



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



EARLY YEARS INTENT, IMPLEMENTATION + IMPACT
'Together with God, Making Learning a Life Long Friend'

Intent:

In Reception, we recognise children's interests and prior learning before planning learning opportunities. We endeavour to provide first - hand experiences which make our curriculum purposeful and relevant. Every child is recognised as a unique individual. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Children are encouraged to be independent in their learning, with adults facilitating as required.

Throughout Reception, children will have opportunities to develop their social skills and form positive relationships with peers and adults alike. They develop skills in turn - taking and sharing and are given opportunities to practise these skills in a safe and nurturing environment.

One key feature of our school is that the children enter the Early Years with a wide - range of experiences as half of the cohort come from out of catchment area. Some of the children come with no pre - school experience and some come from different pre - schools. The Baseline that the school uses is highly effective and makes sure that the children are progressing in line with the Development matters.

Implementation:

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2021 by the DFE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. These areas are:

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

At St Anne's we have our own Early Years Curriculum which enhances the National Early Years Framework. We undertake the Standards and Testing Agency Baseline and we also undertake our own in - house baseline then build upon prior knowledge and the development matters

provides a highly effective progression map for the skills and knowledge and understanding in the Early Years.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily/ weekly basis. We constantly provide enhancement opportunities to engage learners and link to our topics. We encourage children to be independent in the continuous provision through the use of "challenges". We support children to be intrinsically motivated to complete the challenges and therefore take ownership of their own learning. As well as learning through continuous provision, children also access Adult Directed activities which adults teach children particular skills, with objectives taken from Development matters. Children also take part in daily synthetic phonics sessions, which follow the Read Write Inc scheme. Children are encouraged to transfer the skills they learn in phonics sessions into their independent reading and writing in the continuous provision. In our mathematic sessions we also use the White Rose Scheme as a core but we adapt this to fit the needs of the topic as much as possible. For example our focus for the week was Addition and Gingerbread men we wrote addition number sentences using the Gingerbread men as a stimuli.

We plan a broad and balanced curriculum which provides children with a range of first - hand experiences and opportunities to get out in the local community. For example: observe a caterpillar turning into a butterfly and visiting the farm and Santa at Tatton Hall.

Impact

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving a "Good Level of Development" (GLD) by the end of the Reception Year.

The impact of our curriculum will also 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 and valuable future citizens. We endeavour for pupils to have all six of our school's core values embedded by the time they leave Reception. These are: *kindness, respect, perseverance, honesty, faith and community*. When children leave Reception, not only are they Year One ready, but well - rounded individuals with positive attitudes towards learning.