

Our Approach in Early Years at Southwood Infant School

We strongly believe in an approach which is engaging and meaningful to all children. Our curriculum is largely play based, alongside short whole class and group sessions. We have a free flow environment and encourage children to be independent and make their own decisions. We plan our provision, enhancements and activities based on the current needs and interests of our children. Our vision is to develop lifelong learners with the skills to overcome challenge and approach the next stage in their learning with enthusiasm, curiosity and resilience. We are committed to supporting the personal and emotional needs of our children and this remains at the heart of our curriculum approach. At Southwood our Reception children have an exciting time learning, making friends and having lots of fun!

Our Reception curriculum and provision fully encompasses the three characteristics of effective learning: Active Learning, Play and Exploration and Creating and Thinking Critically. We use topics to plan the children's learning and we always try to include the particular interests of the children whenever possible. The children have constant access to our wonderful outside learning where a member of staff is always present to support and develop the children's learning.

Southwood Infant Early Years Curriculum 2022-2023

In addition to the use of the Statutory Framework for the EYFS and guidance in 'Development Matters' to support our curriculum planning across the 7 areas of learning, we have created the following outcomes that we feel are important to teach our current cohort of children based on our observations of them within play, conversations with parents, pre-school transitions and our local community. This list is not exhaustive and teaching/planning will respond within the moment to the current needs, next steps and interests of the children. The threads from the EYFS Framework and Development Matters will be taught through a mainly play based curriculum with a carefully planned environment that provides children with opportunities to develop and embed new skills, alongside adults whose role is to support and move on new learning within play. Maths and Literacy skills will be delivered through discrete sessions and embedded through play within continuous and enhanced provision, as well as adult initiated activities where appropriate. Objectives will also be taught where appropriate through adult initiated activities and discovery time session.

Southwood EYFS Aspirations

Intent	Implementation	Impact
For our children to be independent, confident learners.	Provide the children with a rich, stimulating and challenging environment. Effective role of the adult; Strong partnership with parents. Discrete PSED; Circle time sessions. Discovery Time; environment all clearly labelled; expectations from day one; positive modelling from the adults, use of praise; class helpers; rainbow stickers.	All children will access their own resources and tidy them away, make their own decisions and attempt to solve problems with a can do attitude.
For our children to be equipped with strategies to help them manage their emotions and build emotional resilience.	Provide the children with a rich, stimulating and challenging environment. Effective role of the adult; Strong partnership with parents. Discrete CL, L and PSED and circle times sessions.	Children will understand and use language to express feelings. Children will know strategies to feel calm. Children show resilience and perseverance in the face of challenge.
For our children to care for themselves and others.	Provide the children with a rich, stimulating and challenging environment. Effective role of the adult; Strong partnership with parents. Discrete CL, L and PSED and circle times sessions.	All children will be able to dress independently, use the toilet independently. Children know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine.
For our children to be a good listener and a confident talker.	Expectations from day one; CL; L; PSHE; circle time sessions; positive modelling from the adults; use of praise; class helpers; rainbow stickers; class assemblies.	Children will listen to adults and carry out instructions first time. They will engage politely, respectfully and appropriately with all adults and children. Children will be a confident articulate talker.
For our children to move their bodies with good control and balance.	Provided through Discovery time learning; our environment; the role of the adult; challenge; discrete P.E sessions; discrete handwriting booster time.	Children will be confident and show precision and accuracy when engaging in activities. Children will confidently and safely use a range of large and small apparatus indoors and outside. Children will develop overall body strength, balance, co-ordination and agility. Children will have a handwriting style which is fast, accurate and efficient.
For our children to investigate and ask questions about the world around us.	Our outside learning activity in our garden and woodland walk area. Discovery time learning; our environment; the role of the adult, discrete UTW	Children will be active learners in the outside environment, taking charge of their own learning. Children will have a lifelong respect for nature and the human impact on the environment. Children will respect their environment and will be able to talk about ways

	(investigate) sessions. Circle time links with community; school trips.	that they can protect it. Children are open to learning about different cultures, races, religions and beliefs and show respect to everybody. Children are proud to share their culture.
For our children to be confident mathematicians. To be able to count recognise and write numerals to 20, problem solve and have secure understanding of Shape, space and measure.	Provided through Discovery time learning, our environment; the role of the adult; challenge; discrete Maths sessions.	Children will be able to count, recognise and write numerals to 20. Children will be able to problem solve and have a secure understanding of Shape, space and measure.
For our children to talk with confidence about a favourite story.	Provided through Discovery time learning; our environment; role play; story stones; the role of the adult; Story-time; discrete phonics and reading sessions.	Children confidently use story telling language such as - Once upon a time - One day - Suddenly -Then - Next - Finally - They all lived happily ever after - to retell a story with expressive language.
For our children to have a love of reading shown through fluent and articulate reading.	Provided through Discovery time learning; our environment; the role play; story stones; the role of the adult; Story-time; discrete phonics, reading sessions and guided reading sessions.	Children will be confident, articulate and independent reading. They will use their knowledge of phonics to decode unfamiliar words and read some tricky words.
For our children to be independent writers.	Provided through Discovery time learning; the environment; the role of the adult; challenge; discrete literacy sessions.	Children will be confident independent writers. They will write simple sentences and tell an adult what it says. Children will use their phonic knowledge to write unknown words. Sometimes children will use full stops, capital letters and finger spaces between words.
For our children to share or perform a creation of theirs to others.	Provided through Discovery time learning; our environment; role play; story stones; role of the adult; discrete art, music and singing sessions. School assemblies and performances as a class and whole school. Arts week.	Children will confidently create their own imaginative stories. Children will explore and engage in music making, singing and dancing, performing solo or in groups. Drawing an object from observation. Children will independently create, evaluate and adapt their work whilst working collaboratively. Children enjoy and experience a range of opportunities which will enrich their learning.