

# ◆ Diamond Class ◆





## 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
		
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.	Giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.	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.

The four **specific** areas are

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
			
Encouraging the children to read and write, through listening to others reading, and being encouraged to begin to read and write themselves	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	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.	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.

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	<b>Our Team will....</b>	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.

## 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.	<p>We will promote happy, motivated and curious learners, children that love their school experience and want to embrace all that it has to offer.</p> <p>Children that are ambitious!</p> <p>Children that want to aim for the skies!</p>	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.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	Year A	All about me	People Who Help us	Under the Sea	Bears	Minibeasts	Jungle/ safari
	Year B	Our Village	Seasons	Space	Fairy Tales	Superheroes (including in history)	Farm/ pets
<p>Characteristics of Effective Learning</p>  <p>Over Arching Principles</p>		<p><b>Playing and exploring:</b> Children investigate and experience things, and “have a go”.</p> <p>For example, children will recognise that their actions have an effect on the world and like to repeat them. That they can make choices and explore different resources and materials. They can plan and think ahead about how to explore or play with objects. They can guide their own thinking and actions, making independent choices. They can bring their own interests and fascinations into the setting and can respond to those of others.</p> <p><b>Active learning:</b> children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p>For example, children will begin to predict sequences because they know routines. They can participate in routines and can show goal-directed behaviour. Children will keep on trying when things are difficult and begin to correct their mistakes.</p> <p><b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas, developing strategies for doing things.</p> <p>For example, children will take part in simple pretend play to think beyond the ‘here and now’ and to understand another perspective. They can review their progress when trying to achieve a goal and check how well they are doing. They can feel confident about coming up with their own ideas and solving problems. Children can make links between ideas and will concentrate to achieve something that is important to them, ignoring distractions with increasing control.</p> <p><b>There are four overarching principles in the Early Years Foundation Stage (EYFS).</b> Every child is unique and individual and will make progress at different rates. In order to thrive, learn and develop, they need to have opportunities to create positive relationships with others and explore environments that stimulate their curiosity. These principles underpin all aspects of teaching and learning in the Early Years Foundation Stage</p> <p><b>A unique child:</b> Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p><b>Positive relationships:</b> Children learn to be strong and independent through positive relationships</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)</p>					

### A unique child

At Winchelsea our practitioners will

- understand and observe each child's development and learning, assess progress, plan for next steps
- Support children to develop a positive sense of their own identity and culture
- Identify any need for additional support
- Keep children safe
- value and respect all children and families

### Positive relationships

At Winchelsea in order to foster positive relationships we will be

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

## Working in partnership

With our Winchelsea parents and carers we will strive to



### Enabling environments

At Winchelsea we will provide an environment that will

- value all people
- value learning

We will offer an environment of

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

### Learning and Development

At Winchelsea our learning opportunities will make sure

Practitioners teach children by ensuring challenging, playful opportunities across the prime (Communication and Language, Personal, Social and Emotional Development and Physical Development) and specific (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) areas of learning and development.

We will foster the characteristics of effective early learning

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically