



Anstey First School Early Years Curriculum

Intent

The Early Years Foundation Stage (EYFS) curriculum at Anstey First School is made up of a balance of child-initiated activities and teacher-directed activities complimented by our Montessori resources and approach. This balance changes throughout the year to best meet the needs of the particular cohort. We follow a time-table but this is fluid and merely provides an element of structure and routine to each day. We gather information from parent settling in meetings, pre-school settings and our own initial assessments to determine a starting point for each child at the start of the year. We then use Early Years Outcomes throughout the year to monitor progress and use an on-line recording system called Tapestry to record evidence of the learning journey each child has had throughout the year. At the end of the Reception year children's progress is shared with parents through a summary based on the statutory EYFS profile consisting of the 17 Early Learning Goals and the three Characteristics of Effective Learning. Throughout the year we monitor via observations the child's ability at;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We believe that to achieve well in subjects such as English, mathematics, science and the humanities, children need a strong foundation in the three prime areas of learning. To support this thinking we provide 'day-long' exposure to opportunities to develop personal, social and emotional development; communication and language; and physical development. We do this through;

- The beginnings and ends of each day incidental learning opportunities
- Evolving and obvious continuous provision that covers all areas of the curriculum
- Snack and lunchtime routines and activities encouraging independence
- Hygiene and self-care routines as well as care for the classroom environment
- Outdoor learning and opportunities for physical education
- Weekly Forest School sessions with Year 3 and Year 4 as mentors
- Inclusion to whole school mixed ages learning and enrichment sessions

We do this in order to maximise children's learning at all times

Our curriculum ensures that each child;

- Develops essential skills of reading, writing and mathematics, as the impetus for successful learning across all other subjects
- Builds on learning from the end of nursery placements and/or pre-school
- Is part of a day-to-day routine so that they can feel safe, secure and happy
- Makes a connection to the wider school community through their participation in whole-school events and celebrations, setting the rules and expectations early on for behaviour in the school as a whole
- Receives targeted support to develop their confidence, concentration and ability to listen and follow instructions
- Continues to be part of the effective working relationships forged between school and home
- Is helped to develop a love of learning and an enjoyment of school

Our Curriculum is implemented through:

- Flexible timetabling
- Utilising the Characteristics of Effective Learning
- Opportunities based on the Early Years Outcomes
- Assessment tools based on the Early Learning Goals

Impact

By reflecting on our curriculum and timetable throughout the year and adjusting the balance of child-initiated opportunities and teacher directed activities accordingly we ensure we children's knowledge and memory are increasingly strong. Children are able to show this through their ability to be deeply engage in their work and play and by sustaining high levels of concentration. Our curriculum also provides opportunities for children to consistently develop vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers. Our reflective and fluid timetabling in addition to utilising the Early Years Outcomes and monitoring the characteristics of each child's effective learning provides us with the best opportunity to ensure we deliver a curriculum that is sufficiently challenging for the children we serve, particularly the way we sequence learning, delving deeper to avoid superficial learning and plan for next steps. Our use of Early Years Pupil Premium where applicable, ensures we are able to provide additional support and experiences to the most disadvantaged children in our care. We ensure that the curriculum we use enhances the experiences and opportunities available to children, particularly the most disadvantaged.