

## Curriculum and Assessment Policy



## Principles

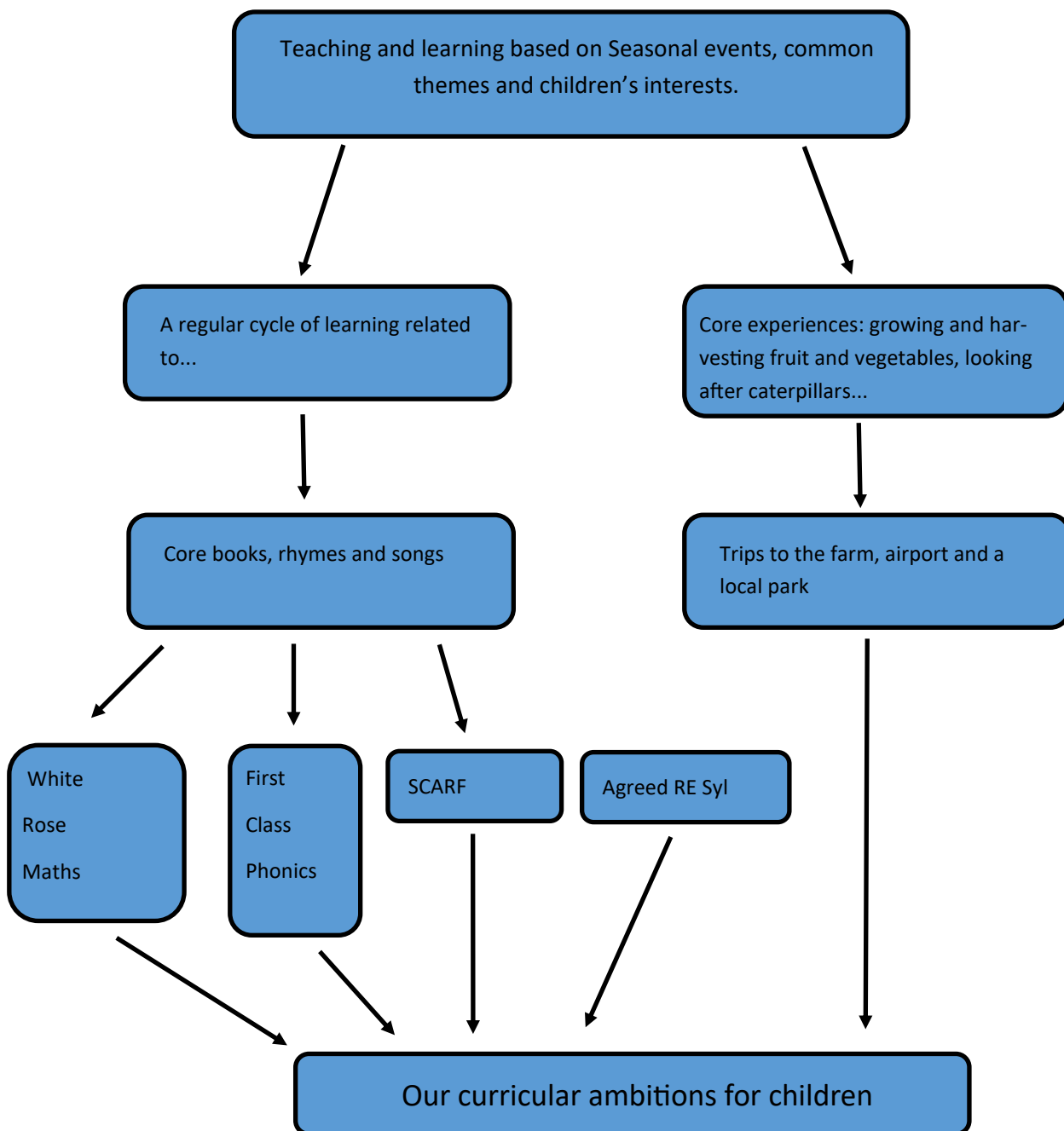
- All children are entitled to high quality learning and teaching. This will equip them with the skills, knowledge and understanding they need today and prepare them well for tomorrow.
- Children learn at different rates and each child's development is unique.
- Effective teaching and learning in EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development.
- Every child can progress well in their learning, with the right support. Every child can thrive.
- Some learning is sequential and some is less so. Maths and phonics require firm foundations on which to build. Learning about the world is less sequential and requires adults to build on interests, widening horizons and providing opportunities. Different learning requires different approaches.



- The development of positive relationships is a fundamental requirement to ensure that children are happy, secure and actively involved in their own learning. Ensuring that children build a positive self-image is essential in building learning resilience and a 'can-do' approach to learning.
- Communication between parents and staff is essential to support transitions into Nursery, Reception and then onto Key Stage One. Nursery should prepare the children well for Reception and Reception should prepare them well for Key Stage One, so that they can confidently transition, building on past and current learning.

## Curriculum Overview

We offer a high quality broad and balanced curriculum which comprises of.





## Learning at Silver Springs Primary Academy

- Learning is a combination of play, whole class, small group and one-to-one sessions, inside and out.
- Adults value children's self-initiated learning and carefully intervene to extend and consolidate.
- Parental involvement is crucial and we learn a great deal about each child from their parents. To support our parents to help their children to get the best start we provide Parent Gym and run the REAL project.



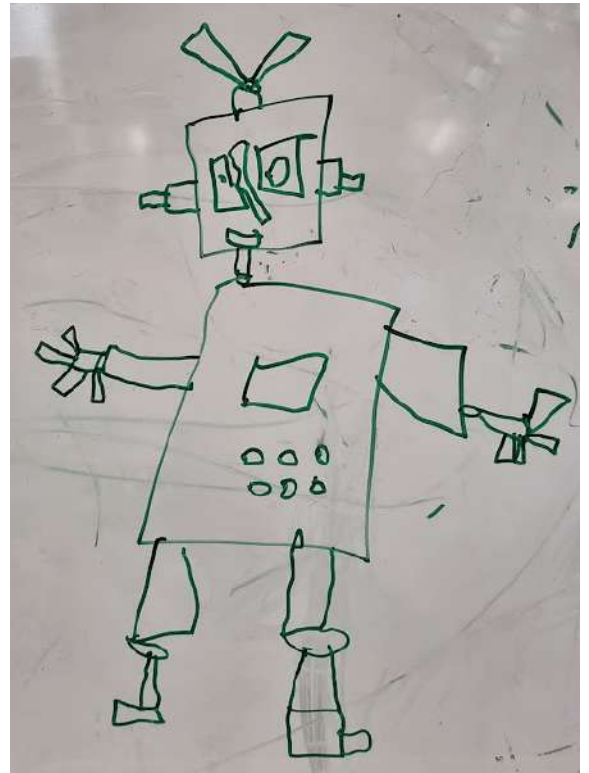
The curriculum is designed to acknowledge the strengths and needs of our children. In Nursery the main focus of learning is the Prime Areas to establish strong foundations on which to build future learning. With the language gap (Hart and Risley's landmark study found that each year, early years providers work with 3 year old children who may have heard 30 million fewer words spoken to them than their most word-rich peers) in mind, we provide an in-house Speech and Language Therapist so interventions can be delivered promptly without the lengthy wait of a referral. In addition to this we provide WellCom in Nursery and Nuffield Early Language Intervention in Reception. Our Curricular ambitions for the children provide an overview of many of the different things we would like to know and be able to do. We recognise that not every child will make the same progress through the ambitions. For example, many children will learn to ride a two wheeled bike. For a child with complex needs riding a balance bike represents strong progress from their starting point.





## Planning and Assessment

In the first term in Nursery the majority of planning is focussed on the three prime areas. Communication, self-confidence and awareness and self-care and motor skills. We take time getting to know our children and their families. Building this relationship helps children to settle into EYFS and grow in confidence in their new environment. Transition between Nursery and Reception is, on most occasions easy as the children in Nursery are familiar with the adults in Reception through accessing the outdoor area and lunch-time.



In Nursery on-entry assessments are made using developmental descriptions from Development Matters, checking children's development in the Prime areas. These are used to inform parents how well their child is settling in and will highlight any children that may need any extra help. In addition to this our in-house Speech and Language Therapist will assess all the children looking at articulation, vocabulary, sentence structure and understanding. We then use these to target individuals and groups of children with particular Speech and Language Needs. This may also result in a referral to clinic if appropriate.



In Reception, as well as the Reception Baseline, we also complete on-entry assessments to provide a full picture of children's strengths and learning priorities. This includes phonics and phonemic awareness, maths, fine-motor skills and early reading behaviours. The phonemic awareness and fine-motor control assessments are included in this document as they are vitally important in ensuring that the children have the necessary underpinning skills and development in order to enable them to start on their reading and writing journey. In Reception we have a heavy focus on Phonics and Early reading as we understand how important this is in opening up the wider curriculum as the children move through school. Another area of development we target is Language and we use Education Endowment Fund researched interventions to support children at risk of failing make progress towards their age related expectations. In Nursery we use Welcomm and in Reception we use NELI (Nuffield Early Language Intervention). In addition to this we have an in-house Speech and Language Therapist providing sessions for children across EYFS and into Key Stage 1. If any child might be having difficulties with their development, we will take action quickly, seeking advice from other professionals as appropriate.

We use Seesaw to capture children's achievements, sharing them with parents and in addition to this we respond to their learning in the here-and-now. This ranges from encouraging, getting involved to extend learning or joining a conversation or showing the child a specific skill that might help them accomplish something that they want to do. It also might involve us adding new resources or plan something in response to what we have observed. This is not necessarily written down and may focus on the milestones towards our curricular ambitions.



# Our Curricular Ambitions

<b>Independent</b>	<b>Become an independent learner</b>
<b>Read</b>	<b>Crack the phonic code!</b>
<b>Write</b>	<b>Write a simple sentence.</b>
<b>Grow and nurture</b>	<b>Sow, nurture and harvest at least one fruit and one vegetable and understand that they can have a positive impact on their environment.</b>
<b>Observe</b>	<b>Observe and describe the life-cycle of a butterfly,.</b>
<b>Find</b>	<b>Follow a simple map to find a hidden object.</b>
<b>Invent</b>	<b>Invent a simple story and tell it to their friends.</b>
<b>Draw</b>	<b>Draw a detailed portrait of themselves.</b>
<b>Ride</b>	<b>Ride a two wheeled pedal bike</b>
<b>Cook</b>	<b>Follow a simple recipe to make a pizza</b>
<b>Solve</b>	<b>Read a simple number sentence and either recall the fact or use a resource to work out the answer.</b>



# Become an Independent Learner

## Step 1

Separate from main carer . Children begin to separate confidently from their main carer, developing a strong relationship with the adults in the setting. They make a quick transition becoming involved in their play using their secure person as a 'strong base' throughout the session.

## Step 2

Children take part in pretend play, communicating and beginning to negotiate with their friends. As their engagement and perseverance grows they challenge themselves with tasks and activities that are increasingly difficult or they respond positively to the challenges that adults might provide for them.

## Step 3

Children reflect on their learning through discussion, commenting on what they can do and what they help with. Children play and learn more collaboratively taking part in more challenging activities solving problems or difficulties they may face.

## Step 4

Children become aware of what helps them when they find things difficult and know that there are resources they can access, asking others for help both adults and their friends. They are engaging with the challenges provided including the daily and weekly challenges. They engage positively with group sessions understanding that they are learning by practising and may not always get it right. They take pride in their achievements.

# Crack the phonic code

## Step 1

Children begin to develop good attention and listen skills through circle time activities. In addition to this they begin to tune into different sounds they can recognising when sounds are the same different or similar. They begin to know what is making the sounds matching pictures of objects or naming the object or animal etc.

## Step 2

Through developing their attention and listening skills they are able to tune into voice sounds and can orally blend and segment familiar words. In response to an adult saying , 'c...a.....t' they are able to blend the sounds and know that the word that is being said is 'cat'. They are also able to say the sounds they can hear in response to an adult saying 'what sounds can you hear in the word dog?'. The child is ble to respond, 'd...o...g'.

## Step 3

The children use their knowledge of letters and the sounds that they make to decode and blend simple cvc words. They also begin to recognise some common exception words such as 'I, the, go, to...'

## Step 4

The children will be able to say a sound for each letter of the alphabet and at least ten digraphs. They will be able to read words consistent with their phonic knowledge by sound-blending (decoding the word and then blending the sounds together). When reading they can read simple sentences and books that are consistent with their phonic knowledge including some common exception words.

## Write a simple sentence

### Step 1

Children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects. They will become increasingly confident when throwing, pushing, manipulating malleable material and using tools such as paintbrushes. With support they are beginning to find their name card. They also begin to make simple marks

### Step 2

Children can draw lines and simple shapes. They can distinguish between these marks. They begin to use anti-clockwise movements and retrace vertical lines and are becoming more familiar with language of directionality such as 'up, down and round'. They can find their name card and holding a pencil with a comfortable grip form the first two letters of their name.

### Step 3

The children can find their name out of a large group, such as, at the snack table and use a name card to attempt to write their first name. They are developing an effective pencil grip and are working towards or have already established a tripod grip holding the pencil in the correct place. Through phonic sessions they can segment and spell some simple cvc words.

### Step 4

The children can write a simple dictated sentence, starting at the top of the page, moving left to right and going underneath when they have reached the end of the line. They can write recognisable letters, most of which are accurately formed and begin to leave a space between words so that their sentence or phrase can be read by others.



## Sow, nurture and harvest...

### Step 1

Children experience planting a range of plants in and out of doors supported by an adult beginning to understand that they need to add soil and water. They learn to tidy up their classroom at the end of the session and begin to understand that they can recycle paper to make more paper.

### Step 2

Children pick and eat raspberries and begin to understand that fruits are grown and picked and then sold in shops. They begin to understand that plants need water and sun and they can name simple parts such as leaf and flower. Begin to understand they need to respect and care for the natural environment and all living things. Children save fruit waste and add to the compost heap understanding that this will turn into soil as it decays.

### Step 3

Children continue to be involved in planting, preparing the ground during winter/spring, raking leaves, adding them to the compost heap understanding that the leaf litter will decay and become soil to use in the future when planting flowers, fruit and vegetables. They begin to understand that as the day length shortens and the weather becomes colder some trees lose their leaves and that some animals hibernate and some insects diapause over winter. They are involved in litter picking and feeding the birds.

### Step 4

Children harvest potatoes, cleaning them and preparing them for use in the school kitchen for lunches. They understand that fruit and vegetables are grown before being sold at the supermarket. They can describe parts of the plant such as leaf, flower, petal, root and describe what they need to grow. They begin to know the names of some of the plants and trees that are growing in the school grounds. They can explain why it is important to keep the school grounds litter free and why we feed birds particularly in Winter.

# Observe the life-cycle of a butterfly

## Step 1

Children observe and make simple observations to describe what they can see for example, 'it's getting bigger', 'it's wriggling' and 'it's got wings now'.

## Step 2

Observe the changes over time and describe the changes using language such as egg, caterpillar and butterfly. They can sequence a set of simple picture cards putting them in the right order.

## Step 3

Children are involved in the in preparing the butterflies and are encouraged to make observations and ask questions. They understand that not all baby animals are just a smaller version of the adult. They use the language to describe the different stages of the life-cycle using vocabulary such as hatch, change, grow, cocoon etc.

## Step 4

Children have experience of observing a range of life-cycles through observation, time-lapse vidoes and observing a range of mini-beasts in the outdoor environment. They can sequence pictures of a caterpillars life-cycle explaining what happens during each stage.

Our curricular ambitions

## Follow a simple map

### Step 1

Children experience looking at simple maps through stories and books and begin to understand that maps help us to find things.

### Step 2

Children can make a simple treasure map with three simple features such as a tree, hill, 'x' for treasure etc.

### Step 3

The children explore aerial maps (such as satellite) and can identify three features such as fields, water and buildings.

### Step 4

Children can follow a simple map to find a hidden object in the school ground using features such as trees, climbing equipment, playground etc to locate explaining the route they took and where they had to go for example 'we went to the tree and then the wall near the zigzag path and then to the gate by the car park.'

Our curricular ambitions



## Invent a simple story and tell it to their friends

### Step 1

Children listen to stories and start to answer simple questions about setting, events or characters. They take part in pretend play with a simple narrative. Children engage with number rhymes with props and join in with the actions

### Step 2

Children can tell the story of their day by describing what they have done.

Children take part in retelling a story using pictures, small world resources or props to help them

### Step 3

The children start to retell stories improvising characters, events or settings using pictures, small world resources and props.

### Step 4

The children begin to make up their own simple stories based on those modelled by adults deciding on characters, problem and solution and the setting. They can tell their story to a small group and may even be able to ask their friends to help them to act it out.

## Draw a detailed portrait of themselves.

### Step 1

After plenty of experiences to scribble and mark make the children start to imitate simple movements and begin to copy simple shapes that involve one movement, for example, a circle.

### Step 2

The children can draw a simple face with eyes, nose and a mouth.

### Step 3

The children can imitate and copy more complex shapes that have more than one movement. They have an understanding of the movement concept, for example, up, down and around.

### Step 4

The children can draw a detailed portrait of themselves or a friend including several features such as eyebrows, lashes, ears, nose, and hair.

## Ride a two wheeled peddle bike

### Step 1

Children sit on a trike with good balance and scoot along. They will then pedal and steer their bike.

### Step 2

Children sit on a balance bike with good balance, with both feet on the ground. Once they become confident at balancing they scoot slowly along keeping one or both feet on the floor. They begin to steer their bike avoiding obstacles.

### Step 3

Children ride a balance bike, cruising with both feet off the floor. They can maintain control by being able to speed up or down and steering carefully.

### Step 4

Once the children are cruising on a balance bike confidently, they move onto a pedal bike. Initially riding it like a balance bike they will eventually begin to use the pedals, maintain their balance and understand how to brake safely. They can avoid objects and other riders.



## Follow the instructions to make a pizza

### Step 1

With support children mix different ingredients including sand and water, and flour and water to make a simple playdough. They use spoons, sieves, scoops, rolling pins and cookie cutters. They make playdough alongside an adult.

### Step 2

Children can follow the sequence cards to make playdough independently, carefully measuring amounts, recognising numerals on the card counting out the quantities in the right order. They understand that the last number they say is the total number of spoonfuls they have added

### Step 3

In small group cooking activities children follow the steps in making a simple bread with an adult. The adult draws the children's attention to the recipe card and they use measures and tip in the ingredients. With help they roll the dough into small balls and flatten. Whilst they cook they reflect on the process.

### Step 4

Children can follow the sequence cards to make bread dough independently, carefully measuring amounts, recognising numerals on the card counting out the quantities in the right order. They understand that the last number they say is the total number of spoonfuls they have added. They prepare the dough as a pizza base before adding 3 toppings and with support cooking in the oven.

# Read a simple number sentence and find the answer

## Step 1

Children join in with number rhymes and songs and the adult uses numbers throughout the day as part of daily routines. The children join in with experiences to develop their awareness of numbers such as stories, simple games and beginning to count collections of objects etc.

## Step 2

Children begin to subitise by joining in with simple dice games, using resources such as numicon, completing jigsaws and playing simple maths games such as 'ladybirds' or spotty dogs' They collect objects such as pine cones and count collections saying who has 'more' or 'fewer'. The children are beginning to combine small amounts to find the total.

## Step 3

The children join in with a range of counting activities and games and familiarise themselves with resources such as ten frames, double sided counter, numicon and part/part whole model. They take part in activities that support their understanding of the composition of three, four and five and begin to understand that '+' is plus and '=' is equals. They are also introduced to subtract as '-'

## Step 4

Through games and activities the children practise reading a number sentence and understand that they can use resources to solve the problem. Overtime they begin to remember some of these number facts and recall the answer rather than having to find it. They recognise and know doubles of numbers up to five.