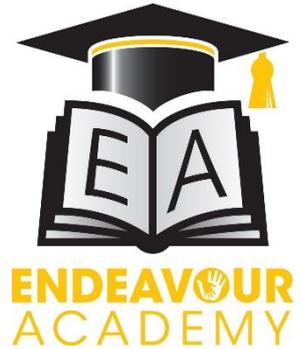


Early Years Curriculum Intent

At Endeavour Academy we carefully design, plan and implement a curriculum which provides breadth, balance, and depth of learning for every pupil. Careful reflection and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a full and rich curriculum underpinned by four academy core values. For our pupils in the Early Years this means:



Commitment = Children in Early Years become committed to learning and will develop positive learning behaviours whereby they become committed to making progress in all areas of learning. Over time, children become committed to setting goals and working towards them. Staff are committed to helping children develop independence and responsibility in learners through the clear structures and routines in place in Nursery and Reception that prepare the children well for learning in KS1 and beyond.

Opportunity = Children in EY are provided with an extensive range of learning supplemented by real-life experiences which ensure that our children benefit from a full range of academic, spiritual, moral, social, and cultural activities and are encouraged to take every opportunity presented to them. They are taught to exploit all learning opportunities and through hearing and accessing a wide range of story and rhymes, they develop a rich vocabulary, which in turn opens opportunities for learning and diminishes the word and language gap. The impact of this will be students enjoying school and being enthused and motivated and ready for the next stage of their learning journey in KS1.

Resilience = From the very beginning children in EY are always treated with respect and taught how to overcome challenges. They become resilient through persevering even when things become difficult and learning to bounce back when things do not go to plan. Children learn to work collaboratively to achieve goals and learn how to solve problems together through their learning.

Excellence = There is an expectation of excellence within our EY. The provision, both inside and outside will always be excellent and children's learning will always be excellent, with sustained learning embedded and children respecting both the environment and each other. Children will have high aspirations of themselves and will strive for success in every aspect of their learning and this will help them prepare for the challenges of KS1.

Our Early Years Foundation Stage (EYFS) staff are passionate about early childhood development and education. Our approach to delivering the statutory EYFS curriculum is to balance formal, teacher led input with opportunities for pupils to extend and embed their learning in an 'Independent Learning' context through a thematic approach.

During the teacher led sessions, children work with an adult to complete activities set at an appropriate level for their ability. During independent learning time, children are

encouraged to explore different learning areas both indoors and outdoors, where activities are set up for them to access without direct adult teaching.

The Early Years Foundation Stage framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development: Managing Self, Building Relationships & Self-Regulation
- Physical Development: Fine Motor Skills & Gross Motor Skills
- Communication and Language development: Listening & Understanding, Speaking
- Literacy: Word Reading, Comprehension & Writing
- Mathematics: Number & Numerical Patterns
- Understanding the World: Past & Present, The Natural World & People, Culture & Communities
- Expressive Arts and Design: Creating with Materials & Being Imaginative & Expressive

The prime areas of Physical Development, Communication and Language and Personal, Social and Emotional Development are embedded and developed in every part of school life including in the classroom, during assemblies, and in the dinner hall. All adults in the school are trained to encourage pupils' development in these areas during any interaction throughout the school day.

The specific areas of Word Reading, Comprehension, Writing, Number & Numerical Patterns are taught relatively formally through teacher led input. In September, this starts with short sessions and builds up to longer sessions as the year progresses. Children in EY & KS1 learn Phonics through Floppy's Phonics sessions, which follow a 2-part lesson structure that enable fast & rapid progress within Early Reading.

Where children have gaps in learning, staff work closely with them through diminish the difference and stretch and challenge interventions to close those gaps and improve ability and confidence for all children.

Children will study Historical Enquiry questions such as 'Why do people wear poppies in November?' and 'Is that picture from the past or present?' as well as developing knowledge of science, with foci on seasonal changes, materials and life cycles being amongst experiences planned in. Each half term, children in EY study a topic in depth, with explicit links to all foundation subjects being planned and sequenced. Children in Reception will also participate within weekly Art, R.E. Music & Computing Sessions. All foundation subjects link to the KS1 curriculum objectives ensuring a smooth transition from EY to KS1.