

Fynamore Early Years statement of intent

(What do we intend to teach?)

At Fynamore, we aim to inspire a lifelong love of learning, right from the very beginning. Our Early Years curriculum stems from the values we place on children feeling valued and secure, with the importance of play underpinning all that we do. With children coming from multiple pre-schools each year, it is crucial that our curriculum allows opportunities for pupils to get to know one another, learn to develop socially and to develop a clear sense of belonging within their class. Consistent routines and strong relationships with parents and adults are key to the Reception year.

Pupils are supported to develop their language and communication skills throughout the year as they begin to experience a wider range of children with unique talents. It is our intent that all pupils will succeed to the very best of their ability through a rich array of fun, imaginative and hands-on activities that have meaning to 4 and 5 year olds. Our curriculum is ambitious in its design but aims to develop confidence in the children we teach; enabling them to contribute their own ideas as they grow.

We believe that teaching and learning is a two way process. Observations and a strong knowledge of all pupils' feed into our curriculum throughout the year; allowing themes to evolve based on current events, pupil interests, strengths or misconceptions. Pupils are encouraged to share their thoughts and ideas as they learn from us and, in turn, we learn from them. The underlying skills continue to be taught with clear direction, ensuring a secure developmental pathway is maintained in all areas of the statutory framework, and based on pupil needs. Wherever possible, the curriculum is reinforced through community and cultural connections to bring it alive.

By the end of each year, our aim is for confident, independent and resilient learners who are willing to try anything. It is with this positive sense of self and wellbeing that our pupil's future learning will continue to flourish. To this end, we strive to deliver an aspiring and well-rounded curriculum, with a sense of awe and wonder that keeps play and pupil well-being at the heart of all that we do.

Fynamore Early Years statement of implementation

(How do we plan to teach it?)

As a two form entry primary school, the Reception staff work as a team to ensure the curriculum is implemented cohesively, in a way that brings success to all pupils across the cohort. A clear balance of independent learning and adult directed sessions are fundamental to our teaching approach, ensuring all children have the opportunities to reflect on, and be challenged further, in learning. The curriculum is planned through topics, enhanced by visitors, trips and evolving learning resources in order to further develop the language and knowledge base of our pupils. Carefully scaffolded adult questioning further supports and enriches the academic and social development of all pupils in a considerate way. Learning takes place in both the indoor and outdoor areas, with a carefully planned environment that is regularly reflected on by teaching staff.

A language rich environment is promoted through all that we do. Children are encouraged to talk in full sentences and adults model quality interactions with both children and each other. A love of books is shared through daily stories in addition to books shared as part of topic based learning. Phonics is taught discreetly but applied in many wider contexts throughout the day. Daily stories are shared and songs or rhymes are regularly sung in addition to musical sessions. We have recently begun using 'Little Wandle' for phonics teaching. Books are closely linked to this scheme with frequent opportunities to work on early reading. Children also have the opportunity to bring home books to promote a love of reading and stories through our 'bedtime books' collection.

Opportunities for writing are readily available around the classroom and are frequently modelled by adults. The crucial development of children's physical strength and dexterity form the basis of much of our early writing development. Our planning and environments are further enhanced to develop the wide range of physical skills needed for good development.

We believe in a mastery approach to our mathematical learning, in line with the rest of the school. Children are encouraged to apply their mathematical learning through a range of contexts and make links to everyday life. WhiteRose maths and Numberblocks are utilised as part of the mathematics curriculum planning.

In addition to independent play, pupils have opportunities to work as a whole class, in small groups and in 1:1 situations depending on the learning that is taking place. Children's progress is monitored carefully throughout the year and individual next steps are clearly set out for reading, writing, phonics and keywords as well as longer term targets in mathematics. In the Spring term, broader curriculum ("busy bee") targets are given to the children to enhance their play and development. Where appropriate, targeted activities and interventions are further planned throughout the year to develop pupil learning in small groups' and one to one contexts across the curriculum.

Learning and next steps are regularly shared with parents on Seesaw and through homework activity sheets - ensuring communication with parents is clear and maintaining an important dialogue between home and school. Parent workshops are also in the Autumn term for phonics/early reading and early mathematics to help build this dialogue further.