Reinwood Infant and Nursery School

Curriculum Intent, Implementation and Impact in the Early Years Foundation Stage

At Reinwood Infant and Nursery School we believe that all children have rights no matter who they are, what their ability is, where they live, what their parents or carers do; what language they speak; what their religion is; whether they are a boy or a girl; what their culture is; whether they have a disability; whether they are rich or poor. We believe no child should be treated unfairly on any basis. (UNCRC article 2)

Intent

Our mission in Early Years is to value every child and deliver excellent learning opportunities for children which promote equality and enable success for all.

Through our unique environment we provide children with a wide range of activities, stories and books to stimulate interest and fascination with the world. We encourage children to challenge themselves through opportunities to explore both indoor and in outdoor class activities and forest school. We help children to build resilience, creativity, ambition and believe in themselves: our school moto is '**we always say I can.'**

The value of Nurture is at the centre of our ethos. This is fundamental to our school as it reflects the unique needs of the children in our catchment area who start their learning with us at Reinwood. We strive to ensure all children feel safe and happy at school and feel valued and included. This enables us to deliver positive experiences that develop a lifelong love of learning.

We believe that our school fosters a strong sense of belonging to a school community from Nursery up to year 2 and beyond. We work in partnership with parents and carers and with others in our wider community to ensure children recognise and value all cultures and people.

We believe children learn best through a combination of outstanding quality first teaching; delivery of basic skills, knowledge and concepts; a balanced mix of adult led, adult assisted and uninterrupted child-initiated learning opportunities, and lots and lots of play!

We intend to ensure that all children:

- are safe and happy
- learn to live and learn alongside each other
- learn to share and take turns
- learn to work as a team to solve problems
- have conversations with adults and other children
- learn to use new vocabulary

- are physically strong and confident
- are curious and respectful of the natural world
- begin to use mathematics and solve problems
- have the chance to be imaginative and creative
- grow in confidence and develop lifelong skills.

We recognise that excellent Early Years education is crucial for children as we provide the foundations on which all future learning is based.

Implementation

At Reinwood Infant School we follow the Statutory Framework for the Early Years foundation Stage which sets out the areas of learning we must cover in our curriculum. This is supplemented by the non-statutory Development Matters (revised 2020) and Birth to 5 matters (2021).

The four guiding principles as outlined in the statutory framework for the EYFS state:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- children **develop and learn** at different rates.

Our curriculum has been developed to reflect children's interests and is topic based. Each topic is supported by many high quality fiction and non-fiction texts which introduce a wide vocabulary to encourage language development. Our curriculum provides time for quality interactions between children and adults and between peers, creating positive and progressive interactions which allow children to flourish and become confident communicators. These topics, texts and stories are supplemented by classroom enhancements, visitors and school trips. We encourage active learning and have chosen topic areas to provide a 'wow' factor which keeps children engaged and motivated.

Teaching and learning of the curriculum are underpinned by the characteristics of effective learning as outlined in Development Matters.

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These characteristics are woven through our delivery of the seven areas of the statutory curriculum.

In addition to the discrete teaching of prime and specific areas of learning, the indoor and outdoor continuous provision provides fantastic opportunities to enhance and enrich learning, giving children the chance to revisit and embed essential knowledge and skills and to develop their own learning characteristics. The continuous provision is differentiated allowing children to challenge themselves and to achieve simple goals whatever their level of learning or skill.

Through cross-curricular activities children can develop lifelong skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

Prime areas of learning

Communication and language

Development of spoken language underpins all the other areas of learning. At Reinwood we use stories and motivational texts on a daily basis to give children chance to acquire and use new vocabulary. They have opportunities to respond to what they hear with relevant questions and comments and to hold conversations. This happens through whole class teaching, small group teaching, peer to peer interactions and during times of casual contact such as child initiated learning, everyday routines and playtimes. All staff in school strive to model correct use of grammar and sentence structure at all times and encourage children to do the same.

Key skills and knowledge:

- the ability to listen and respond to adults and other children
- the development of vocabulary from books, adult modelling and from each other
- The ability to use that vocabulary effectively and with confidence
- Using speech as an effective way of communicating information, needs, wants and interests
- Using speech to predict and explain ideas
- Using speech to ask effective questions to clarify their understanding

Personal, Social and Emotional Development

Reinwood School is dedicated to helping children lead happy and healthy lives. We know that children learn best when they are happy and emotionally settled and we aim to give all our children the strategies to achieve this. We produce a class charter in collaboration with the children each year so that they understand how we can work together to achieve. Our school rules are based around the principles of nurture. They are discussed and referred to frequently as a key element of PSED education.

Our high five rules are

- We treat everyone with kindness and respect
- We keep everyone safe
- We work hard and do our best
- We are honest and we tell the truth
- We look after our things and our school

These rules are underpinned by a strong and clear positive behaviour policy. In addition to our Nurture focus we use the following curriculum guidance and enhancements:

- Jigsaw
- Frequent circle times
- Stories that enhance Jigsaw themes

- Use of planning cards in Nursery so that children can organise their own learning and understand their achievements.

Key skills and knowledge

- Learning how to play appropriately and kindly
- Developing strategies to create and maintain good friendships
- Learning how to manage general social interactions through sharing and playing alongside others
- Understanding different feelings we experience and recognising how others are feeling
- Learning how to cope with different feelings through developing self-regulation and resilience
- Understanding self-care and learning independence

Physical Development

At Reinwood we are fortunate to have a large outside space which is used in all weathers to enable our children to develop their core muscle strength through physical play. Children spend time in their natural environment throughout the year developing exploratory sensory experiences through access to climbing frames, ride on toys, mud kitchen, gardening tools, sand pit, and a large collection of outdoor equipment (bikes, scooters, large construction, ball games, stilts, hoops, skipping ropes etc). This is enhanced by an all-weather running track, a large sports field, several trim trails, a wildlife and pond area and a small forest area, all of which are shared with the rest of the infant school and the junior school. We adapt the outdoor enhancements throughout the year to reflect the children's interests and development, and the weather! All Reception children get the chance to take part in outdoor activities during the year to develop further skills such as climbing, swinging, carrying, mud kitchen, and negotiating uneven ground. We also focus on development of fine motor skills throughout our indoor and outdoor provision, providing opportunities to develop skills through small world, puzzles, playdough, sand, water, crafts, dressing up clothes, pegs/pegboards, computer and mouse, and many mark making activities. We strongly believe that good physical development is a key factor in children's general health and wellbeing. We seek to support this through encouraging happy, healthy, active lives, promoting regular physical activity, learning patience, turn-taking, self-control, manners, personal care and hygiene.

Curriculum guidance and enhancements used to support physical learning include:

- Get Set 4 PE
- Outdoor classroom
- Large apparatus PE
- Continuous Provision
- Shared area

- Writing/Handwriting

Key skills and knowledge

Gross Motor Skills:

- Developing agility, balance and coordination through following Get Set 4 PE delivery schedule and school developed physical literacy planning.
- Opportunities to negotiate space and obstacles safely when using large apparatus.
- Developing healthy bodies and social and emotional well-being through positive and energetic physical play experiences at playtimes and in outdoor classroom

Fine motor skills

- Developing precision and hand-eye coordination through exploring and playing with range of continuous provision and shared area resources
- Developing proficiency, control and confidence using small tools
- Developing a strong, accurate and fluent writing style

Specific areas

Literacy

We focus on three areas of literacy development as outlined in the statutory guidance: comprehension, word reading and writing. Children have weekly opportunities to read with an adult and partake in guided writing, alongside daily phonics teaching and stories. Phonics teaching begins in Nursery with sound discrimination, body percussion and lots and lots of songs and rhymes. We also provide many opportunities for children to work spontaneously, using what they have learned more independently through the enhanced provision in the classrooms and the shared area. In addition to statutory guidance we use the following schemes and enhancements to develop children's early literacy:

- shared reading: 'Reading Rocketeers' and school developed stories
- letters and sounds
- Reinwood Infants' bespoke phonics scheme
- Talk for writing: Pie Corbett stories
- Story based approach to topics
- ORT reading scheme
- Look / say / cover / write / check
- Espresso Phonics
- Phonics Play

Key skills and knowledge

- The ability to recognise, pronounce and use letters and sounds in reading and writing
- To value and enjoy fiction and non-fiction books
- The ability to hold and use mark-making tools with confidence and ability
- The ability to write for a purpose and for pleasure
- To be able to talk about what they have read and what has been read to them

Mathematics

A good foundation of mathematical understanding is essential so that children can build on a strong understanding of key concepts throughout their education. At Reinwood we provide daily opportunities for children to engage in maths activities alongside a weekly guided maths session to embed key skills. Children are encourage to use mathematical language (such as counting words and shape names, words to indicate the passage of time or measure quantities) during their indoor and outdoor play. We provide activities and resources for the children to engage in their own mathematical learning both in the classroom and outside. In addition to statutory guidance we use the following schemes and enhancements to develop children's early mathematics:

- White Rose maths
- Numicon

Key Skills and Knowledge

- Count up to and beyond 20 with confidence
- The ability to count objects, actions and sounds
- Understanding the number 10 including some number bonds
- Recognise small quantities and arrays
- Comparing quantities and understanding more or less
- Understand one more and one less when counting up to 20
- Use and understand the vocabulary of addition and subtraction
- Use words associated with quantity such as bigger, smaller, more, longer, shorter
- Recognise and manipulate shapes
- Recognise patterns in shapes and numbers

Understanding the World

We would like our children to develop a curiosity, respect and love of the natural world and to recognise and embrace any cultural and social differences between themselves and their peers. To become useful adults children need to have experience of the world around them, the people in it, what they do, where they live, how people used to live, how things work, and why things happen. Through our curriculum, environment, resources, visits and key texts and stories children will learn about themselves, their families and their relationship to the

world around them. In addition to statutory guidance we use the following schemes and enhancements to develop children's curiosity and knowledge of the world.

- Espresso videos: high quality child appropriate real world film.
- Quality continuous provision resources frequently changed to provide ongoing play stimulation.
- Celebrating cultural festivals e.g. Easter, Christmas, Eid, Chinese New Year.
- Looking at religious places of worship and objects.
- Stimulating visits/experiences planned throughout the year e.g. living eggs, farm trip, Chinese dragon dance, visit from Florence Nightingale.
- Weekly key fiction/non-fiction texts support UW e.g. Charlie's House (Caribbean setting).
- Shared reading – questioning and discussion – often extends UW.
- Outdoor classroom
- Participate in Grow to School grow beds scheme, following planting cycle and related activities.

Key Skills and Knowledge

Past and Present:

- Making sense of changes over time, technologically and ecologically e.g. toys/trains
- Understanding growth and changes in them self since birth, and what will happen next
- Increasing knowledge of the past through key texts/themes e.g. castles, dinosaurs, and enriching and widening related vocabulary.
- Making sense of their community through finding out about roles of people who help
- Understanding cultural and social change through exploring historical people who help e.g. Florence Nightingale.

People, Culture and Communities:

- Understanding our diverse community and culture through exploring celebrations and traditions of their own family and that of others.
- Making sense of their physical world by looking at and creating maps of the school grounds, local area, and exploring addresses and letters.
- Understanding similarities and differences through listening to a broad selection of stories, non-fiction, rhymes and poems.

The Natural World:

- Personal experience of natural processes and materials e.g. gingerbread man experiment (changing states) spring walk (seasonal changes), making magic glasses (light), living eggs (animal development/life cycles), toys (different materials).
- Building important knowledge of our bodies, skeletons and senses to extend familiarity with words that support understanding across domains.
- Frequent personal experiences of a range of animals through living eggs, farm trip and forest school/outdoor learning increases their knowledge and sense of the world around them.
- Exploring the natural world freely during forest school and outdoor learning sessions.

Expressive art and design

Children love to be imaginative and we strive to provide continuous opportunities to allow imagination, creativity and artistic exploration to flourish. Children are able to explore through music, painting, drawing, collage, printing, 3d media and sculpture, box modelling, cutting and joining. To enhance vocabulary and develop imagination through stories, children are able to use enhanced role play and small world toys allowing them to interpret, repeat and appreciate what they have heard and observed. In Reception the 'shared area' provides both adult led skills learning and child initiated skills embedding through a wide variety of resources including sand, water, role-play, paint, mixed media and design technology. Children in Nursery take part in many lively activities which includes dough gym, pencil control, and clapping games to help them with attention and focus. This is alongside role play, small world and craft areas in classrooms which children can self-access. In addition to statutory guidance we use the following schemes and enhancements:

- Artsmark (gold)
- Access art
- Purple Mash
- School developed music curriculum
- Get Set 4 Music
- Weekly singing
- School nativity
- Singing assemblies

Key skills and knowledge

- Enjoying listening to and making music using simple instruments
- Learning traditional songs and contemporary songs to enhance topic areas
- Moving freely to music
- Learning how to be part of a school production
- Confidence to explore different media (paint, playdough, paper, clay, collage etc)
- Expressing preferences and thoughts about what they have made and seen other people make.
- Using tools effectively such as scissors, paintbrushes, hole punchers etc
- Creating a story with others using role play and other props

Parents as partners

In early years education the role of the parents is crucial alongside the learning at school. In order to help foster strong partnerships we invite parents to stay and play sessions, school readiness workshops, Welcome to School meetings and encourage easy communication. Parents are provided with a half termly topic letter giving them ideas about how to support their child's learning, along with a weekly newsletter about life in school.

To further support the curriculum implementation we provide opportunities for parents to come in and work with children, for example our Christmas crafts afternoon and on the school trip. We actively encourage parents to participate in their children's learning through reading record books, 'I am Proud' sheets, phonics folders and maths challenge folders.

Assessment

Children are assessed as part of the learning and teaching process. When children join us we carry out a baseline assessment which gives us a starting point for each child's learning. From that point there are a variety of assessment procedures which are used to ensure that all children are progressing and to inform planning and next steps throughout the year. We collect evidence of a child's progress in their learning journey which begins in Nursery and continues into Reception. This provides a clear view of each individual child and includes examples of current assessments, adult initiated work, children's independent work, parental contributions and snapshots of a child's interests. At the end of Reception children's progress is measured against the Early Learning Goal for each area of learning.

Assessment procedures include:

- Baseline assessments
- Checkpoints and milestones from Development Matters
- Weekly formative assessments during reading (shared and guided) writing and maths tasks
- Half termly summative assessments in learning journeys
- Work collected in Floor Books
- Work collected in learning journeys
- Pupil progress meetings
- Strong and in depth adult knowledge of the children
- Parents evenings and parental contributions to learning journeys
- Daily interventions for children who need a little extra
- Moderation of work within the school
- Moderation of work within the pyramid
- Termly assessment grids

Impact

The impact of our curriculum can be measured by how effectively it helps our children to develop into well rounded individuals who have the potential to become lifelong learners and valuable global citizens. When our children leave Reception they are fully prepared for key stage 1 and have our school values embedded. They are confident, able to take risks, can discuss their thoughts and ideas and draw on their experiences to help their learning.

During their time with us children make excellent progress measured against their baselines, with most achieving a Good Level of Development by the end of the year. Our results are consistently above both national and Kirklees expectations showing the progress children have made both academically and socially before transitioning into key stage 1.

We believe the high standards we achieve are as a result of our bespoke curriculum, unique environment, enriched play-based topics, careful and rigorous assessment, quality first teaching and dedicated staff.

The positive impact of teaching and learning and the varied experienced can be seen from these comments from parents:

"It is great to see how our child has developed during his Reception year. We appreciate all of the support and encouragement he has had, he has loved his time in Reception!" (July 2025)

"It is lovely to read such positive comments. It is clear to see how much she enjoys school and I have been amazed with her progress this year. We started the year with her not being able to read and now we are ending the year with her reading me a bedtime story every night. For someone who thoroughly enjoys reading, this is a joy to behold. Thank you for everything." (July 2025)

"We are so proud of this report. He faced struggles at the start of the year and the teachers supported and comforted him so much. He loves class dojo and shows an understanding of the school rules. He talks so fondly of his teachers and we as parents couldn't be happier with his first year of education at Reinwood Thank you." (July 2025)

"We are extremely proud of our child's achievements and we are in awe of how much he has progressed, especially in his reading and writing. He has loved his time in Reception so a very big thankyou to all the teachers who made him feel so welcome, nurtured and looked after. We believe that is what has helped him to learn and progress so well." (July 2024)

"As parents we are extremely grateful to the whole team for your hard work in moulding our child, we are so happy with his progress. We are very happy to have Reinwood Infant & Nursery School as part of our little boy's history. Thank you so much." (July 2024)

"You have been amazing teaching our son. Your patience and kind words have helped him to become a very bright child." (July 2024)

"Our child has thoroughly enjoyed her first year at Reinwood and speaks enthusiastically of what she learns in the classroom. I feel this is a real credit to the teachers whom she speaks fondly of. Thank you for building the foundations of her future education." (July 2024)