

## Learn-AT Early Years Curriculum – Big Picture

### What are we trying to achieve?

<b>Mission</b>	Every child flourishes and enjoys learning with access to a rich, rounded, rigorous and coherent curriculum		
<b>Aims</b>	<b>Excellence</b>	<b>Equity</b>	<b>Wellbeing</b>
	Successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	Confident, articulate individuals, who can lead safe, healthy and fulfilling lives	Responsible citizens who can make a positive contribution to society
<b>Core trust values</b>	Learning and fellowship		
<b>Intrinsic values</b>	Christian values, British values and all those essential values common to good, kind and tolerant people of all faiths and no faith		
<b>RRR: a rich, rounded and rigorous curriculum</b>	<u>Core knowledge and understanding</u> e.g. excellent general, subject, social and cultural knowledge,	<u>Skills and competences</u> Essential skills: literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills, physical, moral, spiritual The six cs: see below	<u>Attitudes, attributes and dispositions</u> e.g. determined, adaptable, confident, risk-taking, enterprising, self-regulating, emotionally resilient, spiritually aware, tolerant, kind

### What does the curriculum contain?

<b>Prime Areas of Learning</b>	<b>Communication and Language</b>		<b>Physical Development</b>		<b>Personal, Social and Emotional Development</b>				
	Listening, attention & understanding	Speaking	Gross Motor	Fine Motor	Self-regulation	Managing Self	Building Relationships		
<b>Specific Areas of Learning</b>	<b>Literacy</b>			<b>Maths</b>		<b>Understanding of the World</b>		<b>Expressive Arts and Design</b>	
	Comprehension	Word reading (Phonics)	Writing	Number	Numerical Patterns	Past & Present	People Culture Communities	Natural World	Creating with materials Being imaginative & expressive
<b>Deeper Learning - core competencies</b>	Critical thinking and problem-solving		Communication	Creativity and imagination	Character Education	Citizenship	Collaboration		
<b>Foundational and universal competency</b>	Oracy								
<b>Bottom line</b>	Unconditional positive regard and well-being								

### How do we organise learning?

<b>The curriculum as the entire planned learning experience, underpinned by the schools core values and mission</b>	
<b>Balance between adult-led and child-initiated learning</b>	Learning is planned through a series of themes to facilitate discrete, direct teaching of vocabulary, knowledge & skills

### How is the curriculum delivered?

<b>Pedagogy</b>	<b>Equity</b>	<b>Evidence</b>	<b>Engagement</b>
	<ul style="list-style-type: none"> <li>Equity and equality of opportunity, entitlement and experience</li> <li>Consistently high expectations, quality and standards for all Learn-AT pupils</li> <li>A mastery curriculum</li> <li>Excellence in SEND provision</li> </ul>	Research-informed pedagogies: <ul style="list-style-type: none"> <li>Characteristics of effective early learning</li> <li>Formative assessment strategies embedded in teaching and learning</li> <li>Use of evidence from cognitive science research – e.g. importance of metacognition, vocabulary &amp; knowledge</li> <li>Direct instruction and inquiry</li> <li>Strong self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Authentic purposes and contexts for learning</li> <li>Emphasis on first-hand experience</li> <li>Purposeful, structured play, drama, strong emphasis on outdoor learning</li> <li>Pupil agency, autonomy and choice</li> <li>Cross-curricular connections</li> <li>Enabling environments</li> </ul>

### How well are we doing?

<b>Securing effective learning and teaching so that learners understand quality and how to improve</b>								
<b>Evaluating Impact</b>	Looks at the whole child, e.g. progress in knowledge, understanding and skills, attitudes, attributes and dispositions.	Uses assessment information intelligently to identify trends and clear goals for improvement	Uses critical friends to offer insights and challenges.	Uses a wide range of measures – qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Employs principled, effective formative and summative assessment	Involves the whole school community: learners, parents, teachers, employers and governors.
	<b>to secure</b>							
<b>Accountability measures</b>	Early Learning Goals (Early Years Foundation Stage Profile)							
<b>and</b>								
<b>Aims</b>	Successful, engaged learners	Confident, articulate individuals	Responsible citizens					

	who are knowledgeable, skilled, enjoy learning, make progress and achieve	who can lead safe, healthy and fulfilling lives	who make a positive contribution to society
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