


<p><b><u>Our Curriculum</u></b></p> <ul style="list-style-type: none"> <li>-The curriculum has been mapped out across the year to ensure equal weighting of all areas of the EYFS curriculum.</li> <li>- The curriculum is carefully planned and key knowledge children should learn within each topic have been mapped out across the year</li> <li>- Key Vocabulary is identified to be taught in each topic.</li> <li>- Weekly topics are introduced with Big Questions in line with the rest of school.</li> <li>- Learning is embedded through play within the continuous provision, both inside and outside.</li> <li>- Enhanced provision is planned to give children the opportunities to practise new learning.</li> <li>- Key skills we will teach the children are planned throughout the year.</li> </ul>	<p><b><u>Our Pedagogy</u></b></p> <ul style="list-style-type: none"> <li>- We provide an enabling environment both inside and outside, in order for children to gain and embed new skills and learning through their play.</li> <li>- We encourage the children to become independent and autonomous learners who can have their own ideas.</li> <li>- We help the children to work collaboratively with each other, sharing their thoughts and ideas.</li> <li>- We teach a well planned and thought out curriculum, both through adult led teaching sessions, small group tasks and continuous and enhanced provision.</li> </ul>	<p><b><u>Safeguarding</u></b>  <b><u>Log concerns on CPOMs.</u></b>  <b>Safeguarding Lead – Mrs Freeman</b>  <b>Safeguarding Governor – Madeline Roberts</b>  <b>Look out for signs of</b> neglect, emotional abuse, physical abuse, sexual abuse, genital mutilation, domestic violence, radicalisation, forced marriage, honour based violence, drug and alcohol misuse  <b>LADO – 01733 864 042</b>  <b>Key Documents - Keeping Children Safe in Education – <u>New Additions</u></b> – County Lines, Up Skirting, Serious Violent Crime  <b>Child Protection Policy, Code of Conduct, Safe Working Practises, Whistle Blowing, What to do if you’re worried a child is being abused</b>  <b>E-safety and Anti-bullying learning</b></p>
<p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>- A language rich environment is provided for the children with all adults being good role models for language.</li> <li>- Key vocabulary is identified and taught within each topic.</li> <li>- Sentence stems and modelling are used during class discussions to encourage the children to talk in full sentences.</li> <li>- Talking partners are used during carpet time and these back and forth conversations are modelled by adults, T-Y-P, T-P-S.</li> <li>- Adults use talk to extend and scaffold children's learning within the continuous provision.</li> </ul>	<p><b>EYFS at Discovery Primary Academy</b>  <b>On A Page</b></p> 	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>- Phonological awareness sessions are taught from day 1 to give children a good foundation.</li> <li>- Children learn letter sounds using the Success for All phonics scheme in daily phonics sessions.</li> <li>- New phonemes embedded within daily shared reader sessions using phonetically decodable books.</li> <li>- Reading books sent home are all phonetically decodable and only contain sounds that the children know.</li> <li>- Children are regularly assessed and any gaps in learning are addressed by the class teacher regularly.</li> <li>- 5 times a week reading at home is expected.</li> </ul>
<p><b><u>Parental Engagement</u></b></p> <ul style="list-style-type: none"> <li>- Teachers develop good relationships with parents through daily conversations.</li> <li>-Every class has a class Dojo page to post key information and learning for parents.</li> <li>- Parents upload photos and videos of children's achievements at home.</li> <li>-New sounds are uploaded daily with teacher modelling pronunciation.</li> <li>-Topic knowledge organisers are shared with parents every half term which includes new vocabulary.</li> <li>- Phonics and reading meetings and workshops for parents each year.</li> <li>- Parents are invited into school to share learning journals with the children.</li> </ul>	<p><b><u>Meeting the Needs of All Learners</u></b></p> <ul style="list-style-type: none"> <li>- High expectations of all.</li> <li>- Focus on learning through talk / oracy.</li> <li>- Routine and structure to every lesson.</li> <li>- Differentiation and scaffolds</li> <li>- Peer learning – T-P-S, T-Y-P, paired and group work</li> <li>- Teacher modelling and practical experiences</li> <li>- Adults scaffold and extend learning through play within the continuous provision.</li> <li>- Next steps of learning are displayed within the classroom and addressed by the class teacher and TA regularly.</li> </ul>	<p><b><u>Quality of Education</u></b>  <b>Intent</b></p> <ul style="list-style-type: none"> <li>- Deliver the EYFS curriculum to a high standard.</li> <li>- Children achieve well and make good or better progress from their various starting points.</li> <li>- Building on knowledge and skills over time.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- Detailed EYFS curriculum outlining knowledge statements and what we want the children to know.</li> <li>-SFA phonics scheme and Mastering Number programme followed..</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>-Progress children's learning and achievement. Progress shown within individual and class learning journeys.</li> <li>- Achieve well against ELG's at the end of the year.</li> </ul>