



Lampard Community School

Lower School : OTTERS Curriculum core purposes, principles and processes

(Adapted from Statutory framework for the early years foundation stage 2014 and Early years foundation stage profile 2016 handbook)

The areas of learning and development

At Lampard we have developed a bespoke curriculum for our youngest students that centres around a holistic, early years approach. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Speaking and listening
- Physical development
- Personal life skills

Our curriculum also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Communication, language and literacy
- Number and mathematical understanding
- The wider world
- Creative arts and design.

Our educational programme involves activities and experiences for children, as follows.

- **Speaking and listening** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- **Personal life skills** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- **Communication language and literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Number and Mathematical Understanding** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **The wider world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Creative arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We must consider the individual needs, interests, and stage of development of each student and must use this information to plan a challenging and enjoyable experience for each individual in all of the areas of learning and development.

We place focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for a more traditional education. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by teachers about the balance between activities led by children, and activities led or guided by adults. Teachers must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children develop emotionally, socially and academically, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning.

In planning and guiding children's activities, teachers must reflect on the different ways that children learn and reflect these in their practice. The three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The first week of each term will be dedicated to focusing on the specific COEL for that term. This will include specific teaching of these skills together with a continuous provision offering a variety of opportunities to develop these skills through play based learning.