

Abbotsweld Curriculum Intent 2021-2026
“We strive to nurture all pupils to achieve academic success, great physical development and positive wellbeing”

At Abbotsweld we follow the Educational Programmes set out in the statutory framework for the Early Years Foundation Stage as a basis for our curriculum. This covers the 7 areas of important and interconnected learning and development for our children.

These are the <u>prime areas</u>: <ul style="list-style-type: none"> Communication and language C&L Physical development PD Personal, social and emotional development PSED 	These are further strengthened through the <u>specific areas of learning</u>: <ul style="list-style-type: none"> Literacy Mathematics Understanding of the World UW Expressive Arts and Design EAD
Curriculum Goal	Outcome by the end of EYFS
Knowledge / Skills	What the children will achieve
Experiences	What we will provide to ensure children learn
Reasoning	Why this has been decided

Curriculum Goal	To become a confident communicator (Communication & Language)
Knowledge / skills we want our children to leave Early Years with	<ul style="list-style-type: none"> Follow age appropriate instructions Use new vocabulary in the correct context Recap and recite familiar stories Express themselves effectively, showing awareness of other learners needs Engage in ‘serve & return’ conversations/discussions with relevant comments Understand who, why, when, where and how questions and respond appropriately to them To develop oracy skills, including speaking in full sentences and using social conventions and polite manners to communicates their wants, needs and desires, and correct articulation. To develop non-verbal skills to support effective communication (eye contact, active listening, body posture)
Experiences - How we will achieve this	<ul style="list-style-type: none"> High quality adult interactions Teaching that promotes and models effective communication Creating a language rich learning environment where talk is prioritised Visitor experiences to share new ideas, stories & experiences with opportunities for listening and questions

	<ul style="list-style-type: none"> • Valued pupil voice sharing experiences with adults, through activities such as Tapestry sharing and show and tell • Adults consistently modelling correct use of language, social conventions and non-verbal communication skills
Reasoning	Whole school focus on developing oracy skills and a language rich curriculum.

Curriculum Goal	To be curious to find out more and maintain concentration (Effective Learning,, Understanding the World)
Knowledge / skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Ask questions to clarify their understanding • Deep engagement with play based learning • Sustained high level of concentration • Communicate their interests and follow their own fascinations • Ability to plan, make decisions, problem solve and change strategy independently in their play
Experiences - How we will achieve this	<ul style="list-style-type: none"> • Provide experiences, resources and learning environments that inspire awe and wonder • Adults who model learning, research and ask questions • Share celebrations (cultural, religious and personal) • Resources that are open ended and representative of the world children live in • Provide rich experiences, visits, books, technology and adult knowledge that foster a desire to gain and deepen knowledge and understanding • Weekly curiosity cube provocations supported by adult modelling to promote questioning, enquiry, research and knowledge building
Reasoning	Ensuring children communicate age appropriately. Children will develop the skills to help them become independent thinkers, resilient problem solvers and strong communicators.

Curriculum Goal	To develop self-help skills that promote independence and build trusting friendships with others (Personal, Social & Emotional Development)
Knowledge / skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Get changed independently • Understand the need to keep our bodies and minds healthy • Manage personal hygiene • Select, use and tidy away a range of resources

	<ul style="list-style-type: none"> • Demonstrate care for their environment • Have respect for our personal belongings • Show respect and care for others and respond appropriately to their needs • Establish and maintain positive relationships with peers and adults
Experiences - How we will achieve this	<ul style="list-style-type: none"> • Teach children and consistently model how to use resources appropriately • Maintain a tidy, well organised and enticing learning environment for the children • Explicit teaching of the necessary skills to change clothes and manage personal hygiene, maximising 'care' opportunities as teachable moments with commentary, narration and conversation. • Provide a calm, safe, positive environment with accessible resources to meet a range of needs • Have high expectations of the care of resources including returning to original places • Explicit modelling by staff of friendship skills • Holding restorative and reflective conversations which support understanding of positive interactions between pupils
Reasoning	<p>To improve children's:</p> <ul style="list-style-type: none"> • independence • resilience, • confidence • motivation <p>To maintain a purposeful and positive learning environment.</p>

Curriculum Goal	To know how to keep my body and mind healthy and to identify and manage my own feelings and learning (Physical Development, PSHE, Regulation and Metacognition)
Knowledge / skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • To identify healthy foods and know how to prepare and eat simple snacks independently <ul style="list-style-type: none"> • To know and talk about the ways in which I can keep myself healthy (good sleep, balanced diet, frequent exercise) • To know I have the right to feel safe and loved • To identify key adults I can speak to if I am worried or sad • To understand that hygiene (including dental hygiene) is important and to understand how to keep my body and teeth clean and healthy

	<ul style="list-style-type: none"> • To know that some activities are dangerous and to manage risks appropriately (crossing a road, climbing up high) • Name some emotions and identify the behaviours associated with them • Applying strategies to self-regulate • Develop self-regulation skills through adult led teaching, co-regulation practise and modelling • Plan and prepare for tasks so that they can be completed independently • Reflecting on thoughts to understand challenges such as frustration and disappointment, teaching children how to manage them effectively • To know making a mistake is not a negative and how to learn from them
Experiences - How we will achieve this	<ul style="list-style-type: none"> • Calm areas in each classroom which have been modelled by staff to demonstrate how they can be helpful in self-regulation <ul style="list-style-type: none"> • A structured snack time each morning that promotes independence and interest in healthy food • Staff model how to independently access the snack area in the afternoons • Appropriate daily opportunities to eat well, rest and exercise • Narrated risk management by adults to explain how and why certain activities might be safe or unsafe and why • Adults will narrate and name emotions and associated behaviours • Adults will support learning of self-regulation through co-regulation where required • Explicit teaching and exploration of feelings that is in line with zones of regulation • Adults will highlight and narrate positive behaviour to support children's understanding • Adults will model help and provide reassurance when children are upset, distressed or confused • Promote a culture of problem solving through embracing mistakes and learning from them • Teach children about their brains and how they work to help us think and learn, specifically through the 'My Happy Mind' programme • Practise recognising feelings, thoughts and behaviours • Model reflection of recent feelings, thoughts and behaviours and how we learn from them
Reasoning	The development of vital life-long skills to maintain and promote physical, emotional and mental wellbeing and

	health. Promotion of positive and pro-social behaviour for learning so that children recognise, acknowledge, and work through a variety of emotions, feelings and thoughts. This feeds into our whole school approach (zones of regulation) so that children have the self-assurance to try and the ability to learn from mistakes.
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Curriculum Goal	To nurture a love for reading and literature (Reading)
Knowledge / skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Familiarity with and ability to retell well known stories • Engage regularly with books and storytelling • Sequence a familiar story • Demonstrate comprehension by talking about what has been read
Experiences - How we will achieve this	<ul style="list-style-type: none"> • Adults who read to children regularly spark enthusiasm and excitement • Core texts are carefully selected, sequenced and taught effectively to children with ample opportunities to practise and rehearse during independent learning time • Early phonics is effectively taught to enable children to read accurately <ul style="list-style-type: none"> • Daily phonics sessions • Exposure and access to high quality books available to read at school and at home • Engaging resources available to support storytelling and role play (puppets, theatre, costumes) <ul style="list-style-type: none"> • Weekly opportunities for parents to read with their child in school to promote interest and engagement • Mystery reader
Reasoning	To develop children's imagination and love of literature and to prepare them for reading in the next key stage.

Curriculum Goal	To develop fine motor skills and an enthusiasm and stamina to write for a purpose (Writing)
Knowledge / skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Give meaning to marks made • Blend and segment simple words • Recognise that writing is a process from left to right • Produce recognisable letters, most of which are correctly formed • Begin to use finger spaces to divide words • Write simple sentences that can be read by an adult and others • Begin to write using capital letters and full stops correctly

	<ul style="list-style-type: none"> · Develop small muscle co-ordination: hands and fingers · Incorporate new, specific and exciting taught vocabulary into mark making and writing
Experiences - How we will achieve this	<ul style="list-style-type: none"> · Daily phonics sessions · Direct teaching of sequenced steps to writing with engaging opportunities available in child initiated learning · Exposure to rich spoken vocabulary <ul style="list-style-type: none"> • Regular opportunities to story map to support understanding of story structure · Consistently providing children with opportunities for purposeful writing in a variety of areas in the indoor and outdoor learning environment · Use of sentence stems and visual coding to assist with early sentence structure · Climbing, swinging, messy/sensory play, big and overhead mark making opportunities daily · Using scissors, sewing, threading, eating with cutlery, using small brushes for painting and a variety of mark making equipment for drawing and writing <ul style="list-style-type: none"> • 'Busy Bees' fine motor sessions each morning to develop core skills
Reasoning	children are enthusiastic and can articulate their thoughts and opinions in oral and written language in preparation for their next stage of education and development.

Curriculum Goal	To have a secure understanding of early maths. (Maths)
Knowledge / skills we want our children to leave Early Years with	<ul style="list-style-type: none"> · Count accurately with one-to-one correspondence up to and including 20 · Identify numerals up to 20 · Understand practical addition and subtraction · Explain their mathematical thinking using appropriate vocabulary <ul style="list-style-type: none"> • Understand number bonds up to 10 and recall to 5 • Compare quantities using mathematical language • Be able to subitise • Begin to explore number patterns
Experiences - How we will achieve this	<ul style="list-style-type: none"> · Well planned and sequenced maths teaching · Plentiful opportunities to count and explore maths in all areas of the indoor and outdoor learning environment · Adults use and model correct mathematical vocabulary and real-life mathematical examples throughout the day · Adults seize opportunities to sing number rhymes and songs

	<ul style="list-style-type: none">Manipulatives and representations are available for children to independently access throughout the day to support understanding and engagement in mathematical concepts
Reasoning	children to have a solid understanding of early maths to allow them to successfully access the year 1 maths curriculum.