



## Stowford Early Years Curriculum Statement

Respect - Excellence - Friendship

### **Stowford Curriculum Overview Statement: Intent**

*At Stowford School we strive to ensure that we provide a curriculum that is engaging, relevant and challenges our children. Our curriculum is driven by the fundamental belief that all children can succeed.*

*Our curriculum is underpinned by a series of carefully planned key themes, which maximise cross-curricular links whilst ensuring rigour where there is a clear development in the learning of key knowledge and skills bring about the aims and values of our school. Following our beliefs about high quality teaching and learning and our core values as a school, our curriculum ensures that we give our children appropriate and ambitious curriculum opportunities and unpin the planned experiences and interactions that our children encounter every day.*

*The intention of the Stowford Curriculum is to both educate and develop each child in a holistic way, to encourage them to develop as a person, to develop their character and morality and to learn academic subjects which will set them up for later life. This is done through both the taught curriculum and the many opportunities and the values and events that occur in the school community throughout a child's journey through Stowford School.*

### **School values**

**Respect, Excellence, Friendship.  
Determination, Inspiration, Courage and Equality**



### **Early Years Curriculum Intent**

In our early years at Stowford school, we strive is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners, who thrive and reach their full potential.

It is our intent that children who enter our early years begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally, whilst also embedding a positive attitude to school and a love of learning.

To ensure children make great progress in the early years, it is our intent to take into consideration all of their starting points and needs as they begin their learning journey. Every child has access to a broad, balanced and unique curriculum, through a variety of opportunities and experiences, which prepares them now and for the future. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our early years' curriculum to support learning and development and achieve their next steps.

Our early years' curriculum aims to enable our children to:

- **Play and Explore**; find their own learning and conclusions by exploring, play with what they know and be willing to 'have a go'
- **Become Active Learners**; be actively involved and concentrate in their learning, be resilient learners and persevere through challenge
- **Become critical thinkers**; explore their own ideas, make links between their learning and independently decide how best to achieve success in an activity.

It is our intent to ensure that all children will receive the teaching of early reading through daily systematic, synthetic phonics and will learn to read words and simple sentences accurately by the end of Foundation. Children are challenged accordingly to reach their full potential and have opportunities to read texts at their level including, but not limited to, stories, non-fiction texts, poems, signs and labels. Children will develop a love of reading. Comprehension is embedded at all levels of early reading with the use of high quality reading texts, as well as the use of age- appropriate, engaging and aspirational vocabulary. Children will be successful writers, using their phonic skills to write sentences with good letter formation. Children in the early years will be able to listen and respond appropriately, as well as summarise information using full sentences to articulate their ideas and thoughts. Through our daily Maths sessions (whole class, group work or individual), our intention is to ensure that children are challenged to become mathematical thinkers, providing clear reasoning and explanations for a wide range of mathematical concepts.

## **Stowford Curriculum Overview Statement: Implementation**

*The Stowford Curriculum follows the National Curriculum in a 'topic' approach to add cohesion between subjects.*

*There is high emphasis on the development of spoken language and articulation of ideas.*

*Each topic is based on a high-quality text which is used to engage and stimulate ideas for writing and teach comprehension skills as well as offer enjoyment of reading.*

*There is a carefully mapped out progression of knowledge, skills, understanding and vocabulary for each subject.*

*Teaching for mastery approaches in maths promote deeper learning and conceptual understanding.*

## **Early Years Curriculum Implementation**

At Stowford, we ensure a broad, balanced, exciting and high-quality curriculum, using the Early Years Foundation Stage framework to support. This is made up of four overriding principles which our early years' education is based upon:

- Unique Child - Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships - Children learn to be strong and independent through positive relationships.
- Enabling Environments - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- Learning and Development - Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum provides a play-based and experiential learning environment, combined with focussed teaching to ensure children make great progress before moving onto their next stage in education. The children in our early years' are provided with a range of opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities, as well as self-initiated and free flow activities.

The learning experiences within our early years' are linked to the seven areas of learning and development within the EYFS, set out in the programmes of study. These areas are split into three Prime Areas and four Specific Areas.

The three Prime Areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children.

These include:

- Personal, Social and Emotional Development - involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Communication and Language - involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Vocabulary development is crucial to the development of communication, understanding and language.
- Physical Development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and gross movement. Children must also demonstrate fine motor coordination and skill with accuracy.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four Specific Areas.

These are:

- Literacy - the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest and develop vocabulary.
- Mathematics - the early teaching of mathematics involves providing children with opportunities to develop and improve their skills and depth of knowledge in understanding and using numbers to 10, subitising, and recalling number bonds to 5. The use of mathematical language is required to explain and develop ideas to challenge thinking.
- Understanding the World - this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, culture and the environment.
- Expressive Arts and Design - this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children benefit from meaningful topic-based learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the 'Characteristics of Effective Teaching and Learning'.

New vocabulary and concepts through reading and play will excite and engage all learners, which includes staff modelling Standard English and asking high quality questions.

Our Curriculum will promote and support children's emotional security and development of their character, enabling them to take risks in a safe and secure environment. We will also support children to be active and to develop physically, including giving clear messages on why it is important to eat, drink, exercise, take care of your oral health and be kind to others.

### **Stowford Curriculum Overview Statement: Impact**

*Children develop on their journey from EYFS to year 6 and leave Stowford School prepared for their next stage in life and the opportunities, responsibilities and experiences that life has to offer.*

*Development includes: spiritual, moral, cultural, mental, physical and academic development such that children leave Stowford School being confident individuals, successful learners and responsible citizens.*

### **Early Years Curriculum Impact**

Within our early years, children will grow to be confident, happy, competent lifelong learners. They will be responsible citizens and demonstrate a readiness to continue their learning and development for their next stage in education at Stowford School.

