



The Curriculum

Early Years Foundation Stage

We foster a 'can do' attitude right from the start which enables pupils to try out their own ideas. It doesn't matter if things don't turn out as they planned, they can have another go! This develops a resilience and self-confidence as they progress through school. This approach supports the three characteristics of learning in the EYFS; playing and exploring, active learning, creating and thinking critically.

The South SILC follows the DfE's Curriculum Guidance for the Early Years Foundation Stage which includes the following areas of learning;

The 3 prime areas;

- Communication and language
- Physical development
- personal, social and emotional development

The 4 specific areas;

- Mathematics
- Literacy
- Understanding the world
- Expressive arts and design.



The South SILC endorses the following 4 key themes which underpin the provision within the SILC;

- A unique Child
- Positive relationships
- Enabling environments
- Learning and Development

Pupils are encouraged to explore, investigate and experiment through a balance of challenging play and structured activities, both on and off site.

Whilst teachers planning is based on a thematic approach, there is flexibility to allow pupils to lead their own learning.

The curriculum is delivered through continuous provision of both child initiated and adult led focussed activities.

We have carefully set out areas of provision in the classroom and a well – equipped, safe and secure outside area containing a slide, swing, and ride –on toys. Areas of provision are also available outside.



Our 'Discover and Do' approach meets the needs of all our pupils through:

- Using a wide range of teaching strategies based on the pupils individual learning needs.
- Providing an holistic, wide range of opportunities to challenge and motivate our pupils and to help them to learn effectively.
- Valuing their contributions and providing a safe and supportive learning environment.
- Involving parents and carers from the very start of their child's school life to ensure we develop effective and collaborative partnerships with families.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Using first hand experiences to support learning, including visits outside school.
- Setting highly personalised, individual targets which are specific, measurable, achievable, relevant and time bound.
- Careful monitoring of individual progress and learning outcomes.



Celebrating success!

All pupils have an electronic Learning Journal containing photographs and observations of progress to which parents and families are encouraged to contribute. These are accessible to parents so that families can share and talk about the activities with their children.

Progress is assessed using the Leeds model Special Educational Needs Inclusion Team Developmental Journal 2015 (SENIT DJ). This assessment tool is based on 'Development Matters' and breaks down the EYFS into small steps of progress which gives an accurate, holistic picture of the progress made by individual pupils.

Parents and carers contribute to initial baseline assessments and continue to support assessments through reviews, EHCP meetings, comments on the electronic journals and face to face contact.

Through meetings and discussions staff share individual pupils' profiles with each other to ensure a smooth transition from Early Years to their next phase of learning.



Lunchtime clubs

Our pupils really enjoy the varied activities on offer at lunchtime. We believe that these activities are essential aspects of the school day which enable pupils to further practice and develop skills such as communicating, interacting with friends, exploring new challenges and have lots of fun! Our 'Messy play' club is a particular favourite!



We believe that our Early Years offer gives our very young pupils confidence and the best start possible, ready for their next stage of learning!