

## **First school Curriculum Statement**

### **The Early Years Foundation Stage**

In our nursery, reception and Year 1 at Vale of Evesham school the children are taught using a child centred, play based approach. The curriculum is based around the Early Years Foundation Stage curriculum 2012 and covers communication, personal, social and emotional development, physical development, literacy, numeracy, understanding of the world and creativity.

In the nursery the children are supported to develop the essential early learning skills that allow them to sit and take part in activities as part of a group and to actively listen. As the children move in to reception there is a gradual change of emphasis as they are encouraged to take part in more adult led learning activities.

In the early years the children are assessed using the EYFS Early Support assessment materials. Staff assess progress and plan for learning using a range of observations both formal and informal. Each child's learning and progress is celebrated in their 'Learning Journey'. Some children in the early years have a range of needs best met by a more highly specialised curriculum. The needs of these pupils are met by the Vale of Evesham PMLD curriculum.

Further details of the curriculum offer in the Early Years can be found in the Continuous Provision documents of each class. These documents detail activities offered in each curriculum area and are updated annually.

### **Characteristics of Effective learning**

The characteristics of effective learning help us to focus on and understand how children learn. Following characteristics of young children's learning enables them to become effective lifelong learners. We look for and thinking about how the children learn when accessing all areas of development.

The characteristics of effective learning are split into three different areas:

#### **Playing and exploring**

Our classroom environments are set up to actively encourage and offer children the opportunity to play, explore and investigate using open ended activities. Play is essential for children's development. Children learn by leading their own play, and by taking part in play which is guided by adults.

This area of learning is the main focus in Nursery.

#### **Active Learning**

We provide opportunities for children to follow their interests for extended periods of time, fully engaged in what they are doing and concentrating deeply. In their activities, children will be encouraged to persist in the face of challenge or difficulty, thereby developing a resilient disposition.

#### **Creative and critical Thinking**

Children will have many different opportunities to be creative - generating new ideas, being inventive, finding problems and challenges and figuring out their own ways to solve them. Adults will be attentive to individual children's interests and will provide new materials and experiences to extend and enhance these processes. We try wherever possible to give children more autonomy in how they approach tasks and focusing on the process of problem solving, not just on the final outcome.

## Areas of Development

There are 7 areas of development 3 prime and 4 specific areas. The **prime** areas begin to develop in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. The prime areas are the main focus alongside the characteristic of effective learning. In Early Years we also treat Thinking skills as a prime area of development.

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

### Prime areas

**Personal Social and Emotional Development (PSED)**- This is taught throughout the day every day and in every activity. It will be a priority in child initiated play both inside and outside. We will work at building relationships, with peers and staff, sharing and turn taking as well as make a choice. Managing behaviours and emotions throughout the day is also a high priority.

**Communication and Language (CAL)**- This is also taught throughout the day every day and built in to every situation. In Nursery we provide adult led communication activities each day working towards personal targets in conjunction with the Speech and Language therapist. In reception and Year 1 the children have adult led communication groups working towards personal targets at least twice each week

**Physical Development (PD)**- We try to develop personal care and independence skills during snack, lunch and toileting routines every day. We also provide activities to develop gross and fine motor skills in child initiated play. We also have adult led activities with physical skills as the main focus four times a week.

**Thinking** - Thinking skill incorporates early maths skills as well as developing skills around object permanence, anticipation, cause and effect and problem solving. Some mark making, book skills, imaginary play and construction. There are adult led sessions with a thinking focus as well as developing thinking skills in child initiated play.

### Specific Areas

**Literacy** - Every early years class has a book area with a selection of suitable books for all the children in the group. We also have an adult led story time each day.

Mark making opportunities are available in child initiated play and may include activities to develop fine motor skills. We also have adult led mark making activities.

In adult led sessions we also develop understanding of letters and sounds. In Nursery we work on Phase 1. In Reception and Year 1 we continue to work on early reading skills including Phase 1 and 2 phonics, symbolic development and book knowledge

**Mathematics**- Mathematics is mainly taught in thinking skills but our most able Reception and Year 1 pupils will have more of a Mathematical focus during the adult led activities as well as opportunities to develop any interests around mathematics during child initiated play.

**Understanding the World** - This area is mainly taught in thinking skills but our most able Reception and Year 1 pupils will have opportunities to learn more in this area through topic based approach. For most children in Early Years the main focus of this area will be developing the characteristics of effective learning.

**Expressive Arts and Development**– We provide opportunities to be creative in imaginative play activities, arts and crafts, music and dance in both adult led and child led situations. An important part of this area is around developing characteristics of effective learning. This is often delivered through a topic based approach.

## **Key Stage 1**

In Key stage 1 children access a wide range of active learning opportunities. There are regular opportunities throughout the day for the children to generalise their learning through play based, child led activities. The curriculum covers literacy, numeracy, science and technology, physical development, understanding of the world (History, Geography and R.E) and creativity.

The Vale of Evesham First School Curriculum addresses the key themes and topics of the National Curriculum 2014 and encompasses the high level of differentiation needed to meet the wide range of learning needs of the children. Pupil progress is regularly assessed, for many of the children this assessment is against Vale of Evesham P scales. Each child has individualised learning targets set termly. Some pupils with social communication difficulties or an autism diagnosis access our ARC (Autism Resource Centre) for regular sessions throughout the week. The centre uses the T.E.A.C.C.H approach of highly structured learning and focuses on developing interaction and communication skills. The T.E.A.C.C.H approach is used for some children in the classroom to allow them to focus on their learning and to develop the essential skills of working independently. Some children in Key Stage 1 have a range of needs best met by a more highly specialised curriculum. The needs of these pupils are met by the Vale of Evesham PMLD curriculum. Timetables are set by class teachers to best meet the needs of the group. Some pupils have such highly individualised needs that they have individual timetables. Many pupils have significant sensory processing needs that are addressed using a sensory diet that is integral to the curriculum at key stage 1

### **Communication**

Communication is central to learning and teaching across the curriculum. Staff plan opportunities for interaction, including intensive interaction. We support receptive and expressive language skills using a total communication approach incorporating speech, sign, objects and visual cues. Strategies to support individual children are planned in conjunction with speech and language therapists and include PECS (picture exchange communication) TaSSeLS (a tactile signing system) and intensive interaction. In addition to intrinsic communication work pupils have 2 communication groups each week that focus on developing expressive and receptive skills.

### **Literacy**

The children have daily individual reading sessions that develop early narrative skills, book knowledge and a wide range of decoding skills including understanding of objects, photographs and symbols, phonic knowledge and whole word recognition. There are regular Words and Sounds lessons to support individual work on reading and daily, multisensory, story sessions. Children develop their handwriting using a multisensory approach with a strong emphasis on developing underpinning gross motor and fine motor skills. They develop understanding of narrative and creative writing using a Talk for Writing approach. They develop an understanding of sentence structure through the use of colourful semantics and communicate in print.

### **Numeracy**

Numeracy is taught at least 3 times each week. The children cover a number and a geometry and measure/ problem solving topic each half term. Learning is supported using a range of manipulatives such as Numicon to help the children to see and understand concepts visually. Learning is generalised through wide range of active learning opportunities that include messy play, construction, IT and cause and effect play.

### **Science and technology**

Pupils have 1 hour of science learning each week to develop their investigative skills including; observation, prediction and evaluation. This is done through a hands on approach, with the children encouraged to use their senses as much as possible. Technology is taught through focused project times.

## **ICT**

We plan the use of ICT to balance the need for children to develop functional skills and means of curriculum access whilst managing the amount of 'screen time' they have as part of their school day. ICT is not taught as a separate subject but is used as a tool to access learning across the curriculum. Teachers in KS1 plan an ICT focus in 2 curriculum areas each term to ensure breadth and balance of coverage.

## **Physical Skills**

Pupils are encouraged to be as physically active as possible. Staff plan a wide range of physical activities to develop gross and fine motor skills and to foster independence and cooperation. The children have a weekly swimming session for 5 weeks in 3 blocks across the year. They access forest school weekly. The children have PE once or twice each week. Some pupils have significant physical difficulties. They have a positioning and movement programme, planned in conjunction with the physiotherapist. They may also have some tailored movement activities as part of their individual timetable.

## **Personal, social and Emotional development**

The development of PSED skills is intrinsic to the curriculum. Children are encouraged to develop self help skills, build relationships with their peers and with staff and gain an understanding of themselves as individuals. The school adopts a Thrive approach to emotional literacy. There are 2 lessons each week for open ended child led activities and the teaching turn taking and tolerance. A weekly circle provides opportunities to develop self awareness and group awareness.

## **Creativity**

Children in Key stage 1 are given regular opportunities to explore the world around them in a multisensory way. For some children this includes regular opportunities for messy play. The timetable includes weekly art and design technology lessons and weekly music lessons.

## **Understanding the World**

At Key Stage 1 understanding of the wider world is fostered by topic days that allow the children to explore history, geography and RE themes. Topic days are planned each half term. The children finish each day with a reflection time.

## **Key Stage 2**

In Key stage 2 children access a wide range of learning opportunities. The curriculum covers literacy and communication, numeracy, science and technology physical education, Thrive/ PSHE, understanding the world and creativity.

The Vale of Evesham First School Curriculum addresses the key themes and topics of the National Curriculum 2014 and encompasses the high level of differentiation needed to meet the wide range of learning needs of the children. Pupil progress is regularly assessed, for many of the children this assessment is against Vale of Evesham P scales. Each child has individualised learning targets set termly. Some pupils with social communication difficulties or an autism diagnosis access our ARC centre for regular sessions throughout the week. The centre uses the T.E.A.C.C.H approach of highly structured learning and focuses on developing interaction and communication skills. The T.E.A.C.C.H approach is used for some children in the classroom to allow them to focus on their learning and to develop the essential skills of working independently. Some children in Key Stage 2 have a range of needs best met by a more highly specialised curriculum. The needs of these pupils are met by the Vale of Evesham PMLD curriculum. Timetables are set by class teachers to best meet the needs of the group. Some pupils have such highly individualised needs that they have individual timetables. Many pupils have significant sensory processing needs that are addressed using a sensory diet that is integral to the curriculum at key stage 2. In addition some children access targeted intervention sessions.

### **Communication**

Communication is central to learning and teaching across the curriculum. Staff plan opportunities for interaction, including intensive interaction. We support receptive and expressive language skills using a total communication approach incorporating, speech, sign, objects and visual cues. Strategies to support individual children are planned in conjunction with speech and language therapists and include PECS (picture exchange communication) TASSeLS (on body signing and intensive interaction). In addition to intrinsic communication work pupils have 2 communication groups each week that focus on developing social, expressive and receptive skills.

### **Literacy**

The children have daily individual reading sessions that develop early narrative skills, book knowledge and a wide range of decoding skills including understanding of objects, photographs and symbols, phonic knowledge and whole word recognition. There are regular Letters and Sounds lessons to support individual work on reading and daily, multisensory, story sessions. Children develop their handwriting using a multisensory approach with a strong emphasis on developing underpinning gross motor and fine motor skills. They develop understanding of sentence construction using a Talk for Writing approach.

### **Numeracy**

Numeracy is taught at least 3 times each week. The children cover a number and a shape space and measure/ problem solving topic each half term. Learning is supported using a range of practical resources such as numicon to help the children to see and understand concepts visually. Learning is generalised through wide range of active learning opportunities that include messy play, construction, IT and cause and effect play.

### **Science**

Pupils have 1 hour of science learning each week using practical resources and a multi-sensory approach. Pupils are encouraged to investigate and explore and develop an understanding of the scientific method.

### **Physical Education**

Pupils are encouraged to be as physically active as possible. Staff plan a wide range of physical activities to develop gross and fine motor skills and to foster independence and cooperation. The children have a weekly swimming session for 6-8 weeks in 3 blocks across the year. They access

forest school weekly. The children have PE once or twice each week. Some pupils have significant physical difficulties. They have a positioning and movement programme, planned in conjunction with the physiotherapist. They may also have some tailored movement activities as part of their individual timetable.

## **PSHE**

The development of PSHE skills is intrinsic to the curriculum. Children are encouraged to develop self help skills, build relationships with their peers and with staff and gain an understanding of themselves as individuals. The school adopts a Thrive approach to emotional literacy. There are 2 lessons each week for open ended child led activities and the teaching of other aspects of the PSHE curriculum such as SMC, SRE, healthy lifestyles and fundamental British values. A weekly circle time provides opportunities to develop self awareness, turn taking and group identity.

## **ICT**

We plan the use of ICT to balance the need for children to develop functional skills and means of curriculum access whilst managing the amount of 'screen time' they have as part of their school day. ICT is not taught as a separate subject but is used as a tool to access learning across the curriculum. Teachers in KS2 plan an ICT focus in 2 curriculum areas each term to ensure breadth and balance of coverage

## **Creativity and Technology**

Children in Key stage 2 are given regular opportunities to explore the world around them in a multisensory way. For some children this includes regular opportunities for messy play. The timetable includes weekly art and design technology lessons and weekly music lessons.

## **Understanding the world**

At Key Stage 2 understanding of the wider world is fostered by topic days that allow the children to explore history, geography and RE themes. Topic days are planned each half term. The children finish each day with a reflection time.