

Big Ideas



Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage.

Our practise is guided by the four overarching principles set out in this statutory framework

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn in different ways and at different rates.

Learning through play is an integral part of our Early Years curriculum. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Getting the balance right between child initiated play, and adult led activities is very important to us.

We include carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much learning the children have understood and taken on.

We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer & concentration.



EYFS



We aim to give each child a happy, positive and fun start to their school life in which they can establish solid foundations and foster a deep love of learning. We support the development of the 'whole' child through encouragement and high expectations, to allow them to develop to their full potential, socially, physically, intellectually and emotionally. We encourage children to develop independence in their learning in a supportive environment where they experience success and build confidence by working towards personal goals. We provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals.

Support



Every pupil has access to the statutory framework for EYFS. Our Federation is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

Transition: we place huge importance on successful transition and aid this by: New intake home and nursery settings visits. 3 transition sessions in the summer term before entry. All About Me booklets. New parent transition meetings. Phonics/ EYFS curriculum meeting Yr 1 transition sessions for children and R/Yr1 teacher meeting.

VNET: supporting best practise.

Learning: is scaffolded/extended for those children who need it using resources, support staff and one to one/small group interventions.

Pre teaching to support focus groups.

Close working partnership between staff and parents and/or carers.

Variety of teaching styles is used to ensure engagement eg. practical tasks, written tasks and roleplay.

Progress



We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos recorded on Evidence Me.

We plan for ambitious end points for each of the children based upon their own learning potential.

PLAN DO REVIEW: children's next steps are planned from good quality observations/ interactions that where possible, incorporate children's interests.

Detailed progression documents (including continuous provision skills) support planning for children's next steps.

Observations, half termly phonics assessments & termly summative assessments are used to identify gaps in knowledge and skills, plan interventions and track children's progress.

Content and sequencing



- Each year creates its own unique blend of whole class, guided, adult directed and child-initiated learning opportunities dependant on the nature and needs of the class of individuals.
- Statutory baseline assessments are completed. Our own baseline assessments are also completed within the first 6 weeks of the school year. This data informs future planning.
- Detailed progression of knowledge, skills and vocabulary is planned for and informed by Development Matters and the new EYFS Framework across all 17 areas of learning.
- Teaching and learning opportunities are developed through a combination of objective led and in the moment planning. Long term plans are carefully outlined through broad themes with scope to accommodate children's ideas, knowledge and interests. Staff have a clear understanding of children's 'Next Steps' and where possible find opportunities in play to achieve individual children's current targets.

Vocabulary - The children have opportunity to develop their vocabulary across the curriculum.. We use WellComm to screen children on entry and provide targeted intervention in order to close any gaps in their speech and language development/aid referral to S&L specialists. The children take part in helicopter stories to enrich their story-telling language skills and widen their use and understanding of vocabulary.

Enrichment

Forest School, Team mornings/afternoons (including Federation events), reading/maths cafes, class assemblies, Nativity, expert visitors (Minimonsters, Incredible eggs, police officers, firefighters, road safety, tennis/cricket sessions), visits to village post office & church, school trips to Norwich castle, Banham Zoo, Chinese restaurant, Sealife Centre, Science week, Teddy Bear's picnic, food tasting, RE days, story sacks, literacy/numeracy sacks/boxes, I-pads, Literacy shed.