**Our Curriculum**

Intent:

The early years curriculum at Lillington aims to encourage independent, curious, and happy learners who have the confidence to explore their ideas and interests whilst developing a love for learning in an environment that is safe and secure. Children learn through a holistic curriculum that inspires, motivates, and prepares them for future success.

We recognise children’s prior experiences and various starting points and adapt every learning experience to meet the children’s individual needs. In doing so, we aim to create engaged, resilient learners who are ready to begin their journey into the national curriculum.

Implementation:

At Lillington, we ensure that we follow the early years statutory guidance and use the development matters document to inform planning, assessment and next steps.

Pupils learn through a balance of adult led and child-initiated learning opportunities.

Focused group times allow the teacher to introduce new learning, systematically check for understanding, identify misconceptions and challenge learners.

Our continuous provision consists of base resources purposefully planned to show a progression of skills as the children move through nursery to reception. Our provision aims to consolidate learning that has been previously taught whilst ensuring that children’s interests and stages of development are supported through in the moment planning and sustained, shared adult interactions.

We understand and appreciate the importance of the outdoor environment for the children at Lillington, therefore our outdoor provision plays a key part in developing new learning opportunities while allow the children to take risks and make sense of the world around them.

Early Reading:

At Lillington we understand that it is crucial for children to develop a life long love of reading.

The curriculum in nursery is planned around focus books and rhymes that introduce new vocabulary and allow learning opportunities in all prime and specific areas to be enhanced through stories and characters.

Children build on this in Reception as they are exposed to the early stages of Talk for Writing while exploring books in every area of provision linked to learning. Systematic Synthetic Phonics is taught in Nursery where appropriate and daily in Reception.

As the result of careful teaching and frequent practice, children can become fluent and engaged readers at the earliest stages.

Impact:
The impact of the EYFS curriculum is reflected in having well rounded, confident and happy children transitioning into Year 1.

We measure progress and children’s learning across the year through formative and summative assessments which are based on the teacher’s knowledge of the child and evidence from their learning journeys/books.

At the end of their early years journey, the unique child is equipped with life long skill sets and has every opportunity to achieve and excel throughout formal education and in the future.