



Early Years at Langney Primary Academy

Intent

At Langney Primary Academy and Bright Sparks Nursery, we believe that all children deserve an education rich in wonder and memorable experiences that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. We provide our children with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs, passions and interests are embraced. We have the highest expectations and believe in providing a secure foundation for future learning and development for all our children.

We inspire our children to become accomplished, happy individuals, ready to reach their full potential in an ever-changing world. Our Early Years curriculum is driven to: recognise children's prior learning and experiences (influenced by their home and community), provide first hand learning experiences (filling the gaps from pupils' background), allow the children to develop interpersonal skills, build resilience and become critical and creative thinkers.

Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn. Through the seven areas of learning we provide topics that are linked to high quality texts. We aim to foster a love of reading, enriching children's learning through carefully designed learning activities that utilise imaginative stories and thought provoking texts. Our topics excite and engage children and develop their experiences of the world around them. We recognise that all children come into our setting with varied experiences and we work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

Our learning environments have seen significant investment, both inside and outside are adapted to meet the different and developing needs of the children in our care. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to allow children to 'bump into their learning,' promote independence and to access the curriculum confidently with the necessary level of support and challenge.

Every child is an exceptional individual and we celebrate and respect differences within our school community. We recognise and appreciate that we are an integral part of our local community and context. Our curriculum embraces the community in which it is situated; it supports the pupils' spiritual, moral, social and cultural development and is designed to meet the needs of all pupils, preparing them for the next stage of their education. Reception and Nursery work closely with each other to ensure continuity, consistency and a seamless transition between the foundation stage.

Our aims:

- Work in partnership with our parents and carers to promote independent, confident and enthusiastic learners who thrive in school/ nursery and make outstanding progress from their various starting points.
- Plan for our children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom.
- Foster the development of each child's character, personal development, health and wellbeing
- Preparing them to make a valuable contribution to society.
- Provide purposeful, enticing and well planned indoor and outdoor environments which supports learning in all areas of the curriculum.
- Prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make outstanding progress from their starting points.

Implementation

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected:

The Prime Areas:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

The core aim of the Foundation stage is to provide a strong and solid platform. To aid the early development of our children, we develop the three prime areas first. This begins with our youngest children at the tender ages of 2 and 3 who access our nursery provision. As children grow and progress, the prime areas will support them to develop skills in the four specific areas. Children in Early Years learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor area has been carefully designed to suit the needs of all learners. We encourage all children to be active and physically literate in our outside area. This is realised through the bike track, climbing structure and water pump. It is used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

- **Playing and Exploring** – children investigate and experience things, and have a go.

- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things. Our themes are driven from child-centred topics based on providing our pupils with 'enticing experiences' which motivate the children, and are deeply rooted in the love of stories and reading.

During the school day, children have an opportunity to work independently, work collaboratively with their friends and with members of staff. Adults provide high quality interactions ensuring that 'The Unique Child' is at the forefront of all of them. Staff act as role models to the children they teach in order for children to develop their own speaking and listening skills. They use high quality questioning and interactions to check understanding and address misconceptions, and adopt a nurturing approach for those pupils who might need some reassurance to enable them to succeed.

A range of educational visits (including our local community) bring 'learning to life'. Subject knowledge of the EYFS curriculum is strong among all practitioners and is used to develop an effective and engaging environment that is rich in language. Effective continuous provision practice and principles support our children to develop key life skills such as independence, innovation, creativity, inquiry, analysis and problem solving. Child initiated activities are in line with children's starting points which enhance their learning and impacts on progress.

Assessment in the Early Years is continuous and used to provide effective feedback to help facilitate next steps in learning whilst also providing enough challenge to develop resilience. Key observations are recorded on Tapestry allowing parents to see breakthrough or significant learning experiences. These are also used to inform the next steps of learning and meet individual needs.

We provide regular opportunities for parents and carers to come into school and support their child, share their learning and celebrate successes. Every week we film the environment and upload it to Tapestry so parents can talk to their children about what they are learning. In Reception we also record the vocabulary that we are going to focus on for the week. Parents are also encouraged to share learning at home on tapestry. There are high levels of parental engagement throughout the Early Years.

Impact

The children in Early Years demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. From their own starting points, they make excellent progress academically and socially, developing a sense of themselves. Progress is evident in tapestry learning journals, books and data. The children also develop their Characteristics of Learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Across their foundation years they develop a wider sense of the world around them. They are successful learners and fully

prepared for the next stage of their education as they transition from Foundation Stage to Year One.

Parents and Carers feedback regularly with kind comments and praise for our fully comprehensive approach throughout EYFS. These are found on our website.

At the end of Early Years our children;

- have strong communication skills, both written and verbal.
- listen respectfully and with tolerance to the views of others.
- take pride in all that they do, always striving to do their best.
- demonstrate emotional resilience and the ability to persevere when they encounter challenges.
- develop a sense of self-awareness and become confident in their own abilities.
- are kind, respectful and honest.
- demonstrate inclusive attitudes and have a sense of their role in our wider society.