



The Intent, implementation and Impact of our Curriculum – Early Years

The Statutory Framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

Intent

At Christ Church Nursery and Reception School our aim is to create an exciting learning environment, good relationships and a feeling of security which will support, enhance and invite a children's curiosity, confidence and individuality. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic and happy learners who strive to reach their full potential. Through good relationships with parents, carers and prior nursery settings we intend to know our children well before they start our school therefore ensuring a settled start to school life.

Every child has access to a broad, balanced and differentiated curriculum which is based on the guidance of Development Matters. Through the development of an 'I Can' approach to learning, children are able to experience positive achievements and ownership of their own learning. Following children's personal interests and individual needs, allows us to plan and provide opportunities to support learning and development in order for children to achieve their next steps. We aim for our children to be competent and creative learners who are curious about their world and confident to find out more through their engagement in school.

By the end of the Reception Year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge needed to have a smooth transition to year 1.

Implementation

Each half term, EYFS staff introduce a new topic or theme to provide inspiration for learning whilst also being flexible to allow for children's own interests and ideas. Children learn through a balance of Child initiated and adult directed activities.

The timetable is structured so that children have directed teaching during the day followed by small focused group work. This allows the teacher to check for understanding, respond to misconceptions quickly and provide immediate feedback and praise.

Children have plenty of time to access continuous provision within the classroom and outside in order to explore and develop their own ideas, social and academic skills, imagination and friendships.

Literacy

Reading is at the heart of our curriculum with an emphasis on developing a love of reading from an early age. Story books are read daily including books with and without words to ensure that children recognise that they are also a reader when reading pictures. Children are encouraged half termly to choose a selection of favourite books for the reading area as well as the staff selections. We have a consistent approach to reading which includes

The inclusion of high-quality texts

Modelled reading and retelling opportunities

Daily phonics sessions

Daily story sessions

Opportunities for children to read to the class or a small group



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Individual targeted reading up to 5 times a week

Phonics catch up sessions as needed

Expectation of reading at home 3 times per week

Reading certificates and incentives for improved effort at home or in school

Phonics

We follow the Read, Write Inc programme to ensure consistency across the school. In nursery children focus on phase 1, concentrating on speaking and listening skills which lays the foundations for formal phonics teaching later.

In reception phase one continues and phase 2 begins. Children will develop GPC, blending, segmenting and decoding words. Children are given books that match their phonic knowledge in order for them to apply their learning and become successful, confident and fluent readers.

Mathematics

In reception we follow the White Rose Maths schemes of work. High quality learning environments and meaningful interactions with staff, support children in developing their mathematical skills and thinking. Pupils learn through games and tasks using concrete manipulatives and pictorial representations which are rehearsed and explored through continuous provision.

In nursery, children develop a love of maths through songs, games, rhymes and play using concrete manipulatives and real experiences. There is a focus on using 1-1 correspondence and the cardinal principle before they start reception.

Wider Curriculum

Our wider curriculum is taught through the topics of 'Understanding the World' and 'Expressive Art and Design'. Exciting, purposeful, relevant activities are planned to build on children's natural curiosity and incorporate their own ideas and questions. Daily exploration and creative opportunities are offered through continuous provision as well as direct taught sessions to develop skills e.g scissor use, paintbrush and pencil hold and techniques and using materials appropriately.

Music is taught weekly to develop musical awareness, rhythm and enjoyment and these skills are further explored in the class music area. R.E is taught weekly as is PHSE and P.E.

Our inclusive approach aims for children to learn together, although at times further intervention is needed. We provide language and understanding interventions through the Governments NELI programme, phonics and reading interventions and number interventions as well as professionally provided interventions such as speech and language.

Impact

Baseline

As well as speaking to children's parents, carers and previous settings to gain an overview of where children are with their development and learning, during the first half term of Reception or Nursery, staff use observation, formative assessments and conversations to 'baseline' where the children are. The following baseline assessments are also completed:

The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy' and 'Mathematics'. The purpose is to show progress made from Reception to the end of KS2.



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Ongoing observation

Observations are now collected through spending time, playing, talking and engaging with children through the classroom provision. This formative assessment does not involve prolonged periods of time away from the child and excessive paperwork. Staff draw on their knowledge of the child and their own expert professional judgements through discussions, photographs and examples of children's work in order to plan next steps for development and learning.

Assessment

Summative phonics assessments are completed by the end of the first half term in order to pick up children needing additional support early. Assessments are completed 3 times a year in order to group children to match their phonic ability. Assessments are uploaded onto the school tracking system three times a year. End of year EYFS data is submitted to the Local Authority in the summer term.

Impact can be seen through the children's attitudes to learning, engagement and confidence in accessing all areas of the curriculum. Children all have their own learning journey, maths and literacy books which are shared throughout the year with the children recognising and commenting on their own successes as well as identifying where more practise is needed.

Monitoring of reading, writing and maths takes place termly to ensure consistency across the year group, as well as monitoring with other schools during the year.

Impact is also evident through our successful transitions into year 1. EYFS staff instil a sense of belief within the Nursery and Reception children so that they can see themselves as the artists, authors, mathematicians, historians etc for the future ready for their time within the National Curriculum years.