

## Early Years and Foundation Stage and the



## National Curriculum

Here at Bolsover Infant and Nursery we deliver two different curriculums. Children in our Early Years department follow the **Early Years Foundation Stage Curriculum** (from 3 years old to 5 - Nursery and Reception) and in Key stage 1 (Years 1 and 2) children follow the **National Curriculum**. These curriculums support our children in developing the skills knowledge and attributes needed to meet the growing expectations of children at each age.



### Early Years Foundation Stage Curriculum

The **Early Years Foundation Stage (EYFS)** sets standards for the learning, development and care of children from birth to 5 years old. The **Early Years Foundation Stage (EYFS) framework** supports an integrated approach to early learning and care. This framework sets out the expectation of the EYFS Curriculum. If you would like to know more you

can ask a member of staff for a document entitled - EYFS Parent Guide or follow this link [http://www.foundationyears.org.uk/wp-content/uploads/2012/06/EYFS\\_Parents\\_Guide.doc](http://www.foundationyears.org.uk/wp-content/uploads/2012/06/EYFS_Parents_Guide.doc)

### National Curriculum

The national curriculum is a critical part of the education system in England, and it has a key role to play in securing the right of all children and young people to a broad and balanced education. In September 2014 all Maintained Schools in England needed to adapted their current provision in line with these new expectations.

The National Curriculum, Sept 2014, contains the programmes of study and attainment targets for all subjects, at all key stages. However, here at Bolsover we only deliver the programmes of study for key stage 1. If you would like an more information please follow this link - .

<https://www.gov.uk/national-curriculum/overview>



### Bolsover Infant and Nursery Curriculum

We have been working on our curriculum for a long time and we aim to provide a quality, broad and balanced curriculum for all our children. A curriculum which allows children to enjoy and achieve, a curriculum which is

- Broad, Balanced, Challenging and **FUN**
- Helps children fulfil their potential and become active learners
- Works in and out of school
- Not just about Standards
- Prepares children for life in Modern Britain

## Teaching and Learning

Our curriculum Map has been redesigned to fit the needs of our children. After much discussion with our children and staff we decided upon a curriculum map that works in a yearly cycle. This ensures children are provided with a varied and balanced programme. In key stage 1 we cover a variety of subject led topics in each term; covering Geography, History, PSHE, Science and RE. Art and Design and Design and Technology topics are designed to work alongside the topics being covered at the time. PE, Music and ICT have clearly defined space in the timetable each week.

Through our topic work we plan to **ENGAGE** children in their learning. Through shared and guided teaching we will **DEVELOP** their skills. Provision will support the using and applying of children's skills, knowledge and attributes and staff will plan **INNOVATIVE** activities in order to build on this provision. Children will always be given an opportunity to share their experience by **EXPRESSING** their learning to others in a range of ways.

All of our topics start with a big idea...

Our Curriculum map can be accessed on our website. [www.bolsover-inf.derbyshire.sch.uk](http://www.bolsover-inf.derbyshire.sch.uk)

On our website you can see what is being taught through each topic in much more detail. You can also look at how you can support your child's learning at home.

	Autumn	Spring	Summer	Autumn	Spring	Summer
Primary	Look at me beetle	Let's Party	Daytime	Going to sea	All the bottles of the garden	Bushes and Spades
Reception	Happily ever after	Buttons, Buttons	000	Up, up and away!	Yummy, Yummy in my tummy!	Oh, oh, oh, slugging along!
Year 1	Perry's Park	Storyland	Who am I?	The right bug ball	Making through the Tangle	Knights, Princesses and dragons
Year 2	The wind wheels	The Little Prince	The Large Family	Fantasy Land	Our of this world!	The story
Year 3	On my way home	The Little Prince	It's good to be me!	Critters creatures and the natural world	After dark.	Beats the Tangle

We believe the 'Learning Coach' should aim to provide a fun, creative, well balanced curriculum. One which has relevance and builds upon individual children's existing knowledge and skills, where children are challenged and interested. Allowing all children to achieve their full potential in learning and in life. We believe young children do this best through **PLAY**.

## PLAY and EYFS...

In EYFS children have lots of opportunity to play. They can experience play in a range of areas within the classroom. The class teacher plans for children to choose their own play (Free flowplay) as well as more adult directed and adult led play. The teachers will also ensure the children have an opportunity to play outdoors as part of the curriculum.

## PLAY and Key stage 1...

In order to move learning, and Play on, into Key Stage 1, it is vital to ensure learning development. The fundamental change in Key Stage 1, in play expectations, is the need to plan their learning intentions and record their learning in a range of forms. This children still do through PLAY.

## Learning to THINK!

Here at Bolsover we really do think that it is important that we teach our children how to think. As a result, as part of our curriculum, children are taught how to develop thinking habits. The children are taught about being a collaborative thinker, a resilient thinker, a goal orientated thinker and a cognitively astute thinker (someone who is good at thinking generally).



## Learning Heroes



To help us learn, throughout the curriculum, we have a number of learning heroes.

The teachers use these learning heroes to support children's learning and to talk about developing different skills.



Stickman helps us to be resilient and stick at it.



Explorasaurus helps us explore



Mr Makeit

Mr Makeit helps us to design, create and make things.

Detective Dom



Detective Dom helps us to Investigate.



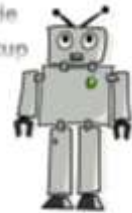
Ask your children about these characters, they may be able to tell you all about them.

Professor Who-Believes helps us to be imaginative.

PROFESSOR WHO-BELIEVES



Reggie Lookitup



Reggie

Look it up helps us to do research, read and write.



## Assessment

### Assessment in EYFS and the Early Years Foundation Stage Profile (EYFSP)

Assessment in the EYFS is of two main types

- 1 'Formative' assessment - On going assessment throughout each term/month/week/day/lesson
2. 'Summative' assessment - Early Years Foundation Stage Profile at the end of Reception

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: on-going observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

### Assessment in Key Stage 1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. These are broken down into age related expectations for the end of each year group. As an infant school we only deliver and assess against Year 1 and Year 2 expectations and programmes of study and end of key stage 1 expectations. At the end of Year 1 children are also assessed using the Phonic Screening test and the statutory assessments at the end of key stage 1.

### On Going Assessment / Monitoring / Recording

Assessment for learning is carried out throughout all lessons and staff continually monitor and assess children's progress (formative assessment).



## Assessment and Target Setting in Nursery and Reception

All children enter Bolsover Nursery after their 3<sup>rd</sup> birthday, so all children are at least 36 months old. An average child would then progress through the 30-50 month stage. They will all enter into Reception after their 4<sup>th</sup> birthday (48 months+). An average child is expected to reach the Early Learning Goal by the time they leave reception, which means they are ready to move into Year 1.

### SEN

Children who have not met expectation for the 40-60months stage, when moving into Year 1, will be moved onto P levels not the National Curriculum. P Levels are for children who are not yet ready to work within the national curriculum. This is where some children who have Special Educational Needs may be working.

## Assessment and Target Setting in Year 1 and 2

Once children move into Key Stage 1 they will be assessed against standard criteria for their age (Year group). Children will either be emerging into expected levels for their age, achieving expected levels for their age or have exceeded expected levels for their age.

### Learning Pathways / Target Setting



### What is a Personalised Learning Path (PLP)?

A Personalised Learning Pathway is your child's own unique learning Journey, it is their learning journey through Literacy and Maths. It is how we have tailored your child's education, in the core subjects, uniquely to them.

### Assessment, Target Setting and Intervention Planning explained...

At the beginning or end of each term, your child will be assessed against a set of criteria (appropriate to level and age). Their teacher will then set challenging, but achievable, targets for them to achieve in the coming term. These targets will be set with the main aim of your child achieving their full potential at the end of the year and/or key stage. Once this is complete the teacher, and the year group team, will identify what support your child will need, outside of normal classroom practice, in order to reach their targets.

Year Groups		STEPS	Ages and Stages	SEN P Levels For Children in Key Stage 1		
EYFS (Nursery / Reception)	Expected Levels for Nursery			1-2	Birth to 11 months	P Level 1/2/3
		3-4	8-20 months			
		5-6	16 - 26 months			
		7	22-36 Low			
		8	22-36 Secure	P Level 4 / P5		
		9	22-36 High			
		10	30-50 low	P Level 6 / P7		
		11	30-50 Secure			
		12	30-50 High			
		Reception Expected Levels	13	40-60 low	P Level 8	
	14		40-60 Secure			
	15		40-60 High			
			Early Learning Goal (ELG)			
	Year 1	16	Low Year 1 (Emerging into Year 1 expectations)			
		17	Secure Year 1 (Achieving expected levels for Year 1)			
18		High Year 1 (Exceeding expected levels for Year 1)				
Year 2	19	Low Year 2 (Emerging into Year 2 expectations)				
	20	Secure Year 2 (Achieving expected levels for Year 2)				
	21	High Year 2 (Exceeding expected levels for Year 2)				