

Hawthorn Primary School Early Years Curriculum

Individually We Matter, Together We Shine

Inspire, Challenge, Achieve

## **Intent**

At Hawthorn Primary School, we provide our children with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs, passions and interests are embraced.

Every child is an exceptional individual and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals, ready to reach their full potential in an ever-changing world.

Our EYFS curriculum is driven to: recognise children's prior learning and experiences (influenced by their home and community\*), provide first hand learning experiences (filling the gaps from pupils' background), allow the children to develop interpersonal skills, build resilience through our 'Growth Mindset' approach and become critical and creative thinkers.

Our aims;

Work in partnership with our parents and carers to promote independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points. (We belong to a tightly knit community where we promote positive relationships and attitudes to learning where we enthuse aspiration for both children and their parents).

Plan for our children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.

Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom.

Foster the development of each child's character. Personal development, health and wellbeing preparing them to make a valuable contribution to society.

Provide purposeful, enticing and well planned indoor and outdoor environments which supports learning in all areas of the curriculum.

Prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

*\*Disadvantaged area of Birmingham – school deprivation indicator being nearly double the average, Local Crime Information, Unemployment and Healthy Living data.*

## **Implementation**

In Nursery and Reception, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to

provide a setting that encompasses a safe and stimulating environment where children are able to enjoy learning and grow in confidence and independence.

Our Nursery and Reception classes follow the Early Years Foundation Stage curriculum and work towards the Early Learning Goals.

The 7 areas of learning are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The core aim of the Foundation stage is to provide a strong and solid platform. To aid the early development of our children, we strongly believe that they should develop the **three prime areas** first. This begins with our youngest children at the tender ages of 2 and 3 who access our nursery provision in the afternoon.

As children grow and progress, the prime areas will support them to develop skills in the **four specific areas**.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

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.

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Our themes are driven from child-centred topics based on providing our pupils with ‘enticing experiences’ which motivate the children, and are deeply rooted in the love of stories and reading. A range of educational visits (including our local community) bring ‘learning to life’. Subject knowledge of the EYFS curriculum is strong among all practitioners and is used to plan a broad, balanced and progressive learning environment and curriculum for all of our pupils.

Effective continuous provision practise and principles support our children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

We provide regular opportunities for parents and carers to come into school and support their child, share their learning and celebrate successes. We keep parents informed through weekly 'Home Learning Letters and Class Pages' and we also meet regularly with them to ensure children's learning and development through the EYFS is happy and allows them to excel with the support needed. This includes transition sessions, nursery visits and home visits, stay and play sessions (nursery), parent inspire workshops, 'Skills Building Projects', online (2 Simple) and folder based learning journeys, celebration assemblies, reports and parent consultations as well as more frequent informal communication to suit individual families. (See Parental Engagement File/EYFS Impact Log)

### **Monitoring**

- Learning walks and discussions with children.
- Lessons observations (Head Teacher and Literacy and Mathematics Leads)
- Learning Journey and 'Book Looks' to monitor progress, attainment and standards.
- Professional dialogue between all members of the Early Years Team.
- Pupil Progress Meetings.
- Internal moderation and Acorn Partnership monitoring meetings which ensure quality and accurate moderation with experienced practitioners.

- Regular review of the impact of interventions.

### Impact

Our children have varied and diverse starting points. Therefore, we have high expectations to ensure that points all children make ‘strong progress’ across all of the areas of the EYFS curriculum. Progress is evident in learning journals, books and data.

We strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. We have exceeded this in the past few years.

GLD %	2017	2018	2019
Hawthorn Primary	73	80	80
National	71	72	72

We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children’s attainment to age related expectations using month bands in ‘Development Matters’. This is tracked using ‘Educater’ (school’s data system) to ensure rates of progress are at least good for

all children, including vulnerable groups such as those with SEND, Pupil Premium or EAL children. Our assessment judgements have been moderated both in school and externally with local schools. We also partake in local authority moderation which has validated our school judgements.

The impact of our curriculum is also measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for our children to be 'Reception Ready' and 'Key Stage 1 Ready'. (See Hawthorn Transition Policy).

Our children make strong progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills are secured and embedded so that children attain highly and are fully prepared for their new year group.

At the end of EYFS our children;

- have strong communication skills, both written and verbal. Our children also listen respectfully and with tolerance to the views of others,
- take pride in all that they do, always striving to do their best,
- demonstrate emotional resilience and the ability to persevere when they encounter challenge,
- develop a sense of self-awareness and become confident in their own abilities,
- are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.





