



Hinguar Primary School and Nursery

EYFS Curriculum Statement

Intent

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

Our ethos in Early Years is to nurture children's personal, social and emotional development so that they feel safe and secure and are ready to learn.

Through the seven areas of learning we provide topics that excite and engage children in their learning, building on own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs including SEND are supported appropriately allowing them to be successful.

We have 5 clear aims which are inextricably intertwined with Physical and Mental Wellbeing and Building Learning Power. We want our children to be:

Ready to learn: Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn.

Resourceful: Children show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn.

Reflective: Children are curious, able and willing to learn from their mistakes and can describe their progress

Resilient: Children are prepared to persevere and stay involved in their learning, even when the process is challenging.

Reciprocal: Children are prepared to help each other and work as a team.

Implementation

At Hinguar Primary School and Nursery, we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points. We follow the Early Years curriculum using topic themes and enrichment opportunities.

The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences and nurture each child's characteristics of effective teaching and learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check children's understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Careful assessment through observations which are recorded on Tapestry and shared with parents. These are used to inform the next steps of learning and meet individual needs.
- Providing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside holistically.
- Providing activity starting points for child-initiated activities that enhance activities linked to the children's learning.
- Using effective feedback to help facilitate next steps in learning.
- Suggesting home learning opportunities that allow parents to build on their child's school experiences, at home.
- Inviting parents to share any successes at home through the 'Wow Moment' system.
- Inviting parents to support the planning of meaningful learning experiences by sharing their child's current interests and development through the 'PC Plod' system.

We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics and acting upon the voice of the child.

The English curriculum is taught using core texts as a basis for topic planning and usually start with an exciting hook to engage children in both the topic and the book. Other books closely related to the topic are shared each day to provide children with an experience of a range of authors and genres. Children are encouraged to regularly read for pleasure at home and are provided with a recommended reading list which are chosen for their level of challenge and quality language.

To develop children's literacy skills, we use a range of Talk for Writing (T4W) techniques. Children develop their literacy skills by the imitation of stories that they learn using actions and story mapping techniques. They then move on to innovation of these well-known stories by including their own ideas. Children can also show independence in their writing by

planning and writing their own stories. Children are further supported in the are through the combined use of Helicopter Story techniques which help children to build confidence in writing, storytelling, and drama.

Literacy opportunities are also promoted in many of the continuous provision activities available to children during the week.

Phonics is taught daily through Letters and Sounds. Children in the EYFS start with activities focused on the seven aspects in Phase to develop the children's language abilities in the following ways:

- Learning to listen attentively
- Enlarging their vocabulary
- Speaking confidently to adults and other children
- Discriminating between different phonemes
- Reproducing audibly the phonemes they hear
- Using sound-talk to segment words into phonemes

Once secure in these aspects, children move on to Phase 2 to develop the following skills:

- Knowledge and understanding of at least 19 letters
- Practising letter recognition for reading and recall for spelling
- Practising oral blending and segmentation
- Practising blending for reading VC and CVC words
- VC and CVC words for spelling
- Practising high-frequency common words
- Exposure to two-syllable words for reading

Through stories and activities associated with these, phonic sounds are introduced to children each day in an engaging way. The phonics activities are revisited to embed over the year and supported in a range of ways including associating writing actions to support letter formation. Children continue to move through the Letters and Sounds phases as they secure each aspect.

The mathematics curriculum is taught through daily dedicated sessions, following the White Rose Maths scheme and daily maths meetings. These sessions are carefully planned using concrete resources and build on prior learning and real-life experiences across the theme and year. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

Children within the early years take part in weekly outdoor learning sessions that support a range of skills and develop their social interactions. All seven areas of learning are encompassed within these sessions and allow all children to take risks in an unpredictable environment whilst developing leadership skills and promoting mental health and wellbeing. We have a wealth of outdoor space which includes an allotment area, outdoor classroom, forest area and meadow. Our outdoor learning curriculum is supported by the expertise of

rangers from the Essex Wildlife Trust to deliver lessons. We are also benefitted from our close location to two beaches and provide Beach School Learning provision.

Children within the early years benefit from regular cooking activities. These take place every fortnight within the nurse's room. Cooking is seen as a highly valuable activity that is not only a life skill but brings together all mathematical, PSED, communication and language rich learning; building on prior knowledge in a holistic way.

We recognise the importance of parents and carers as partners in their children's learning. Children have opportunities to share their learning with their parents and carers through Tapestry and a physical learning journal book. Parents are invited to attend a learning conference with their child to share their learning and to agree next steps supported through the home/ school link.

Regular workshops and stay and play sessions are provided to enable parents to join in learning activities with their child and experience learning through play.

Parent feedback is highly valued and parents and carers are provided with an opportunity to share their opinions through regular questionnaires, feedback forms, the home/school communication book and via a dedicated email address.

Impact

Children demonstrate high levels of engagement in activities developing their speaking and listening skills enabling them to access more areas of the learning and communicate to both adults and children. Children develop skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways.

Children have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning.

Children develop their characteristics of effective teaching and learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing.

From their own starting points, children will make excellent progress academically and socially, developing a sense of themselves so that they are well prepared for Key Stage One and beyond.