

# Intent

# Early Years

At The Mill Academy it is our aim for us to build a learning environment and trusting relationships which enables children to become independent, curious and creative learners. Our curriculum aims to provide children with 50 experiences that we deem to be 'core experiences' to have before they leave our foundation unit. Our curriculum is hybrid between what we want our children to experience and responding to the children's own interests and agendas. The role of the adult is key to facilitating child led learning by providing high-quality resources in continuous provision and provocations in the learning environment; also by exposing children to high-order vocabulary and communication skills. Our top priorities for our children are to build and extend their communication and to develop their independence skills. But it is important for us to respond to our children's individual starting points and needs. When children leave our foundation stage we aim for them to be excited about their learning, with the resilience and the problem solving skills needed to face any challenge.



# Implementation

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We have a 2 year rolling cycle where children will experience the '50 things to do before you leave our foundation unit' with the view that after attending our nursery and reception classes children will have completed all 50 experiences. We drive these experience through high quality texts. Both reception and nursery classes have '5 key reads' that the children are regularly exposed to over the year and become familiar with.

Independence is encouraged though self-service areas in our continuous provision: children make their own dough, they serve their own snack, spread their own butter and wash up their cups and plates, the art studio is self service so the children choose the media they wish to use and dispense their own paint, and we are developing a 'shed culture' in our outdoor provision so that children have access to continuous provision in shelves and sheds and they select what they wish to use in their play.

The role of the adult is to model new skills including communication using adventurous vocabulary. Adults use open-ended questioning to tease out children's previous knowledge and recall of facts and vocabulary. Sentence stems are given in whole class discussions to encourage use of complex sentences in speech.

In phonics, we follow the Read, Write Inc. programme and we also follow White Rose maths scheme in reception.

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## Impact

Children's learning is celebrated through photographs and creations being displayed in individual display squares in the classroom. When a child is pleased with their work, then they ask for it to be put on their 'square' for the half term. Then it is transferred to their learning scrapbook where the children talk about their learning and this is recorded alongside their work. Parents can view this scrapbook at any point in the year. Learning celebrations are shared through social media and the school website.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. Teacher judgement is used at the end of reception to judge whether a child has met the Early Learning Goal and this is discussed with staff in internal moderations and external moderation between the schools in the trust.

