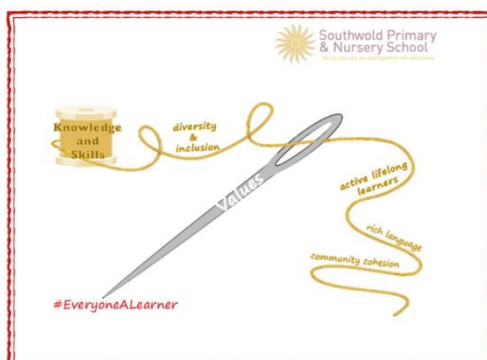


# Early Years Curriculum Intent

At Southwold School we believe in the unlimited potential of every child. As a result of this, we have carefully designed a curriculum which is underpinned by 5 Golden Threads



## At Southwold Primary School, we intend to:

- Make every child's first experience of school happy, safe, positive and fun with the welfare of the child central to our provision of care.
- Value the individuality of the children and ensure all learning opportunities allow access and opportunities to stretch and challenge.
- Enhance the natural curiosity every child starts their school journey with by providing a curriculum based on active learning in a stimulating environment that develops interest, excitement and motivation to learn.
- Foster and nurture children's self-confidence so they recognise and fulfil their individual potential and special talents.
- Provide opportunities for children to take ownership of their learning and behaviour by making choices which will foster confident, independent and innovative learners and thinkers.
- Support children to develop care, respect and appreciation for the environment in which they live and for others fostering Southwold ACHIEVE values.
- Promote collaborative learning by encouraging children to develop positive relationships with their peers and other members of the school community.

## Implementation

At Southwold, our intent is implemented in accordance with the government's document, 'The Statutory Framework for the Early Years Foundation Stage' (EYFS).

## Prime Areas

These lay the foundations for children's success in all other areas of learning and of life:

- Personal, Social and Emotional Development (including making relationships, self-confidence & self-awareness and managing feelings & behaviour): This area focuses on children learning to work, play, build relationships, co-operate with others and function as a group beyond the family. Aspects of PSED are constantly promoted right across the curriculum as well as in specific activities, such as circle time and through our well-being curriculum.

- **Physical Development (including moving & handling and health & self-care):** Children develop physical control, mobility, awareness of space and fine and gross motor skills both inside and outside. Dance, gymnastics and small game apparatus are all used in the curriculum. Fine motor skills are developed to enhance the progression of writing including tracing, colouring, painting, cutting, threading, dough, clay and many other aspects of manipulative play. We use large equipment for climbing, lifting and carrying outside along with a range of bikes to develop balance.
- **Communication and Language (including listening & attention, understanding and speaking):** All children are encouraged to participate as speakers and listeners in a variety of situations and for a range of purposes and audiences, using and extending language in an imaginative way. They are taught to express their thoughts and feelings, to retell familiar stories and make up their own using Talk for Writing.

### **Specific Areas**

These provide the range of experiences and opportunities for children to broaden their knowledge and skills:

- **Literacy (including reading and writing):** Reading and writing opportunities take place in a variety of ways, some teacher led and some child initiated. The children begin by singing, reciting nursery rhymes, rhyming games and identifying sounds through listening games. Children need secure skills in listening and hearing rhyming patterns if they are to make good progress in phonics and reading. After a brief settling in period, the children will begin learning the letter sounds and tricky words through the structured daily phonics program called 'Little Wandle Letters and Sounds.' Writing, in the form of mark-making, is encouraged from the time the children start as a way of expressing themselves and recording meaning. The development of pre-writing skills and co-ordination are supported through fun, independent and regular adult led activities whilst children can practise their developing skills during meaningful play opportunities within in the learning environment. When ready, we teach the children to form letters following Little Wandle.
- **Mathematics (including number and shape, measure & space):** This involves developing aspects of mathematical understanding through stories, songs, games, imaginative play and many other practical activities. Children learn about counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shape, space and measures. Problem solving skills are developed by real life situations, both spontaneous and planned.
- **Understanding the World (including people & communities, the world and technology):** From this area, children develop knowledge and understanding of their immediate and local environment and compare it to other environments around the world. They reflect on the people who are important in their lives both past and present. Children are involved in practical experiences which use investigative skills, such as observing, predicting, recording and communicating findings. Some of these experiences are child led and some begin with adult support before moving to independent enquiry.
- **Expressive Arts and Design (including exploring & using media and materials and imagination):** This area of learning and experience develops children's imagination and ability to communicate and express ideas and feelings in creative ways both indoors and outdoors, through art, music, drama, dance and role play. Expressive

arts and design activities involve designing and making by choosing and using appropriate materials and equipment to cut, join, fold and build.

## **Curriculum and Environment**

We aim to deliver an exciting, engaging curriculum that provides individual and appropriate challenge. This is through playful activities and rich learning opportunities which are relevant to all children. Children will be supported to take risks in an environment which offers stimulating resources and encourages exploration.

## **Learning Characteristics**

We consider it is of vital importance that children learn and develop positive characteristics as individuals alongside academic knowledge and skills. These are qualities that will ensure they continue to learn and thrive throughout their school life and beyond.

We encourage the Characteristics of Effective Learning, as outlined in the Development Matters Document (2023):

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

***Our Values: Our intent is for all children to embrace and develop a shared set of ACHIEVE Values: Ambition, Collaboration, Honesty, Inclusivity, Environmental care, Valiance and Excellence, which underpin everything we do. This will encourage our children to be the best version of themselves and strive to achieve potential in an ever-changing and modern world.***