GARWAY PRIMARY SCHOOL

CURRICULUM OVERVIEW

The Early Years

Mrs Katie Watkins

2023

INTENT

Vision

At Garway Primary School we believe that every child is recognised as an individual and will be given memorable experiences that support their resilience, natural creativity, curiosity and confidence. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Positive relationships will be built with the children, and partnerships formed with parents and carers, encouraging independent, happy learners who thrive in school and reach their full potential from various starting points.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learnings new skills to enable children to take an active role in community events throughout the year.

Long term

Throughout their time in the Early Years Foundation Stage (EYFS), children develop a sense of belonging to our school community, ready to transition to year 1. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

Our intention is to provide:

· Quality and consistency in teaching and learning, building on what children already know and can do

· A secure foundation of knowledge through the children experiencing a broad and balanced curriculum

· A rich, safe and stimulating indoor and outdoor environment where children feel happy and secure

· To understand and follow children's interests and provide opportunities throughout the EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children make their next steps.

Parents and Carers

We keep parents/carers informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential, with appropriate support if needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops and information evenings, reports and parent consultations as well as more frequent informal communication to suit individual families.

We aim to support the transition for all our children, especially transition into Key Stage 1 for both children and parents/carers. We prepare for Year 1 with visits to their new class, and ensure that the environments are similar at the end of EYFS and for the start of Year 1. Children throughout the whole school also complete a 'moving up' day in the summer term.

Progression

We have 5 aims in EYFS as we want our children to be:

Ready to learn: Children have a positive confident attitude to learning. They are both physically and emotionally ready to learn.

Resourceful: Children show initiative, ask well thought out questions and are prepared for a variety of strategies to learn.

Reflective: Children are curious, able and willing to learn from their mistakes.

Resilient: Children are prepared to persevere and stay involved in their learning, even when the process is challenging.

Reciprocal: Children are prepared to help each other implementing our school values.

IMPLEMENTATION

Timetabling

In Reception, the 'Core Teaching' of Maths and English happens every morning and the afternoons focus on other areas of the curriculum and cross-curricular, topic-based learning.
A typical Reception day in Garway School involves continuous provision, with play happening throughout the school day and activities based on a carousel.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Songs/Ocarina/Days of week	Songs/Ocarina/Days of week	Songs/Ocarina/Days of week	Songs/Ocarina/Days of week	Songs/Ocarina/Days of week
9:15-10:15	Maths	Maths	Maths	Maths	Maths
10:15-10:30	Morning Break/Playtime	Morning Break/Playtime	Morning Break/Playtime	Morning Break/Playtime	Morning Break/Playtime
10:30-11:00	Phonics	Phonics	Phonics	Phonics	Phonics
11:00-11:30	Literacy	Literacy	Literacy	Literacy	Literacy
11:30-12:00	Daily Reading	Daily Reading	Daily Reading	Daily Reading	Daily Reading
12:00-1:00	Lunch time/Play time	Lunch time/Play time	Lunch time/Play time	Lunch time/Play time	Lunch time/Play time
1:00-1:15	Assembly	Assembly	Assembly	Assembly	Assembly
1:15-3:30	Humanities/RHSE	Music/P.E	R.E/Forest School	Science	Art

Pedagogy

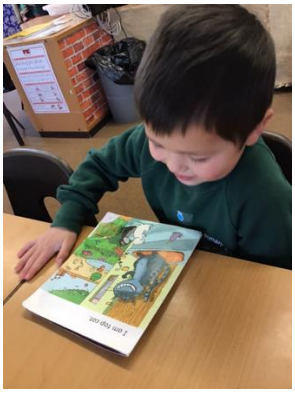
At Garway Primary and Pre School, we offer a curriculum which is broad and balanced which builds on the knowledge, understanding the skills of all our children, whatever their starting points.
We use cross curricular topic themes and provide enrichment opportunities, based upon 'wow' experiences, to engage the children.

The children will learn new skills and acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

· Communication and Language
· Physical Development
· Personal, Social and Emotional Development
· Literacy
· Mathematics
· Understanding the World

· Expressive arts and Design

The Early Years English Curriculum is taught using high quality texts as a basis for topic planning and to start with an exciting hook to engage the children. During each week, the children will work with an adult and complete at least one 1:1 reading session. Children start with picture books to discuss and talk about the story, developing their reading confidence, inference and story telling skills. As the children progress through Reception the children will take home books that match their reading ability.



The teaching of phonics starts in Pre School where the children begin to be aware of sounds that they hear in the environment and the world around them. They will then begin their Phonetic awareness, e.g. hearing the sounds of letters in their names and at the start of words.
From Reception, phonics is taught daily using Read Write Inc. Phonic sounds are introduced in a systematic manner and progress is monitored with children moving into phonetically matched reading books from the scheme. The sessions are delivered in an engaging and structured way and activities are revisited to embed knowledge over the year. A fun, friendly ‘Fred the frog’ is used to teach the children to ‘Fred Talk’, which helps the children blend the sounds and a rhyme is associated with each sound which helps the children visualize and form the sound.

The Maths Curriculum is taught through daily dedicated sessions. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year. This starts with mastering numbers 0-5 and then progresses through to 0-10. This acquires a deep, long-term, secure and adaptable understanding of number which will enable the children to progress and move onto more advanced material. We follow NCTEM to teach maths to Reception and use ‘Numberblocks’ which involves snappy animation and loveable characters, combined with engaging storylines to gently introduce concepts of number to support early mathematical understanding. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences and independently solve problems.

Resources

In our setting at Garway we aim provide a home-from-home environment, with calming and tranquil spaces, that also offer neutral colours, natural materials, cosy places for children to sit and look at books or engage in deep learning. By creating this type of enabling environment that is full of authentic resources as well as loose parts, we are able to stimulate, excite and provide opportunities for children to explore.

Vocabulary

In Pre-school, we aim to enrich and widen vocabular within the context of understanding the world through our topics, which happens daily. Talk is a key resource and is relevant for all children, from the very youngest, to those who will soon transition to Reception.

Conversations, talk and interaction with the children as they explore is vital in Early Years to develop language skills and provides a focus on vocabulary in the 'real' world. Developing language also links to other areas of learning for the children. For example, plenty of mathematical language will be used to describe shape, quantity, size and age, comparative words such as older than, oldest, new and newest (Mathematics).

At Garway, much of our learning takes place in outdoor and Forest School sessions in our resourceful grounds. We aim to enhance awareness of the natural world by using words to describe changes including animals, plants, flowers, trees and birds. The seasons are a natural resource, e.g. for children to observe, feel and experience the weather.

Personalisation

We recognise in the EYFS that every child has the right to a voice. Pupil Voice provides pupils with the opportunity to become involved in how and what they learn, and gives them a real say, allowing them to make positive contributions towards their learning.
We believe involving children in school can help motivate children and make them feel part of school and develop a sense of belonging. By doing this, it allows the children that find learning slightly more challenging to build a strong relationship with adults and allows them to learn in ways to suit their needs. By finding out their interests and passions, in EYFS we can then use these as a 'hook' into their learning through play. This makes it a fun, exciting experience for our children.

For children who are highly able in areas of their development, we ensure that their learning and experiences will be enriched by delving deeper, discovering new ways to solve a problem and applying what they know. Which in turn will embed those lifelong attitudes to learning that are nurtured in the early years setting.

SEND Inclusion

At Garway we are a fully inclusive school. Our aim is for all pupils to achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. We ensure that we support all of our pupils, including those with Special Educational Needs and Disabilities (SEND). Our designated SENDco is Mrs Karen James who co ordinates all of our SEN provision. For SEND children we have specific needs-based plans which help support their development and accelerate progress.

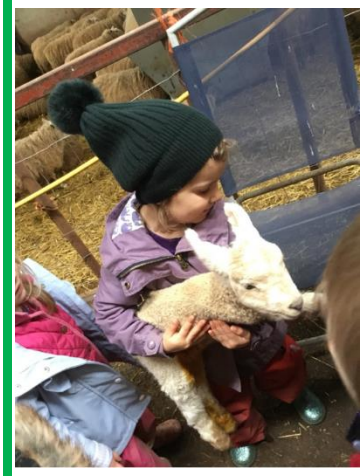
Enrichment

The opportunities for children to explore and flourish continue after school the school day. We offer a variety of after school clubs for children to enhance their learning, through cross curricular subjects. These include language clubs, construction, physical development, creative, musical and many more.

There are also many theme days and cultural events throughout the school year, including Diwali, Number Day, World Book day, Anti bullying week and many more which can be found on our school website and calendar. At the end of each half term we also have a 'Themed or cultural week', at the end of which the children share their work and learning with parents in an exhibition, performance or welcome afternoon.

All children participate in the Nativity, annual Eisteddfod, and receive certificates in whole school assemblies to celebrate their success.

The children play a big part in the Garway community through many events throughout the year. These include Fundraiser events with the community on Garway Common, a Christmas Carol service, Easter Hunt, Summer Funday and many more PSA events. The children participate in trips to the theatre, and a local working farm for 'Lambing Live'. They are visited by a vast range of People Who Help Us, such as community members including the police and fire service.



Learning Outside The Classroom

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outdoors. We believe that 'The Natural World' is a vital part of a child's learning experience at Garway. The children in the Early Years have consistent access to the outdoor environment and have weekly Forest School sessions in our school grounds. This allows the children to take risks and attempt new challenges they would not face in the classroom. As part of our Early Years Curriculum, our children learn about wildlife, minibeast, habitats, tree species and the changing seasons whilst exploring all of their senses in the outdoor world.

IMPACT

Formative Assessment

Daily guided activities are planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play.

In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practice. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online or paper learning journey. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment, including continuous provision, support children to reach their next steps.

Records of ongoing Observation

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work in line with the New EYFS Framework. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Tapestry and shared with the supporting

parents and carers and examples kept in individual files.

We will include interventions for groups or individuals if and when necessary.

Summative Assessment

Baseline

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term in Pre-school or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

Statutory Assessment

The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

NELI (Nuffield Early Language Intervention)

NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment identifies if the child is at expected for their age or requires intervention from trained NELI practitioners.

Early Learning Goals (ELGs)

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs support our staff to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development,

teachers draw on their knowledge of the child and their own expert professional judgement.

Monitoring, Evaluation and Review

Garway Pre School and Reception (Early Years) are very much part of the 'whole' school. Staff attend weekly staff meetings and EYFS staff meet daily to discuss planning, children and ongoing development.

Every term we ensure 'Learning walks' take place in our settings. This enables us to feedback to staff on the provision and learning taking place in line with our School Improvement Plan. This helps us identify areas of development, reflect on them and share the good practice that has been seen. We also identify opportunities for staff professional development, enabling staff to be up to date and allow them to progress in their strengths and areas of interest.

At Garway we have strong partnerships with local surrounding schools where we collaboratively work together to share ideas and moderate children's development. This also includes attending subject network meetings through our local authority.

We like to use research based practice to ensure the best teaching and learning methods to help children progress.