



Beeston Primary School

Town Street, Leeds, LS11 8PN

"Engage, Enjoy, Enrich, Excel"



Beeston Primary School Early Years Statement of Implementation

At Beeston Primary School the Early Years Foundation Stage curriculum follows the statutory requirements of the recently updated **Statutory framework for the Early Years Foundation Stage: September 2021**. Educational Programmes set out the expectations which we, at Beeston Primary, adhere to, to ensure our curriculum offer is implemented with rigor. Educational Programmes are considered and implemented through a wide range of opportunities and experiences. Some of these are through whole class learning inputs and others through small group sessions. There are multiple learning opportunities set up through daily provision, encouraging a play approach within the setting. Other experiences, such as trips and visitors, are intertwined with daily routines to enrich children's development. All of these combined provide our children, and staff, with a safe, stimulating environment which makes them feel cared for, safe and happy. This ensures that both practitioners and children are well equipped to move their teaching and learning forward. Pupils work towards the Early Learning Goals of the Early Years Foundation Stage Curriculum in Reception and appropriate end of year expectations are carefully considered and aspired towards in Nursery. Throughout this period and beyond all children are developing their phonic knowledge through a range of phonics activities and the Floppy Phonics programme, developing children's' fluency in reading through the school's structured approach.

At Beeston Primary we are aware of how enabling environments are one of the main keys to success. We implement the curriculum through creating exciting, stimulating and enticing provision both indoors and out. Children at Beeston Primary are enthusiastic and challenged to engage in quality thinking and reasoning. Leaders within the Early Years team ensure planning is in response to our children's needs and adapted depending on what is presented to them. Although long term and medium term plans are created in advance, they are not stagnant and will evolve when necessary, including holistic approaches to teaching and learning. Learning intentions are delivered using an 'I wonder ...' approach and quality key texts, in Reception, and through high quality texts in Nursery, providing teachers and children with topics which ensure our children are exposed to ideas, places, experiences and objects which are both known and unknown to them. This ensures children and teachers can create a learning journey, in response to children's awe and wonder, questions and interests at the beginning of each half term. Children are challenged in line with their individual needs. An understanding of age related expectations and children's development, combined with a committed approach to CPD, across the Early Years team ensures children have the chance to achieve success – at every level. Our curriculum is developed to ensure we have high expectations of every child and it is committed to ensuring children learn a breadth of vocabulary whilst developing strong, meaningful cross-curricular links.

It is important to us at Beeston Primary school that we enrich children's lives and that they become independent and motivated learners. To do this we hold different events which give the children the chance to share their learning with peers, other school staff, parents, carers, their families and Governors. These groups of people are invited, throughout different points in the year, to join in with our daily routines and different special events e.g. Special People Day and school based performances. Many aspects of our curriculum are implemented through whole school approaches, such as special days and weeks which encompass our 4 curriculum drivers, such as World Book Day, Anti-Bullying Week and Mental Health Awareness week. Other charity events are shared depending on the needs of both the school and wider community. Due to the ongoing effects of the pandemic it is even more essential that our curriculum enriches our children's lives in all of the different ways discussed. Many of our children have missed out on key learning and developmental opportunities, some children and families have also experienced trauma, which will have effected both their starting points and ongoing development in both Nursery (Foundation Stage 1) and Reception (Foundation Stage 2).

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