



Early Years 3 I's

Intent

- Provide a happy, safe, stimulating and challenging curriculum of learning for children within a caring and inclusive environment which is sensitive to the requirements of each individual child.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning in Key Stage 1 and beyond, fostering positive learning behaviours and equipping children with the tools to succeed.
- Use and value what each child can do, assessing their individual needs and supporting each child to develop through effective adult interactions and progressive learning experiences, which are centred around children's individual interests and high levels of engagement.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children's learning.

Implementation

- Our Early Years Milestones curriculum sets out in detail what we wish for children to achieve across the academic year and by what point in time. This approach allows us to carefully plan what we want the children to learn, but allows the flexibility to include children's interests, fascinations and ways they wish to learn it. This enables our curriculum to be heavily child led leading to high levels of engagement and interaction with their own learning.
- The milestones curriculum is utilised to inform medium and short term planning of learning opportunities.
- Planning of learning opportunities documents the building blocks delivered in provision to support all children in achieving milestones across the seven areas of the EYFS.
- The learning environment both indoors and out is effectively utilised to provide opportunities for children to revisit, apply and explore concepts both new and previously taught.
- Play is central to children's learning in our curriculum; adults effectively interact with play based learning opportunities, recognising teachable moments and supporting progress through effective questioning, making links, encouraging exploration and recalling prior learning in both indoor and outdoor environments.
- Learning environments are carefully planned to ensure children access open ended resources which foster the characteristics of effective learning - allowing children to plan, make links, experiment, test and conclude independently.
- Learning environments are inclusive and offer the chance for all children to overcome barriers to achievements.
- Children's personal, social and emotional development is central to their learning. Children are taught to understand emotions, form positive relationships and regulate their behaviour. Behaviour management centres on emotion coaching, teaching children to recognise their feelings and respond with appropriate behaviours.
- Daily maths inputs are taught in a variety of multisensory ways supporting children in building mathematical skills. Open ended maths resources within continuous provision allow children to apply and experiment with taught concepts.
- Daily phonics teaching follows a validated systematic synthetic phonics program 'Little Wandle' enabling all children to access high quality phonics teaching. Additional keep up sessions are provided daily for those who need support.
- Children build on their phonic knowledge and application to writing through targeted literacy sessions twice weekly which incorporate writing for purpose, letter formation, sentence structure and phonics recaps. They also access writing challenges within provision called super sentences and home learning challenges.
- Communication & language skills are developed through high quality texts, songs and rhymes. Incorporated into our milestones curriculum is coverage of high quality key texts, nursery rhymes and non-fiction books.
- A love for literacy is fostered further in weekly helicopter stories, continuous provision opportunities and engaging provocations, sparking imagination and interest in all aspects of literacy. Once weekly library visit encourages reading for pleasure and sharing stories at home.
- Drawing club sessions weekly ensure children develop competent fine motor skills and a love for mark making which leads to confident, capable writers.
- Children read 1:1 with an adult from books matched carefully with their phonic knowledge up to 3 times a week. Practise reading sessions provide further opportunity for children to read with adults focusing on blending, prosody and comprehension.
- Physical development is developed through weekly PE sessions and outdoor play opportunities. The scheme Balanceability ensures all children are competent in riding a balance bike by the end of EYFS.
- Children are taught the importance of healthy lifestyle choices and how they can take responsibility for their health and well-being including daily mindfulness. Healthy snack is offered throughout daily routine. Tooth brushing happens in Reception once a day.
- Half termly forest school and progressive sport sessions offer children wider experiences beyond the curriculum.
- Parent partnership is encouraged with home school planners, providing half termly learning overviews, resources and information. Marvellous Me enables us to reach parents with more information and guidance. The class page provided on our website signposts parents to learning resources and ways in which they can support their child.
- Evidence me enables practitioners to document children's learning and achievements towards their milestones. Parents also receive these updates regularly and can contribute from home.



- Assessment of learning journeys and half termly data ensures practitioners plan for learning gaps and provide opportunities across the 7 areas of the EYFS.
- Targeted interventions enable children who require support to make positive progress.

Impact

- Staff are skilled in Early Years teaching enabling them to recognise teachable moments, facilitate purposeful learning and effectively utilise assessment to plan and interact with children in a way which maximises learning opportunities and progress.
- Children make substantial progress from their starting points with a focus on creating confident, independent, resilient and motivated lifelong learners.
- All children are supported in working towards a good level of development which is reflected in the progress each child makes towards the Early Learning Goals and the percentage of our children which achieve a good level of development as they transition from Early Years to Year 1.
- Learning is documented to see through weekly floor books, evidence me observations and half termly summative assessment.