

Early Years at Killigrew Primary and Nursery School

Intent

At Killigrew, we put the child at the heart of our curriculum planning and provision. We know that children learn and develop most effectively when we understand the uniqueness of each child and where their learning journey starts. Our detailed transition arrangements support this process as we learn about the child before they start their educational journey with us.

Through building positive relationships with children, we nurture, support, and challenge them as they develop within our setting. Our environment entices children to learn and enables them to connect different aspects of their learning. Children's play is valued and enhanced through skilful adult interactions.



Introducing shape in Nursery

Our Early Years curriculum details what all children should learn, whilst providing additional opportunities to focus on our key school drivers of spoken language, diversity, personal development and reading. We plan our curriculum so that we challenge stereotypes, provide culturally diverse reading and story materials, and teach a curriculum which highlights and celebrates the contributions of people from all faiths, races and genders. We develop children holistically through our personal development driver, encouraging creativity and independence, while helping the children communicate their views and feelings confidently.

At Killigrew, we know that the content of the Early Years curriculum gives the necessary foundations for all future learning, so we ensure that content, sequencing, and progression across all seven areas of learning is explicit and that it is the starting point for all activities we plan. We have high aspirations for all pupils, and we involve parents and carers in their child's learning through our use of Tapestry, parent information sessions and the resources on our website.

Implementation

Our detailed progression maps for all subjects ensure that children are challenged throughout Early Years, from their Nursery starting point to their Reception end point. In Early Years, we carefully plan for both focussed teaching and child-initiated learning, including how the continuous provision

in our environment will support pupils to make good and sustained progress throughout Early Years. Our subject leaders know where their subject starts in Early Years, and they understand how planned activities and experiences secure the children's learning.

Adults in Early Years think carefully about what children already know when deciding what to teach. They identify gaps in children's learning and plan additional focussed teaching to close these gaps. This particularly includes gaps in children's communication and language skills. Explicit teaching is used to introduce new learning and followed up with practise through play. In all areas of learning, practitioners think carefully about the smaller steps in learning that, when taught and practised with purpose, lead to proficiency. Our curriculum is enriched through school trips and visitors.



A curiosity cube ready for Autumn exploration!

The adults at Killigrew interact purposefully with the children during planned and child-initiated play. They model new vocabulary, explore ideas, encourage exploration and question children's understanding in all areas of learning. During this process, adults assess what children know, understand, and can do, considering how ready the children are to learn. They use this information to communicate with parents through our Tapestry platform, plan next steps in learning, incorporate these interests within continuous provision activities and monitor the children's progress through the Early Years curriculum.



Investigating insects in Reception

Impact

Through continuous formative assessment we know what the children have learned, and what they still need to master. We ensure that they make connections between current and past learning through a systematic process of revisiting and building on previously taught content. We use summative assessment data to spot data trends and track our key drivers through the curriculum.

Our baseline assessments help us consolidate our understanding of where a pupil is starting and allow us to ensure that every pupil makes at least good progress from their starting point. We particularly track our more vulnerable pupils, in receipt of Early Years Pupil Premium funding or those with SEND, to ensure that they experience and learn a broad curriculum in line with their peers. We support them to talk about their learning and recall the information they have learned.



A lovely, shaded area to share a book!



Exploring the lifecycle of a butterfly in Reception



'Splatting and reading' tricky words



Exploring ice outside in Nursery