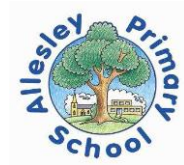


Early Years

Our Curriculum



INTENT - Our intended Early Years Curriculum...

At Allesley Primary School, our Early Years Curriculum is designed to encourage independent, happy, positive learners that embraces the natural enthusiasm, curiosity, and energy that our youngest children bring to our school. We recognise the importance of building the foundations of learning and aim to give all children the best chance to succeed regardless of their individual starting points, experiences, and needs.

We aspire to nurture well-mannered, well-rounded, confident, inclusive children who show compassion, responsibility, and respect for all others and for our beautiful school environment. We develop good relationships between staff, children, as well as being supportive of families in our diverse community.

IMPLEMENTATION - what our curriculum looks like...

At Allesley Primary School our curriculum is guided by and meets the requirements of the Statutory Framework for the Early Years Foundation Stage 2021.

In Nursery we focus on "in the moment planning." Child led learning where the adults provide a stimulating environment, which reflects the children's needs and interests. The children's progress is observed, managed, and enhanced by adults who engage and interact with them to support their learning and progress. Once the children are settled into Nursery, each week we have our Focus children, usually four children a week. We ask for input from their parents to show their interests and significant events and an opportunity to ask questions. We then record the children's learning and interactions and progress over the week and share this document with the parents. This document also includes next steps for the children.

We aim for all our children to develop lifelong learning skills and be confident, motivated learners ready for the next stage of their learning journey.

Our children learn through a careful, but flexible, balance of adult-directed and child-initiated activities and challenges which include whole class, small group, and individual focused teaching opportunities. Routine and structure are as important as spontaneity and flexibility to make the most of every opportunity

that arises. At Allesley, we have high expectations of behaviour within our indoor and outdoor classrooms and around our school. Our curriculum builds and evolves over the course of our Nursery and Reception years as our children develop their skills and grow as listeners and learners. The balance of more formal directed teaching and challenges will change and adjust as children become ready for Year 1.

Children join Allesley from a wide range of both local, and out-of-catchment, settings. Our aim is to gather as much information as possible about our children before they start, identifying any needs or concerns quickly and begin to build crucial relationships with our new families and children. We want our children to feel as happy, secure, and excited about starting school as is possible. Once in school, our early curriculum is designed to build routines, set out class expectations, build independence and develop friendships and relationships to help our children feel settled, confident, happy, excited, and ready to learn. Each year, the curriculum is always flexible to ensure we meet the needs of all our children.

Our indoor and outdoor environments are organised to invite, excite and motivate learning opportunities for children as well as practising and developing previously taught skills. The children are encouraged to take responsibility for looking after their learning environment which we design to develop their perseverance and independence. We also aim to extend our children's experiences through understanding of the world by inviting visitors from our community into school and by exploring and celebrating differing cultures. We enhance our children's learning experiences further with trips around our local area and further afield. Throughout the year as a whole school community, we celebrate special days and events including festivals and charity events.

Within our timetabled week we include all 7 areas of the Early Years Curriculum. This will include new teaching experiences as well as revisiting and rehearsing previously taught skills. Opportunities to develop and support these skills will then continue in the children's own busy learning time in the learning environment through continuous and enhanced provision and during focused group sessions. We respond quickly and flexibly in our curriculum as needs arise. We also use these opportunities to develop our school values of perseverance, positivity, independence, respect, compassion, and honesty.

Developing a love of stories and language, is a huge part of our Early Years Curriculum at Allesley. We use the Oxford Reading Tree Floppy's Phonics

Programme and work in partnership with parents to help the children reach their full potential as readers.

Nursery have two Phonic inputs a week. We focus on Phase 1 phonics and use a mixture of practical activities and Oxford Reading Tree Floppy's Phonics Stage 1 activities - such as listening for Sounds - environmental and instrumental, develop rhythm and rhyme in speech, alliteration, vocal sounds, oral blending and segmenting.

If the children are secure in Phase 1, we move on to Oxford reading Tree Floppy's Phonics Stage 2. In the Summer term if children are ready, we start to share the first Oxford Reading Tree books and send these home with word building activities too.

Across the Nursery and Reception there is a huge focus on reading and sharing a variety of books, fiction, and non-fiction. We encourage lots of story re telling, through puppets, small world figures and adult scribing.

In reception reading and phonics groups are organised to support, rehearse, and challenge the children at the levels they are working at. Books are read both in school and at home and dialogue to support parents takes place through their reading diaries. We also promote and share our love of stories, language and reading at every opportunity and enjoy rhymes, poems, songs, and role play. Books are also used to stimulate thinking and inspire activities around the classroom. We listen to stories every day for pleasure too!

In our Maths curriculum, our aim is for all pupils to develop a deep understanding and strong grounding in number to allow them to excel mathematically. We want them to develop mastery of numbers to 10, the relationships between them and the patterns within them, along with the associated mathematical language. We use the manipulation of various concrete objects in practical activities and games within direct teaching and group activities as well as in independent busy learning time for children to play and explore with. Alongside this we use opportunities in our day to use songs and rhyme about number, the oral rehearsal of skills as well as talk about number and practical number problems relevant to our day.

We are lucky to have beautiful, extensive grounds around our school to use and explore, in addition to our own indoor and outdoor classrooms. Our curriculum is designed to use these as much as possible and for our children to benefit from fresh air, exercise, physical development as well as exploring and appreciating

our outdoor natural world. Curriculum examples include Autumn and Spring walks, minibeasts hunts, outdoor natural Art as well as more spontaneous opportunities such as exploring snow, ice and frost or building dams in flooding puddles!

In Nursery Physical Development is part of our everyday curriculum and one of our Prime areas. We provide many different opportunities for children to develop their gross and fine motor skills.

As well as Physical Development being part of our everyday curriculum, in Reception, P.E. is timetabled for 2 sessions per week and focuses on developing the children's gross motor skills, balance, and coordination. We also have a 2 weekly yoga session which focusses on the children's emotional wellbeing.

IMPACT - how we measure our early years curriculum...

The impact of our EYFS curriculum at Allesley is reflected in the happy, well-balanced, motivated, and confident children who are ready to move respectively into Reception or Year 1. We are proud of the progress they make during their time with us and the positive comments we receive from parents.

Our Nursery and Reception teams work closely together, and this means we get to know the children well in all areas of learning and are in a privileged position to assess and identify the impact of our Early Years Curriculum and the progress of our children very quickly.

All adults constantly assess through ongoing questioning and observation. Planned opportunities for assessments are an integral part of our planning cycle so that any difficulties, misconceptions, barriers to learning and the next steps can be identified. Where necessary, children are supported through intervention and any concerns are raised with the SENCo and at Pupil Progress meetings and discussed with parents. Reading and Phonic Groups are reviewed regularly to allow for fluidity and the changing pace of progress of individual children.

We understand our children thrive on praise, positivity, success, and this is constantly shared and fed back to the children throughout the day through our reward system. Successes are also shared through our online platform (Evidence Me) and through the children's learning journals. These contain samples of the children's work across the whole curriculum, including Writing and Number as well as some photos of curriculum activities. Children's voice and their comments are also recorded. We are proud of our learning Journals, as are the children.

They are an important record for the children and families to celebrate, to promote talk and discussion, to see and celebrate visually progress that has been made and to identify and practise key skills and next steps.

Nursery undertake their own Baseline assessment when the children are settled which assesses the children through adult observation and interaction in the 3 Prime areas and Literacy and Maths.

Reception undertakes the Reception Baseline assessment in line with Government requirements as soon as children start school alongside our own initial assessments. We aim to get to know children as quickly as possible and along with the information and discussions with previous settings we begin to plan appropriate teaching and learning for the children. We seek advice and expertise from relevant professionals e.g., the Early Years SEND team and Speech and Language where we feel it is relevant and necessary. We use our teacher judgments against Development Matters guidance to help form an initial assessment level and use these each term to assess current levels, to identify gaps in learning and to identify those in need of intervention.

At the end of the year, an assessment of all children is made against the EYFS profile and shared in an end of year report with parents as well as senior school leaders. Transition meetings takes place between Nursery and Reception colleagues and with Year 1 colleagues too, so that the transition to the next year group is as seamless and thorough as possible.

Our aim is to build evidence for the new EYFS framework with other Early Years settings within our network and to moderate our judgments with them when possible.

Starting School

Giving our children a firm foundation for future learning is key to our long-term educational provision. The foundations of a child's learning is key to giving them the very best start for their future education.

When children start school at Allesley we undertake a detailed transition plan. We liaise closely with nursery schools and families to ensure we get a secure understanding of your child before they start school. This focus on transition is beneficial to the school, child, and the family.

Our Nursery and Reception Induction Booklets will give you further information.

The following website gives families ideas of activities as to how they can support their child too.

<https://hungrylittleminds.campaign.gov.uk/>