

Intent

All children will experience language at the heart of an ambitious and engaging curriculum. The curriculum will inspire curiosity and ignite a joy for discovery and learning. The curriculum will develop children's love of books, reading and vocabulary with a key focus on creativity and imagination. The curriculum will ensure all children feel valued, respected and cared for as well as become happy and confident as independent learners and leave our Early Years centre ready to enjoy future learning.

The curriculum will have clear progression across all areas of learning from entry to the end of Reception, from which all children's next steps will be made.

Implementation

We have developed a curriculum that supports a Repeat, Revisit and Rehearse process to ensure learning is embedded. All areas of learning will be covered in greater depth to develop long term memory, deepening understanding and consolidating skills as opposed to lots of subject areas in a superficial way. The learning each half term is built into Nuggets of Knowledge that link to learning in Key Stage 1, this ensures children are prepared and have the knowledge and skills they need to engage and progress confidently.

We have 6 umbrella topics to be covered throughout the year, these will be visited in both nursery and repeated in reception. The topics are loose and can take which ever direction the children and their interests take them however highly skilled staff will guide their learning using their knowledge and understanding of child development and required outcomes to use each child's play to develop their knowledge and skills. Through recognising where a child's learning is currently and recognising appropriate next steps staff will be able to push learning forward and use this to plan future learning. Staff will have a strong understanding of each child's individual need and be able to scaffold learning steps that are appropriate and supportive.

The areas of learning are embedded within the environment, these are continuously developed and changed linked to skills, knowledge and interests of the children however always readily available for children's independent learning due to our school non-negotiable provision.

Language is at the heart of our curriculum, each umbrella topic has planned vocabulary linked to Key Stage One and Two's Tier vocabulary, to be taught and encouraged within the environment and by trained staff, children's use of new vocabulary is celebrated by becoming a word wizard. Language can be seen throughout our setting and consistent encouragement by all to use of key vocabulary promotes its use.

Each of the 6 umbrella topics have linked texts to develop language as well as a love of reading and storytelling – these will be available for children to access within the environment but also to be shared by adults and peers to celebrate the joy that reading brings. This are part of our who school reading spine.

The curriculum will be accessed through environment both inside and outside as well as adult directed learning in small groups or whole class. Real life experiences will be provided as well as celebrations of children's learning at home. The characteristics of effective learning are at the forefront of decision making when providing provision and are celebrated within our environment by the use of our Achieveasours.

Observations and assessments will be used continuously to ensure up to date knowledge of the children's attainment as well as direct the next steps in learning, as well as directing which way the curriculum travels and the provision provided. However, the steps of progression will remain. Children will have one formal observation will be taken each week for each child via Tapestry.

Impact

Children will be ready to transition to year one as confident, happy independent learners having developed the skills to explore and enjoy learning.

Children will have the language and vocabulary needed to access future learning as well as continue to develop their curiosity, creativity as individuals.