in learning, and partnered with carefully planned activities, it gives us the right balance of challenge and support to move learning forward, whilst maintaining confidence and self-belief. Language development is vital to enable each child to access the whole curriculum and is done so throughout play in the environment and short structured sessions that are dedicated to the teaching of Phonics, Literacy, Communication and Language and Reading, as well as other areas of the EYFS curriculum.

Children here at Wray Common absolutely LOVE learning, and we are very proud to have created that. They have a positive attitude towards learning, are inquisitive and are confident and comfortable when taking risks.

We are committed to giving our children the best possible start to their school life, and will provide an education of such quality that every child will leave the school with better life chances than when they first started, children who are happy and enjoy coming to school, and are excited about the possibilities of tomorrow.

