



Early Years Curriculum Intent

At Townhill Infant and Nursery, we provide our children with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs, passions and interests are embraced. Every child is an exceptional individual and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals, ready to reach their full potential in an ever-changing world. Our curriculum is therefore the cultural capital we know our children need so that they can gain the knowledge, skills and understanding they require for success.

Our aims;

- Work in partnership with our parents and carers to promote independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points.
- Plan for our children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and vocabulary as well as ensuring children meet their next steps.
- Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom fostering the development of each child's character.
- Preparing our children to make a valuable contribution to society by providing purposeful, enticing and well planned indoor and outdoor environments which support learning in all areas of the curriculum.
- Prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

Implementation

In our Early Years Foundation Stage, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to provide a setting that encompasses a safe and stimulating environment where children are able to enjoy learning and grow in confidence and independence. Our Nursery and Year R classes follow the Development Matters Curriculum and work towards the Early Learning Goals.

The 7 areas of learning are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The teaching of these areas of learning is developed with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led; teacher taught sessions as well as a wealth of stimulating continuous provision opportunities, both open ended and carefully planned. Throughout all of these areas of learning and at the heart of our Curriculum are the 'Characteristics of Effective Learning'. At Townhill Infant and Nursery, we strive to develop these key characteristics of **Playing and Learning, Active Learning and Thinking Critically** in order to give the children the skills that they will continue to draw upon to become life-long learners. We use the Paw Patrol characters to make the characteristics more child-centred, enabling the children to talk about their learning confidently and independently. All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year. This encompasses a range of topics, which are designed with their interests in mind. A vital part of the Curriculum design and topics is therefore the transition period before the children enter our classrooms, where we get to know more about them and their interests through pre-school visits and handovers as well as meeting the children with their parents. Children in Nursery are offered settling-in sessions with parents or carers present.

We ensure activities support the **Characteristics of Effective Learning** to ensure learning takes place. These are:

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 themes are driven from child-centred topics based on providing our pupils with 'enticing experiences' which motivate the children, and are deeply rooted in the love of stories and reading.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who require further challenge. This includes, for example, our nurture group with some of our vulnerable children or additional 'catch-up' provision in Maths and English.

Our curriculum needs to meet the needs of all our children, including our disadvantaged children and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built on cumulatively. During each assessment window, six times a year, teachers update on the progress children have made which allows us to assess the impact of teaching and evaluate whether it has been

effective. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in 'learning journeys' which children can use to reflect on their progress.

Our curriculum and its delivery ensure that children make good progress. Children in Nursery and Year R, on average, arrive with much lower starting points than National. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of the year. Children also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and the teaching children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

Monitoring

- Learning walks and discussions with children.
- Lessons observations
- Learning Journey and 'Book Looks' to monitor progress, attainment and standards.
- Professional dialogue between all members of the Early Years Team and the Head Teacher.
- Pupil Progress Meetings.
- Internal and external moderation meetings which ensure quality and accurate moderation with experienced practitioners.
- Regular review of the impact of interventions.

Regular CPD for all Early Years Staff.

Impact

Our children have varied and diverse starting points. Therefore, we have high expectations to ensure that all children make 'strong progress' across all of the areas of the Development Matters curriculum.

In order to succeed we need to embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

Progress is evident in learning journeys, books and data. We strive for children to reach the Early Learning Goals at the end of Year R and to be at least in line with National Expectations. We track the percentage of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children's attainment to age related expectations to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, Pupil Premium or EAL children. Our assessment judgements are moderated both in school and externally with local schools. The impact of our curriculum is also measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and

attitudes that will make them lifelong learners and valuable future citizens. We endeavour for our children to be 'Key Stage 1 Ready' by the end of Year R. Our children make strong progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills are secured and embedded so that children achieve and are fully prepared for their new year group.

At the end of EYFS our children;

- Have strong communication skills, both written and verbal. Our children also listen respectfully and with tolerance to the views of others,
- Take pride in all that they do, always striving to do their best,
- Demonstrate emotional resilience and the ability to persevere when they encounter challenge,
- Develop a sense of self-awareness and become confident in their own abilities,
- Are kind, respectful and honest, demonstrating inclusive attitudes and having a sense of their role in our wider society
- Achieve in line with National average, having made at least good progress from a significantly lower than average starting point.