



Early Years Curriculum

"Fostering inquisitive, creative and independent learners"

Intent

It is our intention at Twyford C of E School to provide an education that gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world. We strive to give children an exciting, challenging and meaningful start to their learning journey. Our curriculum is designed to provide a broad and balanced education filled with rich and varied experiences to meet the needs and interests of all pupils. We aim to support each pupil from their individual starting points and facilitate them to acquire the skills, knowledge and understanding they need in order to flourish through the Early Years and prepare them for the next stage of their educational journey.

We believe that our aspiring and inclusive curriculum educates all children to develop, consolidate and deepen their knowledge, skills and understanding in order to be inquisitive, creative, independent learners who can apply their wider thinking across all areas of the curriculum.

Our Christian and School Values are at the heart of our curriculum and everything we do. We place a strong emphasis upon children's personal, social and emotional wellbeing to ensure all our learners feel safe, secure, can relate to others and are ready to learn. We wish for our children to believe in themselves and their abilities; and to develop positive attitudes towards learning, enabling them to be determined, motivated and successful when faced with new challenges.

We have a flexible curriculum that suits the needs of our children and community. We intend to embrace the support of our small, village community and fully immerse our children in local traditions and customs, whilst also providing varied experiences that can deliver meaningful opportunities to excite and engage children with awe and wonder of the wider world.

It is our intention that children experience the seven areas of learning through a balance of whole class/group teaching and play based learning. This is achieved through reflective and responsive practice that takes into account the children's interests and needs, engaging themes and challenging continuous provision activities. 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.

We recognise the importance of partnership with parents and carers and strive to work together with them to inspire independent, happy learners who thrive in our school and reach their full potential as they embark on their educational journey through the Early Years and beyond.

Implementation

All children within our Early Years learn through an engaging and exciting curriculum that has a balanced approach using continuous provision and adult-led activities. We use the Development Matters framework to support our own professional knowledge of child development, and we plan varied learning opportunities that enable pupils to develop the skills they need to be successful learners. Our curriculum includes an additional five composites based purely upon the needs of our community of children. These experiences are coherently arranged to build knowledge and skills cumulatively, setting ambitious expectations for all children and laying the foundations for developing well rounded citizens.

At Twyford School children in the Early Years learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. We pride ourselves with providing children with a rich variety of activities and other experiences in a stimulating and challenging environment of continuous provision. We nurture opportunities to investigate and satisfy our pupils' curiosity, to explore environments inside and outside the classroom, to extend their sense of wonder and for them to experience success with a positive attitude towards learning. Our indoor and outdoor classroom environment changes and develops along with the children on a daily basis, providing engaging and varied opportunities, promoting challenge, exploration, creativity and independence. Children will spend time outdoors in their natural environment in all weathers. The reflective and responsive nature of our staff means that the learning environments are continually reviewed and adapted to reflect our children's interests, needs and to provide opportunities of awe and wonder.

In early years our environment and all our interactions and routines are intentional. Our curriculum is taught through learning themes which are enriched with real resources, trips and visitors and crucially supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication and enrich vocabulary development.

Children are given appropriate periods of time for learning through sustained involvement in child-initiated and adult-directed challenges and interactions with sensitive and understanding adults to support the needs of individuals. We use the EYFS Statutory Framework (DfE September 2021) and Development Matters (DfE July 2021) to identify next steps for each child to deepen, challenge and extend their learning. Planned activities allow for the characteristics of effective learning to be demonstrated and embedded. Developing positive relationships with our children and their families is key in order for children to feel secure in their knowledge that the adults are there to support them in their learning.

Our planning, informed by observations and our knowledge of our pupils, builds on and extends what children know and can do. It is flexible so that opportunities to further explore and encourage children's interests is possible. It takes into account our most vulnerable children and those with additional needs. Specific learning themes provide varied opportunities for children to develop their knowledge and thinking outside of their initial interests and ignite new fascinations.

Early reading and phonics is prioritised and at Twyford School we follow the Little Wandle 'Letters and Sounds' Revised phonics programme which begins from Nursery with the development of sound awareness, rhythm and rhyme. Direct teaching of phonemes begins with Reception children in the first half of the Autumn

Term. The pace is quick and engaging and is designed to excite children and ignite their thirst for the 'power' of reading. The ultimate goal is to develop a pleasure of 'reading for life'.

We follow the White Rose Maths programme to support practical mathematics in Reception. Daily teaching of key mathematical skills and concepts are supported through the use of key texts and engaging activities within our continuous provision. All mathematics teaching has a strong focus on developing communication, language and vocabulary skills.

Curriculum Composites

Curriculum Composite	To be able to plant, grow and maintain a plant/fruit/vegetable independently.		
	Reception	Nursery	Pre 3
Focus Text	Jasper's Beanstalk	The Enormous Turnip	The Tiny Seed
Components	<ul style="list-style-type: none"> ▪ To select appropriate tools for the right purpose e.g. a rake to rake soil, fork or trowel to dig a hole. ▪ To discuss features of good growing conditions. <ul style="list-style-type: none"> - Sunlight - Water - Area free from being walked on ▪ To understand what will happen to plants if the environment is not right. ▪ To explain the impact that weather in other countries will have on plant growth. ▪ To record the progress of plant growth. ▪ To understand that certain plants should be planted at particular times during the year. ▪ To identify the difference between a plant and weed. ▪ To name the different parts of a plant. <ul style="list-style-type: none"> - Roots - Stem - Petal - Leaves - Bud 	<ul style="list-style-type: none"> ▪ To be able to handle gardening tools safely. ▪ To know that plants need water and sunlight to grow. ▪ To care for growing plants. ▪ To observe and discuss growth of plants. ▪ To know that there are 4 seasons. ▪ To use senses to explore scents from plants and herbs. ▪ To know the difference between a seed and bulb. 	<ul style="list-style-type: none"> ▪ To use hand tools for digging in soil. ▪ To water plants and discuss why it is important to do this. ▪ To observe the weather e.g. tell whether it is raining or sunny. ▪ To use plants and herbs in play activities e.g. mud kitchen, playdough.
Key Vocabulary	Weed, Bud, Petals, Stem	Season, Compost, Seed, Bulb	Trowel, Fork, Herb, Soil
Enabling Environment	Garden Area equipped with Watering Cans, Trowels, Spades, Forks, Gloves, Compost Access to outdoor sink and water butt Mud Kitchen equipped with herbs and seeds		
Home Learning Environment	Bean pots for home growing; Sunflower seeds; Diaries/Notebooks for recording.		

Curriculum Composite	To observe the effects of the changing seasons on the natural world.		
	Reception	Nursery	Pre 3
Focus Text	Seasons	Tree: Seasons Come, Seasons Go	A Stroll Through the Seasons
Components	<ul style="list-style-type: none"> To describe appropriate clothing needed based upon the weather. To describe key changes for each of the four seasons including changes to trees, plants and weather. To know which festivals/celebrations occur in each season. To know which animals are likely to be found during each season. To describe the impact of the seasons on wildlife including plants and animals. 	<ul style="list-style-type: none"> To describe what the weather is like using key words (windy, raining, sunny, foggy, snowing, cloudy). To experience key events that occur during each season. To observe animals found in each season. To know that some animals hibernate during the winter. 	<ul style="list-style-type: none"> To observe the daily weather. To explore objects from the natural world found in each of the four seasons e.g. conkers, pine cones, daffodils, sunflower seeds. To observe the difference between plants and trees throughout the four seasons.
Key Vocabulary	Environment, Deciduous, Evergreen	Autumn, Winter, Spring, Summer	Weather
Enabling Environment	Nature Hut Seasonal Walks – Looking for signs and collecting objects for each season. Tree Diary		
Enhancement	Lighting a Fire - Marshmallow Toasting Den Building in Woods Farm Visit – To Explore New Life		
Home Learning Environment	Daily Weather Forecast - What should I wear today? Seasonal Collections – Collecting objects/photographs of things found during eah season.		

Curriculum Composite	To develop an independence to enable access to the curriculum, environments and learning opportunities.		
	Reception	Nursery	Pre 3
Focus Text	Incredible You	The Koala Who Could (Rachel Bright)	
Components	<ul style="list-style-type: none"> ▪ To collect all belongings at the end of the day without reminders and organise these in order to carry them with ease <ul style="list-style-type: none"> - Place letters/reading books into book bags. - Put jumpers on or into a bag. - Put bags/book bags on. ▪ Identify when it is necessary to change into boots to use the outdoor environment by considering the weather and outdoor conditions. ▪ To be able to listen to our bodies and recognise when we feel hot/cold/tired and what to do to resolve that <ul style="list-style-type: none"> - Take jumper on/off. - Have a drink. - Find a quiet area to spend time in. ▪ Guide and support peers to follow snack routines. ▪ Know where to find and how to access the resources I need. ▪ Use a knife and fork to cut up and eat food. 	<ul style="list-style-type: none"> ▪ To follow Nursery routines without prompting ▪ Hanging coat and bag on own peg. ▪ Washing hands at key times throughout session. ▪ Complete self-registration. ▪ To fasten and unfasten coat independently. ▪ Collect all belongings at the end of the session. ▪ Bag, coat, lunchbox/drinks bottle. ▪ To find and change boots/shoes upon entering indoor and outdoor environments without support. ▪ To be able to listen to our bodies and recognise when we feel hot/cold/tired. ▪ Follow snack routines without support <ul style="list-style-type: none"> - Wash hands - Find name card - Select snack choice and drink choice - Pour milk - Clear table area - Wash equipment ▪ Use a fork and spoon for eating. 	<ul style="list-style-type: none"> ▪ To follow repeated Nursery routines with encouragement. <ul style="list-style-type: none"> - Hanging coat and bag on own peg. - Washing hands at key times throughout session. - Complete self-registration with support. ▪ To find own boots/shoes and change these with some support upon entering indoor and outdoor environments. ▪ To use the 'flip method' to put on own coat. ▪ Know where to find belongings for the end of the session <ul style="list-style-type: none"> - Coat and bag in cloakroom. - Drink bottle in tray by sink. ▪ Follow some snack routines without support <ul style="list-style-type: none"> - Wash hands - Select snack choice and drink choice - Wash equipment ▪ Use a spoon for eating.
Key Vocabulary	Belongings, Utensils	Fasten	Cloakroom
Enabling Environment	Self-Registration Clearly Labelled Cloakroom and Storage Areas Designated Snack Area Self Service Paint Area Busy Bee Challenges		
Home Learning Environment	I can checklist		

Curriculum Composite	To be ambassadors for the school within the local and wider community.		
	Reception	Nursery	Pre 3
Focus Text			
Components	<ul style="list-style-type: none"> To To be able to explain how to keep safe whilst walking along paths and roads. To know adults that work within the school and what their job is. To know and demonstrate appropriate behaviours to positively represent our school. To demonstrate our school values whilst outside of school <i>love, courage, hope, forgiveness,</i> 	<ul style="list-style-type: none"> To know key features of Twyford village Shop and cafe Church Park To know the 3 key rules of keeping safe outside of the school Walk on the path. Stay with an adult. No touching dogs. 	<ul style="list-style-type: none"> To know and name adults within the school To know key features of our school and where to find them Library Hall Playground Office Follow the 3 key rules with adult guidance.
Key Vocabulary	Community, local, globe, atlas	Village, map	
Enabling Environment	Weekly house assembly		
Enhancement	Harvest Festival at Church Village Walks (link to Seasonal Changes) Picnic in the Park School Visit to Farm Trip into Buckingham Town		
Home Learning Environment	Share 3 key rules with parents/carers. Magic Moments Tapestry		

Curriculum Composite	To be able to recite at least 20 rhymes or poems.		
	Reception	Nursery	Pre 3
Focus Text	Quentin Blake's Nursery Rhyme Book	Big Book of Nursery Rhymes	
Components	<ul style="list-style-type: none"> Recite rhymes independently. Choose favourite rhymes by name. Perform rhymes to others. Add movement/music to rhymes. 	<ul style="list-style-type: none"> Join in with some nursery rhymes. Use actions whilst singing. Know favourite rhymes by their name. Recite a favourite rhyme. Associate objects/pictures to its rhyme. 	<ul style="list-style-type: none"> To listen to/watch nursery rhymes told. Join in with simple actions. Join in with repeated words/phrases e.g. <i>Wheels on the bus go 'round and round'</i>. Choose a favourite rhyme by selecting an object which relates
Key Vocabulary	Unfamiliar words from rhymes to be discussed and meanings explored with each individual rhyme.		
Enabling Environment	Rhyme of the Week Rhyme Basket Performance Stage Music Player and Nursery Rhyme CDs		
Home Learning Environment	Rhyme of the Week		

Impact

Recording and Assessment

As part of the learning and teaching process, children are assessed in relation to their progress towards Development Matters and the Early Learning Goals. Formative assessment gains knowledge of children's level of achievement and interests. Reflection of that knowledge will then shape teaching and learning experiences for each child. Through interactions with children and their families our staff will respond to their own day to day observations and those that parents and carers share. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. We also need to have an overview of children's progress, so that we can identify our pupil's strengths and gaps and take further actions where needed. Termly summative assessment tracking is completed for every child and half termly tracking will occur for those pupils identified as working below age related expectations or pupils with SEN.

Tapestry

The key purposes of Tapestry at Twyford School are:

- to promote partnership with parents in support of children's learning. This involves us finding out about significant learning at home, and us sharing significant learning with families.
- to support children to reflect on their own learning.

Attainment and Progress

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). **By the end of Reception**, most children will have achieved the expected level of development in each area of learning and transition into Key Stage One having attained a Good Level of Development (GLD).

Pupil Impact

We aim for all our pupils to develop good characteristics of learning and to be able to apply their knowledge to a range of situations, make links and explain their ideas and understanding. Our pupils will develop a 'have a go' attitude towards learning, being confident to take risks and to discuss their successes and attempts with peers and adults. Our pupils will end their Early Years journey having acquired the knowledge and skills needed to effectively prepare for their future success.