



Curriculum Statement for the Early Years Foundation Stage Ludham Primary School and Nursery



Intent

At Ludham Primary School and Nursery our aims and values are:

- We aim to create a safe, happy and caring environment in which children and adults alike can flourish
- We want everyone to enjoy learning and to achieve the highest possible standards.
- We encourage children to learn through participation in a stimulating, challenging and creative curriculum. Children develop moral values, spiritual awareness and a respect for their own cultures and beliefs and those of other people.
- We aim to equip our children with the necessary skills and attitudes to be responsible members of society and to develop a lifelong love of learning.

Our Early Years curriculum is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage in their learning. Our ethos in Early Years is to support each child's personal, social and emotional development so that they feel safe and secure and are ready to learn.

Through the seven areas of learning we provide topics that excite and engage the children, building on their own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

Our curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

Implementation

At Ludham Primary, we offer a curriculum which is broad and balanced and which builds on the prior knowledge, understanding and skills of all the children, whatever their starting points. We follow the Early Years curriculum using topic themes and enrichment opportunities.

We develop a well sequenced curriculum so that children build their learning over time. We believe that depth in learning is more important than a wide but superficial coverage.

We use our knowledge of child development and the knowledge of the individual children to decide what opportunities and experiences children may benefit from. We focus on communication and language development across the curriculum.

We provide an inclusive curriculum so that all children make progress.

We hear every child's voice so that they are co-constructors of the curriculum and there is equity for progress.

We put the children at the heart of everything we do. We consider their interests and prior knowledge to plan sequences of activities that provide meaningful learning experiences, developing each children's characteristics of learning.

We provide high quality interactions with adults that demonstrate and impact on the progress of all children.

We use high quality questioning and interactions to check understanding and address misconceptions.

We act as role models to the children to develop their own speaking and listening skills.

We carefully assess, through observations, which are recorded on Tapestry and shared with parents. These are used to inform the next steps of learning and meet individual needs. We develop an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.

We provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage and challenge children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. The quality of enhancements within our continuous provision promote Age Related challenge and therefore progression of skills across all ELGs and provides extension for all pupils with no 'Glass Ceilings'. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework.

We enhance children's learning to make an impact on their learning.

We allow children to be successful in their attempts at an activity and use effective feedback to help facilitate their next steps in learning.

We forge positive relationships with parents and carers to keep them up-to-date with their child's progress, respond to observations that they share, involve them in assessments and support them to guide their child's development at home.

We suggest home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

Impact

Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. Children develop skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways.

Children develop a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding.

Children are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing. From their own starting points, children will make good or better progress academically and socially, developing a sense of themselves so that they are well prepared for Key Stage 1.