



'Working together to believe and achieve'

At Ashwood we believe the Early Years lays the foundations for future learning. We recognise that children have the right to feel **safe** and **secure**, whilst becoming **confident**, **respectful** and **independent** individuals with an enthusiasm for life-long learning.

Our provision is based around the latest research; supporting a play-based curriculum with a focus on learning through purposeful play. Our curriculum is carefully planned in line with the EYFS framework. We draw on what we know about our children and their starting points. Our curriculum introduces the children to our Ashwood Global Themes whilst also ensuring we focus on what engages and motivates our children, their own fascinations and predictable interests as well as our observations and assessment of their individual stages of development.

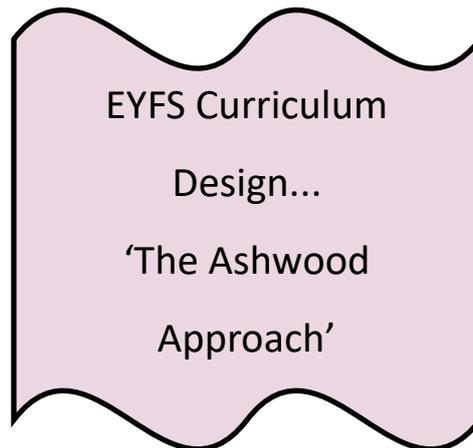
We deliver our curriculum through a number of short adult led inputs, small group work and extended periods of 'Play for Learning', during which children can choose where they would like to play and learn within our indoor and outdoor environments.

Environment – We believe the environment plays a key role in supporting and extending children's development and learning. Our layout, furniture and resources have been carefully chosen to create a calm, well organised and purposeful learning environment. Many resources stay in the provision all year long (continuous provision) to enable all children to become independent learners, and to grow in confidence, deepening their knowledge and skills. Each week, we add enhanced resources that are carefully chosen based on our observations of the children to ensure that they are appropriately challenged, making new discoveries and extending their knowledge and skills.

Characteristics of Effective Learning

In our setting we aim to spark a love of learning by following the children's lead, their interests and curiosities to help them become independent learners. We recognise the importance of understanding how children learn and supporting them in 'learning how to learn'.

We have regular 'reflection times' throughout the week to encourage the children to reflect on their learning and development, set themselves goals and consider how they can work towards these.



Adult Led – Children take part in 5 short adult led inputs per day.

- A daily English/Topic session which is linked to the book of the week. These sessions are planned using a combination of recognising the needs of children and following child initiated learning.
- A daily Phonics session
- A daily Maths session, following the White Rose Maths scheme, focusing on mastery principles of becoming fluent in facts, a good problem solver and to be able to link ideas.
- Daily story and Song & Rhyme Time.
- Other inputs across the week include Pen Disco, Music, PSHE, Communication & Language and Drawing Club.

In the moment planning – Our practitioners use their knowledge of the children and understanding of child development to identify the children's next-steps and address these in the moment through modelling, commentating, questioning, supporting and many other strategies, depending on the progress that is being made and the skills that are being developed.

Staff are encouraged to 'watch and wait' to ensure that their interaction is going to be purposeful, ensure progress and not interrupt the flow of play.

Feeding Forward – Our practitioners gather together at the end of each day to reflect on what they have observed in regards to children's 'Wow' moments (observations of significant learning which are recorded on Tapestry), next steps and any concerns. Actions are then agreed for the following day and across the week these findings feed into future planning and assessments.

Phonics – To teach reading, with fluency and good understanding, we follow the Little Wandle Letters & Sounds scheme. Children are taught in whole classes, with additional 'Keep Up' sessions for those that need it.

The programme incorporates phonics, handwriting, comprehension and spelling.

Outdoor learning – We believe that our outdoor environment is just as important as our indoor environment. During 'Play for Learning' time, children can flow between both environments.

We also believe that being outdoors, amongst nature is incredibly important for a child's overall well-being and encourage all of our children to engage in regular 'Forest School' activities.

Language and vocabulary – Communication and language are at the heart of our curriculum. High quality interactions ensure that good language and extended vocabulary are constantly modelled.

Good quality story time, adult led interactions and an environment that encourages discussion between peers allows for a language rich setting.