

Early Years at Bickerton Holy Trinity Church of England Primary School

| | | |
|-----------------------|---|--|
| Intent | Why? and how? | |
| | <p>‘Life in all its Fullness’ (<i>John 10:10</i>)</p>  <p>Lifelong Learners Immersive Valuing Diversity Enquiring Minds</p> | <p>Our curriculum is designed to meet the needs of every pupil allowing them to develop essential knowledge and skills required for everyday life. We aim for all children to experience a high quality and meaningful early years experience, enabling them to develop enquiring minds, build positive relationships and become lifelong learners in a safe, stimulating and immersive learning environment. Our curriculum is well structured yet flexible, it covers all the 7 areas of learning and supports the children’s learning characteristics. The Early years curriculum is delivered through a balance of adult led, child-led and child-initiated experiences. Reading is integral to our curriculum in Early years and we aim to instill a lifelong love of reading in our youngest children by placing books at the heart of learning. We choose fiction, non-fiction and poetry to deepen knowledge, widen vocabulary and evoke responses in our early readers. Activities are planned around themes, stories, celebrations, events and the children’s own interests. The curriculum values diversity and supports the pupils’ spiritual, moral, social and cultural development. Each child has their individual starting points which we value and recognise.</p> |
| Implementation | How we teach in Early Years | |
| | <p>Our long-term plan for Early Years highlights the possible learning experiences across the year and the opportunities that may arise through our themes. These experiences will be planned to support the children to make developmentally appropriate steps through their learning. The curriculum includes materials, stories and activities that reflect the diverse world in which the children live. We prioritise creating a language rich environment through the use of open-ended provision indoors and outdoors and through songs, nursery rhymes, stories and vocabulary building. High quality talk is valued and time is provided for quality interactions between adults and between peers. We aim for interactions to be positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to answer questions in full sentences which is initially modelled to them. This develops and extends their vocabulary whilst helping them to formulate and hold a sentence. We use high quality questioning and interactions to check understanding and address misconceptions. Activities are planned to provide meaningful immersive learning experience, developing each child’s Characteristics of Effective Learning, whilst promoting ‘self-discovery’ for our pupils. We allow children to be successful in their attempts at an activity and use effective feedback to help facilitate next steps in learning but also provide enough challenge to develop resilience.</p> <p>Children develop their literacy skills through the exploration of stories and through child-initiated learning responses. Literacy and phonics opportunities are also promoted in many of the continuous provision activities available to the children. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. As well as having a book matched to their phonics stage, they can also choose their own book from our library to read for pleasure at home.</p> <p>Phonics is taught daily using Supersonic Phonics. Phonic sounds are introduced in a systematic manner and progress is monitored with children moving on to read books that are matched to the sounds they have learnt.</p> <p>Maths is taught through daily dedicated sessions. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20. Maths is also incorporated into daily routines through recording their lunch choices on 10 frames during self-registration and using our class calendar daily to develop their understanding of time. Maths teaching is applied outside of the context of the Maths lesson such as when following a recipe, tidying up, construction and role play. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.</p> | |
| Impact | How we monitor standards and the impact of our Early Years Curriculum | |
| | <p>As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis</p> | |

of accumulative observations and an in-depth knowledge of each child, acquired through ongoing assessments throughout the year. Early Years Staff will constantly reflect on, plan and adapt the classroom provision, teaching opportunities and interventions. They will identify the next steps needed to continue to support the pupils on their individual learning journey to achieve their full potential. Our curriculum and its delivery ensure that all children, from their own unique starting points make good progress academically and socially, developing a sense of themselves so that they are well prepared for the transition into Key Stage 1. Children will have developed their Characteristics of Effective Learning and be able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children will be confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing. By celebrating differences and promoting inclusivity, children will learn to appreciate and respect the uniqueness of individuals, fostering a sense of belonging and understanding.