

Be Brave Be Kind Be Strong Be Proud Aim High



Intent:

At Whinney Banks our children will:

Be Brave

Explore and try new things and always be willing to have ago.

Children at Whinney Banks will have the resilience to embrace new challenges and learning with a positive mind set. They will see failures an opportunity to grow and become confident in who they are.

Be Kind

Care about themselves, their families and their friends.

Children at Whinney Banks will understand the importance of being kind and how their actions can have an impact on themselves and others. They will develop good morals and values, celebrate differences and challenge injustice. Whinney Banks children will strive to be empathetic, compassionate and make a positive contribution to the community and wider world.

Be Strong

Keep their bodies and minds healthy to help them grow.

Children at Whinney Banks will develop strong, healthy minds and bodies by learning about the importance of leading a healthy lifestyle. Through experiences, education, fitness and healthy eating, children will achieve emotional resilience, giving them the tools to succeed in life and rise to any challenge.

Be Proud

Have their own voice and know they are important.

Children at Whinney Banks will take pride in who they are, what they do and where they are from. They will believe there are no limits to their achievements and be motivated to make a positive contribution to the community and society.

Aim High

Believe that if they keep trying they can achieve what they set out to do

Children at Whinney Banks will be provided with a range of opportunities and experiences that will allow them to develop resilience, stamina and a love of learning. They will be encouraged to exceed expectations, know that learning has no limits, and develop a passion for life-long growth.

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Implementation

At Whinney Banks Primary we follow the curriculum as outlined in the *EYFS statutory framework* and the *Development Matters* non-statutory curriculum guidance.

Our EYFS is based upon the four overarching principles set out in this guidance that shape early years practice:

- **A Unique Child:** Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive relationships:** Children learn to be strong and independent through positive relationships.
- **Learning and Development:** Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important.
- **Enabling environments:** The environment plays a key role in supporting and extending children's development and learning.

The framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the **prime areas**, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 **specific** areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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We are committed to delivering our curriculum through purposeful opportunities to play and explore, be active and think critically and creatively.

These opportunities take place both inside and outside of the classroom and are a mixture of child-initiated play and adult led activities linked to the areas of learning. Alongside new experiences, children are given the time to repeat and practice some activities again and again to develop confidence, forge a deeper understanding and transfer skills and knowledge to their long-term memory.

At Whinney Banks we assess and support our children's Language and Communication skills from the moment they join our school. Children's communication and language development is promoted through 'teaching in the moment' and through direct intervention across EYFS.

As a school, we follow the Sounds-Write synthetic phonics programme from Reception to year 6. In Nursery, children are exposed to early phonics activities and games to ensure they are ready to access phonics as they move through school. In Reception, daily phonics sessions take place. Maths learning is explorative and practical with a focus on deep learning. Every child accesses the whole class phonics, reading and maths session every day, with effective and focused intervention opportunities for those who find this area of learning more difficult.

Staff know the children they teach incredibly well and provide individual support to all children to ensure that they make progress towards the Early Learning Goals. Where it is needed, children take part in focussed interventions to support them in keeping up with the curriculum. All intervention is provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

Evidence of learning is collected and celebrated in photographs/videos, books, learning journals and learning lockers throughout the year. Both staff and children's contributions of evidence are equally valued. Any learning that takes place at home, is also celebrated in this way.

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Impact

The impact of our EYFS curriculum is that our children learn and develop well and have the confidence and ability to think, learn and speak for themselves. They are happy and safe and have solid foundations to build upon as they transition into Year 1.

Progress and attainment are measured across the year and against the Early Learning Goals, where we aim to meet or exceed national data for Good Level of Development. Most children in our early years make expected or better than expected progress from their starting points.