

Ad Meliora Academy Trust Early Years

With reference to OFSTED 2021 (328. ‘..the extent to which leaders and staff plan, design and implement the curriculum’. 333 ‘children demonstrate their attitudes and behaviours through the key characteristics of effective learning’. 333’...the content of the EYFS curriculum is taught in a logical progression’.)

| Intent | Implementation | Impact |
|---|--|--|
| <p>The intention of the Early Years Foundation Stage is to ensure all children:</p> <ul style="list-style-type: none"> demonstrate the three characteristics of effective learning, so that all children demonstrate: 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. Are ‘taught’ [OFSTED definition for EY]: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding of the World; Expressive Arts and Design; in an effective way which follows logical progression. make good progress from their Starting Points and achieve a GLD in the ELGs. | <ul style="list-style-type: none"> Starting Points are collated with parents in conjunction with Parent appointments, Transition sessions and Settling in Sessions; The EY Enabling Environment is re-established for the beginning of the year ensuring that the Enabling Continuous Provision is carefully designed to ensure open ended, experimental, real life, practical, play based, meaningful learning can take place (Long Term Continuous Provision planning); Baseline is completed in the first weeks of School; Planning is individualised and is planned to the individual child’s needs and interests. Adaptions and attention is given to children with SEND and those most disadvantaged; Children have a few weeks of settling in sessions and undergo Baseline Assessment. Settling in Sessions focus on getting to know each other, beginning to understand rules, Continuous Provision and short group sessions to reinforce and teach rules, routines, feelings, how to deal with these etc... (PSED/RSHE). Some Phase 1 Letters and Sounds is covered and White Rose activities and Number blocks begin our approach to Maths; Once this period is established then we progress to incorporating Phonics, Maths, PSED and other Curriculum sessions and work with the children to ensure the Continuous Provision is used effectively; Synthetic Phonics is taught using the ‘Success for All Phonics’ programme as a basis through the Reception year and the way in which we teach reading is aligned to this, Nursery children are taught Phonics using a range of Phase 1 activities; We use the White Rose program to teach Maths; As our PSED/RSHE curriculum progresses children work together and demonstrate use of the strategies taught to collaborate and compromise. | <p>Know more</p> <ul style="list-style-type: none"> Children learn in a carefully designed and open ended enabling environment using Continuous Provision, with informed interactions and emphasis on vocabulary; Children in Reception are taught structured, adult led, daily Phonics, Reading, Handwriting and Maths sessions; Children are taught explicit Curriculum focus sessions; Teaching is differentiated so that children can access learning and concepts at their ability; Working walls provide tools so that children can refer to them when problem solving; Observations and assessment are used to ascertain what children know and to plan for what they don’t; <p>Do more</p> <ul style="list-style-type: none"> Continuous Provision and interactions are structured so that concepts are taught in meaningful real life contexts, enabling children to apply their knowledge and extend it; Continuous Provision is carefully planned and enhanced to enable open ended interactions and child-centred learning and incorporates ‘Planning in the Moment’; Adult led sessions involve practical challenges so that children are given the opportunity to practice/use their problem solving skills; Children work together to perform a Nativity, Christmas songs, experience outside workshops, walks and visits; Assessment ascertains gaps in children’s knowledge and intervention is delivered to address these gaps. <p>Remember more</p> <ul style="list-style-type: none"> Every day, children practice Phonics components; Every day, children practice mathematical concepts; Every day, children give compliments (PSED) and work together; Every day, Continuous Provision gives children the opportunity to practice and use their problem solving skills; Children are taught to use visual cues and working walls to jog their memories when stuck. |

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How do we know?

By Michael Rosen

How do we know what we know?

How do we find new things to know?

Alessandro Giuseppe Antonio
Anasatasio Volta
heard that something odd happens
if your tongue touches a piece of metal
just as that metal touches a piece
of a different metal: a sour taste.

Alessandro Giuseppe Antonio
Anastasio Volta
thought he’d try out some stuff.
He put a silver coin on top of his tongue
and a piece of tinfoil under it.
When he made the tinfoil touch the
silver coin
the sour taste happened.
Why? He wondered.
He figured that it wasn’t because
Of something in him.
It was because of things
that could be found in metal and spit.

He had discovered that
when you have the right stuff
you can make electricity.

Alessandro Giuseppe Antonio
Anastasio Volta
played with stuff
in order to find things out.

Molte grazie, Alessandro,
thank you very much.

[Alessandro Giuseppe Antonio Anastasio Volta (Italian: [ales'sandro 'volta]; 18 February 1745 – 5 March 1827) was an Italian physicist, chemist, and pioneer of electricity and power who is credited as the inventor of the electric battery and the discoverer of methane].