



Cockton Hill Infants' School

"Creating Learners for Life."

In nursery and reception we follow a different curriculum to the rest of the school; we follow the Early Years Foundation Stage. It sets out the standards for the development, learning and care of children from birth to five years old. We want our children to enjoy learning and be happy at school, that's why we have lots of fun in Early Years!

Our Curriculum Intent for Early Years

At Cockton Hill Infants' we will take every opportunity to ensure that our curriculum provides the best foundations to support all children to acquire the confidence to take on new learning experiences and to link their prior knowledge.

To ensure that children make very good progress in our EYFS we look closely at their individual needs and starting points as they begin their learning journey with us. Every child has access to a broad, balanced and differentiated curriculum. We create a learning environment and build relationships which support, enhance and stimulate curiosity, confidence and individual competency to flourish, regardless of background, circumstance or need. We aim to work in partnership with parents and carers to encourage resilient, independent, enthusiastic learners who thrive and reach their full potential from their various starting points.

We aim for our children to be:

- Making choices about their learning and working both independently and collaboratively;
- Actively involved and engaged in their own learning journey;
- Investigators and explorers within their learning environments, developing new skills and acquiring and building knowledge;
- Proficient in acquiring and applying new learning and skills;
- Communicating what they have learned and communicating effectively with others;
- Thriving and making very good progress from their starting points.

Our Curriculum Implementation for Early Years

Our Early Years curriculum is carefully structured to provide opportunities for children to learn through planned, purposeful learning activities in the seven areas of learning and development in the indoor and outdoor environment. In Early Years we draw upon the children's interests when planning and the learning can move quickly. We can often have themes of learning that last a few days or a few weeks. Our staff take as many cues from the children as possible, taking what they are interested in and developing it in ways that stimulate quality interaction and that further learning. Some learning is led by adults and some by the children themselves.

It is extremely important to us that we give our children rich experiences in and out of school in real life contexts. We are regularly out in the community, visiting local places and special events are also held in school where we welcome in visitors. For example, walking to Asda to buy the ingredients in order to bake at school. Writing letters to Father Christmas and then taking them to the local Post Office.

Our rich curriculum enables children to learn and develop skills, attitudes and understanding in the prime and specific areas of learning.

The Prime Areas

- Communication and Language
- Physical Development
- Personal, social and Emotional Development

The Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

The above areas of learning are interconnected to the 'Characteristics of Effective Teaching and Learning' which are;

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically.

Our Learning Environment

We recognise that the environment plays a key role in supporting and extending the children's development and that the use of resources and the environment needs to be carefully planned. We create an attractive, welcoming and stimulating learning environment which encourages children to explore, investigate and learn through first-hand experience. Our aim is for our learning environment to be a place where children feel secure and confident, and are challenged to develop their independence. Children have the freedom to move between the indoor and outdoor learning environment throughout the school day.

Continuous Provision

During continuous provision our children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and principles begin in nursery and support children to develop key life skills such as independence, creativity, enquiry, analysis and problem solving. During the school day, children have opportunities to work and play independently, collaboratively with their friends and with adults. This learning is accessible both indoors and outdoors. When children enter reception, they continue to benefit from periods of sustained uninterrupted play alongside periods of direct whole class teaching and engaging, practical hands on small group activities to ensure children make very good progress before moving onto Year 1.

The impact of our curriculum

Our curriculum needs to meet the needs of all of our children, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and by tracking progress.

Every member of staff uses ongoing observational assessment whether written down or discussed to identify children's starting points and to plan experiences which ensure progress. This evidence of children's learning including observations, children's written work, photographs and contributions from parents are kept in our class floor books, 'Tapestry', exercise books and teacher assessment files. The children use the floor book to reflect on their own progress and to revisit prior learning. This evidence of children's learning is reflected upon on a weekly basis at EYFS team meetings to plan learning experiences and next steps so that knowledge and skills are built cumulatively. This allows us to assess the impact of teaching and evaluate whether it has been enough. As a team we carry out regular internal moderation sessions and we ensure that staff attend County EY Lead meetings and training.