



Mickleton Primary School

EYFS

Intent and Implementation

Progression of Knowledge and Skills for EYFS

Curriculum Intent Statement

In the Early Years at Mickleton Primary School, we have created an ambitious curriculum ensuring that we are meeting the statutory requirements as set out in the EYFS Framework; paying particular attention to the Educational Programmes of Study. In order to ensure our curriculum is broad and balanced we have also used the 'Development Matters' guidance document. Our Early Years curriculum underpins the school's values to support the children to live happy and healthy lives through forming good relationships, adopting a healthy lifestyle, and preparing them for life in modern Britain. It is important that all children are at the centre of our Early Years Curriculum, where every child feels safe, valued and included. This includes children with SEND and those with specific needs; ensuring that the needs of individual children are met and that these children also flourish and make excellent progress. We want to ensure that through carefully planned and engaging topics, every child has the same range of key experiences to give them the skills and knowledge they will need for the next stage of their development. We use core texts to support language development and to foster a lifelong love of reading and books. We want to ensure that the children in our care become resilient, motivated, independent learners. Our curriculum is under constant review to ensure that it reflects the current needs of individuals, groups and cohorts of children.

Our curriculum intent includes planned opportunities to:

- Provide a range of engaging, high quality core texts including rhymes, non-fiction and books that celebrate cultural diversity in Britain and beyond.
- A variety of materials and artefacts are used within the setting that represent the different cultures and languages in our community and the different communities in Britain.
- Develop their gross and fine motor skills both inside and out – ensure areas of the school such as the top playground are being utilised to support this.
- A planned exhibition in the setting, to celebrate children's art, stories, poems or other, creative work.
- Children's experiences will be broadened through a wide range of opportunities.
- Adults encourage and model language and vocabulary during play, this will help to build confidence and fluency.
- Pretend and dramatic play with open-ended materials, such as cardboard boxes, blocks or loose parts, will nurture creativity and imagination, and foster children's relationships and communication.
- Facilitating high-quality interactions will enable children to develop their language and ideas, to think critically, problem-solve and reflect ('sustained, shared thinking'). For example, as well as positive comments that might be made about a child's work, adults give children a chance to reflect on what they like, or why they have chosen particular materials, or how they might solve a problem or develop an idea further.
- The children benefit from 'in-depth' learning experiences, for example, time to become deeply involved and immersed in their activities, rather than just 'skimming the surface'. Their learning is extended further with the addition of new resources or materials, or through a story, song, or information books linked to the child's enquiry.
- Short trips, visits or outings, i.e. to Sandfield Farm, will help to deepen and enrich learning experiences.
- Providing a range of activities that help children experience the awe and wonder of the world in which they live, through the 7 areas of learning.
- Exploring the seasonal changes and the weather as they happen.
- Providing new materials, language and vocabulary through different science experiments and cooking.
- Celebrate festivals and cultural events within the setting for example, Christmas, Easter, Diwali and Chinese New Year.
- Sharing their news and activities that they do with family and friends.

Curriculum Implementation

Classroom Organisation

We plan our activities through a Topic focus each half term. Our main approach is continuous provision with some adult led, adult initiated and child-initiated activities. We will also add enhancements to the provision during the topic on a regular basis.

Planning

At Mickleton, we have created a 'Progression of skills' for Reception in all 7 areas of learning for each half a term. We will also use the 'Progression of Skills' to support our weekly planning. The 'Progression of Skills' and some specific programmes of study are in place to ensure there is a sequenced learning approach where prior knowledge is built upon in Reception and between year groups. The specific programmes of study are as follows:

- We use the NELI programme and 'Helicopter Stories' to support the development of children's language and communication skills
- We follow the 'Jigsaw' programme of study for PSHE.
- We follow the 'White Rose' programme of study for Maths.
- We follow Read Write inc Phonics.

Assessment

At Mickleton, we recognise that assessment for learning lies at the heart of promoting learning and in raising standards of attainment.

- Ongoing teacher assessments and recording of 'wow' moments
- Phonics assessments at least each half term using Phonics Tracker
- Writing progress evidenced in individual writing books
- Use of floorbooks for Maths and 'wow experiences'.
- Parent's evening discussions and 2x reports each year
- Seesaw

Moderation

- In school moderation during whole staff meetings, training days and Key Stage meetings.
- Early Years moderation with the local cluster group.
- Support from Early Years consultants and regular CPD

