

# Moorside Primary School

## Early Years Curriculum

### Intent, Implementation, Impact



## Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

### Intent: Why we teach what we teaching.

We place value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges as they move to the next stages of their education and beyond. Our aim in early years is to build strong foundations rooted in academic success as well as moral and spiritual develop, so that ultimately our children can be active citizens of society and happy, curious lifelong learners.

Therefore, our curriculum, is the cultural capital we know our children need so that they can gain the knowledge, skills and understanding they require for success. Our children can only do that if we embed the right habits for learning, the right characteristics of effective teaching and learning, through play and exploration and active learning and creative and critical thinking.

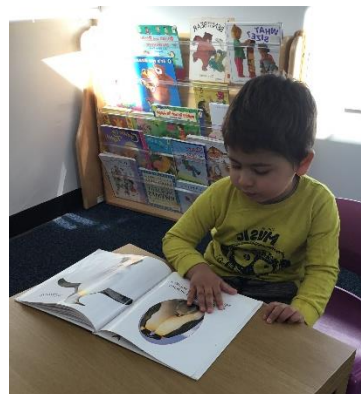
As a school we prioritise children's personal, social and emotional development and the development of communication and language in our early years. Our enabling environment and warm, skilful adult interactions support children as they begin to link learning to their play and exploration. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous provision, both indoors and out, alongside consistent high quality teaching.

### Implementation: How we teach what we teach.

We believe that in early years our children learn through a balance of adult directed and child-initiated learning experiences. Our timetables are carefully structured so that children have rigorous directed teaching across the different areas of the curriculum. This is followed by group work where children work with a member of staff to develop their individual needs. This focused group time means that the teachers can systematically check children's understanding, identify and respond to misconceptions quickly and provide verbal feedback, support and challenge, this results in a strong impact on the acquisition of new learning. Time for exploration is carefully planned for to engage as well as challenge children with their learning. Encouraging them to further develop new vocabulary and language and raise questions to find out more.

Our curriculum is planned for both inside and outside with equal importance given to the learning. Our curriculum is planned in a cross curricular way to enable all aspects of the children's development including understanding of the world and expressive art and design as well as promoting sustained thinking, active learning and intellectual preparation.

Reading, as with the rest of the school, is at the heart of our curriculum and we follow the highly successful Read, Write Inc program.



Our themes are based on fundamental ideas from the EYFS curriculum and we have selected a range of high quality texts, both fiction and non-fiction, to create an integrated approach to learning from which all of our children can experience the full curriculum.

In maths, we place an emphasis on learning key skills of number, calculation and pattern so that children can develop a deep understanding and acquisition of mathematical vocabulary and language. On a daily basis, they will learn through games, and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during their own learning during exploration. Our careful planning of mathematical experiences, observations and discussions are designed to help children remember the content they have been taught and to support them in using their new knowledge across the breadth of their experiences and into larger concepts.

Using this inclusive approach allows all children to learn together and enables teachers to provide a range of additional support and intervention to scaffold those children that may not be moving on with their learning or reaching their full potential as well as offering challenge where appropriate. We view the characteristics of effective learning as an integral part of all areas of learning and they are reflected in our ongoing assessment for learning approaches, such as observations.

Our ongoing monitoring of teaching in learning includes feedback and support to teachers to develop good subject knowledge, CPD and high quality practice.

We use a range of up to date documents to inform our ideas and planning of the teaching and learning. These include:

Statutory Framework for the Early Years Foundation Stage 2021

Reception Baseline Assessment Framework

Statutory Framework for the Early Years Foundation Stage 2017

2020 Development Matters Non-statutory Curriculum Guidance for the EYFS

Early Years Foundation Stage Reforms Consultation

Early Education - EYFS Reforms

**Impact: How we know what our children have learnt and how well they have learnt what has been taught.**

To ensure the needs of all our children are met we spend time observing children and evaluating how children are learning. The approach we use includes talking to children, looking at their work, observing their learning experiences, analysing data and progress of children from their starting points across the different areas of learning. All EYFS staff take part in observing and assessing children using this information to plan new learning experiences and next steps so that prior knowledge and skills can be built upon and strengthened.

We carry out assessments three times a year, with teachers updating the progress the children have made as well as assessing the impact of teaching. Evidence we use of children's learning includes contributions and discussions from parent/carers, work samples, observations and photos which are kept in 'Learning Journals'. These are shared with parent/carers and with children themselves to reflect on their learning and to celebrate their achievements.

We believe our enriched play-based exploration alongside the rigour of assessments and a rich diet of balanced learning experiences is definitely the best way to develop happy, inquisitive and active children.