Intent, Implementation, Impact – the key to every early

Year’s curriculum.

The three I’s work hand in hand with the three core aspects of successful early learning based on teachers’ Planning, Observation and Assessment.

The aim of our curriculum is to equip children with the skills and knowledge they need to explore and understand the world around them.

The teaching and learning of new skills and knowledge is delivered through both adult and child led opportunities both indoors and outdoors, supporting children in every possible way so that they can make the most of opportunities and fulfil their potential along with promoting their independence.

In planning for the children, we consider the different ways in which the children learn. The three characteristics of effective learning are:

* Playing and exploring
* Active learning
* Creating and thinking critically

The seven areas of learning and development within the Early Years Curriculum we focus on are:

Prime areas.

* Personal, social, and emotional development
* Communication and language development
* Physical development

Solid foundations in these enable us to instil the acquisition and development of key skills in the following Specific areas of learning

* Literacy
* Mathematics
* Understanding the world
* Expressive arts and design

The main focus of the preschool class is on the development of the three prime areas of learning. Establishing key relationships with our children is the first stepping stone to their educational journey and we start this with the focus on attachment play. The key person-child relationships will allow us to learn what interests the children and excites them so we can use this to motivate them and support their learning.

Another key area is on the emphasis on communication and language development. Through books, rhymes, WellComm and songs we work with children to develop their vocabulary, understanding, and listening skills. We use 6 core books for the whole year, two books per term, to focus learning themes, understanding, repetition, story structure and new words. We read 1:1 stories and in larger groups and have introduced and read along bag at home for children to take home. This includes a story, a note pad and a toy, the story is to read with their parents and they can mark make, in the pad provided, about the adventures they have with their toy. This is to encourage parents to read with their children and to encourage children to mark make.

A further key area we will focus on is physical development using both small and large equipment to encourage fine and gross motor skills, with an importance placed on mark making. Children need to be able to experiment with marks from an early age, using a range of resources as well as their body to create marks. There are a range of skills including things like physical skills such as dexterity and co-ordination and cognitive skills like symbolism and the motivation to make marks for a purpose.

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| Our Intent is for children to leave us confident in: | Implementation- How we will support children  |
|  |  |
| Knowing about themselves and others, feelings and wishes and how to keep safe. *PSED / CL / PD / UW*Having the social skills and confidence to play alongside / with other  children PSED / CL / UW Being able to make a simple choice CL Having a go and keep on trying PSED / PD/ L / M  Listening and taking turns CL/ PSED / M  Following simple instructions CL Knowing a number of songs and rhymes and enjoy joining in with singing. L / M / EAD / CL / PSED Sitting at a table for snack and meal times PSED/ UW/ PD Talking to an adult CL / PSED / UW Using gross and fine motor skills to do things independently  PD Using mathematical concepts and language in play and everyday experiences. M | Observe children at play and plan activities that follow their interests and introduce them to new ideas and concepts. Being specific with our praise, noting how well children solve problems, have ideas and negotiate. Use additional funding to support children as identified  Work with parents to ensure they are able to support their child’s learning at home.  Share and discus experiences  Role model positive language and positive behaviour Provide supervised opportunities for turn taking. Provide real life experiences  Use signing more to support basic English language / for children to express their own wants and needs. Well planned leaning environments indoors and outdoors that promote the focus on learning. Have a good understanding of intent, implementation and impact. Know and understand the areas of learning and development By building a good relationship up with both key children and their immediate family Know how each child plays and learns. |

Over time we offer a range of experiences to support the children’s knowledge and skills development. Some of these include:

• Planting seeds watching them grow and earing what has been grown

• Meeting people from the local community who help us such as the dentist and police

• Walks around the local area

• Raising money for charities

• Baking activities

We will celebrate a range of festivals and share special occasions with the children throughout the year. Some of these include:

• Shared meals and food tasting

• Dressing up

• Dancing to music

• Books and stories

**Assessment**

Assessment links our children’s learning and to our curriculum.

We notice what children can, and can’t do. We are good at deciding when it will be helpful to step in and support, and when it’s best to be encouraging but hang back.  It is important that we are certain that children are secure in what they know and can do, before introducing them to something new

We complete

* A standardised assessment of the child’s development shortly after they start with us.
* a termly standardised assessment of where the child’s development is in relation to typical milestones and the characteristics of  effective learning
* A short summative assessment at the end of the autumn term with a parental interview to discuss children’s progress and gaps in learning.
* A summary of learning and development in the spring term to identify progress and any gaps in learning.
* A full summative assessment in the summer term with a Parental interview, of where the child’s development is in relation to typical milestones, the characteristics of effective learning, child’s interests and any other relevant comments about the child’s time with us.
* a whole class tracker
* a half termly WellComm screen
* For children beginning school in the next September, a school readiness pack to support them in their transition to reception class.

Assessment helps with

* The early identification of children who need temporary extra help, and children who may have special educational needs.
* checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case
* reporting formally and involving parents in the statutory 2-year-old progress check
* celebrate children’s achievements with parents and share focus for learning
* Discussions with other professionals who may be involved with a child and family. For example, a health visitor or social care worker
* sharing information with receiving schools in the summer so that children can continue their learning journey through the EYFS as seamlessly as possible

Evaluation

We will check that our curriculum is meeting the needs of our children by

* Gathering feedback from the children, parents and other professionals.
* review the progress children are making and how they are accessing the learning environment
* the manager of the setting completing discussions with staff individually and in groups to discuss the curriculum and any areas they need support on and gaps that are occurring of the educational programmes we offer and how we can close these
* the manager to have regular meetings with the head teacher and reception teacher of the school to identify issues that may need support