



Strathmore Infant & Nursery School EYFS Curriculum

From
September 2022





School Vision

‘Nurturing
Resilient,
Brilliant
Minds’

As members of the Strathmore family, our children will grow intellectually and emotionally in a supportive and stimulating environment.

We foster a lifelong love of learning that is attentive to our students' needs and interests.

Our well-rounded curriculum promotes critical thinking, perseverance, and health and wellbeing. They learn to value themselves, others and the world we live in.

Children are at the heart of our vision.

Nurturing Brilliant, Resilient Minds



Early Years at Strathmore Infant and Nursery School

At Strathmore we intend for our Early Years curriculum to:

- Support pupils to grow emotionally and academically
- Foster a lifelong love of learning
- Support pupils to develop independence
- Support pupils to navigate risk appropriately and safely
- Be child led, following the pupil's interests
- Access the curriculum through adapted provision relevant to their needs
- Encourage parents to engage with and support their child's learning journey



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Safeguarding

If you're feeling sad, upset, hurt or scared, you can talk to any member of staff.

Our DSLs in school are:

| | | | |
|---|---|---|---|
|  |  |  |  |
| Rachel Howes | Claire Hargreaves | Emma McGill | Hannah Badger |
| Head Teacher Lead DSL | Deputy Headteacher | Early Years Lead | SENCo |

If you have a safeguarding concern, please speak directly to one of the above members of staff.

0300 123 4043

Hertfordshire Children's Services can be contacted on the above number.



At Strathmore School staff and governors place the highest priority on safeguarding the welfare of our children. A culture of safeguarding is firmly embedded at all levels within the ethos and practice of our school and is seen as everyone's responsibility – school leaders, teachers, support staff, volunteers and the wider school community.

Our policies and procedures are consistently and frequently monitored to ensure that we continue to promote well-being and protect from harm, so that all our pupils feel safe, happy and ready to learn. Further information about safeguarding and our safeguarding policies can be found on our school website:

[Safeguarding | Strathmore Infant and Nursery School](#)

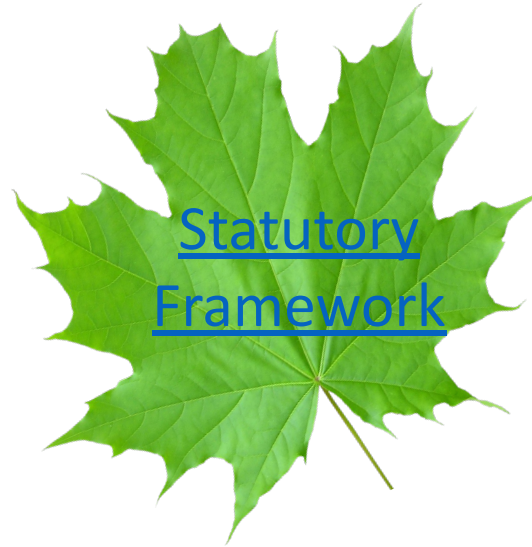


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Statutory Documents - need to add updated framework

We use the following three statutory and non-statutory documents to inform and support our curriculum planning.



The EYFS learning and development requirements comprise of:

- The seven areas of learning and development
- The Early Learning Goals (ELGs), which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
- The assessment requirements (when and how practitioners must assess children's achievements and when and how they should discuss children's progress with parents and/or carers)



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The 7 areas of learning and development



The Way We Want Children To Learn

'Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.' EYFS statutory framework 2021

At Strathmore we have mapped out a cohesive curriculum to support all pupils to have effective learning across their time in Early Years. This includes:

- Sequences of learning that are planned to develop pupils knowledge, skills and vocabulary.
- Tracked skills and knowledge across the EYFS to support planning and targeted intervention for all pupils, including those with SEN.
- Planned themes and topics that invite children to shape the planning through enquiry questions.
- Large open plan enabling environments that support all pupils to develop their skills, knowledge and to direct their own learning.
- Well resourced inside and outside learning environments, promoting gross and fine motor skills development alongside learning across the seven areas of learning and development.
- Fidelity to a cohesive phonics curriculum that includes targeted intervention with a keep up to catch up approach.
- Targeted observations and interactions from all adults in the learning environment.
- A focus on developing independence and curiosity across Early Years.
- A clear vision for Early Years at Strathmore that informs all of our practice.



The Unique Child

‘Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured’
EYFS Statutory Framework

Every child is unique and we want to know all about them and their interests. This information drives our curriculum and allows us to plan for individual needs and interests.

Before each pupil joins Strathmore we build a picture of every child through a variety of ways; including:

- a home visit prior to joining
- a staff visit to previous settings
- transitional visits in their new classroom
- ‘All about me’ information sheets

We gather information from parents, previous settings and the children, valuing these perspectives to keep each child’s needs and interests at the centre of their educational journey. This information is used by practitioners to inform planning, assessment and to identify next steps and any additional interventions to break down barriers to participation and belonging for each individual child.



Curriculum Ambitions

At Strathmore, we have identified 6 key overarching curriculum ambitions that we would like our cohort of children to achieve during their time in Nursery and Reception. These are things that we feel are important for the children in our unique setting to experience, learn or be able to do by the time they leave Reception and are part of the vision and values of our school. Each of these curriculum ambitions require core skills which the children will need to develop and learn in order to achieve them. Such core skills will then be taught, either during child-initiated learning or as adult directed small groups or whole class lessons.

Our Curriculum Ambitions are to:

| | | |
|-----------------------------------|---|---------------------------------|
| Write and Post a Letter | Take Part in a Sports Event as Part of a Team | Grow, Cook and Eat our own Food |
| Have a Conversation Using Makaton | Arrange a Fundraising Event | Take Part in a Performance |



[Click here to find out more about our curriculum ambitions](#)



Curriculum Ambitions

| Write and Post a Letter | Take Part in a Sports Event as Part of a Team | Grow, Cook and Eat our own Food |
|--|---|---|
| <p>At Strathmore, we want all of our pupils to be motivated to write. Providing a real purpose for writing encourages all children to mark make and to feel confident to share their writing with others. In Nursery, children will receive letters and work together as a class to compose letters to be sent out. In Reception, the children have lots of opportunities to write and receive letters, including writing letters to Santa, to our pen friends in another school, to our own homes and to our relatives. In Reception, the children have lots of opportunities to write and receive letters, including writing a postcard addressed to their families at home.</p> | <p>We want all of our pupils to develop good fine and gross motor skills - core skills which underpin so many aspects of the curriculum. We also want our pupils to develop effective teamwork, including working as part of a group, supporting others, winning with humility and handling disappointment. Our pupils will be given opportunities to develop their sports skills across PE lessons and within our outdoor environment before participating in a sporting activity at the end of each year.</p> | <p>Strathmore Infant & Nursery School prides itself on our eco school status and we want all children to fully understand where our food comes from. We promote healthy eating and have achieved the RHS gardening award. We want all children to explore growing plants and food. We have a herb garden near the outdoor kitchen for children to use within their play and the children use the allotment to grow vegetables that they cook with in the summer term.</p> |



[Click here to find out more about our curriculum ambitions](#)



Curriculum Ambitions

| Have a Conversation Using Makaton | Arrange a Fundraising Event | Take Part in a Performance |
|--|---|--|
| <p>At Strathmore we prioritise communication and language for all of our pupils. Through learning to communicate using makaton, children will be developing vocabulary and learning vital communication skills including turn taking, eye contact and listening. They will also be developing a second language and be able to communicate with all of the pupils in the school.</p> | <p>At Strathmore, we want all of our pupils to develop an understanding of the value and purpose of money. We want them to develop patience and experience saving money and waiting for an experience. Through arranging a fundraiser, the children need to make plans and work together, developing CLL, EAD, maths and PSED skills.</p> | <p>We want all of our pupils to be able to speak with confidence in front of a crowd of people. In taking part in a performance, the children will practise speaking and listening, singing, dancing and turn taking. We will support them to become confident enough to stand on the stage in front of a crowd and will prepare them through our outdoor stage and through Friday assemblies.</p> |



Planned Themes and Topics

Our topics are planned through overarching questions. We use the children's responses to develop child led planning to answer these questions. The topics are planned with core texts mapped out across the year. Core skills and knowledge are also mapped across the year to ensure progression from Nursery to Reception and the ensure the children are ready to enter Key Stage 1.

| Autumn 1 | Spring 1 | Summer 1 |
|------------------------|---------------------|-------------------------------|
| What makes me, me? | Who can help me? | What happened long, long ago? |
| Autumn 2 | Spring 2 | Summer 2 |
| What is all around me? | How do things grow? | Where can we explore? |



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Intensive Interactions

Some of our pupils enter reception not yet ready to access our planned Early Years Curriculum. For these pupils we use Intensive Interactions as the basis for their curriculum. This is a social communication approach developed by Dr Dave Hewett OBE and Prof Melanie Nind which helps people with social communication difficulties engage through and learn the 'Fundamentals of Communication'.

Learning the 'Fundamentals of Communication' is crucial because:

- It is the first learning in usual development
- This seems to be foundational and underpinning to subsequent learning, development and psychological well-being.



[Click here to find out more about Intensive Interactions](#)



The Fundamentals of Communication (FoCs)

- sharing personal space
 - developing the ability to attend to another person
 - understanding and using physical contacts
 - understanding and using eye contacts
 - understanding and using facial expressions
 - learning to take turns in exchanges of behaviour... and engage in sequences of activity with another person
 - understanding and using vocalisations meaningfully (including speech development)
 - enjoying being with another person
- Face & Mind 'Reading'!

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The Emotional and Psychological Outcomes of Intensive Interactions

- Attunement, connection, attachment, rapport
- Learning to regulate and control arousal levels - learning to feel safe, secure, calm
- Building sense of self, self-esteem and sense of agency
- Learning to identify own feelings and the feelings of others
- Knowing that others care and learning to trust others
- Developing empathy and learning to care - knowing/caring about how somebody else feels

(Based on: Bowlby, 1953; Lamb et al, 2002; Schore, 2003)

[Click here to find out more about Intensive Interactions](#)



The 'Observable' Outcomes of Intensive Interaction

Across 40+ Intensive Interaction research studies there is a strong body of evidence of novel or increased interactive responses compared to baseline conditions, such as:

- **increased social initiation, and more and longer engagement**

Nind, 1996; Watson & Fisher, 1997; Kellett, 2000; Cameron & Bell, 2001; Kellett, 2003; Kellett, 2004; Anderson, 2006; Barber, 2008; Samuel et al, 2008; Zeedyk et al, 2009a; Zeedyk et al, 2009b; Argyropoulou, & Papoudi, 2012; Harris & Wolverson, 2014; Rayner et al, 2016; Calveley, 2017; Mouriére & Scott-Roberts, 2017.

- **increased toleration of, or responsiveness to physical proximity**

Nind, 1996; Firth et al, 2008; Zeedyk et al, 2009a; Zeedyk et al, 2009b; Fraser, 2011; Harris & Wolverson, 2014; Calveley, 2017.

- **increased levels of contingent smiling**

Nind, 1996; Lovell et al, 1998; Leaning & Watson, 2006; Barber, 2008; Zeedyk et al, 2009a; Argyropoulou, & Papoudi, 2012; Calveley, 2017.

- **increased levels of eye contact or looking at a person's face**

Watson & Knight, 1991; Nind, 1996; Lovell et al, 1998; Kellett, 2000; Cameron & Bell, 2001; Kellett, 2003; Kellett, 2004; Kellett, 2005; Leaning & Watson, 2006; Barber, 2008; Samuel et al, 2008; Zeedyk et al, 2009a; Zeedyk et al, 2009b; Argyropoulou, & Papoudi, 2012; Harris & Wolverson, 2014; Mouriére & Scott-Roberts, 2017.

- **increased use of vocalisation**

Watson & Knight, 1991; Lovell et al, 1998; Kellett, 2000; Elgie & Maguire, 2001; Cameron & Bell, 2001; Argyropoulou, & Papoudi, 2012; Harris & Wolverson, 2014; Calveley, 2017.

- **increased levels of socially significant physical contact**

Lovell et al, 1998; Kellett, 2000; Elgie & Maguire, 2001; Kellett, 2003; Kellett, 2004; Firth et al, 2008; Barber, 2008; Samuel et al, 2008; Argyropoulou, & Papoudi, 2012; Harris & Wolverson, 2014; Calveley, 2017.

- **improved levels of joint attention**

Nind, 1996; Lovell et al, 1998; Kellett, 2000; Kellett, 2003; Kellett, 2004; Kellett, 2005; Leaning & Watson, 2006; Samuel et al, 2008; Mouriére & Scott-Roberts, 2017.



Phonics and Reading -

At Strathmore, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic synthetic phonics programme. We start teaching Little Wandle Foundations in our Nursery and then, from Reception, we follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read.

We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

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Phonics and Reading

How we teach phonics

- In Nursery, children follow the Little Wandle Foundation for Phonics Programme. This focus is on daily oral blending and language development through high quality stories and rhymes.
- In Reception and Y1, children follow the progression within the Little Wandle programme
- Phonics starts in Reception in week 2 to ensure the children make a strong start.
- By the end of Reception, children will have been taught up to the end of phase 4.
- Reception lessons start at 10 minutes, with daily additional oral blending - increasing to 30 minutes as soon as possible

Reading Practice Sessions

- Children across Reception apply their phonics knowledge by using a fully matched decodable reader in a small group reading practice session.
- These sessions are 20 minutes long and happen three times a week. There are approximately 6 children in a group.
- We use Big Cat for Little Wandle scheme books for our reading sessions. The children then take the same book home the following week to ensure success is shared with the family.
- To support develop a love of reading, the children will also take home a 'grapple' book to share with their families. This is a book that the child selects from the library and chooses to take home.
- These phonic sessions begin in September with a focus on blending and segmenting. During this time, children will take home wordless books, rhymes and traditional stories. Once a child is ready to access Phase 2 books they will begin the more formal reading sessions.

[Click here to find out more about Phonics and Reading](#)



Phonics and Reading

Promoting a Love of Reading

Reading for pleasure is promoted across Early Years and throughout the school. We have a newly refurbished, well-stocked library as well as reading corners in each class room.

Our continuous provision includes the planned use of books to support children's learning. The core texts that children access are on display for all children as part of our reading journey. Books can also be found in all areas of the classroom and outdoors.



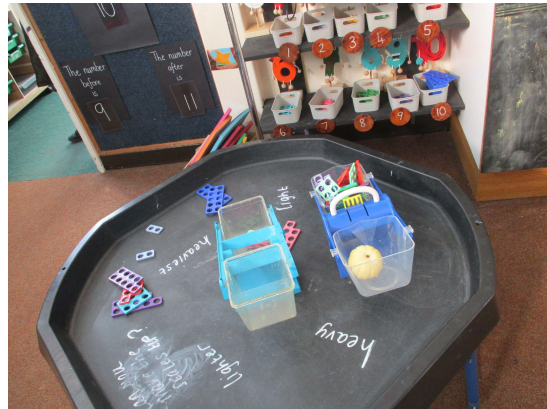
Maths

Adult Led Maths

We use NCETM to sequence our learning across Reception. The NCETM scheme of learning is designed to support a mastery approach to teaching and learning, that progressively builds upon the children's knowledge and understanding. The NCETM scheme has number at its heart and a lot of time is spent reinforcing number to build competency. It also provides opportunities to build reasoning and problem-solving into each lesson. NCETM believes that all children, who are introduced to a concept, should have the opportunity to build on their abilities by following a concrete-pictorial-abstract approach. In the Summer term we introduce 'have a go' maths book for the children to begin to record their maths work.

Child Led Maths

Both Nursery and Reception have maths areas within their classrooms, providing all pupils with resources and activities to further develop their mathematical thinking, knowledge and understanding. We have further maths resources across the learning environment and outdoors to encourage independent learning, including measuring tapes, money and capacity measures.



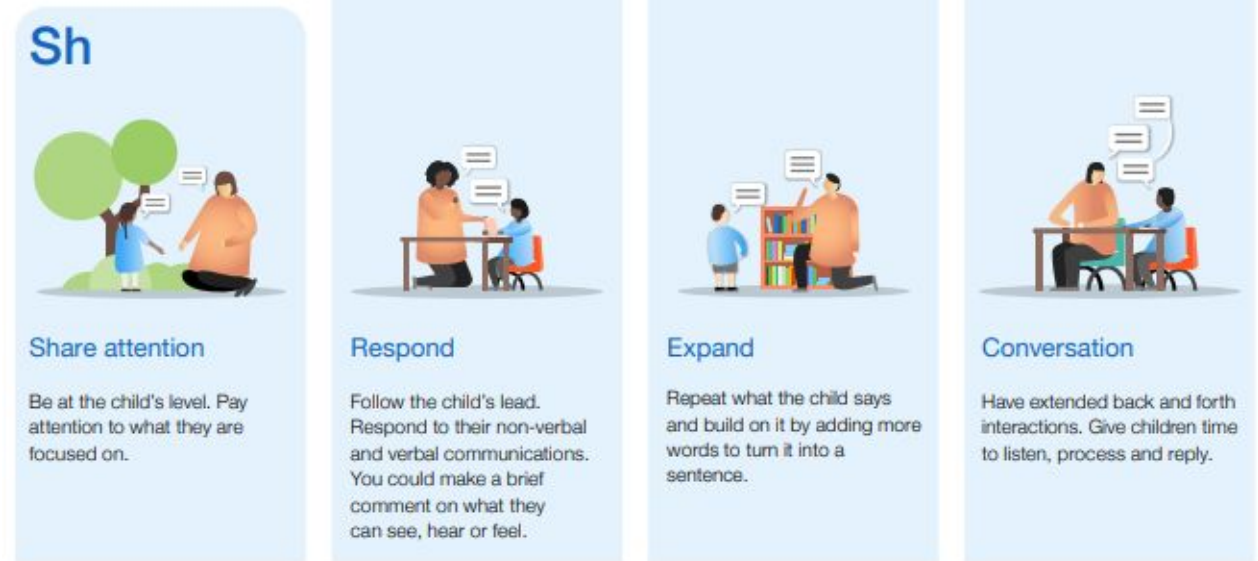
Role of the Adult

‘Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term in which adults help young children learn.’ Ofsted 2015

All adults in the Early Years must:

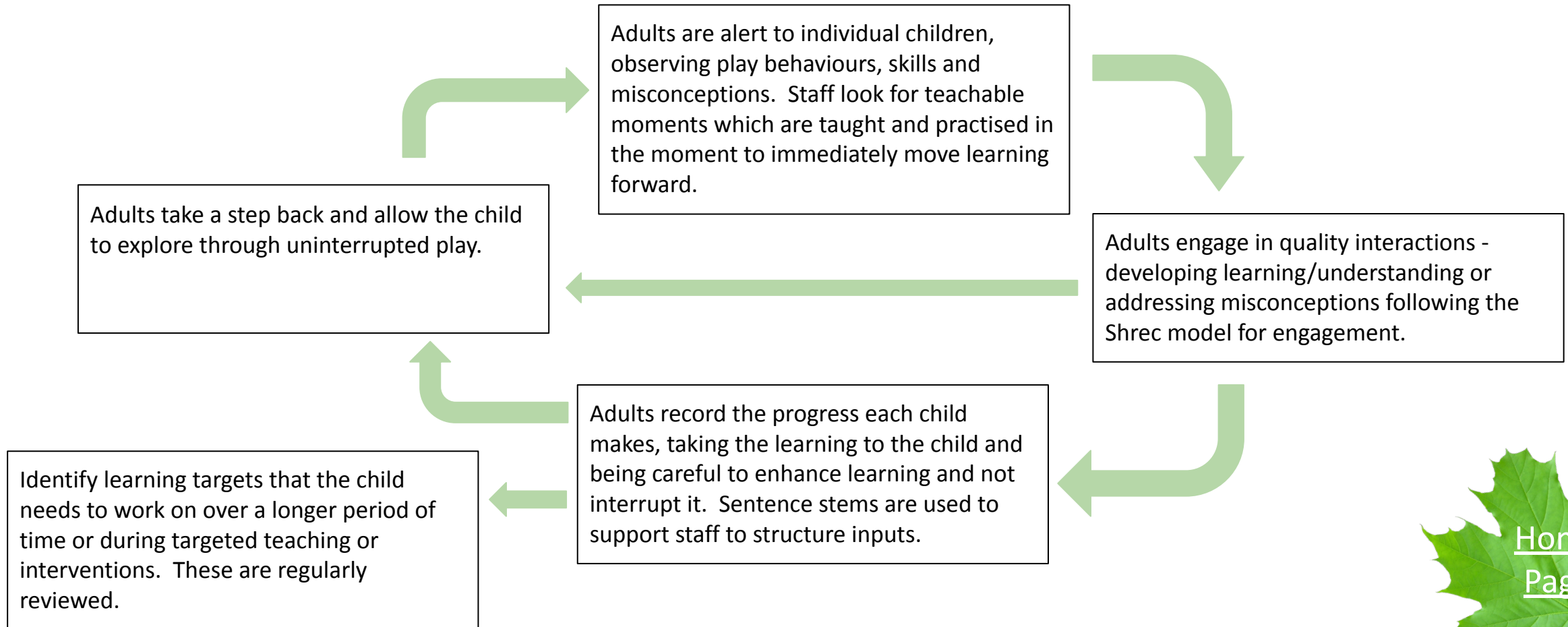
- Value All Children
- Support Every Child
- Have Secure Knowledge of Child Development
- Support and Facilitate Learning Through Planning and ‘In the Moment’
- Assess Children Accurately
- Keep Safeguarding at the Forefront
- Know the Early Years Curriculum at Strathmore

We follow the EEF’s ShREC Model for high quality interactions in the Early Years.



Teachable moments and next steps

'Young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest - the 'teachable moment' - that the skillful adult makes a difference.' From National Standards document Learning, Playing and Interacting P.22 - 23



Assessments

Assessments in Early Years are both ongoing (formative) and at key benchmarks across the year (summative). These assessments are used to inform planning, target interventions, target interventions and shape our day to day experiences across Early Years.

Termly Assessment against the seven areas of learning and development. These assessment identify areas of strength and development.

End of year summative assessment to identify children who have reached GLD

Daily ongoing observations and assessments in the moment that inform interactions, planning and practice.

Half Termly phonic assessments in Reception, using Little Wandle Assessments.

Assessment on Entry through Reception Baseline Assessment (RBA) and in school baselines.

Tracking and assessment of targeted interventions.



Forest School

Forest School is a long term programme run by specially trained professionals designed to build children's confidence, self-esteem and independence skills. Forest School is child led, so although there is always a plan and a theme for each session, the outcome for each child is dependent on them, their interests, needs and confidence levels. Forest school has many benefits for the children. Being active outdoors helps to improve their physical health, working with others they improve their communication and collaboration skills and by developing their own ideas they build problem solving skills, independence and confidence.

Each session always starts with some games, teaches a new skill, builds on previously learned skills and has lots of time for the children to be creative. The session flows naturally and is very active. Children may choose to work in different ways - on their own, with a partner or in a small group.



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Forest School

Children in Reception work with the Forest School lead within their outdoor area for the first two terms and then have discrete sessions in our dedicated Forest School area in the school grounds. This area is continually adapting and contains a log circle, mud kitchen and quiet area.

Some of the benefits to the children include:

- Hands-on learning
- Improves ability to manage self.
- Improving physical health
- Improves fine and gross motor skills
- May instill a future desire to protect the environment
- Able to succeed regardless of ability
- Practical problem solving
- Builds resilience and curiosity
- Learns about the world around them



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Forest School

Example of skills explored by Reception in Forest School

| Skills | Establishing boundaries and introducing site | Scavenger hunts and hide & seek | Fairy homes and dragon dens | Dragon dens and nest building | Natural art and leaf crowns | Log dogs |
|----------|--|--|--|-------------------------------|------------------------------------|----------------------------|
| Benefits | Improves ability to manage self | Puts the child at the centre of their own learning; children being allowed to explore the world with appropriate support | Hands on learning and using imagination. | Fine and gross motor skills | Learns about the world around them | Practical problem solving. |



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Enabling Environments

Our indoor and outdoor classrooms are carefully planned to enable and encourage deep learning for all children during child initiated learning. The environment and continuous provision are an important part of our curriculum. It sets the scene for children to explore and direct their own learning in new and exciting ways.

- Value all learners
- Offer stimulating resources and space, inside and outside.
- Ensure that our provision is relevant to all of the children, their cultures and communities.
- Offer rich learning opportunities through play and playful teaching.
- Support pupils to take risks and explore.
- Develop curiosity, creativity and independence.
- Children learn to respect the environment and each other through sharing, organising and tidying.
- Enhancements are planned to develop skills and spark interest.
- Resources are open-ended to allow all children to explore through play.
- Progression can be seen across the Nursery and Reception classrooms.



The Hidden Curriculum

The hidden curriculum is the part of our curriculum which is spontaneous, unexpected and unplanned. These learning opportunities come from a wide range of sources and situations. These could include the following:

Changes in the outdoor environment - for example: seasons, weather, building works, animals and insects...

Children's interests that they bring in from outside of school...

Events in the local or wider community - for example: festivals, international day, olympics...

Discoveries in learning - for example: finding something interesting in a book, through comments in class discussions...

New experiences that children have outside of school - for example: a new baby, a family holiday, visiting a new place...

Unusual events - for example: a coronation, an air ambulance in the local park....

