

Haughton St Giles Primary Academy Curriculum Statement

Early Years



“Children have to be educated, but they have also to be left to educate themselves.” – Earnest Dimnet

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum aspects of EYFS • Provide staff with sufficient funding to ensure that implementation is of high quality 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Specify key vocabulary to be used within topics • Provide opportunities for the children to explore learning hands-on • Provide opportunities to have child-initiated learning • Enable opportunities for children to apply learning outdoors • Ensure learning is progressive and incorporates the children’s interests 	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing their own work and identifying their own strengths and areas for development • Pride in what they have achieved and learnt so far • The incorporation of outdoor learning into the curriculum
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Ensure appropriate progression of knowledge is in place which supports pupils in independent learning • Ensure an appropriate progression of skills and knowledge is in place over time so that all pupils are supported to be the best independent learners they can be • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning • Identify rhymes and poems that will engage the children ensure appropriate level of challenge and attention • Keep up-to-date with current EYFS-teaching research and subject development through an appropriate subject body or professional group 	<p>Our classroom will be:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of skills • Deploy appropriately challenging selections of task, accessible throughout learning to develop wider understanding • Be language rich to ensure children access a wide range of vocabulary and phrases • Resources rich to promote and encourage independent learning 	<p>Displays around the classroom and book will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills • A varied and engaging curriculum which develops a range of understanding and skills • Clear progression of skills in line with expectations set out in Development Matters and ELG statement documents • That pupils, over time, develop a range of skills and techniques across all areas of the curriculum. • Displays will be a working wall, promoting pride and discussion
<p>The class teacher will, with support from the curriculum leader:</p>	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with 	<p>The curriculum leader will:</p>

- Personally peruse the support for any particular subject knowledge and skills gaps prior to teaching
- Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials

- Resilient learners who overcome barriers and understand their own strengths and areas for development
- Safe and happy in all lessons which give them opportunities to explore their own creative development
- Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge
- Develop skills and confidence overtime because of careful planning, focused delivery and time to practice skills.

- Collate appropriate evidence over time which evidences that pupils know more and remember more
- Monitor the standards in the subject to ensure the outcome are at expected levels
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive