

## Early Years St Catherine's

### INTENT

#### **We get to know all children and meet their needs**

Our curriculum intends to develop the whole child, focus on key areas of development for the cohort and meet the needs of all individuals. Our demographic and trend information informs us to focus on: communication and language and personal, social and emotional needs. These areas are therefore woven into the curriculum and prioritised all day everyday. We invest time to get to know children and meet their needs. For our 2021-2022 cohort, our curriculum intends to also specifically focus on: Communication and Language, Physical Development, Personal, Social and Emotional Development and the teaching of reading (love of reading, phonics and comprehension). *The cohort's unique needs have been taken into account when designing our curriculum provision as well as the impact of school closures since March 2020 (\*see cohort intake information).* We continuously reflect on how to best meet the needs of our children and families and as a result our implementation changes. This also includes how the environment is adapted to support all children, and how our long term plans change to reflect the needs of the children. The prime areas of learning also are key priorities for our children.

Our curriculum is underpinned by a 'low floor - high ceiling' approach so all children can access the same curriculum opportunities. Children are supported in different ways from their varying starting points. The curriculum is carefully constructed and presented so children can: practice and master skills, develop independence, build learning on prior knowledge, and remember key skills and concepts to solve problems. Our approach includes revisiting and building on learning so it 'sticks'. We take the children from where they are and build their learning in the next logical way as we unpick what children need and respond. The role of the adult varies considerably depending on the situation and the child. We have a careful balance of adult led and child initiated provision, which is amended and changed throughout the year to reflect the needs of the children.

Our curriculum intends to inspire children which leads to more play and more talk which supports our prioritised areas. We aim for happy children who follow their individual interests and passions and form lasting relationships with adults and peers. We aim for all children to have self-confidence and voice their thoughts and opinions confidently. Our rich, inclusive curriculum reflects children's needs and interests, and guarantees diverse experiences - providing equity for all. No child is 'left behind'. Ever.

### IMPLEMENTATION

#### **We do what is needed at the time so all children thrive**

We have developed a long term plan in all areas to ensure a progressive and purposeful curriculum. Then through effective formative and summative assessment, the curriculum is then adapted throughout the year so it meets the needs of all learners - including the disadvantaged and those with SEN. We have used the EYFS curriculum to create a map, but knowing the children allows us to decide which route we need to

take. Our curriculum content also includes: focusing on key events throughout the year, providing experiences which may form mini projects and reflects the interests of the children (we are flexible). Adults build relationships with children and use formative assessment to inform curriculum provision and implementation. We also use information from wider areas such as: previous settings, family, specialists or agencies. We have a timetable that allocates time to different subjects, as well as providing 'flexible' sessions to focus on key priorities and the interests or needs of the cohort. As the needs of the children change, so does the time spent in each session but generally the structure of the day remains similar so the children are used to routine and opportunities to focus on our key priorities are rooted in the pattern of the day.

Play is an integral part of our curriculum delivery. We have a careful balance between adult led and child initiated activity. We ensure the times that are spent as a class, group or 1:1 are purposeful so there is clear rationale why the session is taking place rather than quality play. All areas of the curriculum have adult directed sessions when needed. Children then further explore, enhance and develop these skills in a purposeful, well-resourced environment. Children make their own choices to follow their interests and passions. During active learning children learn about themselves, others, the world around them and explore and apply key skills. During adult-led sessions, the adult is the expert and imparts knowledge as well as sow seeds of inspiration. The role of the adult varies depending on the needs of the child and children - from questioning to deepen thinking, providing narration to help a child understand, providing models and frames to scaffold learning or observe to assess and plan learning opportunities at that moment or in the future. Adults are constantly 'teaching' all day everyday regardless whether it is active learning or adult led. Written observations are recorded for a purpose which impacts the future of the child/group of children. We prioritise engagement and only capture information for a reason. Feedback is specific so children can learn effectively. By the end of the summer term, the needs of the children are communicated so can be built upon effectively in year 1.

Our inclusive approach includes: getting to know all children, building strong parent engagement, observing the children and discussing needs as an EYFS team (and inclusion team when relevant). We also refer back to parents for a greater insight and their opinions and we all work together to come up with the right support for the family and child. The children with higher levels of need may require more support and specialist/life long support. We aim to identify needs early on to support children and families in the best way possible. This inclusive approach also commences during the transition period to our school, a transition period can be up to 14 month+ prior to a child starting EYFS so it is as smooth as possible. We also use well-researched and meaningful interventions to support individuals when needed.

### **IMPACT**

#### **We reflect on the impact our provision has on individuals and continue to adapt**

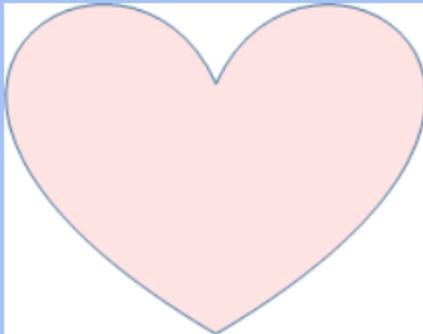
The impact of our provision is: rooted in quality formative assessment, knowledge of the child (and family), how individuals learn, and a progressive curriculum model. We continuously reflect on what we do and the impact it has, and knowing each child is vital so we can assess the impact our provision is having on individual children. We have a rich curriculum so all children have the opportunity to meet the age related standards by the end of the year. We have 4 internally devised 'checkpoint indicators' to reflect on all children's progress and further monitor progress against our curriculum: 1) before a child starts in September and is part of the transition information. 2) October half term in and also

incorporates the statutory baseline tools. 3) February half term. 4) June final assessment against the Early Learning Goals (handover in July to year 1). Additionally, at the end of each term the progress and areas to target/develop are also reflected upon and changes to are made. Throughout the year, those children we have identified needing specialist or targeted provision are also assessed against relevant goals and provision adapted on a case by case basis. Adults in our Early Years setting will know where children are and be able to share this information with families, school staff and external visitors. A child's individual learning journal will provide a further layer of a child's attainment and progress by giving a snapshot of their life. Therefore, the learning journal will support conversations with staff, specialists, professionals, outside agencies and also support judgements for individual children in our care (they will not be the sole source of information when judgements are made). A learning journal will include a snapshot of what children can do when they first start so we can accurately assess the impact our curriculum is having for individual children - it continuously will capture and celebrate what a child can do.

<b><i>The characteristics of effective learning</i></b>		
<u><i>Playing and exploring</i></u> <ul style="list-style-type: none"> <li>• finding out and exploring</li> <li>• using what they know in their play</li> <li>• being willing to have a go</li> </ul>	<u><i>Active learning</i></u> <ul style="list-style-type: none"> <li>• being involved and concentrating</li> <li>• keeping on trying</li> <li>• enjoying achieving what they set out to do</li> </ul>	<u><i>Creating and thinking critically</i></u> <ul style="list-style-type: none"> <li>• having their own ideas</li> <li>• using what they already know to learn new things</li> <li>• choosing ways to do things and finding new ways</li> </ul>

<p style="text-align: center;"><b><u>PHONICS: Our Systematic approach</u></b></p> <p>Our systematic approach ensures pitch and coverage and gives our children a multi-sensory experience. We have a systematic, logical long-term plan which meets the needs of our children. Lesson structures are delivered in a way to make learning memorable and inclusive. Lessons often 'ping-pong' between adults and children. Formative and summative assessments are robust, purposeful and acted upon to support learning. We target children who need further support to ensure no-one is left behind. Resources and books match learning needs.</p> <p><b><u>Letters and sounds</u></b></p> <p><i>'Letters and Sounds' is one of our documents that supports our planning. It breaks down learning into phases and supports <u>some</u> of our long-term planning (see our phonics long-term plan for details). 'Letters and Sounds' also provide examples/word banks to support our lesson planning. .</i></p> <p><b><u>Read Write, Ink (RWI)</u></b></p> <p><i>We use the rhymes and images from Read write <u>Ink</u> to support phonics for reading and phonics for writing.</i></p> <p><b><u>Jolly Phonics (rhymes only)</u></b></p> <p>For those children who have not yet remembered the sounds covered via RWI, Jolly phonics is considered on a child-by-child basis to give a different approach and help them learn.</p> <p><b><u>Reading</u></b></p> <p>We have a range of high quality decodable books from a range of approved suppliers. These have been sorted based on the sounds they cover. Children have books that match the sounds they are learning.</p> <p><b><u>Training:</u></b></p> <p>We share best practice internally and via Literacy subject leader, receive training from our County advisor and training from <u>or_EYFS</u> consultant/specialist. Training is matched to staffing needs.</p>	<p>Phonic learning is <b>woven</b> into day – in addition to discrete phonics lessons</p>	<p>We have a <b>systematic</b> approach based on sound long-term planning</p>	<p>We use '<b>Read, Write, Ink</b>' <u>resources</u> to support learning and make it 'stick'</p>
	<p><b>Multi-sensory</b> including 'Concrete' resources</p>	<p><b>Reading books</b> are matched to sounds taught from range of suppliers</p>	<p>We teach <b>daily</b> phonic sessions</p>
	<p>Relevant phonics is in the <b>environment</b> and accessible during 'active learning'</p>	<p><b>Mastery</b> approach – all children will make it – the needs of the learners are met (<b>re-visiting</b> learning until secure)</p>	<p>Children have multiple <b>opportunities</b> to apply phonics for reading and writing</p>

## How do we teach reading in the Early Years? (Green currently happening, yellow partially happening, red aspirational)



**Children to have a love for reading and can read**

### Picture books

Daily picture books to develop a love for reading and language

### Environment

Redeveloped EYFS library - started in 2019. Children also have at least 3 places to enjoy and share books

### Developing vocabulary and a word rich environment

Purposefully planned vocabulary coverage embedded into the curriculum plan via themes, books and using the book spine. Vocabulary 'grows' as part of adult led sessions and child initiated learning.

### Phonic teaching

A systematic approach to phonics - see separate information.

### Library visits

Termly visit Hoddesdon Library and encourage/support families to be members

Half-termly visit to school library and choose a book

Weekly visit to EYFS library to pick a book

### Extra support

Children are supported based on continuous assessment. Support may include: extra reading, adapting provision and targeted intervention

### Modelling

Daily modelling of reading that engages the children. Modelling includes reading, story telling, de-coding, comprehension, inference, poems/non-fiction/fiction.

### Strategies

A range of strategies are used for reading and children joining in and learning. This includes: using repeated refrains, chorus reading, repeat speech of characters, sounding out, reading by sight etc.

### Planning

Range of books used to inspire learning are planned into the curriculum. This includes using books from our 'book spine'.

### Reading buddies

Year 6 pupils to read with EYFS children at least every 2 weeks (role model, inspiration)

### Words in the environment

Many carefully planned and purposeful reading opportunities are embedded into the environment - including phonics.

### Why do we teach this way?

Our strategy prioritises children to developing a love for reading, songs and telling stories as well as providing key skills to develop reading fluency, language and independence. Children will have many role models, models of reading and access to rich and engaging texts. The simple view of reading is at the heart of developing the teaching of reading. Research includes: EEF research, evidence on reading for pleasure and building an outstanding reading school (Oxford school improvement), DfE Education Hub information, training accessed via NELI intervention.

### Developing vocabulary and a word rich environment

Reading area so children can access their own books and read them independently based on words and sounds they know

### Home reading

Books sent home that match phonic needs

Non-word books used to develop communication, language, comprehension, book skills etc.

Picture books chosen to take home so adults can read and model and develop a love for reading.

**Children will take home a 'story sack' every week with opportunities for role play, discussion and activities to involve families.**

### Families

**An open door policy for parents to come in and read with children every week.**

**Online support and resources given to families to support reading**

## **Mathematics Curriculum**

We use a maths mastery approach which prioritises children having practical mathematical experiences. We use a 'concrete, pictorial and then abstract' mastery concept to structure learning within lessons. Children have 'concrete experiences', which can then lead to pictorial representations in order to apply and understand abstract concepts (e.g. we make, we draw, we use numbers). Learning centres around 'low floor high ceiling' activities so all children are supported and challenged. Children are also encouraged to explore and develop their divergent thinking strategies so they can solve problems in more than one way and solve problems practically. Our maths approach is influenced by: research into how children develop early maths and counting, key principles from the 'Maths, No Problem!' (MNP) mastery scheme (currently used in years 1-6) and experiences gained from being part of the Math Matrix Hub. Our main implementation is via Maths, No Problem! (which has been newly developed for EYFS so is on a trial basis), Numberblocks and some 'White Rose' materials. When appropriate we use books and games to support conceptual understanding, engage children and make maths real and purposeful. In addition to opportunities in active learning, we teach maths 4 times per week during whole class or large groups sessions. Every session includes at least one aspect of the '5 counting principles' to continuously support children's understanding of number. Maths is also embedded in the environment. Our provisional maths curriculum has been broken down into key concepts and sequences to carefully build secure understanding. Additionally, our long-term plan is always adapted to meet the needs of the cohort and will continue to change as we use MNP.