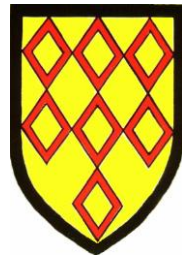


# **Nyewood CE Infant School**

**“SMILING, CARING AND LEARNING TOGETHER ON A  
JOURNEY WITH GOD”**



## **Curriculum Statement**

## Nyewood CE Infant School

### Curriculum Statement

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children become **happy, confident** and **independent learners** enabling them to take an active role **in God's world**.

Through our curriculum, we offer each child a range of exciting and meaningful learning experiences to develop individual skills and talents; encouraging each child to see themselves as a lifelong learner. Learning through play is a key, underpinning principle of our school. It is the most memorable way to learn, both as children and adults. Play allows us to experiment with new language, investigate our environment, organise our learning, practise newly acquired skills and concepts as well as experiencing both success and failure. Children need to be given the time and space to explore, create, experience, discuss and express their ideas in many ways, encouraging self-confidence, which, in turn, leads to independence.

Most of the children's learning is centred on their interests or a topic/theme, as this approach gives more meaning to their learning and all the requirements of the Early Years Foundation Stage and National Curriculum. Across the school, staff plan together to offer a range of exciting learning experiences which allow children to acquire, apply and develop new skills and concepts. These values underpin our teaching and learning.

At Nyewood we are very lucky to have some fantastic curriculum enrichment opportunities on our doorstep. We ensure we utilise these through our personalised curriculum and focus on things that are important to us as a school. We have developed our school grounds to provide an intellectually stimulating and aesthetically pleasing environment with interesting areas for the children to explore, providing tactile and visual stimuli for all areas of the curriculum. In particular, we are proud of our 'Woodland Area' that we have developed over the last few years. Children have the opportunity to visit this area as much as possible to enhance their learning. In addition, children also have a set 'Woodland session' on a rotation basis. This is led by our experienced outdoor learning staff who provide a high-quality learning experience for all.

We also use different local areas to extend our learning and experiences. We have a church within walking distance meaning we can extend upon our RE curriculum even further. We visit for a number of reasons during the year, from celebrating Christmas and Easter, to sketching the features of a church. We are also privileged to have the beach locally and we try to use this for different aspects of our learning. Our local area also consists of an allotment, shops including a post office, fire station, parks and much more. We encourage visits around our local area to help children have a first-hand experience and deeper understanding of the features of the locality.

We have strong links with Nyewood CE Junior School, meaning transition from Year 2 to Year 3 happens smoothly and happily through well-structured activities and opportunities to visit before the end of term. Our strong links also allow us to plan and deliver a curriculum that is progressive across both schools.

At Nyewood we believe in providing children with a wide range of inspiring, stimulating learning experiences which make their time here as memorable as possible.

If you have any questions or queries about the curriculum, please do not hesitate to talk to your child's class teacher, or email into the school office to arrange an appointment.

## Early Years Foundation Stage

This stage in the children's education describes the time they will spend in Reception. The early years of children's lives are ones of rapid growth and development. The learning process is complex and for learning to be effective it needs to build on what a child already knows, understands and can do. The staff in EYFS extend the way children learn through playing and exploring, active learning and creating and thinking critically. Throughout the year the children have carefully planned and structured indoor and outdoor learning activities alongside self-initiated learning appropriate to their developmental needs and the EYFS framework. In addition to this, elements of learning are also planned 'in the moment' based on the children's interests and needs. This helps to develop the whole child effectively, whilst still meeting the needs of the EYFS framework.

### **Introduction**

- 1. All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.*
- 2. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.*
- 3. The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.*
- 4. The EYFS seeks to provide:*
  - **Quality and consistency** in all early years settings, so that every child makes good progress, and no child gets left behind.
  - **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
  - **Partnership working** between practitioners and with parents and/or carers.
  - **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### **Overarching principles**

- 5. Four guiding principles should shape practice in early years. These are:*
  - Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
  - Children learn to be strong and independent through **positive relationships**.
  - Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
  - Importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

### **The areas of learning and development**

1.4 There are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.

1.5 Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the **prime areas**:

- Communication and language
- Physical development
- Personal, social and emotional development

1.6 Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The **specific** areas are:

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

### **Learning and Development Considerations**

1.12 Practitioners should be ambitious for all children. To do this they must consider the individual needs, interests, and development of each child in their care. They must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

### **Acting on concerns**

1.13 Throughout the early years, if a provider is worried about a child's progress in any prime area, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child needs any additional support, including whether they may have a special educational need or disability which requires specialist support.

### **English as an Additional Language**

1.14 For children whose home language is not English, providers may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

1.15 Providers must ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1. When assessing communication, language, and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

### **Approaches to teaching and learning**

1.16 This framework does not prescribe a particular teaching approach. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and

*solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.*

*1.17 As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for Key Stage 1.*

*1.18 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning 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.

### ***A quality workforce focused on learning and development and health and safety***

*1.19 All children deserve high quality early education and care. This requires a quality workforce. A well-trained, skilled team of practitioners can help every child achieve the best possible educational outcomes. Children need to build an attachment with their key person for their confidence and well-being. The key person also promotes children's learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support. The requirements in relation to workforce training and responsibilities, including that of the key person, are outlined in Section 3 but they are equally important for children's learning and development as they are for their safety and welfare.*

### ***Curriculum Guidance***

*1.20 Development Matters, government curriculum guidance for the EYFS, can support providers to deliver the EYFS learning and development requirements. It can be used to design an effective early years curriculum. This guidance is non-statutory, so Ofsted, CMAs, and inspectorates of independent schools will **not** take this into account when carrying out inspections or quality assurance visits. It is up to providers to decide how they deliver the learning and development requirements.*

### ***Early years foundation stage statutory framework***

#### ***For group and school-based providers***

#### ***Setting the standards for learning, development and care for children from birth to five***

***Published: 8 December 2023***

***Effective: 4 January 2024***

**[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/early-years-foundation-stage-statutory-framework)**

## Key Stage 1 (Years 1 and 2)

The children in Years 1 and 2 are guided by the National Curriculum; progressing through the objectives according to each child's stage of development.

### ***The school curriculum in England***

*2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

*2.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.*

*2.3 All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.*

*2.4 Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.*

*2.5 All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.*

### ***The national curriculum in England***

#### ***Framework document***

***December 2014***

***[National curriculum in England: framework for key stages 1 to 4 - GOV.UK](http://www.gov.uk)***  
***[www.gov.uk](http://www.gov.uk)***

The National Curriculum requires that all schools offer a curriculum which is broad and balanced and it is this which underpins the school curriculum here at Nyewood. The core purpose of our school curriculum is to promote children's spiritual, moral, cultural, mental and physical development and to prepare our children for opportunities, responsibilities and experiences in their next stage in life.

Our curriculum encompasses every experience our children have as part of their time here at Nyewood as well as the subjects they are explicitly taught. At Key Stage 1 the following core subjects are taught, in line with the expectations of the National Curriculum, and equip children with the skills which underpin their learning across the curriculum:

- English (reading, writing and speaking and listening)
- Mathematics
- Science

As a Church of England Voluntary Aided school Religious Education is also a core subject. In line with the National curriculum, we also offer a daily act of collective worship.

As well as these core subjects, children are taught the following foundation subjects:

- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Music
- Physical Education

In addition, and as a requirement of the National Curriculum, the school makes provision for personal, social, health and economic education (PSHE). This includes relationships and sex education (RSE). As a school, we refer to this curriculum as Relationships, Sex and Health Education (RSHE).

In KS1, learning is enhanced through a theme or topic, which gives purpose to the learning and engages the children. During a theme or topic, the school provides 'Terrific Take Offs' (a start to a theme or topic which will capture the children's interest and imagination) and 'Fantastic Finishes' (an ending to a theme or topic that reflects on, and celebrates, what the children have learnt).