

Rose Green Infant School

Early Years Curriculum Overview

Our Early Years Foundation Stage is underpinned by the principles that all children are:

- unique individuals, bringing with them their own knowledge, skills and experiences

- naturally motivated to learn, and that they learn best when in an 'enabling environment' which includes positive relationships and appropriate resources

- entitled to self-directed play as the most effective vehicle for their learning

- equally entitled to a high-quality education.

At Rose Green Infant School, we follow the Early Years Foundation Stage (EYFS).

In addition, we use the non-statutory document called 'Birth to 5 Matters' to further guide our practice.

Characteristics of Effective Learning

At Rose Green Infant School, we understand that children are intrinsically motivated learners. This motivation is described in the EYFS as the 'Characteristics of Effective Learning'. These are concerned with Engagement, Motivation and Thinking. We use these characteristics to guide our planning and curriculum delivery.

playing and exploring – children investigate and experience things, and 'have a go'

- Playing and Exploring describes how children are engaged in their learning by finding out and exploring; playing with what they know; and being willing to have a go.

active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- Active Learning describes children's motivation to learn by being involved and concentrating; keeping on trying; and enjoying achieving what they set out to do.

creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

- Creating and Thinking Critically describes how children learn by having their own ideas, making links, and choosing how to do things. Our provision is designed to enable children's development of these characteristics to support the rest of their learning.



The EYFS has 7 Areas of Learning.

Prime Areas

“...centrally important for children's development and learning throughout the EYFS and beyond, and should receive priority attention to ensure strong foundations in development and learning.”

Early Education (2012) Birth to 5 Matters: non-statutory guidance for the Early Years Foundation Stage.

Communication
and Language

Personal, Social
and Emotional
Development

Physical
Development

Specific Areas

“...support children to know about and use these Specific areas, either informally as part of daily life or in planned activities, they give children access to the wide scope of shared cultural and intellectual life in modern society, and skills and knowledge to support them in their future learning.”

Early Education (2012) Birth to 5 Matters: non-statutory guidance for the Early Years Foundation Stage.

Literacy

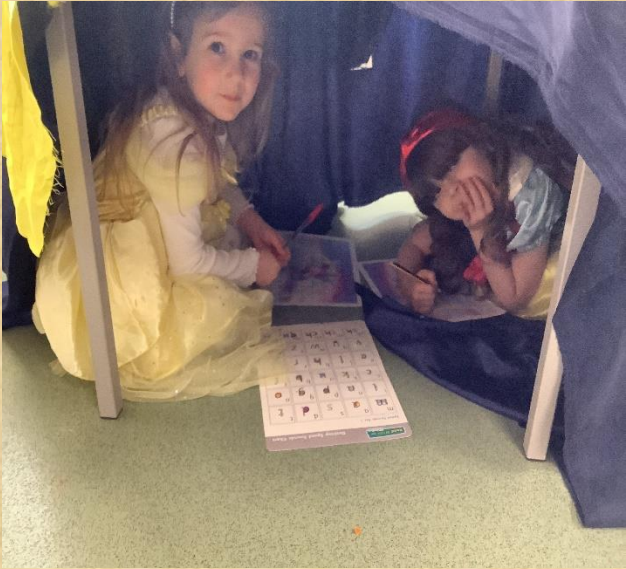
Mathematics

Understanding
the World

Expressive Arts
and Design

Effective Teaching and Learning

At Rose Green Infant School, teaching and learning is based around the 7 areas of learning as outlined in the EYFS.



Our teaching and planning is informed by the observations and interactions we have with children. In our planning, we use the current interests, needs and next steps of the children so learning has context and is meaningful; alongside our progression of skills that ensure logical and systematic progression across the areas of learning. Our child-centred and responsive approach to teaching and learning in the Early Years means all children will be appropriately challenged and our provision will engage them.

- We use different ways of teaching to reflect the different ways children learn.
- The process of Learning is valued rather than the end product
- Children require space and time to repeat, practise and consolidate their learning
- Children learn actively and use their senses to develop an understanding of the world around them
- Previous knowledge and experience is built upon

- Open-ended questions and comments promote sustained shared thinking
- Children access continuous provision
- Children work collaboratively, sharing ideas and negotiating with others
- Development of self-confidence and self-esteem
- Children have opportunities to be curious, imaginative and develop their creativity.

Assessment



At Rose Green Infant School, ongoing assessment is an integral part of the learning and development processes. Staff play with, and observe pupils to identify their level of attainment, interests and learning styles. These observations and interactions are used to shape future planning.

We input children's level of development across the 17 early learning goals at regular intervals. We use our formative assessments, teacher knowledge and additional assessment tools to make judgements.

Within the first 6 weeks of starting school, children in Reception undertake the Statutory Baseline Assessment as outlined in the Statutory Framework for the Early Years Foundation Stage.

At the end of the EYFS (the end of Reception year), staff complete the EYFS Profile for each child.