

Intent

At Montgomery Infant School and Nursery our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make progress at Montgomery, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

- Competent and creative learners; who are curious about the world around them. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.

Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning. In order to allow children to remember key skills, children revisit them over the course of a key stage. Wherever possible, reading, writing and maths activities are linked across lessons and reading is used continuously to discover and explore.

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- Skilful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment. The recent trend of children joining our school sees children with a lower language acquisition on entry. The development of children's spoken language underpins all seven areas of learning; therefore, our well- considered Early Years curriculum intends to make up for any weaknesses that exist.

It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception. We actively promote the importance of reading and writing which is done through stories, songs, poems, mark making in a writing in a variety of different context and for different purposes using a wide range of media

In math our intent is to ensure all children develop the skills and knowledge to become confident, articulate and independent mathematicians. We will ensure that the content, challenge and progression are appropriate for all learners and that the environment in Early Years supports maths across the curriculum, both inside and outside.

Our carefully planned curriculum and continuous assessment aims to ensure that our children make good progress towards the Early Learning Goals and reach 'good level of development' by the end of the Reception year. We ensure children are assessed holistically and that they are 'Year 1 ready'.

We aim to develop confident, resilient and independent children who will be prepared to take on further learning at school. Our curriculum aims for all children to flourish, achieve and be the best that they can be. They will leave Reception a good understanding of school rules and expectations.

Implementation

At Montgomery Infant School and Nursery we follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our early year's education is based upon:

Unique Child – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Teachers plan through a topic-based approach. These plans are adapted and amended to address the ever growing and changing needs and interests of all our children. The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1.

The "Characteristics of Effective Learning" are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically.

The children in both Nursery and Reception are provided with ample opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

Personal, Social and Emotional Development – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Opportunities to teach the children about the importance of a healthy lifestyle and food education occur throughout the curriculum we provide, from PSHE, to DT, to Science and beyond. The children are taught how to use language that is both polite and respectful when speaking to others, how to take turns and share, and how to be tolerant of others.

Communication and Language – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Physical Development – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

Literacy – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.

Understanding the World – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning.

Rich first hand experiences (inside, outdoors, visitors and school trips) to widen experiences, awe and wonderment. Exploratory learning and thinking creatively including problem solving across all areas of learning. New vocabulary and concepts through reading will excite and engage all learners which includes staff modelling standard English and asking high quality questions.

Our curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment.

Impact

The children at Montgomery Infant School and Nursery experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon.

We use Tapestry learning journals across the EYFS, supplemented with exercise books in Reception, which evidence to the children and their families the successes of the children throughout their time in Early Years.

As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are

consistent with a range of other settings. Assessment starts with careful observations which are then used to inform planning. Learning and teaching is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity.

By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum. Progress toward the ELGs will ensure a positive disposition to learn.

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making memorable links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching.