



## Early Years Curriculum Design

Intent: What are our aspirations for children in Early Years?

Through our curriculum design, we aim to provide a positive, nurturing and challenging start to a child's learning journey. We want to equip them with all the tools they need to become successful learners. An atmosphere of continuous provision enables children to develop their personalities, talents and abilities in their own way and at their own pace. Through the use of summative assessment, we make observations, assess learning and plan the next steps. These next steps are specific and personal to every child to ensure they are successful. The enabling environments are carefully planned throughout the year dependent on our topics and specific areas for development, these facilitating environments are partnered with positive relationships to ensure a strong and independent learner. We aim to develop the ethos that anyone can carry out and welcomes a challenge. Speech and language development is heavily focussed upon within Early Years. Being able to speak clearly and process speech sounds, to understand others,

to express ideas and interact with others are fundamental building blocks for a child's development.

Implementation: How do staff implement this?

- **SALT Work**

SALT work is carried out following a child's specific IP and targets. Within Reception there is a teaching assistant who carries out SALT interventions to work on these targets. These are then also implemented into the classroom. Sue Poyner (therapist) also comes to work with specific children in a listening and a narrative group to develop these skills further.

- **Patterning to promote readiness for writing**

To encourage the correct pencil grip and letter formation, children are expected to complete patterning where they follow the markings within a picture. Patterning is carefully planned to suit the specific needs of each child, e.g. the amount of markings or the size of the picture. We follow a progression to ensure the markings marry in line with the sounds children will have been learning to promote correct handwriting skills and the teaching of the sound they have been learning e.g. if the new sound is 'a' they may have an apple to pattern. *See appendix 1*

- **Have a go writing**

Within the week, children are required to complete a piece of 'Have a go writing'. This will be based around the theme or hook of the week e.g. a recipe for pancakes or description of an underwater scene. Children are encouraged to have a go whether it be writing a single word, a sentence or multiple sentences. Children can then proudly display their work on our writing wall to show they have completed the task.

- **Wow Box**

Children are encouraged to place any work completed during the day into our wow box. The box will then be shared and praised at different points of the day and merits can be awarded.

- **Catch me being good moments**

Whilst carrying out our observations, adults may take photos or write a post it note highlighting the progression in a child's learning. This is then shared at the end of the lesson by either reading out the post it, giving clues as to who it might be or displaying the photos on the IWB. Children are then encouraged to share and explain what they had been doing.

- **Mini Me**

Each child has a 'Mini Me' photo which is used to promote a child's next step. These are specific activities linked to phonics, maths and the continuous provision and are adapted to suit specific children's needs for each lesson. Children independently find their Mini Me, complete the task, put their work in the wow box and stick their photo up to say 'I have completed my mini me challenge! *See appendix 2*

- **Zone board to promote positive behaviour and a growth mind-set**

Our behaviour policy is established around a visual board where all children can see the effects and results of their behaviour. It contains five zones: gold, silver, green, yellow and red. All children start the day in green. Any children that get to gold by the end of the day get to go in the treat box. If children move down the zone board, there are many opportunities to correct their behaviour in order to be moved up.

- **Merit charts**

Merit charts are used as a reward system to promote positive behaviour and award good work. Children will place their merits on the chart and once full take them to the office to be awarded with a bigger sticker.

- **Read Write Inc. Scheme**

As a school, we follow the Read, Write, Inc. scheme. Children carry out daily phonics lessons based around this scheme and are assessed every half term to place them in groups appropriately matched to their reading level. A copy of the matched reading book is then sent home to practice.

- **Literacy – writing lessons**

During the week, focussed writing lessons are carried out to promote children's writing. Writing is always carried out on lined paper or lined whiteboards. The sentence is scribed for the child. Every child has to participate in the guided writing for each session. Each word has a line under it. This helps the child to identify that groups of letters form words and that there are

finger spaces/gaps in between. Children then give the initial sound (teacher scribes) all still done on a line. Red words are available on lists/on the board/around the room for the children to access. Children then complete the first and last sounds in the words to make the sentence, Children then sound out all the words and write/copy the red words. The expectation for the more able is that the number of sentences then increases. *See appendix 3*

- **Pie Corbett**

Specific books are chosen based around the topics that we do. We follow the Pie Corbett scheme to retell the story and innovate it to stimulate children's writing.

- **Action words**

Action words have been introduced for words that we are unable to decode. Every week a new action word is taught. Children will practise this action, reading it by sight, choosing it off a word mat and recalling from memory.

- **Home reading**

Home reading is encouraged every day. Alongside their Read, Write, Inc. book, children choose a reading book to share at home. Children are actively encouraged to read daily with a family member. Children can colour in their chart to show that they have read and once the chart is full, get to go in the treat box.

- **Number Fun – Daily Counting**

To encourage counting, children complete a daily counting starter where they clap and count along the number track. Maths monster will then hide a number, the children have to work out and justify which number is missing before demonstrating how to count and clap from that number.

- **Outdoor Area**

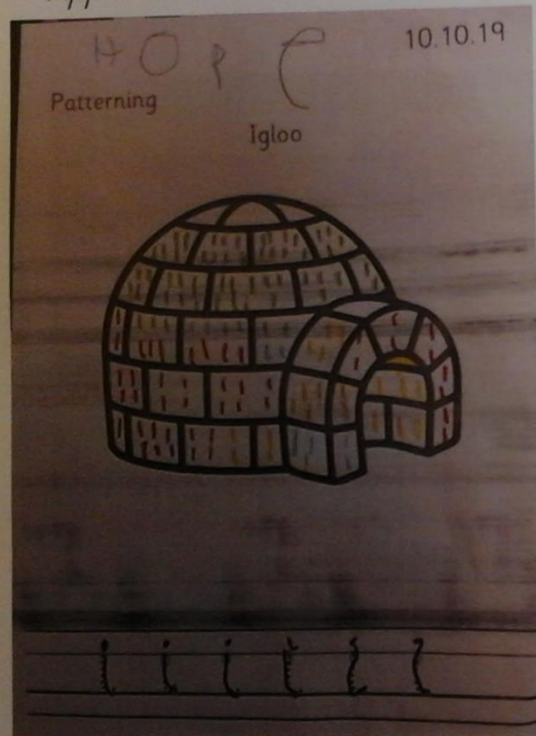
The outdoor area is used to promote key continuous provision areas. We have a construction area, water wall, sand tray and home corner. Children can choose when they go outside and if they do, stick a photo on the door sign to say that they have gone outside. *See appendix 4*

## Impact: How has our design made a difference to our children?

- Children begin to speak more clearly and process speech sounds whilst also interacting with adults and their peers with greater ease and confidence.
- Children have a readiness to write and can achieve this by forming all letters correctly.
- Promotes independence to complete work whilst developing a strong understanding of the rules and expectations.
- Children feel valued and are encouraged to express their enjoyment and successes in learning.
- Children are provided with the opportunity to assess and adapt their behaviour.
- Children are able to access all learning and find ways to overcome barriers to learning.



Appendix 1




*Appendix 2*



Appendix 3

JCORV 10.10.19  
WALT: sound out and write cvc words



sun    pen    as  
foot    ag  
ant    can.

Appendix 4

