

Early Year's Curriculum statement



Our whole school vision - 'Building strong foundations together for everyone'

Intent: What do we hope to achieve through our teaching in Reception?

At Binfield C of E Primary School, we inspire all of our children to become happy, confident and independent individuals, ready to reach their full potential in an ever-changing world. We believe our broad and balanced curriculum, underpinned by British and Christian values, plays a major part in building strong foundations for every child.

Our Early Years journey at Binfield begins with a recognition of the children's various starting points through prior experiences and learning (influenced by their home and previous settings). Community involvement forms an essential part of our curriculum. We value working in partnership with our families, promoting positive relationships and attitudes to learning. Throughout Reception, we foster an environment that promotes communication, independence and collaboration. This builds the foundations and fundamental skills needed for successful learning in Year 1 and beyond.

Implementation: How is Reception learning organised and taught?

During the children's time in Reception, all areas of the curriculum are covered and revisited in our Continuous Provision, throughout the year to ensure the knowledge and skills are fully embedded. To spark excitement and wonder, we implement this through half termly themes, as well as following the children's interests. Themes do not last a specific amount of time, instead are led by the children and their inquisitive nature. Each year creates its own unique blend of whole class child-initiated play and adult-directed activities. This is dependent on the nature and needs of each child within our class.

We offer rich first-hand experiences (through our Continuous Provision in and outdoors, as well as visitors and school trips). This invites new vocabulary and concepts, which we also explore through literature, staff modelling good standard English and asking high quality questions. In our continuous provision, this may look like adults joining children's play or leading small group activities/circle times.

We want our children to be tolerant of others and understand the need for kindness, empathy and respect. This is threaded throughout our daily teaching and alongside our Religious Education lessons, where our children learn about different religions, cultures and places of worship, which is important to us.

Impact - how do we know what pupils have learnt and how well they have learnt it?

Through initial assessments shortly after our children have started school, we are able to fine tune our curriculum to the specific cohort and their needs. This enables us to plan and deliver high quality activities from an early start. Our assessments continue informally through adults ongoing questioning and observations of children in either adult or child led activities. We frequently review the needs of our children and guide children to more specific interventions if they are needed. The impact of our continuous informal and termly formal assessments, is that from their individual starting points, all children make good progress. We use an online platform to gather real 'Wow' moments of the children, which are shared with their parents and carers. This is reciprocated with parents and carers, enabling us to see their achievements and experiences at home. These moments are shared weekly within class, and give the children a real sense of self-worth and confidence amongst their peers.