

Curriculum Intent at Valley Invicta at Leybourne Chase

In the EYFS at Valley Invicta Primary School at Leybourne Chase, we offer a curriculum that is rich in wonder and language. The curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, providing first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide a well balanced mix of adult directed and uninterrupted child initiated play to ensure the best outcomes for pupils, enabling us to develop a lifelong love of learning.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners. The curriculum at Valley Invicta Primary School at Leybourne Chase is designed to ensure that children leave our school in Year 6 as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

We intend:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- To create an indoor and outdoor environment which supports learning.
- To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.
- To support transition into KS1.

The curriculum is devised into key concepts and themes that immerse our children in high level language, rich texts and relevant topics that intertwine weave and grow knowledge as the children themselves develop and flourish.

In addition to this we wholeheartedly embrace the UNICEF Rights Respecting School agenda. We use the principles of the United Nations Conventions for the rights of the child and sustainable goals to educate our children into thinking as global citizens. This is the bedrock of our citizenship work.

Through this engaging and thought-provoking curriculum we are confident that the over-arching vision for our school 'Chase your dreams, inspire others, achieve all' will be realised and achieved.

Implementation of our Curriculum

Throughout EYFS at Valley Invicta Primary School at Leybourne Chase, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated April 2021, by the DfE. This framework specifies the

requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

Our EYFS curriculum is largely based upon rich core texts linking to the whole school overarching key themes. This allows the children to fully immerse themselves into each book to develop a richer introduction and understanding to developing language and early literacy skills. The decision for this was based around the activities, trips and events that we had previously held and taken part in throughout the school year. For example, Sustainable Development links succinctly with Harvest and Tolerance and Social Justice has a connection with Remembrance and Christmas.

Our whole school themes are;

- Sustainable Development
- Tolerance and Social Justice
- Interdependence and Globalisation
- Conflict
- Equality and Diversity
- Inspiration and Aspiration.

Each theme runs across one school term and is built upon each school year so that the children re visit the same theme at the same time each academic year, therefore remembering and knowing more. When designing sequences of lessons across the curriculum we use a teaching backwards approach. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well -defined destination. We then decided upon relevant and interesting texts that would accompany and work well with each theme for example for Sustainable Development in EYFS the children read the text 'The Little Red Hen.' Finally, we used the EYFSP and Development Matters, breaking down each area of learning to ensure that we cover all the teaching requirements of the document in detail and in a progressive systematic way. Effective formative and summative assessments ensures children make progress from their starting points- therefore remembering and knowing more.

We have a curriculum that is child-centred and that is based upon wow experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

- Personal, Social and Emotional Development
- Physical Development,
- Communication and Language,
- Literacy,
- Mathematics,
- Understanding the World,
- Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported. During each week, the children will work with an adult to complete:

- Five phonics lessons (ability grouped)
- Five literacy tasks, two supported by an adult and three independent
- Ten maths tasks, four supported by an adult and six independent
- Five adult led topic sessions
- A range of child initiated tasks through both the indoor and outdoor provision

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online learning journey. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

Playing and Exploring – children investigate and experience things, and have a go;

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We have a dedicated time focusing on health and self-care where we explore meditation, yoga and relaxation techniques. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. All of children perform in a Nativity, receive certificates in assembly, and participate in trips to the theatre, local woodland area and a animal conservation centre. They are visited by a vast range of People Who Help Us, such community members including the police, fire service, postal workers, vets, doctors, nurses, their animals and vehicles. They plant bulbs and seeds, watch them grow and eat their produce such as carrots.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, teddy bears picnic, learning journeys, wow moments, reports and parent consultations as well as more frequent informal communication to suit individual families.

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar from Term 5 in EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. Children will spend the last week of school in their Year One classroom. These aim to support the transition for all.

Impact of the Curriculum

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. We have exceeded this in the past few years. Evidence in children's work books and learning journals support all areas of the EYFS curriculum.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to age related expectations using age bands in Development Matters. This is tracked using a proforma in line with the new EYFSP to ensure rates of progress are at least good for all children,

including vulnerable groups such as those with SEND, disadvantaged or summer born children. Pupils with SEND achieve the best possible outcomes and acquire knowledge and skills for life. Adapted learning resources ensure that they can fully engage with learning intention. Pupils who do not have age appropriate reading fluency, number or writing skills will be heavily supported to narrow or eradicate gaps in their learning.

Adapted learning resources ensure that they can fully engage with learning intention. Our assessment judgements have been moderated both in school and externally with local schools and others in our trust. We also partake in local authority moderation which has validated our school judgements.

Leaders at all levels review learning, talk with our children and provide feedback to move practice forward. Children will be able to talk clearly and knowledgeably about their learning and make clear links between pieces of learning across the curriculum. Pupils are able to use what they have learned and can show that they remember what they have learned in a variety of ways.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.