

Caythorpe Primary School - Early Years Rationale:

To meet the needs of all our children we use a two-tiered approach to learning in the Early Years, supporting them to develop a love of learning.

Language



Purposeful Play

Development



These themes interlink within our broad and balanced curriculum which is designed to allow opportunities to revisit and build on previous learning through our expanding topics which are underpinned by 'Me and My World,' including "All about me" and "People who help us", 'Our World' including "Land before time" and "Plants and growing", and 'The Whole Wide World' including "Under the Sea" and "Walking Through the Jungle".

We always try to ensure that children have 'real' experiences throughout our provision as well as through visitors and going on educational visits. We incorporate this into our cultural capital, celebrating and building on children's early experiences by providing new opportunities to be curious, exploring and trying new things to experience awe and wonder.

'Purposeful Play' offers the structure and support needed to ensure our children develop a desire to learn, are inquisitive, are resilient problem solvers as well as showing initiative and independence. The outcomes from learning through purposeful play which incorporates a plan-do-review structure, are the same crucial building blocks for early development referred to as Executive Function and Self-Regulation. Executive Function refers to the development of cognitive and social capacities including working memory, recall activation, arousal and effort, controlling emotions, internalising language and complex problem solving all of which occur naturally in active participatory learning through Purposeful Play.

Language development is an area of learning that is consistently assessed as low for our children. In 2023-24 6% (1 child) of the children had English as an additional language. There are currently no children with EAL. We use signs and symbols to support alongside spoken language to enable children to develop communication. Expressive vocabulary is developed through the use of the helicopter stories, nursery rhyme of the week as well as reading twice a day. The children also have a Year 6 buddy who is a role model for language and communication.

As in Gestalt theory, we maintain that the whole is greater than the sum of the parts. Embedding all three components ensures that our whole curriculum is tailored to meet the needs of our children at Caythorpe allowing them to consistently make accelerated progress.