



Enhance  
Cultural  
Experiences

Healthy Mind,  
Healthy Body

Enquiring  
Minds

Universal  
Respect and  
Understanding

Resilience and  
Independence

Location,  
Location  
Location

## Early Years Curriculum

### Curriculum Statement

The Early Years at Richard Durning's Primary School aims to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe, creative and happy environment with motivating and enjoyable learning experiences that enable children to become confident, resilient and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

### Intent

Within the Early Years at Richard Durning's Primary School we aim to provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The curriculum is designed to: recognise children's prior learning from any previous settings and their experiences at home and it is designed to cater for their ideas and interests.

We provide enhancement opportunities to engage learning and believe that their first experiences of school should be happy and positive, enabling them to develop a lifelong love of learning.

Children leave the Early Years class ready to start the next academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

Within the Early Years, we will provide children with a broad range of opportunities to develop and extend their vocabulary drawing on experiences and learning.

## Implementation

In ensuring high standards of teaching and learning in the Early Years Curriculum, we implement a curriculum that is progressive for all of our children. The Teacher/ Teaching Assistants plan to suit children's interests, the school's curriculum drivers and use current events. Our curriculum is implemented in a considered structured way, by staff modelling and teaching in continuous provision using activities which develop children's skills, knowledge and understanding. This adult led/adult guided learning enables them to learn independently in continuous provision, building on, practising and developing what they have been working on. Children's interests are developed through areas created, role play experiences or activities in the indoor and outdoor environments.

We ensure that all children are provided with rich learning experiences that aim to:

- To deliver the Prime Areas: Personal, Social and Emotional Development, Physical Development, Communication and Language Development.
- Physical Development is strengthened to include a greater focus on development from birth to reception and on the link between gross and fine motor skills.
- To develop a rich range of vocabulary and language.
- To use vocabulary to express themselves.
- To deliver the Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.
- Literacy includes a strong emphasis on pre-reception literacy learning, and the link between language comprehension and later reading and writing.
- To develop a love of reading.
- To support the children in using the three characteristics of effective teaching and learning. These are:
  - **Playing and exploring**
  - **Active learning**
  - **Creating and thinking critically**
- To develop the children's knowledge, understanding and skills through continuous provision both indoors and outdoors.
- To develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

- To provide the opportunities for the children to work independently, collaboratively with their friends and with staff members.
- To encourage the children to be creative within their play and learning.
- To develop their Personal, Emotional and Social Skills & Confidence.
- Provide daily exciting outdoor play opportunities.

### **Impact**

The impact of our curriculum is measured by careful tracking and assessment procedures which allow us to measure outcomes against all schools nationally.

We measure the impact of Early Years through:

- Assessments, including baseline assessments
- Phonics assessments
- Regular observations of the children using Tapestry
- Talking to our children about their learning to establish their understanding and enthusiasm.
- Continuous verbal feedback with the children throughout the lessons and activities
- Children will have increased vocabulary to draw on, from all experiences within the EYFS.
- The children will share a love of books and reading.

The impact of our curriculum will also, in fact, be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners. As a team we identify and plan for the children's next steps.

### **Additional Information**

#### **Safeguarding**

Safeguarding is a priority within our school and Early Years. We ensure children feel safe, and we always aim to promote children's welfare and strive to safeguard children. This includes:

\*Regular safeguarding training, including child protection training and updates for staff. There are named and designated leaders who play an effective role in pursuing concerns and protecting children and learners. The staff working in the Early Years are Paediatric First Aid Trained.

\*Staff and other adults working within the setting are clear about procedures when they are concerned about the safety of a child or learner.

\*Children behave in ways that are safe to themselves and others.

\*Children learn about dangers and how to stay safe, including e-safety.

### **Induction Procedures**

We provide Durning's Ducklings sessions which allows the Nursery children an opportunity to work and interact with the adults in the classroom. A welcome meeting is held in the Summer term for the Reception parents which gives them the opportunity to meet the Head Teacher and the Reception teacher/ staff and learn about expectations and procedures within the Reception year. This provides an opportunity for the class teacher to talk to individual parents and arrange sessions if the children do not attend our Durning's Ducklings Nuursery.

### **Community Links**

The class teacher visits the new entrants at their Nursery if they do not attend our Durning's Ducklings, providing the opportunity to talk to the Nursery staff and observe the children in a familiar environment. The new entrants and future parents are also invited to Curriculum meetings, Activity/ Sharing work events, P.T.F.A. events, Sports Day and Christmas Concerts.

### **Current practice**

Our Nursery is open from 8:5 am daily until 3:30pm. We are flexible with the hours available to meet parents' and children's needs but each child must be booked into sessions after signing a parental agreement. These are given out termly which includes how the funding will be financed. We offer 15 hours free education weekly from the government scheme and some parents are entitled to an additional 15 hours. Prices and availability can be sought from the school office. Some of our nursery children also access the Before and After School Club.

The Reception pupils are able to start school on a part time basis over the first week of the Autumn term. We strive to make the early visits to the school welcoming and enjoyable for the children. We see parents as the First Educators and have an open door policy ensuring strong links between parents, pupils and the school. Parents can make an appointment to meet with the class teacher at a mutually convenient time to discuss any concerns you may have.

### **Key person**

Each child within the Early Years is given a key person.

**The key person of Richard Durning's will:**

- Help the child become familiar with the setting, so that the child feels safe and confident (when new to the setting).
- Be available talk and make sure that the child's needs are being met appropriately.
- Record some of the child's achievements & next steps with short observations and photographs shared on Tapestry.
- Monitor the child's development and review the child's progress at regular intervals with other staff members.
- Plan extra exiting and fun activities that can help the child achieve their planned next steps in learning.

The child's key worker does not shadow the child the all the time. Other staff will also play and work with the child.

**Planning**

At Richard Durning's our planning includes:

**Long Term Planning:** this forms an overview of learning, predictable themes, topics etc and helps us focus on our medium term planning:

- \*We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework, Lancashire's planning framework & whole school initiatives.
- \*We follow the requirements for the locally agreed syllabus for RE as appropriate.
- \*We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation.

**Medium Term Planning:** this informs the sequencing and teaching of content, knowledge, understanding and skills.

**Short Term Planning:** We continually use the observation, assessment and planning cycle to determine the children's starting points, needs and interests. Short term planning is responsive to the children's needs/fascinations and provides a weekly overview of the implementation of the curriculum through teaching and

learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

### **Phonics**

The children have daily phonics lessons taught to the whole class following the Oxford Owl scheme of work and they have their own individual phonics workbook. The scheme reviews previous learning and a new grapheme is taught each day. The scheme provides immediate, in the lesson intervention. Parents are encouraged to support their child at home by repeating the phonics book/ shared reading book sent home at the beginning of each week.

### **Observation and Assessment**

#### **On Entry Assessment**

We use a range of information on the children's entry to the setting including mandatory baseline for reception. Information is gathered from induction, previous settings, parents and other professionals This is complemented by the staffs own observations and judgements. Information collected is collated, organised, analysed and used to plan for and adapt/inform the provision -. Learning walls, Tapestry Learning & Next Steps, Nursery and Reception trackers.

#### **Formative Assessment**

Formative Assessment is used to develop knowledge of the individual progress of the child, in order to inform future planning. We collect high quality information on the children's progress using; information/ photographs shared on Tapestry, samples of work, the use of floor books and children's comments.

#### **Summative Assessment**

We use summative assessment in our setting to ensure that:

- \*Staff have a clear understanding of child's progress across all of the areas of learning and development.
- \*Parents understand their child's progress and are helped to support learning and development at home.
- \*Concerns about individual children's progress are identified and addressed.
- \*The quality of provision is monitored and improvements are made where necessary.

\*The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.

\*Staff have the skills and knowledge they need to enable the children to make good progress.

The EYFSP (Early Years Foundation Stage Profile) takes place at the end of the school year in reception and is reported to the local authority.

***'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). This is the EYFS Profile' Statutory Framework***

### **Reporting to parents and YR1**

\*At the end of the Reception year we share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals.

\*Assessments form an ongoing dialogue between our practitioners and the year 1 teacher about each child's learning and development, to support a successful transition to key stage 1.

### **Look At Our Learning Sessions**

Once the children are all happily settled in school, the parents are invited into school so that the children can share their work and learning with them.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We plan the next steps of the child's individual development. If the children don't attend our Nursery, Foundation Stage Staff meet with pre-school providers to discuss each individual child and their transition process into school.

### **Resources**

Early Years resources are organised into labelled boxes either in the classroom or inside the Duckling room cupboard or the small outdoor shed.

- Outdoor play boxes are stored in the outdoor sheds
- ICT equipment is stored in the ICT area
- Bikes, Scooters and pop up tents are stored in the large outdoor shed
- The bug hotel is located on the school field and the children are involved in maintaining this.
- Vegetable patches and flower beds are located around school to support any growing topics
- Muddy kitchen resources are located within the muddy kitchen

- Den building resources are stored within the forest school area
- iPads are stored in the iPad trolley
- Dressing up tubs are stored for the outdoor stage area
- Mark making resources are transported outside daily
- Baskets of a range of books are stored in the classroom or the Early Years cupboard.

### **Equality**

All children have a right to access the curriculum. Teachers modify and plan their lessons for each child's needs.

### **Health and Safety**

All relevant risk assessments are to be completed in good time, prior to any trips, using Evolve.

Teachers to conduct health and safety checks before taking children onto school grounds and when using equipment. Risk assessments are conducted for outdoor play activities and reviewed on a regular basis. Health and safety checks are conducted daily.

Outdoor play/ Messy play and Forest School risk assessments are displayed in both the Early Years and Duckling classrooms.

### **Staff Development**

All staff have an understanding of early years pedagogy, child development, attachment theory and key person role. All permanent members of staff will be key person to a group of children, ***'Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.'***

The Policy has been approved: June 2025