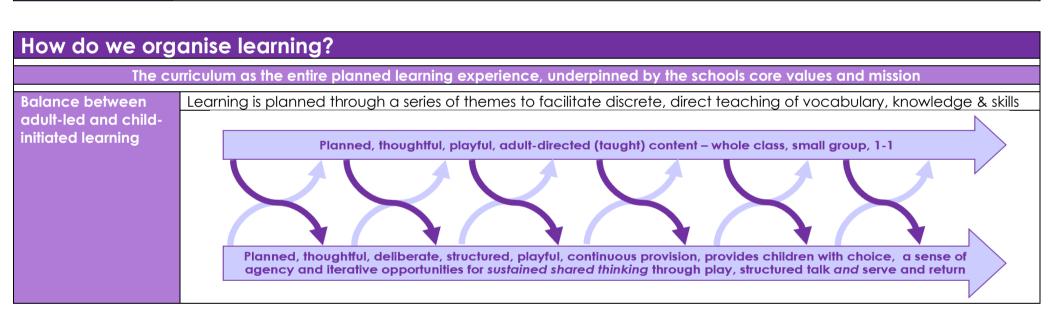
Learn-AT Early Years Curriculum — Big Picture										
What are we trying to achieve?										
Mission	Every child flourishes and enjoys learning with access to a rich, rounded, rigorous and coherent curriculum									
Aims	Excellence Successful, engaged learners who enjoy learning and who are knowledgeable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

What does the	curriculum	contai	n?									
Prime Areas of Learning	Communication and Language				Physical Development				Personal, Social and Emotional Development			
	Listening, attention & Spe understanding		Spec	eaking		Gross Motor	Fine Motor				aging elf	Building Relationships
Specific Areas of	Literacy			Maths			Understanding of the		e World Expressive Arts of		ts and Design	
Learning	Comprehension	Word reading (Phonics)	Writing	ng Number		Numerical Patterns	Past & Present	People Culture Communities	Natural World	Creating mater	_	Being imaginative & expressive
Deeper Learning - core competencies	Critical thinking problem-sol	_			Creativity and imagination	Character Education		Citizenship		Co	ollaboration	
Foundational and universal competency	Oracy											
Bottom line	Unconditional positive regard and well-being											



How is the curriculum delivered? **Equity Engagement Pedagogy** <u>Evidence</u> Authentic purposes and contexts for learning Equity and equality of opportunity, entitlement Research-informed pedagogies: and experience Characteristics of effective early learning Emphasis on first-hand experience Purposeful, structured play, drama, strong Consistently high expectations, quality and Formative assessment strategies embedded in standards for all Learn-AT pupils emphasis on outdoor learning teaching and learning A mastery curriculum Use of evidence from cognitive science Pupil agency, autonomy and choice Excellence in SEND provision research – e.g. importance of metacognition, Cross-curricular connections **Enabling environments** vocabulary & knowledge Direct instruction and inquiry Strong self-evaluation

How well are w	e doing?							
	Securing effec	tive learning an	d teaching so	that learners un	derstand quality	y and how to in	nprove	
Evaluating Impact	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.
			t	o secure				
Accountability measures	Early Learning Goals (Early Years Foundation Stage Profile)							
				and				
Aims	Successful, engaged learners			Confident, artic		Responsible citizens		