FROXFIELD
CE SCHOOL

Our Approach to Early Years

We strongly believe in an approach which is engaging and meaningful to all children. Our curriculum is largely based around child-initiated learning, alongside short whole class and group sessions. We have a free flow environment and encourage children to be independent and make their own decisions. We plan our provision, enhancements and activities based on the current needs and interests of our children. Our vision is to develop lifelong learners with the skills to overcome challenge and approach the next stage in their learning with enthusiasm, curiosity and resilience. We are committed to supporting the personal and emotional needs of our children and this remains at the heart of our curriculum approach.

Froxfield CE School Early Years Curriculum

In addition to the use of the Statutory Framework for the EYFS and guidance in 'Development Matters' to support our curriculum planning across the 7 areas of learning, we have created the following outcomes that we feel are important to teach our current cohort of children based on our observations of them within play, conversations with parents, pre-school transitions and local community. This list is not exhaustive and teaching/planning will respond within the moment to the current needs, next steps and interests of the children. The threads from the EYFS Framework and Development Matters will be taught through a mainly play-based, child-initiated curriculum with a carefully planned environment that provides children with opportunities to develop and embed new skills, alongside adults whose role is to support and move on new learning within play. Maths and Literacy skills will be delivered through discrete sessions and embedded through play within continuous and enhanced provision, as well as adult initiated activities where appropriate.

Intent	Implementation	Impact
To give our children strategies to help them manage their emotions, develop their emotional understanding and literacy.	Use of the swimming pool analogy. Focus on learning to vocalise their feelings. Use of our puppets.	Children are able to express how they are feeling. Children explain their feelings to an adult and are developing strategies to be able to manage their own feelings/emotions.
To enable children to be resilient and have a growth mindset, even if things are tricky.	Growth Mindset Workshops – 3 sessions. Language of 'Growing Learners' used within classroom. Resilient learner of the day.	Children are able to persevere when they find something challenging.
To give children an understanding of cultural diversity within our classroom and the wider community.	Use of chatterboxes. Disco En Francais. Use of children to speak in different languages. Through our RE Curriculum & CW.	Children understand that there are different languages and cultures within our school. Children are proud to share their home language and culture.
To encourage tolerance and acceptance of differences and difficulties within our classroom.	RHE curriculum – focus on differences.	Children are helpful and supportive of each other and play well with all children.

	Modelling by staff – positive interactions. Whole class reward systems – compliments. Our role as classmates is to help/support.	
To develop an appreciation of their own lives and a desire to improve the lives of others. Children see themselves as part of the wider school & village community.	Class charity – UNICEF. Through Collective Worship themes. Involvement at village events. Community involvement in school events. Visits to the church 2/3 time a week. Weekly involvement of Parish Clergy.	Children attend village events and interact well with members of the community within and outside school.
To embrace the outdoor world and a love of learning outdoors as well as care and respect for our natural environment and their impact on it.	Forest School Programme. Plenty of LOTC opportunities. Fieldtrips. Litter-picking rota.	Children develop a respect for the natural world and show care for it. Children enjoy being outdoors and can talk about how to care for our environment.
To support our children to develop strong language and communication skills and a broad vocabulary as a foundation to learning across the curriculum.	Focus on modelling quality talk within child-initiated learning. Vocabulary to be taught identified in each cluster. Opportunities made for talk across the curriculum. Chatterboxes. Helicopter stories. Strategies from KOT embedded.	Children speak clearly in full sentences. Children are using an ever increasing vocabulary. Children are able to express themselves, share ideas and needs. Children are confident to ask and answer questions.
For our children to be kind and polite and show respect for all adults and other children.	Focus on school's values. Whole school behaviour foci each half term. Positive modelling by adults.	Children interact well with each other, they are kind to each other. There are few incidents of unkindness/children being upset.
To encourage children to develop a healthy lifestyle.	Golden Mile. Healthy lunchbox policy. Fruit snacks. Focus on outdoors. Through our RHE curriculum.	Children are able to talk about the importance of a healthy diet and exercise. Children are improving their stamina/fitness.
To provide a broad and balanced curriculum with a focus on the arts and culture.	Theatre trips. Children's Concert. Own art gallery. Hindu Dance.	Children enjoy and experience a range of opportunities which they talk about with enthusiasm. Opportunities are memorable and enrich learning.
For our children to have the opportunity to develop a range of learning & thinking skills including being independent and working as a member of a team.	Houses – opportunities to work together. Class 1/Class 4 buddies. Children have responsibilities. Teaching of PLTS.	Children work well in different groups. Children access resources independently. Children are independent with self-care and move around the school independently.
The children will make links between their learning and the real world.	Trips & visits planned where appropriate and relevant to the key learning.	Children can make links between the visits and their learning in the classroom.