



Early Years at Haselworth Primary School

Haselworth provides an inclusive, creative and challenging curriculum and a diverse range of other activities that are well matched to all learners' needs and capabilities. This highly personalised curriculum is coherently planned, regularly reviewed, evaluated and improved. This helps children when they leave Haselworth be emotionally secure, eager to learn, socially adept, academically successful and are well prepared for their next stages of education.

We firmly believe that the learning journey the children undertake is as important as the destination and we have a long tradition of making memories for our children and their families.

Characteristics of Effective Learning in the EYFS and P4C skills are an integral part of learning and are also embedded throughout the Curriculum.

Haselworth is successful in preparing children for their next stage in education. Dedicated teaching, an exciting curriculum and the continuous drive for improvement by all ensures that not only are the children equipped with the academic knowledge, skills and understanding to prepare them for their future, but also confirms that they are confident and caring individuals ready to influence and shape the world they live in.

In the Early Years Foundation Stage children learn best when they experience learning first hand, through meaningful interactions with others, through physical activity and through play. The Early Years curriculum emphasises three prime areas of learning:

- Personal, social and emotional
- Communication and Language
- Physical

The curriculum breaks down into four further areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Teaching in Reception is organised through a range of approaches and provides a balance of child initiated and adult-led activities:

- Planned focused activities where adults work with a small group of children at a time. Teachers will differentiate the activity to meet the needs of every child participating.
- Class and small group teaching of early reading and writing through a phonics based scheme called *Essential Letters and Sounds* and the *Kinetic Letters* writing programme.
- Whole class teaching for short periods of time such as direct teaching (for example of maths), shared storytime, songs and rhymes, P4C discussions, PATHS and sharing work.
- Opportunities for teachers to work alongside children as they develop their own interests in particular areas of the curriculum.

Intent	Implementation	Impact
For our children to have the opportunity to develop independence skills.	• Daily discovery time with an adult supporting within the provision • Adult to model and scaffold reflective conversations with children using growth mindset language • Planned provision opportunities to support learning with key questions. • Resources are easily accessible	Milestone 1 Independently access resources within the provision Can share their work with an adult and talk about what they are proud of.
		Milestone 2 Independently access challenge tasks Instigate play based on prior learning within the provision They can reflect on their learning, speak about mistakes and problems that occurred which they found a solution to.
		Final Milestone They have a love of learning and show a pride in what they achieve. To show a sustained engagement in an activity. They can examine their previous learning and discuss areas they need to get better at. They children show a growth mindset and can persevere when things get challenging.
Intent	Implementation	Impact
Children to have a good understanding of differences and diversity within our classroom – including different cultures and SEND.	• P4C sessions within class to get to know each other's likes and interests • Adults to model who to share worries with • Offer opportunities for children to take on roles within school • Provide opportunities for children to speak in front of others in Chatterbox times • Communicate with people in the local area, Visitors and parents	Milestone 1 Children build strong relationships with their class teacher and some of the children within their class. Children know who they can go to to ask for help and talk about their needs and wants.
		Milestone 2 Children can confidently communicate with other adults within the school. Begin to socialise with other children in the school. They know who to talk to if they are worried about something and are confident to do this.

	Share different languages and information about other countries and cultures	Final Milestone Children communicate with each other sensitively and for all children to be included in play/learning. They can talk in front of their peers about a personal interest. They can confidently cooperate and communicate within a group.
Intent	Implementation	Impact
Understand the importance of health and wellbeing in their own lives.	- Class discussions about healthy eating and exercise leading to a healthy body and mind. - Adult model how to recognise needs and self regulate - Circle time to help recognise feelings in ourselves and others - PATHS - PSHE - Assemblies - Mindfulness activities - Zen Den	Milestone 1 Children can recognise when they are feeling happy or sad. Can recognise their own basic needs eg. Hot/ cold, thirsty, hungry, need the toilet.
		Milestone 2 Children can explain how they are feeling to an adult can suggest ways to help them feel better. Children participate in physical and mindful activities and can talk about why it is important.
		Final Milestone Children can self-regulate and can access strategies to cope with how they are feeling. Children can recognise how their friends are feeling and suggest ways to help. Children can explain to an adult how to have a healthy body and mind.
Intent	Implementation	Impact
Enjoy, create and tell stories	- Daily story times - Book voting - Frequently changed book corner - Library book and phonic book sent home weekly - Guided reading sessions	Milestone 1 Children enjoy listening to stories and acting out favourite stories, using language from stories they have heard. They can ask and answer questions about stories they have heard.

	• Books within the provision • Small world and role play resources to match stories • Story Tins • Story Stones • Puppet Theatre • Variety of mark making materials progressing throughout the year to match fine motor development. • Text drivers to inspire creativity and story telling • Daily phonics • Daily letter formation • HFW in class • Drawing Club • Opportunities for children to practise their skills in child-initiated learning.	Milestone 2 Children begin to read for pleasure. Children can orally work with a group to create their own stories. Children can begin to record their own ideas. Final Milestone Children to write sentences with known letter/ sound correspondence and HFW using correctly formed letters. They can read their story to an adult to check it makes sense.
Intent	Implementation	Impact
Play a game with their friends	• Access to a range of games (board/ card) • Adults to model how to play the game and participate fairly. • Access to number resources and numbers within the provision • Adult to model mathematical language • Opportunities to practice playing within a group • Opportunities to share achievements from home celebrated on Seesaw	Milestone 1 Children can play cooperatively or alongside others. Children can follow simple rules. Children can recognise numbers of personal significance and can begin to count 1:1 objects.
		Milestone 2 Children understand why they rules are needed to make the game fair. Children can take turns within a game. Children can use mathematical language when playing games. Children will see the game through to the end.
		Final Milestone Children celebrate achievements of others. They can identify numerals shown and can subitise the amount.

		They can listen to each other, follow the flow of the game and follow the rules. Children can instigate a game with friends.
Intent	Implementation	Impact
Children to embrace the natural world and love of learning through the outdoors	• Provide an inviting and engaging outside area • Involve children in looking after the school grounds • Adult discussion about the importance of looking after the natural world, sharing books • Planned learning opportunities within the outside environment • Explore our local area • Plant seeds and flowers and observe what happens to them • Learn how to care for different animal (tadpoles, caterpillars)	Milestone 1 Children will explore the outside environment. Begin to understand their impact on the natural world.
		Milestone 2 Will instigate their play in the outside environment. Children will take responsibility for looking after the natural world within the school grounds.
		Final Milestone Children develop a lifelong respect for nature in the wider world. They can explain their impact and how we can look after the world around them. Children will actively engage in their learning in the outdoor environment.
Intent	Implementation	Impact
Design, create and construct	• Provide a range of tools and resources for children to independently access. • Daily funky fingers • Adult to model design process and reflection • Adult discussions on safety • Provide extended time for children to explore, create and reflect with guidance where needed from an adult	Milestone 1 Explore using a range of different tools and instruments to create something. To be able to talk about the process of how they created it and what they like about it.
		Milestone 2 Children can think, plan, create and share their idea. They can talk about the materials they used and can follow their plan. They can reflect on what they have created and make improvements.

	• Provide real audiences to give creations a purpose Visits from local artists	Final Milestone To create a final product that they are proud of with a brief description of the materials used, method and alterations that were made along the way, explaining it to an adult.