



Intent

At St Oswald's, our Early Years setting puts "children in the now" (Bradbury and Grimmer 2024) with a child centred approach for what children need now. We place well-being at the centre of development and learning by looking at their holistic needs. What do children and their families need NOW in order to develop holistically?



Belonging: The feeling of being accepted and part of a group or community. It's about having a sense of connection with others and feeling safe and supported. We work to create an environment where children feel they belong, fostering positive relationships and a sense of community.

Believing: Having faith in themselves and others, and in their potential. Having confidence in their own abilities and the capacity to overcome challenges. We enable to believe that they are capable of achieving great things and striving for this.

Becoming: The process over growth and development over time. Embracing new experiences, learning from mistakes, and continuously evolving as individuals. We encourage children's curiosity and exploration, supporting their natural inclination to learn and grow.

Being: Focusing on the present moment and the uniqueness of every individual. Appreciating and celebrating what someone is in the present; their strengths, emotions and perspectives. We support children in developing a strong sense of self worth and identity valuing their individual qualities, and allowing children to just "be", be present in the moment in a busy world, and not rushing around from activity or one place to the next.

As a whole school, our Curriculum intent is based upon the 7Cs (Claxton and Lucas, 2015); **Curiosity, Creativity, Confidence, Collaboration, Communication, Craftsmanship** and **Commitment**. We are striving to create an environment that is purposefully planned with open ended resources that are carefully selected, encouraging deep engagement and enabling children to flourish within these qualities.

Our expectations are ambitious for all children in our setting and with carefully planned support children are able to achieve their goals and be proud of themselves. We encourage children to persevere when challenges occur and to do their best.

We ensure learning is accessible for all children including those with SEND. Early identification if used to assess children for SEND and provisions are put into place to support these children

Through the Characteristics of Effective Teaching and Learning, we develop children's active learning skills and help them to understand and respond to feedback. Perseverance is highly valued and praised. We strongly believe that in order to develop resilience, we must teach children to be independent learners who problem-solve for themselves and know to keep trying and how and when to access help.

Implementation

Our curriculum is based around the seven areas of learning and development. These are communication and language, physical development, personal, emotional and social development, literacy, mathematics, understanding the world and expressive arts and design. We also use the Characteristics of Effective Learning as a foundation for our children to build confidence, curiosity and resilience.

The Environment

Our classroom is a place for children to feel safe, develop positive relationships with staff and peers and express their feelings freely. It is an environment that is carefully planned to accommodate the children's changing needs and interests. High quality and open-ended resources are provided for children to use on a daily basis reflecting their curiosity. Every resource has its place and we teach the children use the resources respectfully and tidy away when they are finished.

Our outdoor area is set up to develop children's physical development, problem solving, creativity and teamwork. Reflecting the indoor environment, resources are open ended and allow children to create their own leaning and play. We also encourage the children to take calculated risks.

When planning for the children's play, known as independent learning, we provide provocations for learning to excite and engage the children. Staff will use observations and questioning to move children's learning forward. Staff will also set up activities as an invitation to learning which have intended outcomes. Staff will work with children to teach and assess knowledge through play.

Planning and Teaching

As a whole school, we have a long term plan with units and topics that will be covered together with daily phonics, English and mathematics. Our timetable is well planned to ensure a balance between adult led and child led activities. We ensure that children have sustained periods of play so that they can become truly immersed in their play and learning.

Throughout the year, children are invited to partake in specific challenges around the classroom linked to current teaching and learning. These are tasks set out by the teacher for children to access throughout the week encouraging children to practise taught skills and develop independence.

To support our literacy teaching we strive to create a language rich environment using stories for teaching, daily class storytelling, key words and labels around the environment, and modelling language. We follow the Ready, Steady Write scheme from Literacy Counts.

We teach the children to read and write by delivering frequent phonics sessions. Children are provided with a weekly decodable reading book that matches the sounds they have been taught. Children are encouraged to read at home daily and are read with three times a week in school. We follow the Rocket

Phonics scheme.

To support our mathematics teaching we follow the White Rose Maths scheme, with adaptations where necessary and appropriate based on staff knowledge of the children. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Children in Reception have adult-led maths inputs to develop fluency, revisit key concepts and address misconceptions.

Play!

"Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul." -Froebel

Play is one of the most important aspects of our curriculum. Children gain essential knowledge and skills through play and hands on experiences. Play is joyful, meaningful and engaging which enables children to take ownership of their learning and experiences.

Impact

Through a creative and well-planned curriculum our aim is that children will leave the Early Years with a foundation of skills needed to support their learning journey. These skills include problem solving, resilience, confidence, listening and responding. We also aim to ensure that children feel safe, secure and happy in school.

We measure children's progress across the year through formative and summative teacher assessments based on the teacher's knowledge of the child.

The children will be assessed at the end of their Reception year against the statutory Early Learning Goals in the seven areas of learning. This will be communicated to parents in an end of year report.

Working together

We work closely and collaboratively with parents, ensuring that home achievements and experiences are valid and used to develop a true reflection of the whole child. We also use an app called Seesaw so that parents can see what their child has been engaging with and learning about in school.

Parents know their child better than anyone, which is why at St Oswald's we work on developing positive relationships with parents.