



Whitemoor Primary and Nursery Academy EYFS Curriculum: Intent, Implementation and Impact



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At Whitemoor Primary & Nursery Academy, our Early Years curriculum is designed to give every child the strongest possible start to their education. Children are at the heart of everything we do, and our intent is to provide an inspiring, inclusive and developmentally appropriate curriculum that nurtures curiosity, independence and a genuine love of learning.

We use **Birth to 5 Matters** and **Development Matters** (2021) to plan our curriculum, with the **Early Learning Goals** always in mind. Our curriculum is sequenced in a **developmentally progressive** way so that learning builds securely over time. This ensures that next steps are clear, gaps in learning can be swiftly identified, and all children are equipped with the knowledge and skills needed for **Year 1 readiness**.

We aim to:

- Provide a **broad and balanced** curriculum that supports all seven areas of learning.
- Give high priority to **Literacy, Mathematics, Communication & Language**, and **Physical Development**, recognising their central role in future learning.
- Ensure that children learn through a careful balance of **teacher-led** and **child-initiated** experiences.
- Place **playfulness at the heart** of our approach, following **Greg Bottrill's Adventure Island** concept to ensure continuous provision is joyful, purposeful, motivating and inspiring.
- Ensure that every child—including those with SEND—achieves their full potential.
- Foster a deep love of learning and a thirst for knowledge that continues as children progress through the school.
- Work in close partnership with families to support learning at home and strengthen each child's development journey.

Ultimately, our intent is for all children to leave our EYFS as confident, capable and enthusiastic learners ready for the next stage of their education.

Implementation

At Whitemoor Primary & Nursery School, our EYFS curriculum is delivered through a high-quality mix of adult-led teaching, guided learning and rich opportunities for purposeful play. Every decision we make is grounded in child development research, our children's needs and the principles of the EYFS Framework.

Curriculum design

- Our curriculum is informed by **Birth to 5 Matters** and **Development Matters**, carefully mapped to ensure clear progression towards the **Early Learning Goals**.
- Learning is sequenced so that skills and knowledge build over time, enabling children to embed core concepts securely.



The curriculum is reviewed regularly to ensure breadth, balance and ambition for every child.



Teaching & learning

- We provide daily, carefully planned inputs for **phonics, early reading, writing, maths, communication & language**, and **physical development**.
- Targeted interventions support children who need additional consolidation or challenge.
- We design activities that are playful yet structured, ensuring children learn through hands-on, meaningful exploration.
- Continuous provision is guided by the **Adventure Island** philosophy, ensuring spaces are:
 - joyful and inviting
 - purposeful and focused
 - open-ended yet challenging
 - rich in possibilities for investigation and storytelling

Play-based practice

- Child-initiated play is highly valued and supported through skilled adult interactions.
- Practitioners spend significant time **“in the moment”** with children, responding to interests, extending thinking and maximising learning opportunities.

Assessment

- Assessment is continuous, purposeful and rooted in real interactions with children.
- Through close observation, staff identify next steps and adapt provision quickly to meet individual needs.
- Gaps in learning are quickly identified and **catch-up support** is put in place without delay.
- Assessment is never burdensome; it exists to enhance learning, not interrupt it.

Environment

- Our indoor and outdoor areas are carefully planned to promote independence, creativity and problem-solving.
- Resources are accessible, open-ended, and adapted regularly to reflect children’s needs and interests.
- The environment celebrates diversity, encourages exploration and promotes emotional well-being.

Relationships

- Our strong key-person approach ensures children feel safe, secure and ready to learn.
- Positive relationships with families support consistency between home and school.
- Staff model curiosity, resilience and joy in learning.

Behaviour



At Whitemoor Primary & Nursery Academy, positive behaviour for learning is rooted in our core value of **“Be your best self”**, which sits at the heart of **The Whitemoor Way** and our whole-school Conduct Curriculum. In EYFS, this ethos forms a vital part of daily practice and supports children to develop the personal, social and emotional foundations needed to thrive as confident, respectful and resilient learners.

What “Be Your Best Self” Means in EYFS

From their very first days in Nursery and Reception, children are taught that being their best self involves showing **their best behaviour** and producing **their best work**. This is explicitly modelled and reinforced through The Whitemoor Way. Children learn that this includes:

- **Best behaviour** in the classroom and around the school—being kind, respectful and ready to learn.
- **Best work**—trying hard, taking pride in presentation, persevering and showing good effort.
- Being ready to learn by developing strong attention, listening skills and independence.
- Being safe by understanding routines, boundaries and how to make good choices.
- Being responsible for resources, the environment and their own actions.

These expectations are embedded through shared language, consistent routines and strong relationships with key adults.

How the Whitemoor Way Supports Positive Behaviour for Learning

The Whitemoor Way directly supports learning in EYFS by ensuring that children:

- Feel safe, settled and secure, enabling full engagement in play, exploration and learning.
- Develop the social skills needed to collaborate, negotiate, share, take turns and resolve conflicts.
- Build emotional literacy and self-regulation strategies to manage feelings and behaviours.
- Gain the confidence to take risks, try new things and persevere when things are challenging.
- Develop early habits and attitudes that support strong effort, good presentation and pride in their work.

By encouraging children to “be their best self” in all areas, we establish expectations that prepare them for learning beyond EYFS.

Integration with Our Curriculum

The Whitemoor Way—and the ethos of being your best self—is woven throughout all EYFS practice, including:

- **Continuous provision**, where children navigate learning spaces independently and make positive choices.



Circle times, storytelling and discussions, where values, emotions and behaviours are explored meaningfully.

- **Adventure Island play**, where respectful relationships, collaboration and imagination flourish.
- **Targeted interactions**, where staff support emotional regulation, problem-solving and reflection on behaviour and effort.

Through this nurturing, consistent and value-driven approach, children leave EYFS with the social, emotional and behavioural skills they need not only to succeed academically, but to flourish as thoughtful, responsible members of the Whitemoor community—always striving to **be their best self**.

Impact

The impact of our EYFS curriculum at Whitemoor Primary & Nursery School is that children leave Reception:

- Ready for the demands of **Year 1**, with secure foundational knowledge and positive attitudes to learning.
- Confident, independent and motivated to explore, question and create.
- Strong communicators, able to use a rich and varied vocabulary.
- Equipped with secure early reading and writing skills.
- Developing strong mathematical understanding, including number fluency and early reasoning.
- Physically capable, with well-developed fine and gross motor skills.
- Emotionally secure, socially aware and able to build positive relationships.
- Curious, imaginative and enthusiastic about the world around them.

We measure our impact through:

- Ongoing observational assessments.
- Monitoring progress against the curriculum and towards the Early Learning Goals.
- Termly data tracking, team discussions and timely interventions.
- Pupil voice and engagement in learning.
- Feedback from families and staff.
- Children's readiness to transition into Year 1 as confident and capable learners.

Our children leave the EYFS as **happy, secure and eager learners**, well-prepared for the next stage of their education and ready to embrace the opportunities ahead.