



Horsington Church School
A Bath and Wells Academy



'That they may have life, life in all its fullness' John 10:10

Statement of Intent for Early Years

Statement of Intent Our Early Years Curriculum aims to lay a secure foundation for future learning. We engage children in learning from the very start and expect our children to leave us as happy, confident, and skilful communicators who are curious about the world around them.

All staff work hard as a team to create a positive, caring, and welcoming atmosphere where the children feel secure yet are challenged to achieve their best. The emphasis is very much on helping individual children to achieve their full potential.

We are fully inclusive, and all children are expected to think about the needs of others. We respect all families and aim to develop a positive two-way relationship with each one. We provide for and support every child. Within our school we know that children do their best when all their physical and emotional needs are being met.

We embrace the individual and all staff understand that each child is different, and their learning requirements and styles are unique too. By providing a high level of wellbeing this in turn leads to high levels of child development and the ability to create and think critically.

We aim to provide our children with knowledge, skills and experiences in a hands on, holistic way so that all learning is embedded in a meaningful context. We do this through a personalised, flexible curriculum that engages and motivates our children. It covers all the 7 areas of learning and supports the children's learning characteristics.

Children in our Early Years Phase will follow the Early Years Foundation Stage Curriculum (EYFS).

The EYFS Curriculum has seven main areas of learning –

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

- Literacy (Reading and Writing)
- Mathematics
- Understanding the world
- Expressive Arts and Design

A practical, playful approach to learning, based on the needs and interests of our children, is delivered mainly through topic-based planning. We teach children individually, in small groups, in class bases and in whole cohorts. Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop

Subject Specific Progression
Year R
Prime Area

Communication and Language

Unit: Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
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Unit: Understanding

Children follow instructions involving several ideas or actions. They answer “how” and “why” questions about their experiences and in response to stories or events.
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Unit: Speaking

Children express themselves effectively, showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ide

Subject Specific Progression
Year R
Prime Areas

Unit:

Personal, Social and Emotional Development (NC: PSHCE)

Unit: Making Relationships

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings and form positive relationships with adults and other children.
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Unit: Self-confidence and Self-awareness

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They will say when they do or don't need help.

Unit: Managing Feelings and Behaviour
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Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
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**Subject Specific Progression
Year R
Specific Areas**

Unit:
Expressive Arts and Design
Unit: Exploring and Using Media and Materials (NC: Music, PE, DT)
Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Unit: Being Imaginative (NC: DT, Music, PE, PSHCE, English)
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Subject Specific Progression
Year R
Specific Areas

Unit:
Literacy (NC: English)
Unit: Reading
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking to others about what they have read.
Unit: Writing
Children use their phonetic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Subject Specific Progression
Year R
Specific Areas

Unit:
Maths (NC: Mathematics)
Unit: Number
Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
Unit: Shape, Space and Measure
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shape.

Subject Specific Progression
Year R
Specific Areas

Unit:
Understanding the World
Unit: People and communities (NC: History, RE, PSHCE)
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
Unit: The World (NC: Science, Geography)
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why somethings occur and talk about changes.
Unit: Technology (NC: Computing)
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.