|  |
| --- |
| D:\Blyton School Logo.jpgBlyton cum Laughton Church of England Primary School  **‘I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.’**  **Psalm 32:8**  BcL READING-INSPIRED CURRICULUM: Early Years  INTENT, IMPLEMENTATION AND IMPACT  Subject Team: Mrs Holt |
| INTENT: |
| We are determined that:  Within our Early Years Classroom the curriculum is designed to recognise children’s prior learning from previous settings and their experiences at home. We respect that children have different starting points and we strive to provide a nurturing environment for all sharing a love of reading and a wealth of books. We do this through providing a range of child led, hands on learning opportunities. We believe that the ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. As such we provide many first hand experiences to underpin the children’s knowledge, with the aim of broadening their understanding of the world around them.  We believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. In order to provide this climate we use positive language to build a positive sense of self. We provide an environment which will enable children to trust in themselves and in their peers, building resilience, ambition and integrity.  We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is developed and adapted each year to follow the interests and fascinations of the children in the current year group whilst also building specific knowledge, identified through the areas of learning and a love of books and reading. We recognise how learning builds sequentially – by building knowledge, skills and learning behaviours from what the children already know and can do towards identified end points or outcomes. Our curriculum design will ensure they are ready for the transition to Year 1.  We aim to:  • Provide a curriculum that offers children a wide range of opportunities and texts, ensuring that we do not expect children to aspire to things they have never encountered.  • We will work on broadening children’s experiences providing opportunities to try new things and encouraging them to relish a new challenge  • Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected  • Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their  chances of achieving the Early Learning Goals  • Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively  Using our school Christian Values, we will:  Friendship - develop the communication skills to work together  Courage - meet new challenges with positivity  Hope - persevere and try different ways to develop our skills  Thankfulness - feel confident in our skills and knowledge  Compassion - use our communication and our own knowledge to support others  Trust - have faith in the knowledge and skills we have already to meet new challenges |
| IMPLEMENTATION: |
| Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage and uses the Development Matters 2022 and Birth to 5 documents as a basis. These documents specify the requirements for learning and development in the EYFS. We have used these to develop our curriculum offer to ensure that we deliver a carefully planned and progressive curriculum. Through our knowledge of each child and formative assessments we plan exciting and engaging activities that will move the children’s learning forward and give them a context for their learning. This may involve following a class theme where we take advantage of cross curricular links and may also include following individual children’s interests at specific times during the daily offer. The curriculum is designed to include a blend of whole class, guided, adult directed play and child-initiated learning activities to ensure children are taught the knowledge they need for cumulative gains in learning in a progressive manner as well as following their own interests. We look forward at the start of a year to assessing what our children know and understand and ensure all children systematically develop knowledge in all seven areas of the curriculum. At Blyton cum Laughton Primary School, we ensure that all children experience the seven areas of learning set out in the Early Years Foundation Stage Framework through a balance of adult lead teaching and child initiated play.  There are seven areas of learning and development. The prime areas are: –  • Personal, Social and Emotional Development  • Physical Development  • Communication and Language  The Specific areas are: –  • Mathematics  • Literacy  • Understanding the World  • Expressive Arts & Design  We place a great emphasis on learning through play and direct practical experiences led by the interests of our children. Learning is organised so that the curriculum is delivered through a combination of adult led activities and continuous provision opportunities, encouraging children to develop their learning independently through discovery, exploration, curiosity and challenge.  We recognise that children have a thirst for new experiences and knowledge, and should be provided with opportunities to engage their inquisitive minds. Therefore, we provide stimulating and motivating continuous indoor and outdoor provision, that follow children’s interests, to support learners in investigating and developing their skills.  Whilst the children’s interests are at the heart of our curriculum, we ensure that we provide all pupils with a broad range of experiences and opportunities covering a variety of festivals and celebrations giving them the cultural capital they need for future success.  The Characteristics of Effective Learning are threaded through, and central, to all learning in the EYFS curriculum. Emphasis is placed upon playing and learning, active learning and thinking critically.  Children are provided with plenty of time to engage in ‘exploration’ throughout the variety of experiences, which is carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classroom and is planned in a cross-curricular way to enable all aspects of the children’s development. Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area.  Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best to apply taught knowledge. The Early Years Curriculum is also carefully devised to ensure that the children are introduced to key concepts and bodies of knowledge that they will re visit in Key stage 1.  During the autumn term, children focus on the prime areas. These form the foundation of a child’s learning. Once the children are secure in these areas they will begin to work on the specific areas of learning.  The school follows the Twinkl Phonic DFE validated systematic, synthetic phonics scheme from their early days in school. Through this all  children learn to read and write with accuracy, fluency and automaticity. The scheme provides support for parents. Staff are trained and monitored regularly to ensure a consistent and successful approach. Children read in class and the books are matched specifically to the phonic phase they are learning, ensuring they are able to read independently. Children are encouraged to transfer the skills they learn in phonics sessions into their independent reading and writing during the continuous provision and adult guided sessions. Alongside the adult led activities the children will be provided with a range of opportunities to complete child initiated tasks both within the indoor and outdoor learning environments through what is known as, Continuous Provision. The practice and principles of continuous provision begin in the Early Years and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving. During the day, children will have an opportunity to work independently, work collaboratively with their friends and work with an adult. The children take what they have learnt during the adult led sessions and further develop, explore and embed their learning during Continuous Provision. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily/weekly basis. We constantly provide enhancement opportunities to engage learners and link to our topics. We encourage children to be independent in the continuous provision through the use of “challenges”. We support children to be intrinsically motivated to complete the challenges and therefore take ownership of their own learning. Throughout the year we offer stay and play sessions for parents to come into school and join their children for art or play-based activities. This is an opportunity for parents to come along and work with their children in a fun and informal environment.  The children are encouraged to follow their personal interests and explore the world around them. We take a hands on approach to all learning and the children particularly enjoy planting, building, making potions, pies and cakes in our mud kitchen and exploring the properties of water in the outdoor water area.  We have a dedicated time focusing on health and self-care. We share a range of healthy snacks every day and we learn about the importance of a healthy balanced diet. We discuss the impact this can have on our bodies.  We plan a broad and balanced curriculum which provides children with a range of first-hand experiences and opportunities to get out into the local community. Our specific aims for every child to complete are:  Paint a self-portrait.  Perform in a Nativity.  Observe caterpillars changing into butterflies.  Look up where you live on a map.  Taste a range of healthy foods.  Plant a bulb or seed and watch it grow.  Go on a mini beast hunt.  A range of formative and summative assessments are used to identify what children know and understand and to precisely target their next steps in learning.  The EYFS team collect evidence of children’s learning through work completed in their learning journey book, observations, photos and videos which are shared with parents using the Tapestry online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are encouraged to use Tapestry to record the milestones children make at home during the year.  The team in Olive Class work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop their own personalities in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected. |
| IMPACT |
| The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving a ‘expected level of development’ by the end of the Reception year.  The impact of our curriculum will also, in fact, be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We aim to instil a sense of awe and wonder into every child. Making them curious and inquisitive about the world in which they are living. We want our children to ask questions, to dream big and most of all, to recognise the potential within themselves.  When children leave our Foundation Stage Class, we not only endeavour for them to be Year One ready, but well-rounded individuals with positive attitudes towards learning for life. The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children. The children transition into Year 1 with key knowledge and overarching concepts to enable them to access the requirements of the National Curriulum. Our children are often amazing role models for others in school.  Our children reach our endpoints identified through our carefully planned curriculum offer for all seven areas of learning. |