



St. Luke's CE Halsall Primary School

'Inspiring lives, building futures, together with Jesus'



Early Years Curriculum

At St Luke's Halsall Primary School we follow not only our school ethos of *Inspiring lives, building futures, together with Jesus* but also our Early Years vision of *our children being happy, confident, independent, reflective, respectful and resilient individuals who have a love of learning and are positive about their own identity*. This is fostered within a Christian environment. In our Early Years Foundation Stage our personalised and tailored curriculum provides an education that gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

We will make a positive difference to every child's life. We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that supports them in reaching their full potential and fulfilling their dreams. Children at St Luke's Halsall experience the seven areas of learning through a balance of whole class, group and 1:1 teaching. This is through the children's interests, topics, themes, activities, and quality play opportunities in the continuous provision. We provide a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly. Learning is carefully planned by the staff to support communication and language development; personal, social and emotional development; and physical development as well as literacy, mathematics, understanding of the world and expressive arts and design.

Quality and consistency, equality of opportunity and anti-discriminatory practice, in the early years setting, ensures that every child is included and supported, makes good progress and no child gets left behind.

We ensure strong and effective partnership between practitioners and with parents and/or carers, knowing they are a child's first educator.

Our over overarching principles are

Every child is unique – children should be resilient, capable, confident, self-assured, and constantly learning. This is supported through home visits, 'All About Me' information forms, family links, birthday celebrations, Wow Moments and Stay and Play sessions.

Positive Relationships - children learn to be strong and independent through their relationships. This is supported through our values; belonging to our school community; class community; our church community; our teacher's; people who help us; our friends and groups outside school. Children benefit from strong partnerships between practitioners and parents and/or carers.

Enabling environments - children learn and develop well in environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from strong partnerships between practitioners and parents and/or carers. This is supported through our learning and developments and the characteristics of effective learning listed in the table below.

The importance of learning and development – we appreciate children develop and learn at different rates and make provision for this, including children with special educational needs and disabilities (SEND).

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

1. INTENT

At St Luke's Halsall Primary School, our Early Years Foundation Stage Curriculum is designed to promote and encourage all children to be confident, inquisitive and independent happy learners. We aim to ensure that we provide all children with the best start to their education that enables them to fulfil their full potential and achieve future success regardless of their various starting points and backgrounds by creating a holistic and inclusive curriculum. We ensure that all children's individual needs are met through careful planning and assessment, identifying and addressing any issues and implementing early intervention or additional support if required. At St Luke's we recognise every child as a unique individual, and we acknowledge and promote children's interests to provide them with the opportunities to follow their imagination and creativity. We celebrate the differences in our school community, and always strive to promote and instil a love for learning. We want them to not only be ready for their next stage of learning, but their future life.

IMPLEMENTATION

Our Curriculum is drawn from:

- The 'Statutory Framework for the Early Years Foundation Stage' published by the Department for Education, which we use as a starting point,
- The non-statutory 'Development Matters' published by the British Association for Early Education, which we use to support assessment, tracking and planning for children's next steps. As set out in the section above focused on Curriculum Intent, what lies at the heart of our provision is;

1 - a rigorous and systematic approach to teaching each of the 7 statutory areas of learning and development:

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

with a strong focus on the promotion of language, new vocabulary and quality texts.

2- children being exposed to high quality experiences, through a mix of adult focused and child-initiated activities.

3 - the priority given to the development of Characteristics of Effective Learning.

4 - understanding of and a commitment to developing 'Cultural Capital'

How does our curriculum meet the needs of our pupils?

1. Our curriculum has been carefully designed, planned and organised to ensure breadth, balance and depth for each child at St Luke's Halsall Primary School. We recognise our children's backgrounds, life and cultural experiences and have used this information to help us to design a curriculum that meets their needs and prepares them effectively for the next stage in their education.

2. Our curriculum is taught to provide challenge for all. We also allow opportunity to support the learning of those at risk of not achieving their potential. Continuous provision is planned to compliment the planning cycle whilst providing opportunities for further enquiry and learning and consolidation and recall of skills, knowledge, and attitudes to learning.

3. We recognise the importance of providing opportunities for our pupils to experience the benefits of a multicultural society, tolerance and understanding (multi-cultural images and focus on community events). We want to be able to respond to national and world events, enabling the children to see different perspectives and develop their own opinions within an ever-changing world.

4. At St Luke's Halsall Primary School it is our underlying belief that every child should feel valued, develop resilience and confidence as a learner and experience the feeling of success in a wide range of curriculum areas. We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development, which means in practice our curriculum places equal importance on the 7 statutory areas of learning and the promotion of Characteristics of Effective Learning.

5. We place priority on ensuring children's physical and mental well-being needs are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we created the capacity within our curriculum to be flexible and respond to emerging issues. We want children to understand that support for themselves and for each other are the key to success; that we are a team and therefore look after each other – whether that be within our school community or in a wider context. We want children to develop respect for each other and through our ethos we support children to begin to take responsibility for their actions and understand that actions have consequences,

IMPACT

By the end of the Foundation Stage children will be able to:

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
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The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.