

Hose Church of England Primary School

'Respect, Bravery, Success, Pride'

Class 1 (EYFS & KS1) Curriculum Overview 2023-2024

At Hose C of E Primary School we provide a high quality curriculum, which engages children and enables them to develop the key knowledge and skills they need for future life. We believe in providing an exciting, safe and stimulating environment which enables every child to achieve their best through varied learning experiences so that they can be confident, happy, healthy pupils who are life-long learners. Our aim is that each and every child is given the best possible opportunity to reach their potential and achieve their best regardless of their starting points.

In formulating our curriculum, we carefully considered our children's needs and starting points and what we want them to have achieved by the time they leave us. We base our curriculum on the National Curriculum (2014), and carefully sequence the content to ensure children are able to learn it well.

At Hose C of E our curriculum, we are lucky enough to teach Foundation Stage, Year 1 and 2 within the same classroom environment. The teaching approach within this varies to reflect the unique stages of development children go through in the EYFS (Early Years Foundation Stage) and Key Stage 1.

Foundation Stage

In Foundation Stage, we recognise that we are beginning the building blocks to the start of the education journey for our youngest pupils. We identify how key skills and knowledge progress throughout the year and identify themes for learning within each term to ensure a well-rounded knowledge base

for our children entering into Key Stage 1. We provide a well-planned and well-resourced environment, that allows our children to achieve the Characteristics of Effective Learning.

| Characteristics of Effective Learning |
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| Playing and Exploring |
| ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go' |
| Active Learning |
| MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do |
| Creative and Critical Thinking |
| THINKING Having their own ideas Making links Working with ideas |

| Areas of Learning and Development | Birth to 5 Matters Aspects |
|--|---|
| Prime Areas | |
| Personal, Social and Emotional Development | Making Relationships Sense of Self Understanding Feelings |
| Physical Development | Moving and handling Health and Self-care |
| Communication and Language | Listening and Attention Understanding Speaking |
| Specific Areas | |
| Literacy | Reading Writing |
| Mathematics | Mathematics |
| Understanding the World | People and Communities The World Technology |
| Expressive Arts and Design | Creating with Materials Being Imaginative and Expressive |

What does teaching look like?

Alongside these pre-planned and sequential curriculum elements, we recognise the value of planning around the children's varying needs and interests. Within this, we understand the importance of play and the learning opportunities that are presented within it, by seizing the moment to support a child to make progress. We observe and facilitate next steps, based on what the children are already deeply involved in. We use quality interactions to draw out the children's knowledge and build on it there and then. This means that we see

the **teachable moment** (Learning, Playing and Interacting, DfE) from the child's perspective and need to be skilled enough to know when to intervene and when to stand back and observe. The best levels of involvement are seen when children initiate their own play.

Children in Foundation Stage have a daily Phonics and Maths inputs, as well as singing, sharing (Tapestry Time) and stories. For the rest of the day, they are in 'COOL Time' (Continuation of our Learning), where they are able to access learning through play in and out of the classroom. The children during this time have access to what is referred to as **continuous provision**. Continuous provision refers to *the areas and resources laid out in a classroom to stimulate learning by way of play and exploration*. Within each of these areas of provision, children have access to a core range of resources, in addition to new provocations to stimulate further learning. Planning effectively for continuous provision is crucial and involves a consideration of classroom layout and resourcing that will enable us to offer a breadth of learning possibilities.

For these less directed periods, we refer to the definition of early years teaching set out by Ofsted:

"Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges." (OFSTED, 2015)

Why this approach?

- Levels of engagement are higher.
- Children develop independence and take ownership of their learning.
- Learning takes place over time, not just within a lesson.
- Children have more time and opportunity to hear and use vocabulary in meaningful contexts. (Hart and Risley, 2005).
- Children have opportunities to apply learning in many different contexts to develop deeper understanding.
- They are able to return to concepts in many different ways over time, naturally linking to other areas.
- Children learn and develop skills that are beneficial for life-long learning such as curiosity, imagination, initiative, determination, perseverance, risk-taking, energy, fascination, focus, attention to detail, resilience, enjoyment of challenge, pride, problem solving ability, ability to plan ahead, flexibility, cooperation.

- Adults have more flexibility to personalise learning where required for individuals within the day.

As the children move through the school, we retain elements of the approach, while gradually adding in more structure. This is to reflect the increasing demands of the Key Stage 1 curriculum content, as well as preparing the children for Key Stage 2.

Key Stage 1

The Key Stage 1 curriculum operates on a two-year rolling programme. Detailed progression maps and medium-term plans ensure that children follow the correct progression for each subject and that work is pitched at the right level.

Themes

In the curriculum across the varying subjects, the children are working towards answering a 'big question'. Their involvement in the learning within that topic or theme will enable to the children to answer this big question at the end, through their learning and enquiry process. Each topic ends with children's research and summarising and presenting their learning in a format that allows them to demonstrate just how much they now know.

Lessons

The children have daily Phonics and Maths lessons, as well as additional sessions to focus on the teaching of writing and areas like spelling, grammar and punctuation and handwriting. The children engage in lesson inputs for all areas of the curriculum, such as RE, PSHE and Humanities, which they then follow with learning challenges in provision, where they can practise and apply the skills and knowledge they have learnt through their learning challenges. Staff will often work with individual pupils or groups of children during this time, allowing direct and discrete teaching for different year groups and better supporting the needs of each child.

Learning Challenges

Children complete challenges from different curriculum areas, which are focused on key skills and knowledge children need to learn as part of the requirements of the National Curriculum. Many of these will be linked to learning from the current themes or topics or will act as retrieval opportunities for children to revisit and reaffirm prior learning. Some of the challenges require direct input from the teacher, while some are available for the children to work on independently or with peers.

Some challenges will have a research theme, where children are required to carry out their own findings on a topic. Within the classroom is a Question Board, which supports the children to be enquirers and active participants in their own learning. For children beyond EYFS, they are responsible for carrying out the research to answer these questions and present findings to their class.

It is therefore important that our timetable allows the children time to complete their learning challenges, but also some time in which they can apply what they have learnt in different contexts.

Environment & Routines

The learning environment is well-planned and resourced to reflect the needs of the Key Stage 1 Curriculum. Continuous Provision Overviews are available to reflect how each area of the classroom is designed to meet the objectives of the National Curriculum, in conjunction with our direct teaching and learning challenges.

In addition, daily routines are embedded to develop deeper understanding of curriculum concepts and a sense of independence and ownership for the children in Class 1.

Some of these routines are as follows:

- **Class Shop.** Children are given a weekly allowance to spend in the shop on craft resources which are priced differently (these are more expensive for older children and therefore require a higher level of mathematical skill to purchase!). Children organise their spending, calculate their change and are responsible for re-stocking this area for younger learners in the classroom.
- **Time Team.** Children take responsibility for time checking our daily routines, by wearing watches and alerting staff to times throughout the day for events such as assemblies, tidy up time or lunchtime.
- **Weather Watchers.** Children independently complete our daily classroom calendar, including the date, season and weather. The Weather Watchers are therefore responsible for checking the changing weather throughout the day and updating this accordingly.
- **Question Board.** Children add, answer and respond to their own lines of enquiry through the use of the class Question Board. Pupils beyond EYFS take ownership of responding to these questions and presenting their findings to the class.