



## **Pitmaston Primary School**

### **Early Years Intent, Implementation and Impact**

#### **Intent:**

At Pitmaston, we recognise the utmost importance of Early Years education and the extensive research into children's development from birth to five years old. Early childhood experiences are so important to lifelong outcomes when children learn about the world and acquire lifelong attitudes towards themselves, towards others and towards learning. The intent of our curriculum is to activate our pupil's own natural desire to learn.

Early Years begins here at our Pre-school Nursery for 3-4 year olds through to Reception. The overarching principles of the Early Years Statutory Framework (2021) are the foundation of our ambitious, coherently planned and sequenced curriculum which builds upon children's previous knowledge. At Pitmaston we highly value our pupils as unique and we allow children to build positive relationships from the very beginning of Nursery. We wholly understand the importance of enabling environments and using the environment of as the 'third teacher'. Our differing environments in Nursery and Reception are responsive to our pupil's needs and interests. Our curriculum is designed based upon the scientifically proven fact that children learn at different rates and is accessible to all children, such as those with high levels of Special Educational Needs and Disability.

Our ambitious and accessible curriculum also recognises the importance of parental partnerships and the fact that children benefit from a strong partnership between practitioners and parents and/or carers.

#### **Implementation:**

Our carefully sequenced curriculum beginning in Nursery ensures meaningful learning takes place across the Early Years in all 7 areas of the Framework. Our curriculum is progressive from the beginning of Nursery through to the end of Reception. Our curriculum is designed to include visual, kinaesthetic, verbal, social and logical/mathematical learning opportunities. We also use retrieval techniques in our teaching to ensure children know more and remember more.

We use engaging topics to spark our pupil's natural curiosity and intrigue. These topics are largely based upon pupil's interests. Each topic is linked to a quality text reading spine in which the vocabulary is carefully considered and allows children to explore new words and meanings behind these words. These stories are shared in a way which excites and engages our pupils whilst introducing them to new ideas and concepts. Story time is at the heart of our provision. Our Early Years practitioners use ambitious vocabulary with the children at all times and importance we place an importance upon quality conversations and questioning throughout the provision. During explicit lessons, our Early Years practitioners ensure that they provide clear explanations to help improve our pupil's learning through open ended questioning and adapting their teaching as necessary with our high quality provision and open ended resources.

We teach a systematic synthetic phonics programme, Read Write Inc. to ensure all pupils are able to access the opportunity to learn to read from the youngest age, beginning in Nursery. Read Write Inc is taught daily and pupils lessons are matched to their phonological knowledge, allowing them to be successful and enjoy reading. We spark our pupil's interests in mark making



by making it enjoyable and accessible to all through initiatives such as The Message Centre and Talk for Writing. Read Write Inc. also teaches children accurate letter formations which are consistent throughout Early Years. Pupils are taught to write through the progressive Read Write Inc. programme and child initiated experiences. Our pupils are offered differing pencil sizes; either a full length pencil or half-length depending on what they feel is most comfortable for them. This is scientifically proven to help the development and strengthening of their intrinsic muscles of the hands through using their lumbrical muscles which in turn helps them develop a tripod grip.

We have created our own bespoke characters so the children can access the Characteristics of Effective Teaching and Learning through a child friendly approach. These characters have been developed to reflect our philosophy of Enjoy, Aspire and Achieve. For example, we have a 'Resilient Rhino' which teaches pupils to 'keep on trying'. This exposes children to the vocabulary they will need to become focused and successful learners.

Mathematics is taught daily from Nursery through to Reception. We follow White Rose to ensure our mathematical learning is carefully planned and progressive, whilst making adaptations to suit our unique cohorts of pupils and their needs when necessary. Our pupils in Early Years have the opportunity to engage with numbers and mathematical language every day during both explicitly taught lessons and the environment.

We ensure we communicate regularly with parents regarding individual pupil's needs to provide them with the best strategies to support their children at home and extend their child's learning at home, with a particular focus on how to encourage a love of reading. We achieve this through Parent's Evenings, parent workshops, class assemblies, 'share a sessions', reading evenings and many other opportunities to involve parents and carers.

### **Impact:**

This ambitious and progressive curriculum and our informed Early Years pedagogy results in the holistic development of our pupil's abilities and celebrates our unique pupils and their individual successes. Children leave Early Years with a greater vocabulary and understanding of language. Our pupils have a develop a love of reading and our pupils are able to listen attentively to stories that are read to them at an age appropriate level. Our pupils are able to communicate effectively in an age appropriate way and hold thoughtful conversations with adults and friends, inspired by recently introduced vocabulary throughout the curriculum. Children are able to speak with fluency which prepares them to become fluent readers in the future.

Our pupils understand early mathematical concepts appropriate to their age and stage which prepares them for their next stage in learning. This allows them to experience early success of Mathematics and builds upon their confidence and understanding of number.

We achieve good outcomes at the end Nursery and Reception where many pupils achieve a 'Good Level of Development' which help prepares them for their next stage of learning. Pupils are prepared to be successful lifelong learners and are aware of the characteristics which will help them achieve this through our Characteristics of Effective Teaching and Learning characters. Pupils are excited by learning and enjoy learning opportunities and have the skillset to demonstrate resilience and positivity when faced with challenges in their next stage of learning.