



HFHA Curriculum Principles in Early Years

Authenticity

The enquiries and projects we carefully plan ensure the children have an authentic and purposeful approach to the children's learning. We carefully select the intended learning experience and plan projects to ensure a social and moral legacy are left. The projects ensure the children have the opportunity to be make connections to prior learning and work as a setting stone to future content taught across school.

Academic Rigour

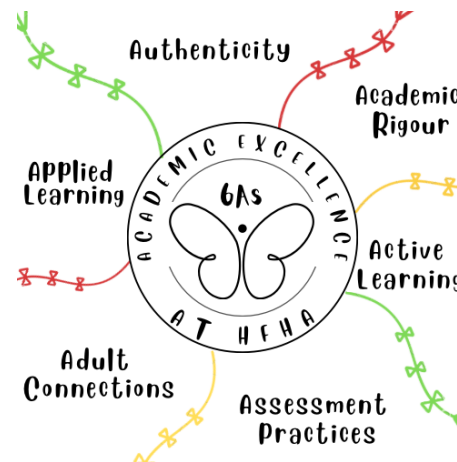
Objectives are carefully chosen from the Trust KCPDs which ensure Academic Rigour and coverage of the expectations outlined in the Development Matters document and the Seven Statutory areas of learning. We ensure progressive plans are in place for children to learn, know and remember the taught content. It is vital that we ensure the children are provided with the necessary learning to enable them to achieve.

As mentioned in 'Development Matters 2021'

Children learn and develop more from birth to five years old than at any other time in their lives. When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.

Applied Learning

All of the enquiries work towards a final outcome, this allows the children to apply their knowledge and the learning taught. For example the children in Nursery create a butterfly installation with a video commentary of their learning about nature and art. In addition, the enhanced provision provides direct opportunities for the children to consolidate and apply the learning taught within their adult-led sessions during play both independently and alongside their peers.



Active Learning

We aim to make learning active and engaging, providing the children with hands-on opportunities to develop their learning and understanding. Our high quality 'continuous and enhanced' provision enables the children to actively explore their own learning through the layout and resourcing of the environment. During lessons, we ensure that manipulatives and learning aids are pivotal to the sessions and that we immerse the children into their learning through trips and experiences wider than the classroom walls.

Adult Connections

Adult connection within the EYFS is vital to ensuring the children develop positive relationships and connections with their familiar adults. One of the prime areas of learning PSHE, aims for children to live happy and healthy lives, this is underpinned by the strong attachments that are formed. It is also important that we encourage as many different adult connections to ensure children are exposed to a range of experts to inspire them. We ensure that experts are built into our enquiries to provide further knowledge and experiences, beyond the classroom immersing the children within their learning.

Assessment Practices

Practitioners within the EYFS utilise formative assessment within everyday practice. This enables them to be reflective and responsive practitioners. Observations are gathered to document the children's progression and professional dialogue is used to inform future plans. Weekly team meetings are held to enable assessment to be on-going and reactive to need. In addition, summative assessment is gathered termly and our FHT Checkpoint documentation utilised to inform practitioners about which children are on track/not on track. Early identification is key and children not on track are regarded as 'spotlight' pupils who receive further support, intervention and close monitoring.