

Maidensbridge Primary School - Curriculum Subject Intention

Our Whole-school Curriculum Intention

For our children, the curriculum at Maidensbridge Primary School is the first phase of a life-long journey in learning that will see them fully realise their potential in the future. They will be rounded individuals who can confidently apply knowledge and skills in meeting the demands of an increasing technological and changing world. They will be confident, compassionate and respectful individuals who want to make a positive contribution to society and the wider-global community, as well as seek opportunities to lead.

We will achieve this for our children by embedding our school values throughout everything that we do, as well as teach them a range of learning skills that will enable them to become effective learners throughout their lives.

Each learning opportunity and experience at Maidensbridge will provide hooks of learning; enabling the children to make links between previous learning and future learning. Our curriculum enables children to cumulatively build up blocks of learning as they progress on their journey through the school and this provides the foundations for the highest possible outcomes for each individual child.

We believe in subject-specific learning in all subjects to help children find the subject that they excel at, as well as enriching, enjoyable experiences and opportunities that develop the whole child.

We build our curriculum using best practice relating to how children learn and how their knowledge is retained in long-term memory. This research also underpins our practice in securing high quality, aspirational educational outcomes for all our children.

Subject Specific Intention Statement for EYFS

The Vision: What will our pupils become as a result of the skills and knowledge acquired in this subject? How will this impact on their lives and on others?

At Maidensbridge Primary School, every child is recognised and celebrated as a unique individual. Encompassed within our vision, we believe that all children deserve an education rich in wonder and memorable experiences that allow their natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills, knowledge, concepts, and values.

In Reception, the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, providing first-hand learning experiences, whilst allowing them to develop resilience, ambition, and integrity. We believe that working in partnership with parents and carers and the provision of an education that provides children with the best chance to become well-rounded, learners who thrive in school and are ready for success in an ever-changing world.

How are we going to do it? How will your subject be taught/lessons sequenced in order to realise the vision above?

At Maidensbridge Primary School, we recognise the importance of ensuring that our children have the best possible start to their education by planning and implementing teaching and learning opportunities that support them in reaching their full potential. We respect that our children enter Reception with varied life experiences, and our curriculum is designed to reflect thus. In their first year in school, Reception children access the EYFS which develops their knowledge, skills and understanding through a combination of both play-based learning and focussed teacher led sessions.

At Maidensbridge Primary School, we follow the Early Years Statutory Framework (2017). This framework specifies the requirement for learning and development in the EYFS and outlines the Early Years outcomes for the interconnected prime and specific areas of learning to be covered. Our child-centred curriculum combines the acquisition of knowledge and progressive development of skills that is purposeful and exciting learning journey for every child. Learning is carefully planned to support early reading, writing, maths and language development as well as social and emotional skills.

Explicit 'thematic' weekly planning is responsive to the unique needs of the children as well as "in the moment" planning that nurtures the spark and embellishes upon the interest. Our enabling environment and warm, skilful adult interactions support the children to link learning to their play and exploration. Both incorporate holistic approaches to teaching and learning as well as offering extended periods of child-initiated learning and sustained critical thinking following children's interests and ideas. At Maidensbridge, we value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant indoor and outdoor provision, that is enhance with trips, visitors and Forest School sessions.

What are the principles and the pedagogy that we need to employ in this subject?

The curriculum at Maidensbridge has been shared by the four overarching principles of the EYFS:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a string partnership between practitioners and parents and/ or carers.
- Children **learn and develop** in different ways and at different rates.

What is informing our practice and our approach? How are we driving knowledge acquisition and long-term retention?

The Reception Team capture observations to celebrate the individual achievements and progress towards the Early Years Outcomes. In planning and guiding children's learning journey's, we reflect on the different ways that children learn which shapes our practise to ensure that learning is motivational and challenging for all.

Evidence of children's achievements are celebrated in children's Learning Journeys. In Reception, the use of the Tapestry Learning Journey App facilitates opportunities for our families to contribute and access their child's learning journey as often as they wish to.