

The Moorlands Primary Federation
Dilhorne Endowed C.E. Primary School

Early Years Curriculum

2021-22

Statement of Intent

At **Dilhorne Endowed C.E. Primary School**, we are committed to providing a varied and rich early years curriculum that will:

- Engage and enthuse pupils;
- Recognise all pupils as unique individuals;
- Foster a love of learning and create enquiring minds which are keen to question;
- Prepare pupils for future stages of learning and life;
- Provide first hand learning skills;
- Allow children to build resilience and become independent learners.

We recognise all children as unique individuals and welcome and celebrate differences. The Early Years curriculum is designed to recognise and to build on previous learning as well as teaching and developing the key skills of independent learners including resilience, determination and critical thinking skills. We provide enrichment opportunities to engage learners which include: outside visitors, educational visits and celebration days. Through celebrating and promoting life-long learning, we aim to promote aspirations and ensure that the children recognise their place in their local community and also as global citizens.

We believe that childhood should be a happy and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for knowledge.

Implementation:

Our curriculum will be implemented using the following principles:

- Recognising and building on children's prior learning;
- Providing a stimulating, secure and happy environment for learning;
- Differentiation to ensure all pupils have access to the curriculum and appropriate challenge;

Delivery of a sequence of lessons that build on skills and learning;

- Teaching of prime and specific areas;
- Use of Assessment for Learning;
- Children will understand what they are learning and why they are learning it;
- Quality questioning;
- Opportunities for research and enquiry skills;
- Recognising the importance of progress both within lessons and across a sequence of lessons;
- Use of a range of techniques to match all learning styles and allow all children to access lessons;
- Use of high quality materials and resources;
- Engaging learning experiences which enthuse the children.

Learning in the Foundation Stage is divided into seven areas of learning which are all linked together. These are split into two groups, Prime Areas and Specific Areas.

The Prime Areas include: Communication and Language; Physical Development and Personal, Social and Emotional Development.

Personal, Social and Emotional Development - Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language – Focuses on giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development – Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

The Specific Areas include: Literacy, Mathematical Development, Understanding the World and Expressive Arts.

Literacy – Involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematical Development – Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.

Understanding the World – Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts - Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

When implementing the Early Years curriculum all stakeholders will ensure the '*Characteristics of Learning*' are central to all the opportunities that they provide; this includes child led learning opportunities and experiences. These characteristics are:

Playing and exploring – this characteristic focuses on engagement in learning. Our children will be given the opportunity to have a go, find out and explore through playing with what they know.

Active learning – this characteristic focuses on motivation. Our children will be given the opportunity to enjoy their learning by achieving the goals they set themselves. This will be achieved by ensuring our children have opportunities to be involved and concentrate on a range of learning activities by building their resilience and perseverance in the spirit of 'keep trying'.

Creating and critically thinking – this characteristic focuses on thinking skills. Our children will be encouraged to think of their own ideas and make links with what they already know.

The implementation of our curriculum will be continually reviewed and evaluated through:

- Learning walks;
- Evidence, book and planning scrutinises;
- Pupil voice;
- Staff feedback and discussion;
- Assessment information (using the TMPF Pathways Assessment Document)

Impact

When assessing our curriculum, we will be evaluating:

- Have the children acquired the skills and the knowledge laid out in the curriculum?
- Is our implementation of the curriculum effective and does it reflect the agreed principles?
- Are the children acquiring and progressing in the skills that will enable them to be independent learners?
- Is our curriculum engaging and does it enthuse the pupils?
- Have we provided the children with memorable learning experiences?
- Are our pupils ready for the next stage in their education (i.e. year group or key stage)?