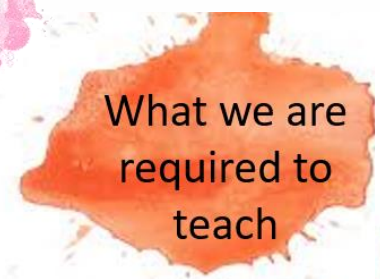
Aston St Marys Primary School

Early Years Foundation Stage (EYFS) Curriculum

Every child is a treasure – small in size, growing in God's love.

Click on each part of our broad and varied curriculum, filled with rich and challenging learning opportunities.



The Unique Child

'Every child is a unique child, who is constantly learning and can be resilient, capable and self-assured.'

EYFS Statutory framework 2021

Every child is unique and we want to know all about them and their interests. This information drives our curriculum and allows us to plan for individual needs and interests.

Parents complete 'All about me' sheets which introduce us to things that their children particularly like to do as well as completing 'Summer Journals' to share at the start of the term. This is also a chance to gather information about specialist skills, hobbies and jobs that our parents and carers have that they may be able to share with the class.

Home Visits

Preschool visits

School Visits

We meet with each child at least three times before they start school at Aston St Mary's. We use these opportunities to get to know each child better by seeing them in their home environment as well as previous settings.

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Safeguarding

‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.’

Early Years Foundation Stage Framework 2021

Safeguarding at Aston St Mary’s School is the responsibility of everyone. Every child has the right to learn in an environment that is nurturing and safe, as well as meeting each of their needs. In the Early Years foundation Stage we take all necessary steps to keep children safe and well. It is the role of all staff to safeguard children, promote good health, manage behaviour and maintain records, policies and procedures. It is also essential that steps are taken to ensure the suitability of adults who have contact with our children.

The safeguarding policy and procedures are kept up to date and can be found on our school website: https://www.astonmarys.herts.sch.uk/school-policies/ Risk assessments specific to the EYFS are also made and kept up to date in order to keep children safe in the classroom environment. This includes policies around ‘intimate care’ for children who need this.

Training in the safeguarding of children and in child protection are regularly undertaken and is in line with statutory guidance. This includes the statutory guidance:

- ‘Working Together to Safeguard Children’ 17
- ‘Prevent duty guidance for England and Wales’18.
- ‘Keeping Children Safe in Education’20

Staff also have up to date knowledge of any safeguarding issues.

One of the EYFS class teachers is a Designated Safeguarding Person (DSP) for the school

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What we are required to teach

Below are links to the statutory and non-statutory documents that we use to inform and support our curriculum planning.

Birth to five matters

Statutory framework for the Early Years Foundation Stage

Development matters

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

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The 7 areas of learning and development

There are seven areas of learning and development. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:
- communication and language
- physical development
- personal, social and emotional development

We also have a focus on four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:
- literacy
- mathematics
- understanding the world
- expressive arts and design

All of these areas of learning and development are important and inter-connected.

Click here to explore the 7 areas

The following educational programmes are set out in the statutory framework for the Early Years Foundation Stage. It also maps out expectations and end point measures.

At Aston St Mary's school we have designed our curriculum to cover the 7 prime and specific areas of learning and development.

This happens through 3 key approaches:

1. **Adult-planned and led sequences of lessons**. These have clear starting and end points and follow a progressive sequence.
2. **Adult interactions.**
   Adults have high quality interactions with children and seek opportunities to progress learning 'in the moment'.
3. **Child-led learning.**
   Our enabling environment encourages deep, open-ended learning through play for all children during child initiated learning. Here they practise the knowledge and skills that have been taught.

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

EYFS Statutory framework 2021

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Personal, Emotional and Social Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

EYFS Statutory framework 2021

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

EYFS Statutory framework 2021

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Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EYFS Statutory framework 2021

Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

EYFS Statutory framework 2021

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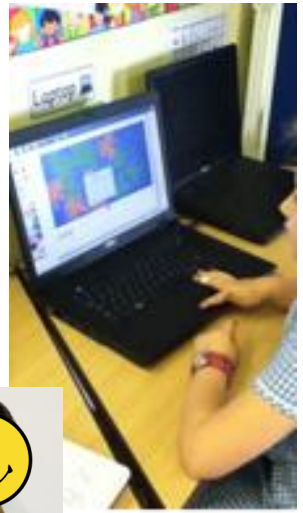
Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Statutory framework 2021



Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EYFS Statutory framework 2021

Click here for the Early Learning Goals

The Early learning goals (ELGs)

The 17 early learning goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year as set out by the Statutory framework.

These are used as a guide to see where the children are expected to be by the end of Reception.

Our curriculum is designed with these in mind but they **do not limit** the broad and varied experiences that we want our children to have.

Communication and Language
ELG: Listening, Attention and Understanding
ELG: Speaking

Personal, Social and Emotional Development
ELG: Self-Regulation
ELG: Managing Self
ELG: Building Relationships

Physical Development
ELG: Gross Motor Skills
ELG: Fine Motor Skills

Literacy
ELG: Comprehension
ELG: Word Reading
ELG: Writing

Mathematics
ELG: Number
ELG: Numerical Patterns

Understanding the World
ELG: Past and Present
ELG: People, Culture and Communities
ELG: The Natural World

Expressive Arts and Design
ELG: Creating with Materials
ELG: Being Imaginative and Expressive

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The role of the adult

The adults in our EYFS classroom are key to the way that the children learn and the curriculum that we are able to design. It is essential that the adults are able:

- To safeguard all children at all times.
- To encourage independence (i.e. dressing, using equipment, problem solving).
- To support a culture that values mistakes and allows mistakes to be used as opportunities to learn.
- To form positive relationships that inspire, challenge and provide emotional support.
- To have high quality interactions that help to move learning on.
- To embrace all children and their uniqueness.
- To provide a safe, secure and caring environment.
- To find and act on teachable moments.
- To be flexible and be able to move with the interests of the children.
- To foster and nurture children's self confidence and self esteem.
- To teach children how to express and communicate their needs and feelings in appropriate ways.
- To understand the importance of play.
- To know the child's learning journey.
- Make assessments through observations which form further planning based on children's individual needs.

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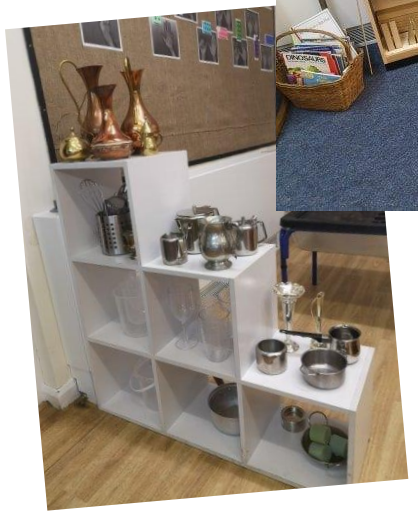
Enabling environments

Our indoor and outdoor classrooms are carefully planned to enable and encourage deep learning for all children during child initiated learning. The environment and continuous provision are an important part of our curriculum. It sets the scene for children to explore and direct their own learning in new and exciting ways.

Common play behaviours are thought through carefully and resources are provided to meet the needs of all children.

Continuous provision - Common play behaviours

Sand Area							
Behaviour	**Dig**	**Pour**	**Fill and Empty**	**Mould**	**Mould tools**	**Sieve and sift**	**Mark making**
High level/ Exceeding	• Fingers • Small scoop • Teaspoon • Tablespoon • Dessert spoon	• Small vessel with side handle • Large vessel (heavy) • Vessel with tap • Smaller vessel no handle, no spout • Larger vessel no handle, no spout	As dig and pour	• Fingers • Self-made moulds • Small natural materials • Small irregular shapes • Small regular shapes	• Fingers • Small scoop • Teaspoon • Table spoon • Dessert spoon	• Fingers • Fabric – small weave • Comb • Tea leaf straining spoon • Tea strainer	• Lolly sticks • Paint brushes
Mid level/ Developing	• Spatula • Wooden spoon • Slotted spoon • Serving spoon • Long handled spade • Short handled spade	• Pouring vessel long spout • Small vessel - irregular • Small vessel - tall • Large vessel - irregular • Large vessel - tall		• Smaller irregular shape • Large irregular shape • Smaller tall container • Large taller container	• Fingers • Small scoop • Teaspoon • Table spoon • Dessert spoon	• Potato masher • Mesh sieve • Mesh sieve - large • Sieve – small holes • Sieve – large holes	• Sticks • Wooden spoons
Emergent	• Scoop • Smaller regular container • Large regular container • Hand	• Smaller vessel no handle • Larger vessel no handle • Smaller vessel with handle • Larger vessel with handle and defined spout		• Smaller regular container (bucket) • Large regular container • Hand	• Scoop • Smaller regular container • Large regular container • hand	• Fabric large weave • Colander • Grain sifter • Fingers/hands	• Fingers • Spades



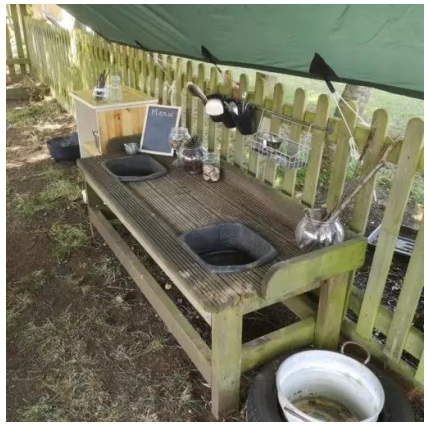
Time is spent teaching the children how to use each area effectively.

The indoor and outdoor environments are carefully planned to meet the needs of all abilities and enable skills progression.

Click for more enabling environments

Enhancements are planned to spark interest or to further develop skills.

Adult directed tasks can then be linked into areas of the environment.



Loose parts enable creativity and provides an open-ended workshop style environment. A cross over of areas and resources is encouraged so that children feel free to use resources in different ways.

Tidy looks like this:

Respecting the space and tidying up are made a priority right from the beginning so that children understand that it is our learning area.

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Planned topics and themes

Throughout the year we teach our curriculum through a variety of approaches. We follow the interest of the children in each unique cohort, asking them about things they would like to learn, as well as using the expertise of parents and carers to enrich our learning opportunities.

Where appropriate we also plan themes and topics that fit with the flow of the year, or may be a good starting point for teaching specific skills and knowledge bases that we want the children to learn. These are subject to change at short notice as we are guided by our ongoing assessments and the children's learning and development.

Possible themes that we will use this year:

- Harvest and Autumn
- Diwali
- Bonfire night
- Remembrance day
- Christmas
- Chinese new year
- Superheroes
- Fairy tales
- Growing
- Exploring other cultures and countries
- Under the sea
- Space and light

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What we believe is right for the children to learn

Learning manners and how to be polite and show respect.

Begin to understand their role in the community and the wider world.

Be accepting of each others differences.

There are some key things that we want to teach our children during their time at our school. These are really important to the ethos and Christian values of our school and we designate specific time to work on these.

Care for each other and our environment.

Many of these are explored in our **unique curriculum ambitions** which you can explore by clicking below:

Our curriculum ambitions

Learning how to interact with the older children in our school.

Develop an awareness of their own identity and spiritual development.

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Our curriculum ambitions

At Aston St Mary's School we have established some overarching curriculum ambitions that we would like our cohort of children to achieve during their time in Reception. These are things that we feel are important for the children in our unique setting to experience, learn or be able to do by the time they leave Shackadell class and are part of the vision and values of our school. Each of these curriculum ambitions require core skills which the children will need to develop and learn in order to achieve them. Such core skills will then be taught, either during child-initiated learning or as adult directed small groups or whole class lessons.

Make our own books

Enjoying books and developing a life-long love of reading is an important aim at Aston St Mary's. It is important that children explore books and have the chance to create their own fiction and non-fiction books which begin as picture books and progress to words, captions and eventually stories, which are then shared with each other.

Write and post a letter

Writing for a purpose is the best way for children to see a real value in their writing. Across the year there are many opportunities to write and post letters for a purpose such as writing a letter to our Buddies, to Father Christmas and when other appropriate reasons arise linked to things that the children are interested in.

Become 'Forest School Rangers'

Forest school and the skills that the children develop in this area is at the heart of our curriculum. The opportunities to collect wide ranging vocabulary and knowledge and understanding are unending. The core skills learned when becoming a 'Forest School Ranger' are transferable across every part of the curriculum and allow space for children's spiritual development and mental health and wellbeing.

More curriculum ambitions

Arrange a fundraising event

It is a fundamental Christian value of our school that children are able to show love, kindness, empathy, compassion and generosity to the people in our lives and also to those who live in the wider world. It is very important to us that we teach children to know who they are in the world, but also to know how they can have a positive impact on the world and those around them.

Take part in a performance

Developing a child's confidence and self esteem to the point that they are comfortable to express themselves and perform in front an audience is so important. Being able to use a performance voice in a variety of scenarios is a key skill for life. Working collaboratively to make a fun and entertaining performance brings joy, not only to the performer but also to the audience.

Make an intricate junk model

Junk modelling is an excellent way for children to apply such a wide ranging set of skills in one process. Imagining, planning, designing, joining, cutting, fixing, evaluating and then enjoying playing with the final product provides so many opportunities for learning, developing and applying critical thinking skills. Due to the work shop style provision, children are encouraged to self select all the resources that they need.

Each of these ambitions have core skills that the children need to be able to do in order to achieve them. As a team, we have thought carefully about how children progress through these skills. This informs our planning of lesson sequences as well as the resources available to our class through continuous provision. Click to the next page to see some examples of our core skills.

Click here for core skills

Core Skills

We have identified core skills which the children will need to develop and learn in order to achieve our chosen curriculum ambitions. The core skills are taught, either during child-initiated learning or as adult directed small groups or whole class lessons.

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The way we want children to learn

'Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.' EYFS statutory framework 2021

At Aston St Mary's we have carefully constructed a curriculum that allows children of all abilities and development stages to learn effectively. We plan by taking into consideration the following factors:

- A focus on the characteristics of effective teaching and learning.
- Sequences of lessons planned to create challenging and enjoyable experiences for each child in all areas of learning and development. These help children to work towards the Early Learning Goals (ELGs).
- Planning provides opportunity for children to collect knowledge, giving them the broad range of knowledge needed to provide the right foundation for good future progress through school and life.
- Providing opportunities to gain independence.
- Our enabling environment is multisensory which allows all children to access the curriculum in a way which best suits their learning style.
- An equal focus on indoor and outdoor learning gives children the chance to learn in an environment which best suits their needs.
- A skills based curriculum which enables children to develop transferable skills. (See Core skills)
- This is informed by a Strength Gap Analysis (SGA) taken at strategic points in the year.

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Characteristics of effective teaching and learning

The emphasis on how children learn has huge potential to empower children as confident, creative lifelong learners. At Aston St Mary's children are encouraged to follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skilful adult interactions. The characteristics are interconnected but each has distinct features. The characteristics are:

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

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Strength Gap Analysis (SGA)

At set points in the year, we gather a 'snapshot' of where the cohort are in terms of their progress and make assessments which inform our future planning. These normally take place after Baseline assessments, the end of the Autumn term and at the end of the Spring term. This is also the chance to identify children who are going to need Special Education Needs (SEN) support or targeted interventions.

Our Strength Gap Analysis is how we use the information gathered to show where the greatest areas of need and strength are within our cohort. We then make sure that the environment and provision that we put in place directly reflect the needs that we have identified. It also enables us to plan which of our skills progressions need more focussed teaching time.

Areas of strength:
These are identified to show where we can provide extra challenge through both our teaching and continuous provision.

Skills gap:
This is also a chance to identify gaps in learning across the cohort, as well as for small groups of children who may be performing below their age related expectation.

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Phonics and reading skills

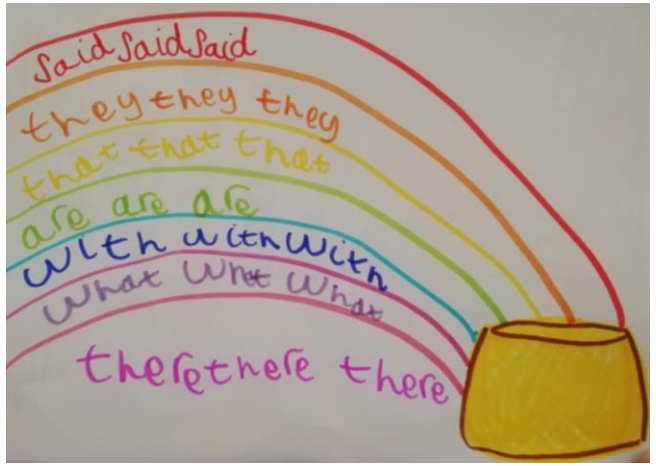
Phonics

At Aston St Mary's School, children are taught to read and write through daily phonics lessons. Throughout the EYFS and KS1, teachers follow the 'Letters and Sounds' sequence and use 'Supersonic Phonics' and our own activities to teach phonics in a fast paced, interactive and engaging way through a range of games, songs and activities. Alongside the discreet daily teaching of phonics, teachers plan a rich and varied environments indoors and outdoors to support children's communication, language and phonic skills.

Phonics lesson structure

Each day the phonics lesson structure is the same which allows for the children to work in a way that is very structured and enables them to be prepared for each new phoneme. These are learned at pace.

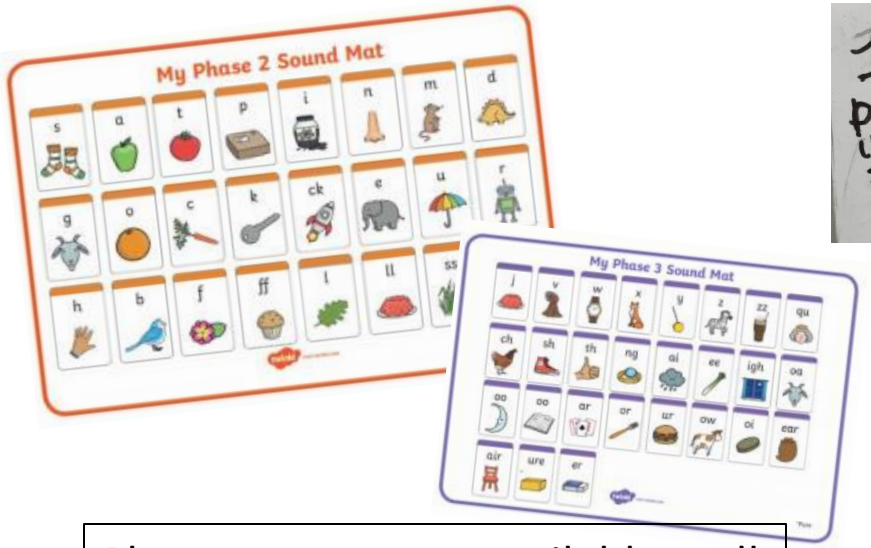
Revisit and review	Teach	Practise	Apply
Here time is taken to rehearse previously learnt phonemes and tricky words.	This is the main part of the lesson where a new phoneme is taught or there is new learning within a phase.	In this part the children practise using that phoneme or new learning. Often through a quick and engaging activity.	Here we are able to apply the knowledge from the lesson to read/ write sentences and captions. It is also where we provide opportunities for children to apply the knowledge outside of the phonics lesson.



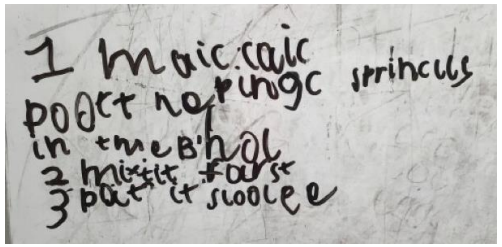
Find out about phonics in the environment

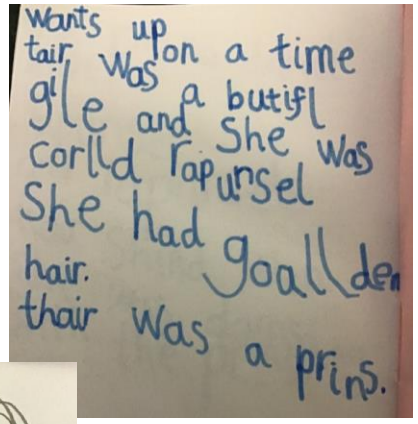
Supporting phonics in the environment

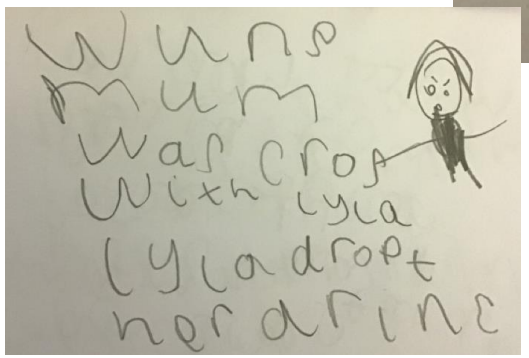
It is important that the children are able to use their phonics knowledge independently and apply it to their own writing in a natural way once they have been taught the phonemes that they need. Our classroom environment is planned to enable this kind of independent phonics application.

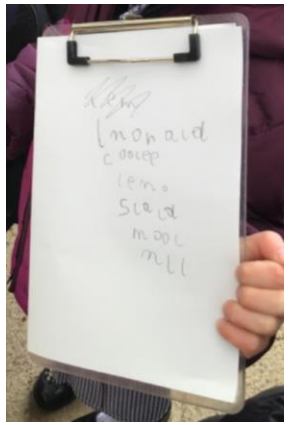


Phoneme mats are available at all times which encourages children to use their phonics knowledge in their independent writing. This is especially true in child-led learning, where the child has decided to write for their own purpose.









Above are examples of how children use and apply their phonics knowledge during CIL, using the environment to support them.

All taught phonemes are displayed as they are taught. This means that children know where to look to remind themselves when writing.

An alphabet is displayed that children can add to with words and pictures relating to each letter. This is particularly useful at the start of the year as letters, such as the one at the beginning of their name, are significant to them.

Find out about early reading

Early reading

At Aston St Mary's school there is a high profile on reading and building a life long love of reading. This starts in the Early Years where early reading is taught through a variety of ways during phonics lessons, Guided Reading lessons and through one to one reading time. It is focussed on language comprehension and word reading.

Colour banded books are matched to the child's current phonic level in order to give each child the confidence to apply their phonics knowledge to word, caption and sentence reading.

Guided reading

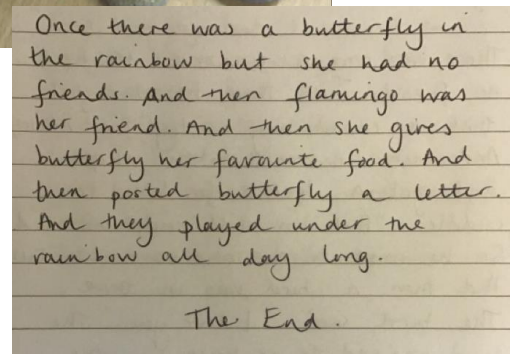
Each child takes part in one guided reading lesson a week. At the start of the year these are focussed around familiar books such as 'The Gruffalo' where repeated refrains can be joined in with. It also allows for questioning which helps children to practise their comprehension skills.

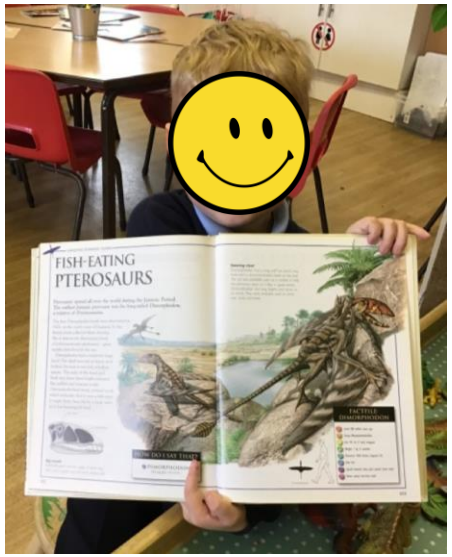
During this guided reading time, children work in reading ability groups. One group reads with the class teacher, focussing on word reading and comprehension skills, another spends time reading one to one with another adult. The third group takes part in a reading activity which is either listening to audio books, storytelling using story stones, puppets, pictures and toys or reading books from the class library. Children also often choose to read non-fiction books linked to current interest, books they have brought in from home, comic books and even leaflets and magazines!

Click for more on reading

Reading for pleasure is promoted throughout the school. We have a well-stocked library as well as reading corners in each class room.

Puppets, roleplay and storytelling stones are used during CIL.





Our continuous provision includes the planned use of books to support children's learning, normally around a child's particular interest. Using books to enhance learning in this way is often spontaneous and 'in the moment' which sparks a child's love of books and reading.

Performance voice

Children in Reception will learn to retell stories using their best performance voice even before they begin to read. They enjoy learning to read aloud from fiction, non-fiction and poetry appropriate to their stage of development.

Regular modelling by adults is vitally important and 'echo reading' is a useful strategy which we use to help children develop their expressive, fluent reading.

Children the use their performance voice in other areas of our curriculum such as when performing on stage, which is one of our curriculum ambitions.

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Maths skills

‘Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.’

Early Years Foundation Stage Statutory Framework 2021

At Aston St Mary’s the maths curriculum across the school has been chosen to:

- achieve deep levels of understanding and mastery within fluency, problem solving and reasoning.
- be flexible in their understanding of Mathematics and select which approaches are most effective in different scenarios.
- become inquisitive and resilient learners who can apply their mathematical understanding in different contexts and make meaningful links across their learning.

As a school we have chosen to use the Herts for Learning – Essentials Maths Planning, as this strongly implements our intent and embeds the mastery approach.

In the Early Years Foundation Stage this means an implementation of ‘Reception ESSENTIAL maths’ which is written to support our curriculum.

The teaching sequences are written as a spiral curriculum in which learning is built upon step by step, sequence by sequence, providing for a progression in the children’s conceptual understanding. These are then taught through carefully structured sequences which we adapt to meet the needs of our pupils.

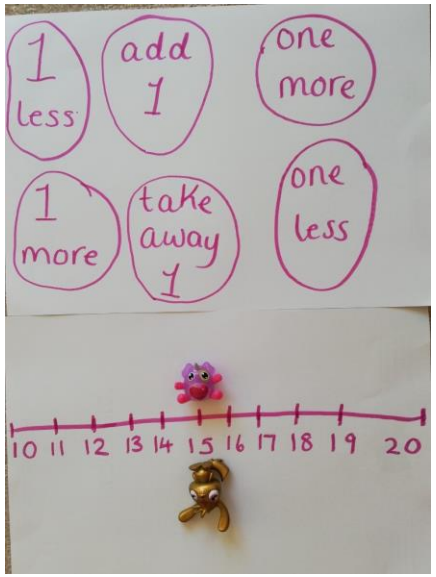
Click for more maths

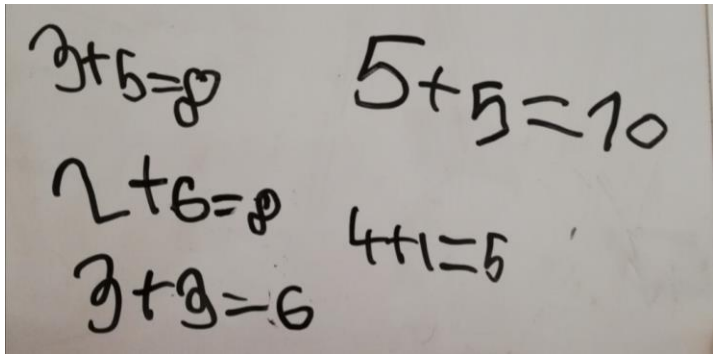
Adult-led maths lessons

The sequencing of the learning in 'Reception ESSENTIAL maths' informs our direct teaching and allows us to plan sequences that progressively build on the children's knowledge and understanding. The adult role is key when responding to the children's learning and their mathematical thinking to allow them to develop their reasoning skills.

Maths is taught every day across the week through 'Quick maths' lessons and focussed adult-led tasks.

A wide range of resources are used to support children with their maths learning and to give them a deep understanding of number, numerical patterns, shape, space and measure. Children are encouraged to explain their thinking and explore and experiment with numbers, giving them a deep understanding.





Click for more maths

Child-led maths

Our workshop style continuous provision provides many opportunities for children to consolidate their mathematical thinking, knowledge and understanding. Children are able to use a wide variety of resources and often create patterns, make up counting games and explore shape, space and measure through their chosen activities.

Children often investigate length, capacity and money through their play. Children particularly enjoy exploring maths through role play such as shops and cafes and the use of mobile phones for number recognition.

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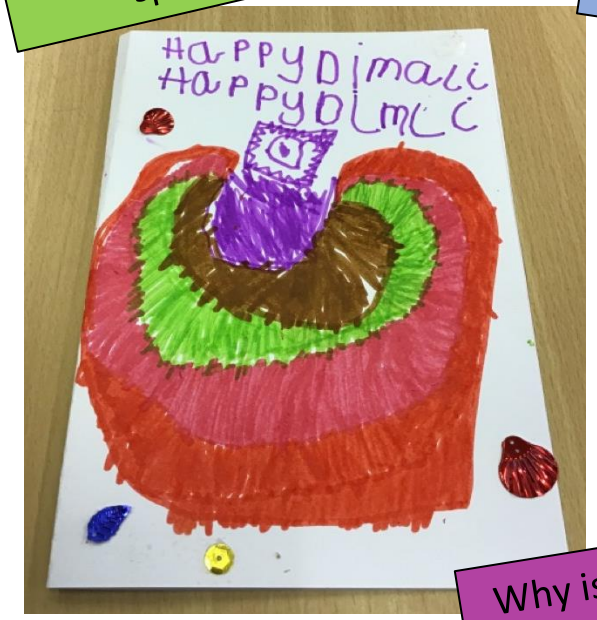
RE

Religious Education

At Aston St Mary's School, Religious Education and our Values Education underpin everything that we do. We believe that children should be taught to become religiously literate, meaning that they gain an excellent knowledge and understanding of Christianity and the other principle religions found in Great Britain and the World. We want our pupils to not only know about and understand the importance of religion, faith and spiritual practises, but also be able to clearly articulate their own thoughts and beliefs as a result.

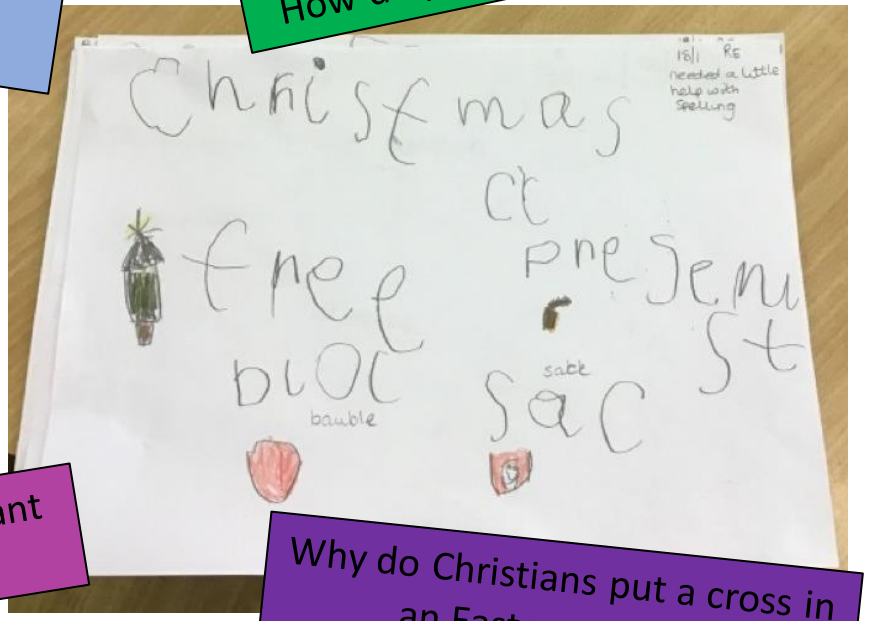
In Shackadell class we learn about Christianity and other religions through stories, parables, morals, roleplay and many other fun and exciting ways. We have created a carefully planned curriculum using **Understanding Christianity** and **Discovery RE.** We work with the children to think through six deep questions and allow them to express and articulate their own thoughts and feelings.

What makes people special?

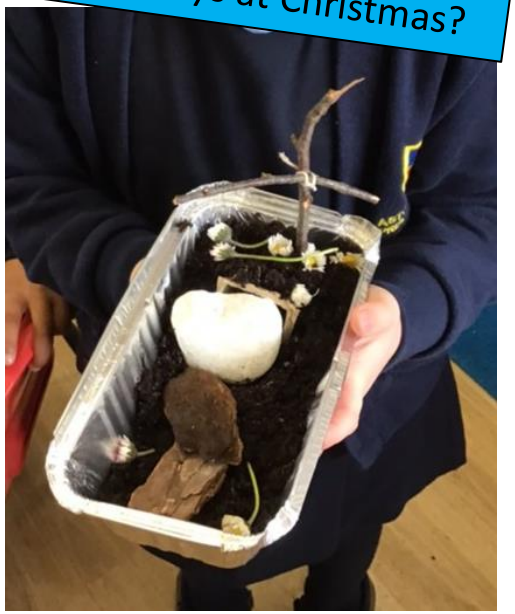


What can we learn from stories?

How do people celebrate?



Why do Christians perform nativity plays at Christmas?



Why is the word 'God' so important to Christians?

Why do Christians put a cross in an Easter garden?

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Values education

As a whole school community we explore a Christian value each half term. We think about where this value is shown in the Bible and how Jesus showed them to other people. We also look at how they affect our everyday lives and build our characters. All values are modelled by the staff.

Some of our values include love, forgiveness, patience and generosity. The children are actively encouraged to act towards others using these values which supports our PSED curriculum.

Collective worship

It is a priority at Aston St Mary's school that the children in our Early Years Foundation Stage take part in daily acts of collective worship. These include classroom worship, whole school worship and acts of collective worship at St Mary's church.

Our children have the opportunity to develop their spirituality by reflecting on themselves and thinking about how their actions affect others in the World. This is the case for pupils who have a Christian faith. another faith or none at all.

Supporting charities

It is a fundamental Christian value of our school that children are able to show love, kindness, empathy, compassion and generosity to the people in our lives and also to those who live in the wider world. It is very important to us that we teach children to know who they are in the world, but also to know how they can have a positive impact on the world and those around them. This is why it is one of our six curriculum ambitions to arrange a fundraising event for charity.

christian aid

foodshed

Recycled flower paper made for donations towards Christian Aid week

PSHE

PSHE

PSHE is an integral and important part of our curriculum at Aston St. Mary's School. Our aim is to provide a programme of learning through which the children can acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It enables them to develop their unique character and the qualities and attributes needed to thrive as individuals and members of their families, school and society.

In Shackadell class, adult-led PSHE activities are taught through many exciting and interesting ways. These are both adult-led, as well as through our planned continuous provision enhancements. The PSHE curriculum is organised into three core themes:

- Health and Wellbeing
- Relationships (including Sex and Relationships Education)
- Living in the Wider World – Economic wellbeing and being a responsible citizen

Learning about making healthy choices and how to look after ourselves.

Understanding how to make good relationships and demonstrating an awareness of each others needs.

Learning about our place in the wider world and taking responsibility..

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The hidden curriculum

The hidden curriculum is the part of our curriculum which is spontaneous, unexpected and unplanned. These learning opportunities come from a wide range of sources and situations. These could include the following:

Things that children notice in the environment that interest them.

New experiences that the children have had at home such as a new baby, a holiday or trying a new sport.

Unusual events such as a bee swarm on the school field or a paramedic arriving in the local area.

Outside activities like clubs and sports groups that the children then share in school.

Changes in the seasons and weather. For example snow fall, frost and ice formations or heavy rainfall.

Things that children bring in from home to share with the class.

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Experiences we want the children to have

Our children are encouraged to have fun, enjoy life and build their resilience. In our inclusive environment, we provide opportunities for our children to use their imagination and creativity by exploring our world, learning outside the classroom and developing important life skills alongside generating a love of life itself.

We have experiences that we would like our children to take part in during their time in Shackadell class. 'The Aston adventures' then continue each year as they progress through their school life. The following lists some of the things that we expect our children to experience during their 'Aston adventure' in Early Years. Many of these are experienced through our Forest School curriculum:

- Go on a birdwatch
- Climb ladders and trees
- Swing on a tyre
- Hug trees and experience forest bathing
- Spend time watching clouds
- Build dens
- Visit a wildlife park
- Spend our own money at the supermarket
- Jump in puddles

- Toast marshmallows
- Make a bird box
- Plant bulbs to grow fruit and vegetables
- Take seasonal walks around the village
- Visit and allotment
- Build a bug hotel
- Prepare flash the tortoise for hibernation
- Litter pick our local area
- Meet the police and firefighters

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Teachable moments and next steps

It is important that as practitioners we know each child's level of achievement and interests which then shapes the teaching and learning experiences for each child. In our interactions we respond to the day-to-day observations that we make on the children's progress. We also take into account the observations that parents and carers share.

Observe the child in their play.

Have high quality interactions with the child. Encourage excellent use of vocabulary and discuss, question and support.

Take a step back and allow the child to explore through their own play without interruption.

Identify particular interests of the child and make enhancements to the continuous provision if appropriate.

Look for teachable moments. These are taught and practised in the moment to immediately move the child's learning forward there and then.

Identify learning targets that the child needs to work on over a longer period of time or during targeted teaching or interventions. These are then reviewed.

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Forest School

Aston St Mary's school has an excellent forest school and our forest school leader is also a full-time member of our EYFS team. This means that we are able to frequently use her expertise to teach forest school skills during a weekly forest school session as well as in the moment during Child Initiated Learning.

We use both the designated forest school area in our school grounds as well as having adapted an area in our own outdoor classroom to encourage these skills during CIL.

Forest school:

- Child-led with some adult direction around specific skill acquisition.
- Progressing through skills and gaining knowledge about our environment.
- Focusses on new and interesting vocabulary.
- Linked to other curriculum areas e.g. exploring The Gruffalo story.

Click here for more forest school

We spend time working on schemes and awards such as 30 days wild and RSPB birdwatch. We explore seasonal changes in our environment and encourage children to do this outside of school.

We use lots of non-fiction texts to support our learning.

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