



## Abbot's Hall School Early Years Curriculum 2024

### The Children's Endeavour Trust Early Years Vision

#### **Early Childhood in a CET School**

We celebrate the uniqueness of each child, recognising they all learn and develop in different ways, at different rates and bring diverse experiences to our school.

We have the highest aspirations for every child, believing that they should be empowered to take ownership of their learning and their environment. We believe that risk and challenge are vital in order for our children to develop critical thinking, resilience and perseverance.

We are committed to partnerships with families to provide every possible opportunity for our children to become confident communicators, to be socially competent, to have high levels of well-being and to develop the necessary physical skills.

We nurture children's natural curiosity, joyfulness and intrinsic creativity as powerful motivator across all areas of learning and development.

#### **Early Childhood Environments in a CET School**

We recognise that the environment plays a significant role in supporting children's learning and development and so our indoor and outdoor spaces are designed to promote high levels of involvement and the level of learning.

Well-planned, high-quality continuous provision provides for children with familiar and consistent areas and resources that are open ended and flexible, promoting all aspects of learning and development.

We provide stimulating and challenging enhancements that give children new experiences and support new learning.

To enable children to participate in "risky freedoms" we ensure that both adults and children are involved in processes of assessing risk/ benefit.

Our environments are created to reflect and respond to children's predictable and specific needs and interests.

Our daily routines are flexible and a key teaching strategy to embed learning. They are designed to provide sufficient time for children to become engrossed in self-initiated activity.

### **Early Childhood Staff in a CET School**

Our greatest resources are the adults who have a good understanding of child development, support children's autonomy, and are reflective and evaluative. Sensitive and skilful adult-child interactions focus on extending thinking, broadening communication and introducing challenge.

Warm, authentic relationships between all staff, the children and their families are a priority.

We use observation assessment effectively to be responsive to the children's needs and interest ensuring that all children make progress from their starting points. Our adults utilise a range of strategies to ensure that the teaching is developmentally appropriate, varied and stimulating.

All staff recognise the importance of modelling skills, learning behaviours and high expectations.

## **Abbot's Hall School EYFS**

### **Early Years Foundation Stage Curriculum Intent**

Children in our Early Years phase follow the Early Years Foundation Stage Curriculum, which consists of seven areas of learning. We teach children by ensuring challenging, playful opportunities across both the prime and specific areas of learning. We recognise that all children develop and learn at different rates and so our EYFS curriculum is designed flexibly to meet the needs of all individuals. We support individual learning through our skilful interactions and observations which lead to detailed next step planning. The Characteristics of Effective Learning underpin our curriculum and pupils learning, through an enabling and well-planned environment we ensure we provide meaningful opportunities for playing and learning, active learning and creating and thinking critically. As children utilise and develop these characteristics they become effective and motivated learners who demonstrate high levels of well-being and involvement.

At Abbot's Hall Primary School, our philosophy is to encourage every child to '*Be the best that you can be*'. Our aim within the Early Years Foundation Stage is to provide a happy, safe and stimulating environment, which allows all children to feel secure and valued and therefore ready and eager to learn. We provide a supportive and secure environment in which every child can flourish and learn at their own pace and in their own individual way. Our role is to stimulate and encourage their development and enjoyment of learning through a variety of different activities, both adult directed and child initiated in secure indoor and outdoor situations. Our spacious environment allows children to develop physically and mentally, with mindfulness and well-being taking a high priority.

We believe the relationships which the children develop in the Early Years, with each other and with our staff, are central to their happiness and will lay the best possible foundation for them to become independent lifelong learners.

Continuous Provision is how we plan our learning environment. The purpose of continuous provision is "*to continue the provision for learning in the absence of an adult*". Each and every part of our learning environment has been carefully planned to meet and challenge the development needs of our children, whilst motivating children to develop their own unique learning paths.

Learning opportunities are carefully planned around our topic and the interests of the children so they can lead, take ownership and become immersed in their learning.

We support the children to develop their skills progressively in exciting, fun and creative ways to achieve the highest standards possible.

## Our Provision

The children have independent access to a stimulating curriculum both indoors and outdoors on a daily basis. The outdoor environment includes access to a garden area which helps to further enhance the children's learning through exploring and gaining new learning experiences engaging with the outdoor environment whatever the weather. Forest Skills sessions in our on-site Forest Classroom are spread across the seasons. In Reception, there are 4 daily whole class teaching carpet sessions that may include direct teaching of handwriting, phonics, Maths and Literacy as well as weekly PE sessions, RE, music and Jigsaw PSHE sessions. We plan half termly topics, based around quality books and texts, that we feel will inspire the children's curiosity, understanding and development.

All seven main areas of learning are incorporated into the outdoor curriculum and planning is cross-curricular across all areas. Throughout the EYFS curriculum we are always incorporating children's skills and development under the characteristics of effective learning by providing opportunities to support playing and exploring, active learning and creating and thinking critically. We have long term planning, which ensures continuity and progression throughout Reception. Medium term planning (half termly) helps us link the essential skills to be developed to specific planned activities and identifies assessment opportunities, which in turn supports the individual child to move forward in their learning. Short term (weekly) planning includes specific plans for coverage of the Literacy, Maths, and phonic whole class teaching sessions, where learning objectives will be shared verbally with the children. Adult led focus activities are also planned to develop and move children forward in all areas of their learning, again small targets are verbally shared to support progression in each child's individual learning experience. Additional continuous provision activities are added into weekly planning to enhance learning by linking to current topics or child interests.

## Prime Areas

We believe that the prime areas of learning are the base stone for all future learning and therefore place a lot of emphasis on ensuring that all children feel happy, secure and settled into the school environment. During the first term, we begin the child's first experience of Reception by focusing the topic around them and their families and the people around them; enabling them to engage in a subject they know the most about. We want all children to become confident, active and independent learners, enabling them to enter Key Stage One with the skills that they need to continue their journey of learning.

### Personal and Social and Emotional Development

This area of learning provides opportunities for children to develop positive attitudes about themselves and those around them. We want children to become valued members of the class and shape their own identity through an increasing awareness of their own needs and the needs of others. This area of learning helps children to develop positive dispositions to learning, to be cooperative and communicative. It helps to develop and show an understanding of what is right and wrong and begin to consider the reasons why, whilst developing an understanding that there are always consequences to a particular behaviour, whether rewards or sanctions. It supports the development of social skills by providing opportunities that enable children to learn how to socially respond and work with one another.



### Physical Development

This area of learning offers opportunities for children to develop and practise the control they have over their own bodies. It allows for them to further develop the confidence and skill in large gross motor movements such as running, jumping, climbing, swinging, hanging etc. Developing and promoting their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills that they will need to develop holistically. Encouraging the finer movements which involve the

ability to control the use of one-handed tools and equipment e.g. digging tools, paint brushes, mark-making and writing tools. This area of learning is also vital in supporting a developing understanding of how their bodies work and what they need to be healthy and safe, (including knowing when they are hungry, cold, hot or thirsty, etc) and how they are able to best meet these needs.



### Communication and Language

This area of learning provides opportunities for children to develop new vocabulary and the skills needed to talk confidently in a wide range of situations. It helps them respond to their peers and adults in an environment where speaking and listening are highly valued skills. It allows them to communicate and respond in a variety of contexts and places value on them expressing their own thoughts and ideas and taking into account the thoughts and ideas of others. It also gives opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts, including through stories, role play and drama.



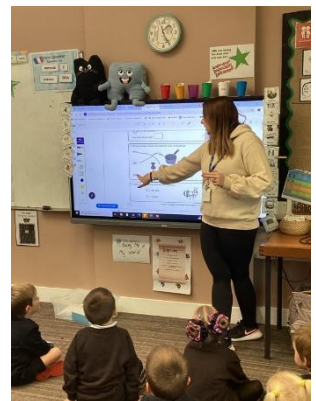
### Specific Areas

There are four specific areas of learning which supplement the prime areas and allow children to become confident, active learners when the prime areas of learning have been supported and applied. Through these areas, we believe children can further develop their knowledge of the world around them and develop an

understanding of all future learning that awaits them. Here children will continue to become effective learners and develop the dispositions to learning through being curious, resourceful, persistent and courageous. These areas of learning are the basis for main whole class teaching sessions, as well as the independent and adult led learning opportunities available, with the prime areas at the forefront of all teaching and learning.

## Literacy

This area of learning supports the development of linking sounds to letters and understanding that from this we can read and write. Children will begin to recognise print in their environment and start to understand that this is one way of communicating with one another. It is vital that children understand that print carries meaning and that they are able to engage with this essential element of communication and the high importance it holds. We actively promote the importance of reading and writing which is done through stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of media. In both classes there is a book corner and areas that promote active mark making and writing. We teach phonics on a daily basis and use the Rocket Phonics programme (A DfE approved Scheme) which offers fidelity to our reading book scheme.



## Mathematics

This area of learning provides opportunities for children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about numbers and shapes. It encourages children to understand and respond to the symbols that represent numbers and what this means in real contexts. It supports children in understanding what an important role shapes and numbers play in our everyday lives and how they develop our own understanding and help us to solve problems. We teach Mathematics based on White Rose Maths which is taught

across the School. White Rose Maths helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development.



### Understanding the World

This area of learning provides opportunities for children to solve problems, question, make decisions, experiment, predict, and plan in a variety of contexts and to explore and find out about their environment. It helps to develop their senses and understanding of their physical world. This is further supported through visiting our forest classroom area, going on trips such as a local walk and a farm and having the everyday experiences of the outdoor environment. By engaging with the world around us children learn more about people and communities and the world in which they live. Children will also explore the impact of Information and Communication Technology on their everyday lives.



### Creative Development

This area of learning offers opportunities for children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. They are presented with the opportunities to experiment with different media, resources and a range of activities

which will inspire and stimulate their creativity and motivation to move their learning forward.



The Foundation Stage Curriculum and the Early Years Foundation Stage provides a structure of learning opportunities through which we develop the different aspects of early education. These areas cover the basic skills necessary for Key Stage 1 of the National Curriculum.

We believe our creative and topic based curriculum helps children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.