

# Early Years

Research	Intent	Implementation
<p>‘The Chief Inspector has recently said about the curriculum: ‘A good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore choices need to be made about what to do when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught. ‘Most importantly, these decisions must be rooted in a solid consensus about what education should deliver for each pupil. What is the body of knowledge that a child needs so that they will flourish in the future and not be left behind?’</p> <p>Bold Beginnings - Ofsted</p>	<p>The Early Years curriculum is designed to provide a broad and balanced education that meets the needs of all pupils; no child should be left behind.</p> <p>The curriculum facilitates the acquisition of the knowledge, skills and understanding, from individual starting points, which the children need in order to build a strong foundation for future learning.</p> <p>Supporting the personal, social and emotional development of the children is crucial in order to enable our children to feel safe, secure and ready to learn.</p> <p>We recognise that children begin school with a varied range of experiences; we work hard to ensure that the ambitious planned learning opportunities provide experiences which will broaden the children’s knowledge and understanding of the world.</p>	<p>At Southwick School, we follow the Early Years curriculum planning topic themes which build on the interests and needs of the children in order to develop knowledge, skills and understanding from the children’s starting points.</p> <p>The Early Years curriculum is made up of 3 prime areas and 4 specific areas:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional develop</li> <li>• Communication and Language.</li> <li>• Physical development.</li>   <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul> <p>Children are exposed to focused objectives through directed teaching and a play-based approach to learning, thus providing opportunities to play and explore, actively learn and create and think critically.</p> <p>By skilfully observing and ‘play-partnering’, staff are able to adapt teaching and move learning forward successfully by introducing provocations and enhancing the continuous provision.</p> <p>Partnership with parents plays an essential part of learning; parents are encouraged to engage with their children’s learning through Tapestry.</p>