

Koala (Reception) class

An Overview of Kings Park Infant Schools Early Years Curriculum.

In Koala class, we promote children's learning using our whole school learning powers.

Co-operation Cop



Co-operation Cop



Resilient Ranger



Inspector Independent



Creative Crusader



Intent

At our Federation of Grove House Infant and Nursery School and Kings Park Infant School our early year's curriculum is designed with the purpose of nurturing the holistic development of every child, ensuring they achieve their maximum potential whilst fostering a lifelong love of learning. Our curriculum intent is underpinned by the following principles:

1. **Inclusivity:** We recognise and celebrate the diverse backgrounds of our children, ensuring that our curriculum is inclusive and reflects the rich cultural tapestry of our community. We aim to provide equal opportunities for all, including those with special educational needs and disabilities (SEND).
2. **Child-Centred Learning:** Our approach is tailored to the interests and needs of the children. We believe in the importance of play as a conduit for learning and encourage exploration, creativity, and inquiry-based learning.

3. **Development of Core Skills:** We prioritise the acquisition of essential skills in literacy, numeracy, and social interaction, laying a strong foundation for future learning. Our curriculum is structured to progress through the Early Years Foundation Stage (EYFS) outcomes, ensuring children develop a well-rounded skill set.
4. **Community and Environmental Awareness:** We strive to instil an understanding of, and respect for, the local and global environment, fostering a sense of responsibility, empathy, and community spirit among our children.

Implementation

Our approach to implementing the curriculum is reflective of best practices that have shown significant impact in early years' education:

1. **Engaging Learning Environments:** Classrooms are designed to be vibrant, interactive spaces that encourage exploration and creativity. Resources are carefully selected to inspire curiosity and engage different learning styles.
2. **Thematic Units of Study:** Our curriculum is delivered through thematic units that interlink subjects, making learning meaningful and relevant. Consideration of children's interests help inform the themes and each theme starts with an 'I wonder why?' question. Themes are revisited to deepen understanding and spark enthusiasm.
3. **Focus on Play-Based Learning:** We utilise a play-based approach, integrating structured play with guided activities. This encourages children to engage actively with their peers and adults, developing communication, teamwork, and problem-solving skills.
4. **Continuous Assessment:** Regular observations and assessments are conducted to tailor learning experiences to individual needs. This data informs planning and ensures that all children are appropriately challenged and supported.
5. **Collaboration and Partnerships:** We actively engage with parents, caregivers, and local communities as partners in education. Family workshops and community events are organised to encourage parental involvement and reinforce learning outside the classroom.

Impact

The impact of our curriculum is evident through various measurable outcomes and qualitative indicators:

1. **Early learning goals:** Most children achieve all of the 17 early learning goals outlined in the Early year's foundation stage (EYFS) statutory framework (updated Oct 2024) Achieving a good level of development by the end of the reception year.

2. **Positive Learning Attitudes:** Children display a strong enthusiasm for learning, characterised by our learning powers (**creative crusader, inspector independent, captain curiosity, resilient ranger and co-operation Cop**) This positive attitude is also strongly seen during forest school sessions and in the outdoor environment. Observations indicate high levels of engagement and motivation among all children.
3. **Parental Engagement:** There is a high level of involvement from parents and families, reflected in positive feedback and increased participation in school events. Surveys indicate that parents feel well-informed and connected to their children's learning experiences. Parents have full access to class dojo and enjoy discovering what their children are learning each day by staff sharing photos and updating information.
4. **Social and Emotional Development:** Our children exhibit strong social skills, demonstrating empathy, cooperation, and confidence in their interactions with peers and adults. This is evident through peer assessment observations and self-regulation in play settings.
5. **Community Integration:** Children have an increased awareness of their local community and environment, evidenced by participation in local projects and initiatives. Feedback from community partners highlights our school's commitment to fostering responsible and active citizens.

Learning through all areas of the Foundation Stage Curriculum. We prepare children for a smooth and seamless transition from nursery to reception class and from Reception to KS1 by developing and modelling a range of skills that will aid this transition. Parent and carers are invited into school for phonic and math's workshops where they can get more information on how to support their child at home. We value parental engagement and invite parents and carers to attend regular maths cafes and reading cafes. Parents have an opportunity to meet face to face to discuss their children's progress at two planned parent consultations. In these sessions learning journeys are shared and children's work is celebrated.

In conclusion, our curriculum is designed to provide a stimulating, inclusive, and enriching educational experience for all children in our care, laying the groundwork for a bright future. We remain committed to ongoing reflection and enhancement of our practices to ensure sustained excellence and continuous improvement aligned with Ofsted's outstanding criteria.