

At Hamstel Infant and Nursery School we believe that the Early Years provides our children with a foundation for learning that will prepare them for the rest of their primary education and future success.

## INTENT— *We aim...*

To provide a **broad, balanced and aspirational curriculum** based on the EYFS Statutory Framework and Development Matters.

To provide the essential **knowledge and skills** that children need to **prepare** them for **future success** and give them the best possible start to their early education.

To promote our 'We Care' school values to foster **resilience, independence and confidence** whilst nurturing a life-long love of learning.

To provide **rich, stimulating environments** both indoors and outdoors.

To provide our children with **enrichment opportunities** to enhance their **cultural capital**.

To improve all children's **oracy and vocabulary** development by promoting early language to allow all children access to all areas of learning.

To work in **partnership** with parents/carers so they feel supported and confident in continuing learning at home.

## IMPLEMENTATION— *How do we achieve our aims?*

### Curriculum

At Hamstel Infant School and Nursery we plan an **ambitious theme based curriculum**. The year is split into six key themes, each of which has a carefully chosen **weekly book** used to hook and engage our children in their learning. Each theme is cross-curricular, bringing together the seven areas of learning. Learning outcomes are carefully **structured and sequenced** to ensure key knowledge and skills are embedded through **repetition and practice**. Subject long term plans, medium term plans and progression grids have been developed for all subjects from Nursery to Year 2. These ensure that **coverage** of essential knowledge and skills in Early Years **prepares** children for KS1.



### Pedagogy

Our curriculum is delivered through a range of **different approaches** to learning ensuring all children make progress. Children learn through **direct teaching** as a **whole class**, in **groups** and on a **1:1** basis. In addition, **play based learning** and **child initiated learning** forms part of **daily continuous provision** and is valued as essential to children's development in the Early Years. Our **Hamstel Headlines** drive our commitment to all children receiving quality first teaching and learning.



### Daily structure and routine

Whole class teaching gives **structure and routine** to our children's day. In Nursery and Reception the children take part in foundation subject carpet times, maths, RWI phonics, handwriting and story time sessions. The amount of direct teaching and size of teaching groups increases as the children move through EYFS. In Nursery and Reception every child will work with an adult in small groups or 1:1 to ensure their next steps in learning are met. In addition children in Reception, work with an adult to complete reading sessions, writing tasks and handwriting activities. **Continuous provision** is carefully **planned** to give our children the opportunities to further **practise and embed key skills** and learning intentions previously taught. We value the fact that some of our children require a **stimulus for their learning**, whilst others will play and learn independently. Every child is able to choose their learning and play during continuous provision from both the indoors and outside environments. We ensure activities support the Characteristics of Effective Learning.



### Environment

The Nursery and Reception environments are designed and set up to **promote independence and resilience** allowing all children to choose their learning opportunities, resources and equipment they want or need. **All seven areas** of learning are **reflected either indoors or outside** or both. **Enhancements** are made to further engage children in a particular learning intention or give them the opportunity to further practise and embed a key skill. **Open ended resources** are provided to develop **curiosity and problem solving skills**. **Books** are **valued** as part of the environment, engaging book areas are set up and changed on a weekly basis. Books further enhance learning areas and our children are able to vote for the book they would prefer for story time. Children are taught to value and respect their classrooms and the resources.



## Physical Development



Developing both **gross and fine motor skills** is crucial in ensuring future success in handwriting and writing. Gross motor skills are directly planned and taught to ensure every child has the **prerequisites for effective handwriting**. Gross motor skills are further embedded and targeted in the outdoors environments. Children access a daily **Funky Fingers session** at the start of each day in Nursery and in Autumn term in Reception. Key fine motor skills are practised in these sessions. Fine motor resources are available in the learning environments for the children to access. **PE lessons** are taught on a weekly basis in Reception. The **PenPals** Scheme is followed in Nursery and Reception to ensure that handwriting is directly taught.



## Oracy and Vocabulary Development

Developing children's **listening and attention skills** from an early age has a direct impact on their communication skills and academic success. Therefore 'good listening' is **taught, modelled and reinforced** by adults from Nursery. Talk routines are embedded through our whole school **Talk Guidelines**, so that all children know how to engage in conversations. Oracy and vocabulary are carefully planned to meet children's next steps in their learning. '**Talk through Stories**' planning is followed and taught in Reception to further enhance children's vocabulary.

**Talk Through Stories**  
Let's get children talking!

## Enrichment



Enrichment activities are planned into the curriculum to enhance our children's **cultural capital**. Regular **outdoor learning** days in our **wildlife area** ensure that all our children have access to nature as well as bringing learning in the classroom to real life. Teaching our children about **risk and respect** for living things are important aspects of these days. **Key life skills** such as **road safety** are taught on our **local visits and trips to the library, post box and the beach**. Learning is further enhanced through **visitors** from our community.

## Assessment

**Baseline assessments** are used at the beginning of Nursery and Reception to ensure that our **planning** meets the **needs of every child**. **Ongoing assessments** are used to help plan for each **child's next steps**. Our assessment checkpoints are used to inform termly judgements in all 17 areas of learning. A mix of observations, more formal assessments and internal and external moderations are used to inform ongoing assessments. At the end of EYFS informed judgements are made against the Early Learning Goals and these final judgements are submitted to the Local Authority.



## Interventions

Interventions are based on our assessments. **WellComm screening** is used in **Nursery** to identify children who need support with **speech and language** development. The '**Big Book of Ideas**' has targeted activities to support those children identified. **NELI** is used in **Reception** to develop children's vocabulary, listening and narrative skills. **One-to-One** tutoring in **RWI** targets the lowest 20% of the cohort, ensuring that every child 'keeps up'. Additional fine motor, handwriting and math's interventions are planned based on individual needs.



## Parents/ Carers



Parents/carers play a vital role in their child's education. We therefore work closely with all our parents to build **relationships and confidence**. We hold regular **workshops** for parents that explain how we teach in school and offer guidance about how learning can continue at home. Parents have the opportunity to **share learning** experiences with their class teacher and child in school. Our weekly **Open Door** allows parents to come into school and see what their child has been learning that week.

## Transitions

We value the importance of all children having a **smooth transition** into Nursery and Reception and therefore work closely with our **feeder settings**. Our EYFS lead aims to meet as many children and keyworkers in their nursery setting before the children start Reception in order to hand over important information. We work closely with City Family to deliver our **Talking Transitions event** to further enhance the children's transition into school. We offer a parent, teacher, child **virtual meeting, stay and play sessions** and **home visits** to **build relationships** between home and school before each child starts Nursery or school. In addition we set up Facebook group's for new parents, so they are able to build relationship between themselves.



CITY FAMILY™

## IMPACT—How will we know we have achieved our aims?

Our ambitious curriculum will ensure that all children have the **fundamental skills and understanding** needed for current and **future learning**.

High quality teaching, assessment and interventions ensure that a high number of children achieve their **ELG's and GLD** at the end of the Reception Year.

All children **settle** into Nursery and Reception **quickly and smoothly**.

All children are **resilient, independent and confident** who develop a life-long love of learning.

The **cultural capital** of all children is **enhanced** by our bespoke **enrichment opportunities**.

All children have the **foundations** for a **successful start** in KS1.

Parents are **confident and knowledgeable** about how to support their child at home.

All children are **confident and fluent communicators**. They acquire new vocabulary quickly and easily and begin to use it in their **everyday talk**.