



Early Years Curriculum Statement

Intent

At Creswell C of E Infant and Nursery school our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, resilient and enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. Our EYFS curriculum also aims to enable our children to be competent and creative learners; who are curious about the world around them. Also to be skilful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

To ensure children make outstanding progress in Creswell C of E Infant and Nursery school, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Implementation

At Creswell C of E Infant and Nursery school we have a curriculum that is child-centred and largely follow a 'teaching in the moment' approach. Adults create enabling environments that are equipped to meet the needs, interests and stages of development of each child. Adults move to where the children are engaged and interact with them as they play, making the most of children's natural desire to explore and learn to enhance the learning whenever a "teachable moment" is spotted. Practitioner observations, interactions and the outcomes of teachable moments are recorded and contribute to a detailed profile of the child's developmental learning journey. Our highly skilled teams support children to meet their next steps and drive their innate desire to learn forwards.

We follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our early year's education is based upon:

Unique Child – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Children engage in planned, focussed activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

Personal, Social and Emotional Development – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. We enhance this development with teaching and learning using Jigsaw scheme of learning.

Communication and Language – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

Literacy – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. We ensure that all children receive the teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.

Mathematics – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures. We use White Rose maths to support and enhance our mathematics planning.

Understanding the World – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the **Characteristics of Effective Learning**.

These are:

Playing and Exploring – children investigate and experience things, and have a go;

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

By promoting and supporting children's emotional security and development of their character we enable children to take risks in a safe and secure environment. Children are encouraged to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others. We teach children to self-regulate and emotional control. Self-regulation is something everyone continually works on whether they realise it or not. Everyone will come across circumstances that test their limits from time to time. If we can recognise when we are becoming less regulated, then we are able to do something about it to manage our feelings and move in to a healthy place. Children learn to identify their feelings / level of alertness, understand how their behaviour impacts those around them and learn what tools they can use to manage their feelings and states.

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 basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children have opportunities to work and play independently, collaboratively with their friends and with members of staff. This learning is accessible indoor and out.

We support the transition of children into Nursery (Foundation Stage 1) and Reception (Foundation Stage 2) for both child and parents. We prepare children with home visits, visits to their new class and meeting the teacher. At the end of Reception (Foundation Stage 2) we support the transition into Year 1 by ensuring the environments are similar at the end of EYFS and the start of Year 1. Children have the opportunity to spend time in their new class and meet their new teacher. Parents have the opportunity to meet with new teachers and visit their child's new learning environment.

The children at Creswell C of E Infant and Nursery school experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon.

We use learning journals across the EYFS, supplemented with exercise books in Reception, which evidence to the children and their families the successes of the children throughout their time in Early Years.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points, that children reach the Early Learning Goals at the end of Reception and are at least in line with National Expectations. We understand that when assessing children against the Early Learning Goals, there will be children who are awarded the same level but who are working at differing stages within that level. Effective communication between staff is therefore essential to achieve an effective transition for every child and to plan accordingly for the next stage of their learning journey.

By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum. As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings.

Assessment starts with careful observations to make formative assessments which are then used to inform planning and ensure that all children build on their current knowledge and skills at a good pace. Interventions are put in place if and when required.

Summative assessment compares children's attainment to age related expectations. In Nursery (Foundation Stage 1) children will be assessed termly against 3-4 expectations in Development Matters. In Reception (Foundation Stage 2) children will be assessed termly against reception expectations in Development Matters. At the end of Reception children will be assessed for achievement of Early Learning Goals and attainment of a Good Level of Development (GLD). We aim for this attainment to be in line with National attainment.

This is tracked using a bespoke assessment system to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, EAL, disadvantaged or summer born children.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into confident, independent, resilient and motivated individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them competent lifelong learners and good citizens.