

Intent

Intent

At The Curzon Church of England Primary School, we Aspire for our ambitious curriculum to excite, engage and enrich the lives of our children. We Believe our creative curriculum offers a progressive, sequenced, and structured approach to provide a knowledge rich, lasting and diverse understanding of the world.

We strive for our children to Care and make meaningful, and relevant connections to the world in which we live.

Our Curriculum Intent, we have developed a well-sequenced, knowledge-rich curriculum based.

The principles of our knowledge-rich curriculum are: ·

- Knowledge is valued and specified
- Knowledge is well-sequenced
- Knowledge is taught to be remembered

Our intended curriculum can be found in these documents:

Our whole school curriculum overview outlines the units covered in each subject across the year. · Subject curriculum maps: detail exactly what we cover in each subject, with additional detail showing what is covered in each lesson · Subject rationales: explain the reasoning behind how our curriculum was developed for each subject. · Unit rationales: outline the substantive knowledge, concepts and disciplinary knowledge taught in each unit, and how each unit fits in with the bigger curriculum picture

Implementation

Planning in the EYFS

Every child deserves the best start in life. We are all aware that children do not begin school on a level playing field, and we have all seen the gap in our classrooms between those who have lots of prior life experience and those with little. The Curriculum for Early Years has been written with the intention of closing that gap, so that every child believes that they have the power to determine their own lives and to make a positive change in the world.

The Early Years teaching resources will take children beyond the limits of their personal experiences and the classroom to ensure that no child is left behind. Our aim is to provide our youngest pupils with the tools that they need to establish a strong sense of identity and to feel empowered by the knowledge they have of the world around them. The EYFS teaching materials have been carefully written to spark pupils' curiosity and to develop their oral language, communication and comprehension through engaging, high-quality teaching resources. We want to enrich and widen their vocabulary, so that they can confidently and effectively think, reason, argue, and participate in the important conversations in life. The Early Years resources fit into the whole-school approach to curriculum design and provide children with both the substantive and disciplinary knowledge that they need to become confident, powerful and inquisitive learners. Our materials support staff in building a strong foundation of learning for our youngest pupils and to encourage a seamless transition to Key Stage 1 and to Key Stage 2.

The EYFS Framework In Early Years, learning and development is split into seven inter-connected areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy · Mathematics
- Understanding the World
- Expressive Arts and Design

The Early Years materials have a strong focus on the specific area of Understanding the World (UW), as this ELG lends itself for greater transition into Key Stage 1. History (Past and Present), Geography (People, Culture and Communities) and Science (The Natural World) are interwoven within UW as children are encouraged to observe and explore the physical world, communities and life both past and present. Pupils are encouraged to think about scientists, historians and geographers and consider what they do, what they think about and how they

find out what they know. This foundational knowledge helps children to develop disciplinary understanding over time. High-Quality Teaching Within Early Years, it is vital that children receive effective teaching and develop characteristics of effective learning that form a firm foundation for their future learning.

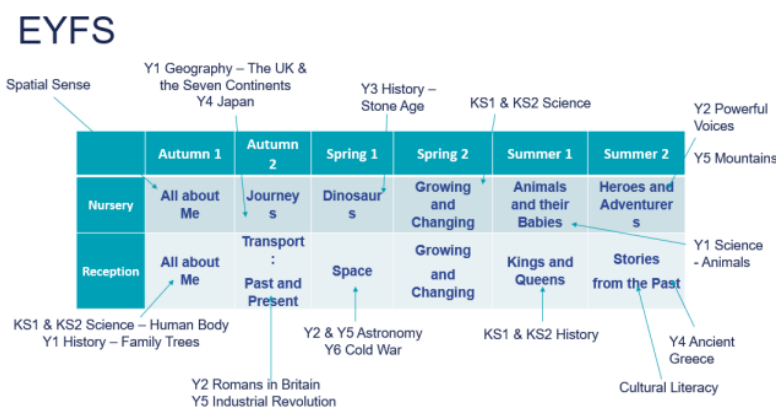
The EYFS Framework identifies the following characteristics of effective teaching learning that are embedded in our vision for our early years' curriculum:

- 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
- Within Early Years, children should be taught through a range of tools in a teacher's repertoire. This may include storytelling, role play, exploration and discussion. At the beginning of every lesson, pupils should be given time to orally rehearse the key vocabulary that the teacher has identified from the plans and from their knowledge of the children. There should be multiple opportunities within the lesson for partner talk, where children are encouraged and praised for use of the key vocabulary. Pupils' learning, vocabulary and understanding of the world should be enriched through exposure to poems, stories, non-fiction texts, maps, visits, and visitors.

Whilst the EYFS plans suggest two teacher-led sessions and one adult-led session a week, we also make suggestions for continuous provision. These are the activities and resources that children have access to consistently throughout the week, term or year. During child-directed time, they may choose to engage with this provision that has been carefully selected and prepared by staff who know the curriculum and the children well. Resources are selected for the wealth of learning opportunities they provide, and provision is designed to help children to develop the characteristics of effective learning. Children can engage with continuous provision independently, with peers or with an adult. Examples may include provision for construction, creative play, sand and water 20 play, a reading area, mark-making, roleplay and small world play among other things.

The Curriculum for Early Years Our EYFS materials will take children on a journey from their local area to outer space, from the fascinating world of dinosaurs to the ancient stories of Greek Gods. Children will encounter interesting people such as George Stephenson, known for his steam train 'The Rocket', and Valentina Tereshkova, the first woman in space. They will explore captivating places such as The North Pole and Mount Everest. They will grow plants, study maps, look closely at fallen leaves, observe ice melting, design floating boats and much more. Importantly, they will be learning and using new vocabulary in a wide range of contexts. Children will learn more and remember more as they progress through their early years, enriching their play and their conversations with the powerful knowledge in our curriculum. We have specified powerful knowledge content, vocabulary, supporting texts and ideas for continuous provision in an easy-to-use planning format. The plans focus on content that will support children to meet the new (2021) Early Learning Goals for Understanding the World, with additional ideas for other areas of learning included. It is important that subject leaders, who may not be teaching within Early Years, are familiar with the curriculum content. For example, if you are a geography lead, you will need to know how your subject develops in the Early Years, so you will need to talk to Early Years teachers about Understanding the World and how geography is being introduced. Which places do they learn about? Which maps do they use? Important conceptual understanding begins to develop in the Early Years, such as spatial sense and chronological understanding. Subject leaders need to know how their subject works from Early Years through to the end of Key Stage Two.

EYFS Curriculum Links with KS1/KS2



We create medium term plans based on a series of topics and themes, each of which offers experiences in all seven areas of learning. Our short term plans then provide a sequence of lessons that allow children to develop skills through adult modelling and through opportunities to practise and rehearse throughout the learning environment. Our curriculum is planned to allow for purposeful revisits of prior learning to ensure that children are able to embed the knowledge and skills that they have learned.

We begin each topic by immersing children in a high quality story or text. This will form the foundation for the learning in the days or weeks that follow. This prepares them well for the Reading into Writing journey that is followed from Year One onwards.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

Observations and assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and all adults contribute. Our recorded observations focus on capturing significant moments of learning that children achieve so that quality interactions with children can remain our focus.

Observations of children's achievements are collated in their own personal Learning Journey as well as in specific Maths and English books. Parents/carers have the opportunity to look through children's books during parents' evenings which take place twice a year.

Parents/carers are encouraged to contribute to their child's learning journeys. This begins shortly before the first week of school when we ask parents to complete a simple baseline assessment. This enables us to accurately plan next steps ready for full time education. We also plan opportunities for home learning each half term. Parents are encouraged to upload responses to our remote learning platform 'Class Dojo' and at times there will be projects that can be brought into school. Children's 'Next Steps in Learning' are shared during parents' evenings so that parents/carers know how to help their children with their learning at home.

These ongoing observations are used to inform the EYFS Profile and children's progress against the Development Matters statements and to determine if children are 'on track' or 'not on track'. Those children who are 'not on track' are quickly identified to ensure that catch up interventions can be put in place to prevent them from falling further behind.

Reception Baseline assessment (RBA)

The reception baseline assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. It assesses children in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. This data will be compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school. The data collected and produced from the assessment is stored in the national pupil database (NPD), including numerical scores, it is not shared with external bodies, including schools, teachers, pupils or parents/carers.

EYFS profile

In the final term of the Reception year (no later than 30th June), the EYFS profile is completed for each child. This provides parents and carers, practitioners and teachers with a well-rounded summary of every child's development and learning achievements and readiness for Year 1, it also includes whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses practitioners' knowledge and professional judgement of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

1 = Emerging ELG – not yet meeting the expected levels

2 = Expected ELG – meeting the expected levels of development

Year 1 teachers must be given a copy of the Profile report, enabling a dialogue between Reception and Year 1 which will assist in the planning of learning in the next academic year.

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and following a set procedures when children become ill or have an accident.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve the early learning goals.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. In doing so, we work closely with parents and outside agencies.

Safety including safeguarding and welfare requirements

The safety and welfare of our children is paramount at Curzon C of E Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.
- We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.
- Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for observation and assessment purposes) and children must be appropriately dressed in photographs.
- Members of our Reception staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The role of parents/carers

- We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.
- Holding information evenings before the children start school which are offered in person and as videos available on our website.
- Talking to them about their child's interests and needs during our introductory sessions in school and at our home visits carried out prior to them starting school.
- Being welcoming and approachable for parents to voice concerns/ask questions;
- Inviting them to a parents' evenings each term to discuss how their child has settled and share progress and next steps for learning;
- Valuing parents' contributions to learning journeys;
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing curriculum planning overviews for each topic, each term and highlighting how they can support their child at home through termly home learning;
- Inviting parents into school for 'parent phonics' sessions to demonstrate how we teach phonics and help them support their child.
- Providing parents with an annual end of year summary report detailing achievements and their child's EYFS profile;
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

Transitions

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. In the spring term prior to children starting school we speak at length with nurseries to develop an understanding of the needs of each child. In the summer, children attend a number of introductory sessions with their parents/carers and also with their nurseries into to develop familiarity with the settings and staff. Our Reception staff also visit the local nurseries and preschools in return, to familiarise themselves with the children.

Year 1 teachers are continually involved in the assessment of children in Reception so already have a good understanding of needs and next steps prior to them starting KS1. In the summer term, our Reception teachers meet with the Year 1 teachers to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom as well as with the Year 1 teacher in their own class. This ensures that they are familiar and comfortable with their new teacher and are ready for the next phase of their education.

Impact

Curriculum Impact

We are committed to providing the best possible experiences for our children. The EYFS Teacher, alongside the HeadTeacher, are responsible for monitoring provision, teaching and learning and children's progress. Regular monitoring visits are also carried out by the Senior Leadership Team. Feedback is then shared with the relevant teams and any necessary actions are taken.

All adults in the Reception team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

As we have clearly specified what we want our children to know, do and remember, when reviewing impact, we assess against the Knowledge Goals laid out in the intended curriculum, enabling us to check whether children can remember what we set out for them to learn.

Our knowledge rich curriculum places our pupils at the centre and allows them to build schema by creating connections in their knowledge, skills and understanding which they can use across all subjects. We intend that our children will be fully prepared for the next stage of their learning and ready to contribute positively to society as a whole as confident world citizens in an ever-changing world.

Our curriculum work is never finished - it is at the very core of our purpose and our children deserve the very best curriculum we can create.