

Our Approach in Early Years

We strongly believe in an approach that is engaging and meaningful to all children. Our curriculum is largely play based, alongside short whole class 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.

CHIS Early Years Curriculum 2023-2024

In addition to the use of the Statutory Framework for the EYFS and 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 the cultural capital of the school. 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 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. We follow the Bug Club Phonics programme, the Mastering Number Maths programme and the Kinetic Handwriting programme. Objectives will also be taught where appropriate through Chatterbox time and key person (Sparkle) time. A detailed breakdown of the objectives contained within the Statutory Framework can be found within the Educational Programmes <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Intent	Implementation	Impact
To give our children strategies to help them manage their emotions, develop their emotional understanding and literacy and resilience	Through the teaching of the Bounce Programme Wellbeing Wednesday	Children will understand and use language of Bounce to express feelings. Children will know and begin to use strategies to feel calm.
To equip our children with the skills to use a range of technology to find out new information and express themselves creatively	Technology within environment, use of the adult to teach skills as and when appropriate QR codes to support new learning, for example Makaton, EAL, story telling, family links	Children will use technology to share stories, art, explore new vocabulary and oral storytelling, music and dance. Children will use QR codes independently to learn new information
Children to have a good understanding of cultural diversity within our classroom. Children will all celebrate different cultures and communities which are represented within our cohort.	QR codes to share different languages and information about other countries and cultures. Teaching sessions/Chatterbox times/key person times.	All children to have an awareness of different languages, backgrounds and religions in EY. Children to feel proud of their home language and culture and share with others.

Children to have a good understanding of uniqueness and differences within our classroom – including autism.	Daily Makaton signs introduced, resources and signs in environment to create a Makaton friendly classroom. Teaching sessions/Chatterbox times/key person times. Circle times around differences and inclusion for the children. Training for adults regularly.	All children to use a simple level of Makaton to communicate with each other and for all children to be included in play/learning.
Children to embrace the natural world and love of learning through the outdoors, as well as develop their physical confidence, resilience and problem solving skills.	Forest School sessions	Children will be active learners in the forest, taking charge of their own learning. Children will have a lifelong respect for nature and the human impact on the environment.
For our children to become storytellers, increasing their vocabulary and exploring imaginary worlds	Chatterbox, Make it up Monday, Story stones, Helicopter stories, use of technology, environment	Children will have a solid understanding of what makes a narrative and will confidently create their own imaginative stories.
All children to learn about and celebrate the importance of the Military links within our school community	ELSA role, Musketeers, environment, sparkle time, chatterbox, whole school approach, community links and visitors	Children with military links will celebrate this within their classes and other children will begin to understand and celebrate the families of their classmates. Children will be aware of friends with family members away and show compassion.
For children to learn to cook simple snacks and meals independently.	Environment, adult initiated activities, instructions/pictures/resources etc, chatterbox time discussions, small group work	All children will be able to follow simple instructions to cook or create a range of snacks/simple meals.
Develop critical thinking skills and philosophical thinking.	For children to engage in Philosophy For Children (P4C)	Children will be able to engage in group discussions around Big Ideas, listening to each other and sharing their points of view.

Although our curriculum is flexible and designed each year to meet the needs of the children, there are some predictable themes throughout the year detailed below. Some of these are celebrations or awareness days that we teach discretely and link into our environment planning to deliver wider aspects of the EYFS. Some are mini themes which we use to deliver chunks of the Educational Programmes at one time:

Early Years	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations and Awareness Days	<ul style="list-style-type: none"> • Halloween • Black History Month 	<ul style="list-style-type: none"> • Christmas • Diwali • Firework Night 	<ul style="list-style-type: none"> • Valentines day 	<ul style="list-style-type: none"> • Easter • April: Month of the Military Child • World Down Syndrome Day • Autism Awareness Month 		<ul style="list-style-type: none"> • Father's Day

				<ul style="list-style-type: none">• Mother's Day		
Mini Themes			Physical Development: Being Healthy	Understanding the World: Where do I live in the world?	Understanding the World: Lifecycles	Understanding the World: Past and Present