



# Early Years at St. Michael's CE



*Intent—We aim to support children in becoming....*

Respectful

Independent

Resilient

Confident,  
motivated  
communicators



*Implementation— How do we achieve our aims?*

## Supportive Play



Explorative play opportunities are planned both indoors and outdoors for children across the foundation stage. Staff play alongside children to support 'hands on, brains on' play. Our skilled practitioners support play to ensure progression, extension and challenge during both child initiated play and adult led activities. Through play, adults model how to approach challenges with resilience and support a 'can-do' attitude to problems.

## Adult Modelling

Practitioners plan meaningful adult led activities considering what children already know and can do. This modelling can take place through whole group carpet sessions and adult guided practical activities. Through direct teaching, adults model 'thinking out loud' supporting children to consider how they learn and how they can communicate their learning with others.

## Collaborative Planning



Our Early Years staff get to know every child as an individual. Time spent observing children during child initiated play and adult led activities feeds into a collaborative approach to planning ensuring that activities and opportunities are meeting the children's needs.

## Clear Progression

Our long term curriculum plan ensures progression in skills and knowledge across all areas of the statutory framework throughout the phase. We work closely with our Year One colleagues to ensure progression of skills continues into KS1. Learning is based on our exciting and motivated half termly themes.



## Implementation continued.....



### Inclusion

We work closely with all of our families to ensure everyone feels part of our community. Learning opportunities are scaffolded, where appropriate, using a range of tools including *Communicate in Print*, questioning and adult-modelling. Throughout our curriculum children are taught to be respectful of all people and their environment.



### Professional Development

Self evaluation supports us as professionals to keep growing in order to best support our children. Regular supervision meetings allows staff in the Early Years opportunity to reflect on, and adapt, their practice.



### Enabling Environment

Our environment plays a key role in supporting and extending children's development. Staff create a warm and emotionally nurturing environment to ensure children are in a safe place to learn. Indoor and outdoor environments are carefully planned with resources that progressively develop children's knowledge and skills. Children are always encouraged to be independent in our environment, knowing that trusted adults are there to support them.

## Impact—How will we know we have achieved our aims?

Children are motivated and engaged in learning

Children are respectful towards themselves, others and their surroundings

Children will know how to orally communicate confidently with peers and adults

Children will have developed the physical skills and phonic knowledge to communicate effectively

Children have the self help skills and organisation required to transition smoothly into KS1

Children know that they can learn from mistakes and demonstrate a 'can do' attitude towards challenges

Our curriculum intent supports children in developing the attributes they need to be a successful, lifelong learner. Our curriculum plan outlines the key skills and knowledge children will learn during each half term of their Early Years' journey.