

Our SSPP curriculum explained...

INTENT

As a knowledge-engaged school we understand that knowledge and context underpins and enables application of skills.

At SSPP, we want our children to be able to develop early language skills in order that they can flourish across the whole EYFS curriculum. We want to create curious learners who are able to explore and investigate how and why things happen. We want children to develop the independence and confidence to access the curriculum. The curriculum at SSPP takes into consideration the interests and needs of our learners, allowing for all pupils to succeed.



IMPLEMENTATION

Our delivery of the curriculum is based on evidence from cognitive science and the following three main principles that underpin effective learning:

1. The importance of knowledge acquisition through meaningful and memorable experiences
2. Learning is most effective with spaced repetition (interleaved processing). Interleaving helps pupils to discriminate between topics and aids long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning in the short-term needs to be repeated and revisited as sustained mastery takes time

We ask four key questions in our lessons to ensure children base their learning on what they already know so that new knowledge is links to existing knowledge to create the strong memory links and therefore encourage the transfer of learning form the short to the long-term memory:

- What knowledge do I have and need to recall?
- What am I learning? (new learning or consolidations of prior learning)
- Why am I learning it? (connect the learning)
- How have I been successful? What do I know now, or can do better, than I could before?

ASSESSMENT

We view the progress of pupils as 'knowing more and remembering more'.

It is important to recognise that children will not 'work through' the objectives as a list, instead they are to be utilised to build that long term memory over the whole year or phase timescale

Staff use the following to track the progress that pupils are making:

- ongoing day to day assessment, including all activities and interactions, practitioners use this information to understand how a child is developing and learning so that they can use this to plan the next steps to support teaching and extend the learning.
- EYFS Baseline
- termly summative assessments (termly pupil progress meetings to discuss children not on track) which are used to support teacher judgements
- EYFS Profile
- half termly phonic checks

SUSTAINED MASTERY

During the Early Years, children are given a wide range of experiences to consolidate their learning and then extend learning in meaningful contexts. Opportunities to apply concepts and knowledge in familiar and unfamiliar contexts with growing independence.



EYFS

INTENT

At SSPP, we intend for children in reception to experience our ambitious and inclusive curriculum which enables them to 'Let their light shine'.

We want to create curious, independent learners who have the knowledge, skills and understanding to explore and investigate how and why things happen.

We help our children develop early language skills in order that they can flourish across the whole EYFS curriculum.

Characteristics of EYFS learning

- A key characteristic is the ability to play and explore they can investigate and experience things, and 'have a go'.
- As an active learner children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- The ability to create and think critically children have and develop their own ideas, make links between ideas, and develop strategies for doing things

IMPLEMENTATION

The curriculum is carefully sequenced so that children build their learning over time and recognises their prior learning. Children's learning is driven by their interests, so planning is flexible. As young children's learning doesn't develop in a fixed way we ensure that our curriculum is tailored to meet the needs of the unique child, to ensure that they reach their full potential.

At SS Peter and Paul we create an environment that meets the skill level and needs of the children.

In order to thrive in the early years, it is important for there to be a strong partnership between home and school as we understand that the interaction children receive from home has a significant impact on their learning.

IMPACT

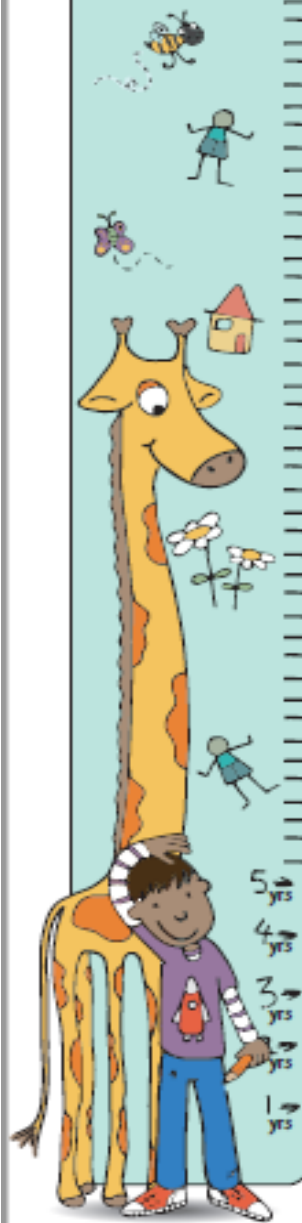
By the end of EYFS we would like our children to be confident, independent learners who are ready to access the year one curriculum. Children focus and adapt their thinking, monitor what they are doing, regulate feelings and are patient and resilient learners. Children use language effectively to guide their actions and plans, focus their thinking, persist and plan ahead.

At SS Peter and Paul, the impact of the curriculum is measured by how effectively it helps our children develop into well rounded individuals demonstrating our Gospel values taking with them the knowledge, skills and attitudes to be lifelong learners.

Assessment – ELG

- **RE Floor book whole class**
 - **Maths Floor book whole class**
 - **Learning Journey floor book whole class (including all areas except RE, maths and Formal Writing)**
 - **Phonics books (acquiring language and daily writing)**
 - **Individual formal writing books (weekly structured writing task and independent writing)**
-

Seven Features of Effective Practice



1 The best for every child

- All children deserve to have an equal chance of success.



- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.

- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.

- Babies, toddlers and young children thrive when they are loved and well cared for.



- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.

- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.

- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.

- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.



- Planning to help every child to develop their language is vital.

- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

- Young children's learning is often driven by their interests. Plans need to be flexible.

- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.

- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.

- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.



5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.



- Accurate assessment can highlight whether a child has a special educational need and needs extra help.

- Before assessing children, it's a good idea to think about whether the assessments will be useful.

- Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

- Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- regulate their behaviour
- plan what to do next



- These abilities contribute to the child's growing ability to self-regulate:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



7 Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

- This includes listening regularly to parents and giving parents clear information about their children's progress.



- The help that parents give their children at home has a very significant impact on their learning.

- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.







- It is important to encourage all parents to chat, play and read with their children.



Yearly Overview 2021-22

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	<u>I wonder what it means to be a hero?</u>	<u>I wonder how we celebrate?</u>	<u>I wonder what is out there?</u>	<u>I wonder how it works?</u>	<u>I wonder how it grows?</u>	<u>I wonder who lives there?</u>
Books/Texts	 <p>Supertato Superworm People who help us I am a superhero</p>	 <p>The Scarecrows Wedding Hurray for Diwali Alfie's Birthday Surprise The Nativity Story Guy Fawkes</p>	 <p>The Great Balloon Hullabaloo Those wonderful sheep in their flying machine How to Catch a Star Roaring Rockets</p>	 <p>The story machine How it works Terrific trains</p>	 <p>Oliver's Vegetables Jack and the Beanstalk Life cycle of a sunflower Babies to giants</p>	 <p>This is Our House The Three Little Pig Homes around the world</p>
The Way, The Truth, The Life	God's World	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	The Church
						
Personal, Social and Emotional Development	Settling into school, making friends, school routines; learning and playing together Form positive attachments to adults and friendships with peers.	Explain the reason for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others.	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Manage own personal needs and understand the importance of healthy food choices. Set and work towards simple goals, being able to wait for what they want and control impulses where appropriate.	Give focused attention to what teacher says and can show ability to follow instructions involving several steps. Show sensitivity to their own and to the needs of others.
						
Physical Development	Gross motor: Listening and following instruction games Fine motor: Gain independence in dressing and undressing. Show preference for dominant hand. Begin to use cutlery effectively.	Gross motor: Exploring different ways of moving such as running, jumping, dancing, hopping, skipping and climbing. Fine motor: Develop muscle tone to put pencil pressure on paper Establish tripod pencil grip	Gross motor: Develop balance and coordination Fine motor: Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control	Gross motor: Negotiate space safely Fine motor: Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Gross motor: Multi sports skills Fine motor: Develop pencil grip and letter formation continually	Gross motor: Team games/ sports day prep Fine motor: Form letters correctly Uses small tools such as scissors effectively.
						
Communication and Language	Listen attentively and respond to what they hear with relevant questions, comments and actions.	Make comments about what they have heard and ask questions to clarify understanding.	Hold conversation when engaged in back and forth exchanges with their teachers and peers.	Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.
						
Literacy	Phase 2 phonics Reading: Listen to stories, describe main parts Books sent home after initial assessment with phase 2 sounds Story time: Fiction and non-fiction relating to topic	Phase 2/3 differentiated phonics Reading: Look at books independently; begin to link sounds and letters. Books with words and sentences Story time: Fiction and non-fiction relating to topic Writing:	Phase 2/3 differentiated phonics Reading: Begin to segment sounds and blend. Guided reading- working on parts of a story. What various parts of a book are called. Books with sentences and stories Story time: Fiction and non-fiction relating to topic	Phase 3 Differentiated phonics Reading: Begin to read words and simple sentences. Guided reading- simple comprehension skills, questions Books with sentences and stories Story Time: Fiction and Non-Fiction	Phase 3/ 4 differentiated phonics Reading: Read and understand simple sentences Guided reading-simple comprehension skills, questions Books with sentences and stories Story Time: Fiction and Non-Fiction related to topic	Phase 4 differentiated phonics Reading: Use phonics to decode and knows some irregular words Guided Reading- fluency, expression, simple comprehension skills, questions Books with stories Polysyllabic words
						

	<p>Writing: Knows initial phoneme in spoken words Manipulate objects with good fine motor skills Give meaning to marks Use language for a range of purposes</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>Can continue a rhyming string Develop muscle tone to put pencil pressure on paper Can identify some phoneme/grapheme correspondences Begin to use letters to rep. meaning</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Writing: Extend spoken vocabulary Recognise some familiar words Begin to form letters correctly Use writing as a means of communicating to audience Write own name and labels/captions</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>related to topic</p> <p>Writing: Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Use phonic knowledge to write simple words and attempt more complex words Begin to write short sentences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Writing: Can name and sound letters of the alphabet Begin to form simple sentences using some punctuation Write own name Write simple sentences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Story Time: Fiction and Non-Fiction related to topic</p> <p>Writing: Writes different forms for example captions, labels and lists. Attempt to write for different purposes Use talk to organise thinking and feelings for writing Spell words correctly or by using phonics</p> <p>Use ongoing assessments and planning to inform differentiation</p>
<p>Mathematics</p> 	<p>Number: Represent numbers up to five, in a variety of ways Count reliably up to 5 objects, including those that cannot be moved Count actions or sounds</p> <p>Numerical Patterns: Explore and represent patterns</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>Number: Represent numbers up to 10 in a variety of ways</p> <p>Numerical Patterns: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Count reliably any arrangement of up to ten objects Subitise (recognise quantities without counting) up to 5</p> <p>Numerical Patterns: Explore how quantities can be distributed evenly.</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Verbally count beyond 20</p> <p>Numerical Patterns: Explore odd and even</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Automatically recall number bonds to 5</p> <p>Numerical Patterns: Explore doubling.</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Automatically recall some number bonds to 10 including double facts.</p> <p>Numerical Patterns: Recognise the patterns of the number system.</p> <p>Use ongoing assessments and planning to inform differentiation</p>
<p>Understanding the World</p> 	<p>Past and Present: Talk about the roles of people around them.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion and story.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals.</p>	<p>Past and Present: Understand the past through events read in class and storytelling.</p> <p>People, Culture and Communities: Know some similarities and differences between religious and cultural communities in this country.</p> <p>The Natural World: Understand some important processes and changes in the natural world including seasons and changing states of matter.</p>	<p>Past and Present: Look at how flying has changed over time.</p> <p>People, Culture and Communities: Explain some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World: Know some similarities and differences between the natural world around them and contrasting environments.</p>	<p>Past and Present: Know some of the similarities and differences between things in the past and now.</p> <p>People, Culture and Communities: Look at how different countries celebrate Easter.</p> <p>The Natural World: Look at spring and the changes in the local environment.</p>	<p>Past and Present: Farming past and present</p> <p>People, Culture and Communities: Link to Harper Adams- growing crops locally and food.</p> <p>The Natural World: Explore natural world of plants making observations and drawing plants.</p>	<p>Past and Present: Explore similarities and differences in homes in the past and now.</p> <p>People, Culture and Communities: Explore homes in different countries</p> <p>The Natural World: Look at differences between contrasting environments.</p>
<p>Expressive Arts and Design</p> 	<p>Designing superhero mask Making superhero cape</p>	<p>Diva lamps Firework pictures Christmas crafts Nativity play Making Christmas cards</p>	<p>Making kites Bubble printing Space roleplay Space odyssey music</p>	<p>Using construction kits to make models Loose part play</p>	<p>Natural art Mud painting Collage flowers Garden centre roleplay</p>	<p>House building using different materials Exploring processes. Designing homes</p>
<p>Trips/Visits/Experiences</p> 	<p>ENGAGE- take children for tour around school. Introduce to staff.</p> <p>Engage- superhero dilemma to solve</p> <p>Visits from air ambulance</p>	<p>ENGAGE – bonfire night</p> <p>School trip to pantomime</p> <p>Nativity Play</p> <p>Class Christmas Party Diwali</p>	<p>ENGAGE- t</p> <p>Science investigation into how things fly.</p> <p>World book day</p>	<p>ENGAGE- arrange visit to ride on steam train</p> <p>ENGAGE: Telford and Wrekin music sessions</p>	<p>ENGAGE- plant own seeds.</p> <p>Develop garden area at school</p> <p>Engage- observe butterfly lifecycle.</p>	<p>ENGAGE- trip to Fordhall farm – 3 little pigs building theme</p> <p>Walk in local area to look at different styles of homes.</p>

Parental Engagement	Learning journey sharing Parent meeting (settling in) Weekly update Website class page Open morning Phonics information	Learning journey sharing Parent meeting (appointments) Weekly update Website class page Nativity play Christmas Fair Family mass	Learning journey sharing Weekly update Website class page	Learning journey sharing Parent meeting (appointments) Weekly update Website class page Family mass	Learning journey sharing Weekly update Website class page	Learning journey sharing End of year report Sports day Leavers mass
Assessment	Baseline – Number, literacy and phonics assessment Learning journeys DM Statements/Gap analysis Observations/Next Steps	End of term assessment Learning journeys DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's	Ongoing assessment Learning journeys DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update/EHCP referrals?	End of term assessment Learning Journeys DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update	Ongoing assessment Learning journeys DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update	End of term assessment Learning Journeys DM Statements/Gap analysis Observations/Next Steps Intervention groups IEP's update
Moderation	Baseline moderation with St Lukes	Cluster moderation event	In house moderation	LA moderation event	Federation moderation with St Luke's	In house moderation with SLT
Action Planning	Prepare Action plan Consider previous year exit data and current entry data	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment
Transition	All children in 06/09/21 Settling in meeting	Open morning for prospective families		Reading buddies with older class	Open doors sessions with year 1 for current cohort Nursery visits	Shuffle up days Open door sessions contd. Parent of new intake meeting
<p>Characteristics of Effective Learning</p> <p>Playing & Exploring: Encourage children to 'have a go' and explore their new environment</p> <p>Active learning: Encourage children to learn together and from each other Encourage children to persist with an activity even when it is challenging</p> <p>Creating & Thinking Critically: Encourage open ended thinking Model being a thinker, showing that you don't always know</p>						