

Curriculum Intent –

Why do we teach what we teach?



- At Hunts Cross Primary School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful at university, go on to be active citizens of society and happy, curious life-long learners.
- Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.
- Often pupils arrive below national expectations for their age and may come from disadvantaged backgrounds and with complex needs. We have to teach them how to listen, speak and meet the high expectations for behaviour by working together and being kind. As such, we prioritise personal, social and emotional development and communication and language in the Nursery curriculum. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and regular visits to our area.

Curriculum Intent –

How do we teach what we teach?



- Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics every day with regular circle time sessions to focus on PSED. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.
- Children are provided with plenty of time to engage in ‘exploration’ throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms. The curriculum is planned in a cross-curricular way to enable all aspects of the children’s development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. Child led activities are planned to ensure deeper thinking and learning can take place through the children’s interests.
- It is a progressive curriculum, skills and knowledge have been identified to be developed that will build the foundations for learning in subjects in the future.
- Reading is at the heart of our curriculum. High quality phonics lessons are delivered each day to develop decoding skills and fluency in reading. Development of comprehension skills are further supported by Steps to Read. We use high quality texts to develop vocabulary using Read to Write.
- We follow the Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during daily maths meetings where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.
- Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.
- Our regular monitoring of teaching and learning includes coaching and feedback from the phase leaders so that teachers develop a good subject knowledge and are effectively supported. We tailor our staff PD to be early years specific and are focused on moderating outcomes across the phase so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning.

Curriculum Intent –

How do we know *what* pupils have learned and *how well*?



- Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers record and reflect on progress which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in paper 'learning journals' which children use to reflect on their progress through pupil voice.
- Our curriculum and its delivery will ensure that children make good progress. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of the year. Pupils will make good progress towards their age-related expectations before transitioning into Year One. We believe that having an enriched play based curriculum, promoting exploration alongside the rigour of assessment and teaching the children as they move through the early years and rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.