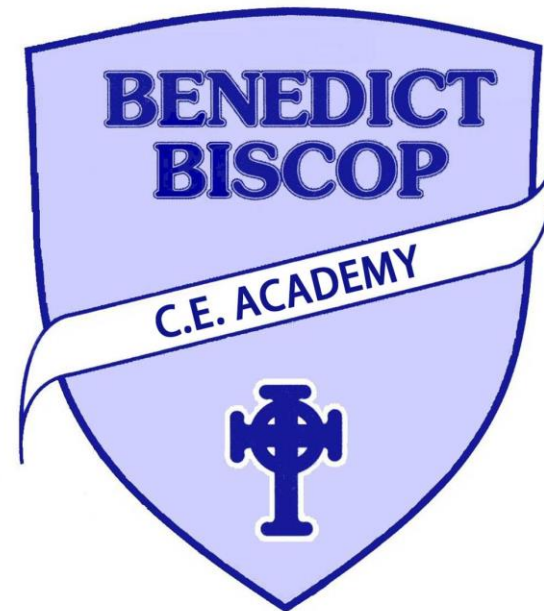




EARLY YEARS CURRICULUM

<u>Statutory framework for the Early Years Foundation Stage</u>	<u>How we meet this at Benedict Biscop C.E. Academy</u>
<i>‘Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.’</i> [Statutory framework for the early years foundation stage – 1.11] <i>‘Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.’</i> [Statutory framework for the early years foundation stage 2024 – 1.16] <i>‘Practitioners must stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.’</i> [Statutory framework for the early years foundation stage – 1.16]	Staff use ongoing formative assessment to identify the starting points for pupils’ learning within our early years provision. To support effective learning, we have created a provision that is Reggio inspired, where we have a range of open-ended holistic resources that can be used to develop learning across the curriculum; staff then provide a range of adult-led activities and further provocations within the provision to stimulate curiosity and provoke learning, ensuring our curriculum is implemented as intended. Skilled practitioners, with a secure understanding of the stages of development then elicit and scaffold learning from areas of pupil interest.

Intent - Curriculum design

- Our early years curriculum is the starting point for all subjects within the **National Curriculum**.
- It ensures that all 7 areas of the **Statutory Framework for the Early Years Foundation Stage** are covered within each National Curriculum subject area and the **Early Learning Goals** within each of these areas are able to be achieved.
- **Development Matters – Non-statutory curriculum guidance** has been used to support the development of progression within our curriculum. Staff are able to use the **observation checkpoints** to help identify any child who is at risk of falling behind, so they can plan effectively to ensure they reach age-related expectations and end of EYFS.
- In the curriculum below learning objectives have been identified to support the development of **key knowledge** to ensure our children are **school ready** for Year 1.
- In order to challenge our pupils, we aim to provide a language rich environment, therefore **subject specific vocabulary** has been identified to support the development of communication and language across our full curriculum. Within EYFS we use the EEF recommended **tiered vocabulary** approach.
- Key texts have been identified through our **reading spine and story cycle** as a method for supporting our pupils to learn through stories.

Implementation

- Our curriculum is implemented through a combination of **adult-led activities** and **play** within our **continuous provision**.
- Discrete adult led activities have been carefully planned within the daily routine to ensure that key foundational knowledge within Maths and English is secure.
- The provision at Benedict Biscop C.E. Academy has been created to act as a **third teacher**, encouraging the children to be curious and want to explore through their play. It is based upon the **Regio philosophy** using **holistic** and **real-life** resources which help provide more open-ended opportunities, which in turn help develop sustained concentration in learning over time.
- Our provision then **evolves and changes** to meet the emerging needs of our cohorts and respond to their new interests.
- To ensure that pupils receive a broad and balanced curriculum, staff then plan new **provocations** within the provision to help provoke interests and start new lines of enquiry through play.
- Staff also plan a range of **educational visits** referred to as our '**out and about**', which help them created a sense of the physical world and the community they live in [Seaham Beach, the Forest area at Hall Farm and the Secret Garden at Doxford Park]

Impact

- Our curriculum and pedagogy combined help to create confident children who are motivated and engaged in learning.
- Children have a thirst for learning, they achieve highly and make rapid progress, preparing them well for the next stages in their learning.

Termly breakdown of learning:

	Autumn Term	Spring Term	Summer Term
Nursery	- Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	- Understand a question or instruction that has two parts. - Understand 'why' questions. - Develop their communication, but may continue to have problems with irregular tenses and plurals, - Develop their pronunciation but may have problems saying; some sounds: r, j, th, ch, and sh; multi-syllabic words.	- Use longer sentences of four to six words. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play.
Reception	- Understand how to listen carefully and why listening is important. - Engage in story times. - Ask questions to find out more and to check they understand what has been said to them. - Develop social phrases - Learns new vocabulary - Uses new vocabulary throughout the day	- Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Describe events in some detail - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs.	- Listen to and talk about stories to build familiarity and understanding. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Use new vocabulary in different contexts.

