

Our Approach in Early Years

We strongly believe in an approach which is engaging and meaningful to all children. Our curriculum is largely play based, 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.

CHIS Early Years Curriculum 2022-2023

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 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 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. Objectives will also be taught where appropriate through Chatterbox time and key person (Sparkle) time.

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	Children will understand and use language of Bounce to express feelings. Children will know strategies to feel calm.
To equip our children with the skills to use a range of technology to support them to express themselves creatively	Technology within environment, use of the adult to teach skills as and when appropriate	Children will use technology to share stories, art, explore new vocabulary and oral storytelling, music and dance.
We will give our children opportunities to use technology to discover and retrieve information about the world around them	QR codes to support new learning, for example Makaton, EAL, storytelling, family links	Children will use QR codes independently to learn new information
Children to have a good understanding of cultural diversity within our classroom with one different home language being spoken. Children will all celebrate different cultures and communities.	QR codes to share different languages and information about other countries and cultures. Teaching sessions/Chatterbox times/key person times.	All children to have a good awareness of all languages in EY and to learn some simple phrases. Children to feel proud of their home language and share with others.

Children to have a good understanding of differences within our classroom – including SEND.	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 have an understanding of local community make up and wider world	Sparkle time, chatterbox time, continuous provision, visitors, skype and links via technology, trips	Children are open to learning about different cultures, races, religions and beliefs and show respect to everybody. Children are proud to share their culture.
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 children to understand their impact on the world around them.	Chatterbox sessions, sparkle time, forest schools, links with community	Children will respect their environment and will be able to talk about ways that they can protect it.
For our children to have opportunities to develop their storytelling skills, increase their vocabulary and explore 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.
For our children to show respect to our environment and adults, as well as each other	Sparkle Time, environment all clearly labelled, expectations from day 1, use of Bounce, Chatterbox, positive modelling from the adults, use of praise, class charters	Children will listen to adults and carry out instructions first time. They will engage politely and appropriately with all adults and children. Resources will be tidied and looked after.
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.
Children to have the opportunity to cook independently within Discovery Time	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.
For our children to have the opportunity to develop language and speech sound skills that have been affected by lockdowns/late intervention.	Neli, environment, role of the adult, partnership with parents, SALT within year group.	Children will make progress against set language and speech targets.
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.