

## Christ Church C of E Primary school Reception class Intent, Implementation and Impact for the curriculum

**Intent:** At Christ Church C of E Primary School we aim to offer a curriculum that is rich in wonder and memorable experiences. We work hard to provide a stimulating environment based around play that provides exciting opportunities, promotes challenge, encourages exploration and adventure and supports 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 abilities of people. We encourage our children to be confident and independent learners who 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 as much uninterrupted, child initiated play ensures the best outcomes for our little learners.

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 and therefore a warm and positive and strong relationships between staff, children and parents is key.

**Implementation:** At Christ Church C of E Primary 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 create a language rich environment through the use of songs, rhymes, stories and by providing time for quality interactions between adults and peers. All staff ensure that interactions are positive and progressive which allows children to flourish and gather words in order to become confident communicators. Children are encouraged to become early readers through an enjoyment of books and the systematic teaching of phonics. Children learn nursery rhymes on a weekly basis and are encouraged to share these with their parents and siblings at home. We encourage children to develop their mathematical thinking through direct teaching and exploration and aim for them to become confident mathematicians who can apply their knowledge to real life experiences. Our school environment enables children to strengthen their core muscles through physical play and children spend time outdoors in all weathers. They develop through exploratory, sensory experiences in the mud kitchen, sand and water area, climbing and balancing area and digging pit. The children are supported to learn to work together, manage their feelings and ask questions as our environment is adaptable in order to reflect the children's interests and progression.

Our curriculum is taught through topics, which are enriched with enhancements, trips and visitors. The topics are also supported by quality key texts that encourage speech and language development. All planning is flexible and responsive to the children's needs and

interests and can be changed and adapted.

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 a year group newsletter each term to inform them of what their child is learning and they can use Tapestry and TEAMs to engage in their child's learning and share experiences from home.

As part of the teaching and learning process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children through on going assessment. These assessments also inform planning and next steps for the children throughout the year.

**Impact:** Our curriculum and its delivery ensure that children make good progress from their own starting points. During their time with us, children make rapid progress towards the national expectation for a good level of development by the end of the year. Pupils also make good progress towards 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 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.