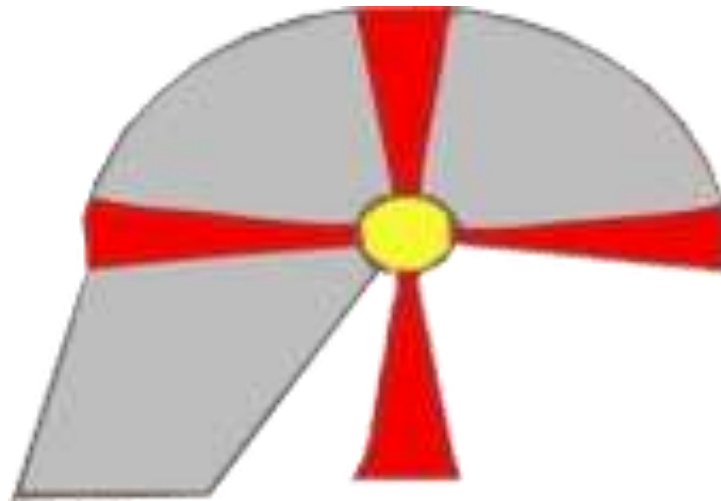


St Alban's Catholic Primary and Nursery School



Early Years Curriculum

2022 - 2023

Curriculum rationale

In line with the 2021 Early Years Foundation Stage reforms, we have developed the EYFS Curriculum Aims. This outlines everything, we want the children to learn to ensure the best possible outcomes for every child in our care. We have assessed and audited our current practices and planned for changes and developments to ensure that our curriculum has a range of programmes and opportunities that lend themselves well to a broad and balanced learning experience. Our school values have been carefully incorporated into our curriculum mapping to ensure that our youngest children are taught with these important principles in mind.

Whilst creating our Early Years Curriculum Aims we knew that it must centre around the Unique Child, as referenced in the statutory and non-statutory guidance. We understand that each child is an individual, and while we can be guided by an understanding of some general patterns of development from pre-birth into early childhood, progression is uneven and unfolds differently for each individual child. A child's growth, development and learning are interrelated in complex ways. Our ambitious aims are influenced by the four principles of The Unique Child guidance; interactions, Physical Health & Wellbeing, Child as an Active Learner, and Culture and Community to ensure our curriculum is bespoke.

The new guidance highlights the importance of Educational programmes for consistent and effective teaching. These are the areas of learning and development which shape the activities and experiences our children have whilst on their Early Years journey. At St. Albans we have considered a range of educational programmes before finalising the curriculum approach that is right for our school, children and wider community. For us, these programmes can be understood in two parts; Specific Programmes that are schemes we have bought into, and our Ambitious Aims which are specific to our community and current cohort.

Specific Programmes

In order to achieve consistency in teaching across the school we have chosen to use the following schemes or learning:

- Phonics – Read Write Inc. Phonics
- Literacy – A core text approach is used in Early Years to support children with their literacy skills. The core text approach follows Pie Corbett's reading spine, as well, as incorporating children's interests to support the principles of the Unique Child.
- Maths – White Rose Maths is used to sequence the progressive maths curriculum in the Early Years. This scheme works to support the children to make good progress with their mathematical skills and is very practical based, lending itself to age appropriate learning opportunities.
- PSHE – TenTen is used to support with the teaching of PSHE across the school, including in the EYFS. TenTen is centred on a values based and 'Growth Mind set' approach, which promotes positive behaviour, mental health, wellbeing, resilience and achievement.
- RE – Come and See
- PE- Get set 4 PE
- Science- Pzaz

Ambitious Aims

Our Ambitious Aims are a vital part of our Early Years curriculum. We have carefully considered the reasoning behind each curriculum ambition to ensure the intent, implementation and impact has been considered. When developing our bespoke curriculum for the school community we analysed recent data trends to review areas of development for children entering Nursery and Reception.

Hidden curriculum

The reform guidance outlines its clear expectations of the role of the adult and impact skilled practitioners can have on children when they expose them to high quality interactions. At St. Albans, we use high quality observations of children to follow their interests and move their learning on. This is our Hidden Curriculum.

Our Curricular Goals

Our curricular goals are shared with all parents before children start Early Years. The clarity helps parents to get involved and support their children's development and learning at home. We then discuss progress against these with parents throughout the year (as we work towards achieving the expected ELG standard).

Settle In	Settle in and become a confident learner
Follow	Follow recipes to make healthy food
Ride	Confidently and safely ride a balance bike
Explore	To care for the environment and living creatures
Perform	Perform a rhyme, poem or story to an audience
Write	Write a letter and post it

To be an Independent Individual

Children will have the independence, confidence and resilience to make choice and decisions.

Reasoning

Children arrive at St. Albans with often lacking the skills and confidence to be able to carry out daily tasks for themselves. We find that parents need support to empower their children to have a 'can do' attitude. We believe this ambitious aim is essential for every child to become life-long learners.

Skills	Milestones
<ul style="list-style-type: none"> • Self-help skills e.g. buttons, coats, zips etc. • Self-selection of learning – areas of the classroom to play and extend own knowledge • Independent accessing of environment – free flow • Confidence and self-awareness • Organisation • Listening and attention • Speaking • Remembering • Working with others • Voting e.g. for a book • Cutting own snack safely • Awareness of risk and safety 	<p>First milestone: They separate confidently from their parent/carer at the start of the school day and become involved within the classroom, enjoying exploring new activities.</p> <p>Second milestone: Children make strong relationships with staff and peers, and are able to follow school rules.</p> <p>Third milestone: Children play cooperatively and take turns with other, showing sensitivity to their own and others' needs. Children confidently try all activities within the classroom with growing independence, asking staff and peers for support when needed.</p> <p>Final milestone: Children are resilient and persevere with difficulties. They are able to wait for their needs and wants to be met. They make comments about their learning and show pleasure and pride in what they have done. They form positive attachments to adults across the school and friendships with peers.</p>

To be a Marvellous MasterChef

Reasoning

The EY reforms have a new emphasis on the importance of oral health and diet, there is now a requirement to promote the good oral health of children. This is due to the UK obesity epidemic and national decline of children's oral health.

At St. Albans we believe that these are life skills that every child should be taught in order to lead healthy and happy lives. Our children also come to school with limited food experiences so we hope to widen their horizons and provide more experiences of varied foods.

Skills	Milestones
<ul style="list-style-type: none"> • Understand what 'healthy' means. • Understand that eating right gives our bodies everything it needs to grow and play. • Children are aware of the need for effective hygiene. They wash their hands with fewer prompts and reminders • Know that healthy choices are important for us to stay well. • Understand the importance of oral hygiene. • Know how to brush teeth effectively. • Know what happens to our teeth if we eat too much sugar. • Learn about portion size and balanced meals. • Know where food comes from. 	<p>First milestone: Children mix different ingredients, including: sand and water, and flour and water to make simple playdough. They use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives. They begin follow simple picture recipes in areas such as the mud kitchen.</p> <p>Second milestone: In small groups, children use a range of tools (knife, fork, peeler, whisk, spoon etc.) to peel and chop a range of ingredients within increasing challenge. Bananas, playdough, orange and This includes independently peeling fruit during snack time. They continue to follow simple picture recipes and recognise numerals on the recipe cards. with support to make healthy snacks.</p> <p>Third milestone: Independently compare and measure ingredients when following a picture recipe. They select healthy food and work collaboratively in groups, taking turns. They are able to explain what went well and what tastes good.</p> <p>Final milestone: Children follow the steps of several recipes independently, after ensuring they are safely able to cook (strong hygiene practices). They carefully choose and measure ingredients, mix them and create their own sandwiches, fruit kebabs and flapjacks. They try something new.</p>

Ambitious Curriculum Aim

To be a Confident Cyclist

Reasoning

Riding a bike is a life-long skill that not all of our children have access to in their home lives. It is also a way of keeping healthy as well as a social task.

Skills	Milestones
<ul style="list-style-type: none">• Clasp strength.• Take turns.• Steering.• Balancing on the left leg.• Balancing on the right leg.• Push pedals using their feet.• Use and understand directional vocabulary.• Avoid Obstacles.• Develop bilateral co-ordination.• Develop control of movements.• Select safety equipment (helmet/knee pads).• Develop road/pedestrian Safety understanding.• Runs with control and changes direction to avoid obstacles or peers• Balances on one foot for five seconds• Coordinates body movements that cross the midline in a bi-lateral movement, e.g. tapping knee with opposite hand or marching• Climbs onto or down from outdoor equipment independently• Pedals a tricycle and steers it safely in desired direction• Uses and understands directional vocabulary• Uses core strength, balance and coordination to travel on a scooter• Uses controlled movements on a balance bike and knows when to slow down and stop• Uses pedals on a two-wheeled bike, maintaining balance, control and coordination and avoiding obstacles• Rides a bike on different surfaces with increasing control (grass, ramps, gravel)	<p>First Milestone: Children sit on a trike with good balance and scoot along. Quickly attempting pedals.</p> <p>Second milestone: Children sit on a Balance Bike with good balance, with both feet on the ground and scoot in a chosen direction.</p> <p>Third Milestone: Children ride a Balance Bike, balancing with both feet off the ground, and scoot along in a chosen direction.</p> <p>Final milestone: Children ride a Balance Bike, balancing with both feet off the ground, and maintaining control by steering and being able to slow down or speed up. They can ride a Balance Bike safely along the pavement.</p>

To be an Exceptional Explorer

Reasoning

Children arrive at St. Albans with low starting points in Understanding the World. This is largely due to limited real life experiences being offered at home. The pandemic has also further restricted opportunities for families to experience many of the things available in their local community.

Skills	Milestones
<ul style="list-style-type: none"> Understand and appreciate the importance of our world. Know some of the things that features of our world allows us to do e.g. the soil in the ground allows us to grow plants for food. Reduce, reuse, recycle. Care of living things (creatures & plants). Growing and planting. Know what we can reuse in our classroom instead of throwing in the bin e.g. paper. Know how to observe and appreciate nature. Understand what respect means and what it looks like to respect our environment. Notices and comments about the weather and seasons. 	<p>First Milestone: Children start to manage their own dressing needs for accessing the outside area, noticing changes in weather. They show an awareness of danger and the importance of using equipment safely. When accessing the outside area/Forest School they start to show their interest in the environment and notice flowers, trees and insects. They begin to ask simple questions about the things they can see.</p> <p>Second Milestone: Children use their senses to explore the natural environment, indicating the things they have noticed using actions and words. They know how to keep safe whilst outside and are beginning to manage potential risks. They are able to use their skills to create using things they find outside including mark making and representing numbers. They can plant a seed and understand how to care of it.</p> <p>Third Milestone: Children talk about the things they see, hear and feel outside, answering a range of questions and describing changes. They observe the natural environment closely and are able to talk about differences between different seasons or places. They use hand held tools safely and with control including recording their experiences. Children create bug hotels, bird feeders and hedgehog houses for the animals within our school grounds. They understand lifecycles of different living things.</p> <p>Final Milestone: Children show confidence working in the natural world observing closely to identify and explain patterns or change and similarities or differences between places and times. They use their reading and writing skills to enhance their experiences and are able to use their creativity when accessing natural resources to plan and design.</p>

To be a Proud Performer

Reasoning

Children arrive at St. Albans with low starting points in Communication and Language. We want to upskill and develop confidence in this area for all children. Learning and performing a range of stories, poems and rhymes supports C&L, Literacy, and Phonics, all of which are school development areas.

Skills	Milestones
<ul style="list-style-type: none"> • Listening and attention. • Knowing own likes, dislikes and interests. • Confidence to express own feelings and opinions. • Active participation during story, rhyme and poetry time. • Prediction of events and repeated phrases. • Knowing how to spot the main characters and events. • Knowing that stories have a beginning, middle and end, and knowing some features of these (middle usually has a problem and solution. • Role play using props and resources. • Awareness of rhyme. • Understanding that stories have sequential order of events and that when we retell stories we do it in order. • To make up own stories during helicopter stories and have the confidence to act these stories out with their peers. 	<p>First milestone: Children show an interest in listening to stories, rhymes and the conversations of others. They take part in pretend play, making up or developing a story.</p> <p>Second milestone: Children take part in interactive reading. They respond to the features of the story. Children engage in number rhymes with props and join in with the actions.</p> <p>Third milestone: Children take part in retelling a story with adult help. They begin to become familiar of the way stories are structured. Children take part in performance poetry and can remember actions and words.</p> <p>Final milestone: Children use resources to develop the character, setting, problem and solution for their story. They tell their story to one or more people. They can perform rhymes and poems confidently in front of an audience.</p>

To be a Wow Writer

Reasoning

Children arrive at St. Albans with low starting points in Communication and Language.

We want to upskill and develop confidence in this area for all children.

Skills	Milestones
<ul style="list-style-type: none"> • Listening and attention. • Knowing own likes, dislikes and interests. • Confidence to express own feelings and opinions. • Active participation at story time • Prediction of events and repeated phrases. • Knowing how to spot the main characters and events. • Knowing that stories have a beginning, middle and end, and knowing some features of these (middle usually has a problem and solution. • Role play using props and resources. • Awareness of rhyme. • Understanding that stories have sequential order of events and that when we retell stories we do it in order. 	<p>First milestone: Children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on, make contact, and manipulate objects. Children make marks with their fingers and some tools. Children will engage in a variety of multisensory ways to make marks.</p> <p>Second milestone: As children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children give meaning to these marks.</p> <p>Third milestone: With daily, deliberate practice, children consistently form recognisable letters and words. They write lists, labels and captions that are phonetically plausible, and are beginning to write some common exception words, such as I, the, to and go. Children write and mark make independently during continuous provision.</p> <p>Final milestone: With growing independence, children write for a range of different purposes. They are beginning to write sentences and stories with scaffolding and support. They understand the features of a letter and are beginning to use some capital letters, finger spaces and full stops with some support.</p>