

Curriculum
Intent and Implementation
<p>Context: Summerfields Primary school is a one form entry school set on the outskirts of Newport. Families are mostly local and many are able to walk to school. There is one privately owned pre-school on the site from which most of our children come and the rest of the cohort come from 3 or 4 other settings. The school ABC values of Achieve, Belong and Care support the spiritual, moral, social, cultural and academic development of all.</p>
<p>Principles: Our EYFS curriculum is built on the four guiding principles of:</p> <ul style="list-style-type: none"> ● The Unique Child ● Positive Relationships ● Enabling Environments ● Learning and Development <p>It is our intention for our children to gain a love for school and learning, and become confident, independent and resilient learners before entering Year 1.</p>
<p>The Unique Child</p> <ul style="list-style-type: none"> ● Children’s interests are encouraged, explored and extended to increase engagement. ● PSED and CL underpin everything we do. ● Children are given strategies to enable them to self-regulate. ● Children’s individual needs are met through careful planning of the provision.
<p>Positive Relationships</p> <ul style="list-style-type: none"> ● Time is spent getting to know the children and developing positive relationships with the teacher and teaching assistant. Every child has a key person assigned. ● Parent partnership is key ● Transition begins in the term before children start school. Children from the adjacent pre-school visit several afternoons a week. Bespoke transition can be planned if required. ● Tapestry accounts and class dojo accounts are used for sharing information, both from school and from home. ● Weekly information, on class dojo, is shared to ensure parents have a full picture of what is happening in class. ● Fortnightly newsletters and information are sent out from the school on Parentmail. ● Parent planners – giving a general overview of each terms learning are provided every half term.
<p>Enabling Environments</p> <ul style="list-style-type: none"> ● The learning environment is constantly changing and evolving to meet the current needs of individual children and the whole class. ● Key questioning and interactions from staff ensure learning is extended and challenging. ● Outdoor space is fully utilised ● We utilise our local community and surrounding area with links to certain events eg Newport carnival and lantern parade. Newport library visit the school and reception class to promote the use of the local library encouraging children to share in reading.

• Learning and Development

- Teaching phonics begins as soon as children start school, enabling children to learn to read, well quickly.
- “Talk Through Stories” is used throughout the year to introduce quality texts and vocabulary.
- Tapestry – Areas of Concern is regularly updated so that a clear, up to date picture of the class is available.
- Key, quality texts are chosen to extend children’s knowledge and understanding of the world.
- Daily story-time is a key part of our day, embedding a love of reading.
- Daily maths input focus on subitising and representation of number, cardinality, counting, comparison, pattern, shape and measure. (Numbersense and White Rose-daily)
- CPA (concrete, pictorial, abstract) resources are used
- Opportunities to explore and use maths are freely available in the provision.
- Daily Keep-Up groups ensure gaps in learning are acknowledged and addressed as quickly as possible.

Impact

By the end of the year:

- The children show resilience, independence and confidence in their learning. They enjoy learning and challenging themselves.
- Self-regulation is embedded with the children using several strategies, including The Zones of Regulation, to express their feelings.
- The children demonstrate fluency in phonics and maths. Any child at risk of falling behind is supported with targeted keep-up sessions.
- Children show that they enjoy and are happy at school, and are eager to share their learning environment with visitors.
- The children understand and follow the school ABC values of Achieve, Belong and Care as well as our class rules of being kind, respectful, safe and ready to learn.