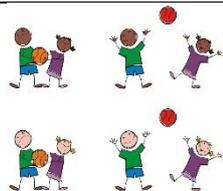


Early Years Curriculum Intent

In Nursery and Reception we follow the Statutory Framework for the Early Years Foundation Stage. There are three prime and four specific areas of learning and development.

The three **prime** areas are

Personal, social and emotional development	Communication and language	Physical development
		
<p>Helping children to develop a positive sense of themselves and others, to form positive relationships and respect for others. To develop social skills and learn how to manage feelings. To understand behaviours in groups and have confidence in own abilities.</p>	<p>Giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</p>	<p>Providing opportunities for children to be active and interactive, and to develop coordination, control and movement. Children should be helped to understand the importance of physical activity and to make important healthy lifestyle choices.</p>

The four **specific** areas are

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
			
<p>Encouraging the children to read and write, through listening to others reading, and being encouraged to begin to read and write themselves</p>	<p>Providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems and describing shapes, spaces and measures</p>	<p>Guiding the children to make sense of their world and community through opportunities to explore, observe and find out about people, places, technology and the environment.</p>	<p>Supporting the children to explore a wide range of media and materials. It involves providing opportunities and encouragement for sharing thoughts, ideas and feelings through activities in art, music, movement, dance, role-play, and design and technology.</p>

We explore each of these areas from a child's starting point- What do they already know? What would they like to know? What can we do to find out? We aim to ensure that each child progresses through the areas of learning while being encouraged and supported to aim high and approach challenge with developing confidence. Our curriculum will combine "in the moment planning" (what inspires and excites the children?) and a "planned curriculum" (what skills

we want the children to learn). In this way our children develop the skills required to follow their own lines of enquiry and explore.

Provide a language rich environment through our love for story books, poems and songs. Stories will be a source of stimulus in our learning.	Ensure the 'Characteristics of Effective Learning' are fully embedded through engaging, open-ended and creative learning environments.	Provide a stimulating learning environment, balancing adult- led and child initiated experiences, which encourage a sense of pride and ownership
Build on the learning of the children and their previous experiences	Our Team will....	Encourage questioning and enquiry to add depth and interest to the learning of the children. What? Why? When? Who? Where?
Ensure all areas of learning and learning styles are explored equally within the environment	Monitor the progress of each child and support them in the appropriate next step, including children with SEND, Pupil Premium or EAL	Encourage self- assessment and reflection of work, target setting and consideration of next steps

Curriculum Implementation

Children are encouraged to learn through play and exploration. They should be willing to have a go, be involved and focussed, have their own ideas and choose ways of doing things. Children should enjoy achieving what they set out to do.	The children are central- they are involved in planning and discussions regarding rules and routines so that they contribute to what they consider to be important in their environment. We are a team in our classroom.	Children are encouraged to use indoor and outdoor environments. Children are encouraged to choose where they would like to explore. Adults support and facilitate learning opportunities in all areas by the use of questioning and enrichment opportunities.
Each child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.	Characteristics of effective learning are key to life in Early Years- playing and exploring, active learning, creating and thinking critically.	Children learn and develop in different ways and the classroom should incorporate the learning and care of all children including children with special educational needs and disabilities.
Parents are invited to attend two parents' evenings during the year, there are termly opportunities to visit the classroom in action and invitations to assemblies or performances		Children receive an Autumn and Spring half term report. Children receive an end of year report. The online journal Tapestry allows parents to view and contribute to a child's learning journey.

Regular observations and assessments ensure we are able to monitor a child's learning and support their continued progress.	Children are encouraged to learn well in an environment where experiences respond to need and there is a strong partnership between staff, parents, families and children.	We promote an open door policy to ensure that working relationships are in place to best support the child.
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Curriculum Impact

All children achieve well and have developed secure knowledge across the seven areas of learning.	Each child will make good or very good progress across the EYFS.	Most children achieve a 'Good Level of Development' at the end of Reception.
Children have strong attachments with adults around them.	We will promote happy, motivated and curious learners, children that love their school experience and want to embrace all that it has to offer. Children that want to aim for the skies!	Children who are resilient, able to make friends and can use strategies to manage own emotions and feelings.
Parents feeling like they are part of their child's journey- a good partnership.	Children that can demonstrate embedded learning without the need for extensive adult support.	Children will be prepared for their transition to the next stage or class.

Early Years Reforms

The Department for Education is to change the Early Years Foundation Stage (EYFS) in 2021. The reforms will be implemented nationally from September 2021 onwards as planned.

Early Years- current possible areas of learning and enquiry

People	Our bodies	We will be naming parts of the body exploring the senses, considering how to look after ourselves and stay healthy, and how we grow. In numeracy we will use fingers and toes for counting, foot prints and hand spans for measuring, and we will talk about the times of the day that we do certain things.
Toys	Bears	We will be looking at "Bears", and of course we look forward to going on a Bear Hunt! We will be using Bear stories including the favourite "Goldilocks and the three bears" and using compare bears to support our number work.
Where people live	Our Village	We will be looking at some of the main locations in the village that the children visit, the shops and what they provide. We will be using local stores to buy ingredients for some cooking, including baking bread for the ducks.
Storyworld	Fairy Tales	We will be using these familiar stories to develop our discussions of characters and plot, and using events in the stories as a stimulus for writing and mark making. We will be sharing some of our favourite tales and talking about the settings. We will be joining in with repeated refrains and looking at features of the stories.

Habitats	Contrasting Areas	We will be comparing the weather, animals, homes and people in contrasting areas. We will be considering the desert, rainforest and polar regions.
Places We Live	Homes	We will be talking about the types of homes we live in and the things that they have in common. At this time we will consider children in other parts of the world and how they live, the things we have that can be taken for granted, and how our lives compare.

Bright Sparks	Festivals of light Guy Fawkes	We will be talking about why we have Bonfire night. We will look at the significance of the fire, the fireworks and the Guy. We will also be learning about Diwali, the festival of light.
Transport and Travel	Public Transport	We will be considering how we travel around the local area, then considering how we travel to places further away. We will talk about how to travel safely and consider the dangers of areas such as roads, water and railway lines.
Ancient Egypt	Life in Ancient Egypt	We will be looking at "Life in Egypt". I feel some pyramid building coming on and maybe I should start collecting bandages now! We will consider their way of life and some of the traditions.
Seasons and Weather	Seasons	We will be looking at the sequence of the seasons and changes that take place, we will consider the different clothes we wear at different times of the year according to the weather and different events that take place. We will link this to time in our numeracy work, considering the days of the week and the months of the year.
Carnival of Animals	The Zoo	We will be talking about some of our favourite animals that are in the Zoo and where they originate from. We will be considering why we have zoos and how the animals need to be kept in environments that resemble their homes.