



Picknalls First School

Early Years Curriculum Statement 2024-2025



Intent

At Picknalls First School our whole curriculum is driven by a commitment to fostering creativity, critical thinking, and a love for lifelong learning. We aim to provide a well-rounded education that nurtures each child's unique talents and prepares them for future challenges. We will teach children at Picknalls to have or be:

Skillful - At Picknalls First School we want all children to be skilful, turning new and imaginative ideas into reality through self-expression and a curiosity for learning. Children are encouraged to think creatively in all that they do and explore new ways of solving problems and answering questions.

Teamwork - At Picknalls First School we want all children to value and respect all members of the community. Children at Picknalls will be taught the skills for life to empower them to be good citizens and to contribute to the community.

Aspiration - At Picknalls First School we want all children to aspire towards greatness. To be productive, aim high and succeed. Expanding their knowledge of the world by nurturing their interests as well as encouraging fearlessness of things that are new or unknown by creating exciting, inspiring opportunities.

Resilient - At Picknalls First School we want all children to have the mental and physical resilience to be successful and happy and be confident in tackling all obstacles that come their way.

Through these curriculum drivers we will encourage ALL children at Picknalls to become the stars of the future and shine bright in our community!

As part of the Uttoxeter Learning Trust, we offer an **ambitious, sequential** and **progressive** curriculum that is rich in wonder and memorable experiences. We use Development Matters as the bones of our curriculum with aspirations and learning personalised to the context of our community and pupils.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes **communication and language, challenge, exploration, adventure** and a real **love of learning**.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be **confident** and **independent thinkers**, to **believe in themselves** and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation

At Picknalls First School we meet the welfare requirements laid down in the **Statutory Framework for the Early Years Foundation Stage** and actively **safeguard** and promote the **welfare** of all of our children.

We prioritise creating a '**language rich**' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Quality, ongoing CPD of our trained staff ensures that interactions are positive and **progressive**, allowing children to flourish and gather words at pace in order to become **confident communicators**. Children are encouraged to become early readers through enjoyment of books and the **systematic teaching of phonics** through the Little Wandle Phonics programme. The children learn nursery rhymes and develop their **mathematical thinking** through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through **physical play**, children spend time outdoors in their natural environment in all weathers. They develop through wonderful,

exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Woodland Wonder sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by **quality key texts**. These are **chosen carefully to encourage children's speech, language and communication development**. All planning however, is **flexible and responsive** to children's needs so plans can be **changed and adapted** dependent on children's interests.

We understand the importance of **parental engagement** and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive **knowledge workshops**, half-termly **information sheets** to inform them of what their child is learning and to explain how they can support this at home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing **assessments** are used to **inform** planning and next steps and provide KS1 teachers with a **secure transition process**, in teaching and learning for all children throughout the year.

Impact

Our curriculum and its delivery ensure that children, from their **own starting points** make **good or accelerated progress**. During their time with us children make progress towards the national expectation for a **Good Level of Development (GLD)** at the end of the year. Pupils also make 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 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 and the rigour of assessment.

Cultural Capital in Early Years

When children start at Picknalls First school, they already have a variety of different experiences in learning and play. We aim to build on these early experiences. It gives children other opportunities to be curious, explore, try new things and experience awe and wonder.

Early Years Action Plan 2024 2025

-  Create and embed a detailed, research-based **curriculum** scope and sequence document that maps out the progression of skills and concepts across the early years program.
-  To embed **Story Dough** and **Drawing Club** to support **vocabulary** acquisition and **writing** across Early Years.
-  To achieve the Platinum Level Woodlands Trust Quality Mark.
-  To continue to invest in quality staff **CPD** including the completion of the NPQEYL by the Early Years Lead.

Written by Angela Jones
Early Years Lead

