The Nightingale Federation

'Let your light shine.'
Matthew 5:16

Diocese of Norwich Education and Academies Trust

Early Years Foundation Stage

"Our task is to help children communicate with the World using all their potential, strengths and languages, and to overcome any obstacle presented by our culture" – Malaguzzi

Subject Vision and Values:

We offer all children a high-quality Early Years education giving children a secure and confident start to their journey in formal education and a love of life-long learning. We are fully committed to ensuring individualised opportunities to meet the needs of all pupils so that they strive to succeed in all they do.

The aims and objectives of the Early Years Curriculum at the Nightingale Federation are in line with the Early Years Foundation Stage and enable children:

- To encourage all pupils to be inventive, curious, inquisitive and independent learners through our focus on oracy and Talk 4 Writing curriculum approach.
- To promote a general awareness of the fundamental British Values.
- To develop the fundamental skills for life-long learning including a readiness for Key Stage One and beyond.
- To provide children with an engaging and exciting curriculum which fosters a love of learning and curiosity.
- To support children in developing a sense of self-worth and self-confidence.
- To promote a supportive and inclusive learning environment for all learners, in which their successes are celebrated and misconceptions and encouraged as a positive learning tool.

Intent: We intend that our ambitious and inclusive curriculum educates all children in the knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners and influence their wider thinking across all seven areas of the Early Years Foundation Stage. Our unique curriculum is carefully planned to meet the needs of each individual cohort, following guidance outlined within the EYFS Development Matters framework. We strive to create opportunities for children to communicate more successfully by developing language and communication skills in a language rich environment and through teaching specific topic-based vocabulary. Early Language acquisition and oracy is a continued focus throughout our Early Years provision in both Nursery (where appropriate) and Reception classrooms.

Implementation:

In our Early Years classrooms: Our curriculum is designed to recognise and build upon the children's prior knowledge and learning, providing first-hand experiences which allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers who challenge themselves. We plan through a topic-based approach which is mapped out annually, however, these plans are a working outline and guide which can change and adapt to meet the ever-changing interests and needs of our class. We ensure that our curriculum is differentiated to meet the needs of all learners and is taught in a logical progression so prior learning can be built upon. We encourage all children within the EYFS at the Nightingale Federation to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning, highlighted within the Development Matters framework and let their light shine. All staff within our Academys create an engaging and well-matched environment for our learners and use ongoing assessments and secure knowledge to inform their planning and the quality provision provided. To maintain high standards of teaching within our academy, we invest in all staff by providing high quality continued professional development (CPD). This CPD ensures we stay up

to date with current practises and philosophies of Early Education and can feed these into our teaching practises thus providing the children with the best start to their education in school. We recognise, in line with the EYFS principles, that language and communication are vital areas in all children's development. Communication and language are therefore a consistent focus within our curriculum. We provide children with a language-rich environment in which conversations, stories, singing and rhymes become a regular part of our day as well as additional support intervention sessions as necessary. The Phonics scheme that is used across our Federation is Ruth Miskin, Read, Write Inc. The children follow the programme of learning starting in our Nursery class focussing on environmental sounds and story-telling from the Autumn Term. From the Summer Term, children are introduced to the sounds, learning a new one daily. By the spring and summer term, we aim to have completed Set 1 and 2 Sounds with some further consolidation based on assessments and gap analysis. We place a high value on reading within our EYFS classroom, encouraging regular reading at home and also sharing books and stories daily in our Academy's. Our Federation considers the whole child and their development. Our children are immersed in lots of fun, immersive and practical experiences, through which they are encouraged to explore and experiment with their learning. We use both our fantastic outdoor and indoor environments. We utilise our up and coming newly refurbished outdoor area in all safe weathers and are looking to introduce weekly outdoor learning sessions within our extensive grounds. We believe in our pupils learning through play and we teach children objectives in whole class, small group and 1:1 groupings which is then extended through our enhanced and continuous provision. Staff record snapshots of the children's learning in the moment which help to identify where support and enhancement may be needed for the children to achieve and exceed the objectives. We also carry out planned observations on our Focus Children weekly, which are then recorded on Tapestry and inform future teaching sequences. In line with the latest September 2021 EYFS guidance, a high emphasis is placed on teacher knowledge and our timetabling allows for close and frequent interactions between our EYFS staff and pupils. We follow the EYFS and provide opportunities for learning which encompass all of the seven areas of learning which are split into two categories; 'prime' and 'specific' areas. The 'prime' areas are: personal, social and emotional development; communication and language and physical development. The 'specific' areas are: literacy; maths; understanding the world and expressive arts and design. Within our planning and assessments cycle, we reflect upon the 'characteristics of learning' as outlined with the EYFS (playing and exploring; active learning and creating and thinking critically). These key skills are fundamental to success life-long learning as pupils progress through the school. At the Nightingale Federation, we encourage all pupils to 'Let their light shine' and place a great emphasis on enjoying and celebrating achievements. We strongly believe in learning through play in the Early Years. Children in our Academy's feel safe to try new things and show curiosity.

Impact: At the Nightingale Federation, we recognise that in all classes there are children of widely-different abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty that allows children to deepen their understanding
- providing resources of different complexity to suit the needs of the child
- allowing time peer- to- peer discussion frequently
- class teacher making appropriate arrangements to accommodate any specific special educational needs.

Spiritual Development

Our EYFS curriculum fosters curiosity and an approach to ignite a passion for learning through reflection, questioning and wonderment. Awe and an ignition for inquisitive learners sits at the heart of all we offer. Children are encouraged and supported to reflect during their personal journeys within our school whilst pausing frequently for opportunities.

Cultural Capital links

Personal, Social and Physical Cultural Development and Social Development (including Political and Current Affairs) Spiritual Development and Moral Development Physical Development and Personal Development.