

# ALVER VALLEY SCHOOLS EARLY YEARS NETWORK



# The Vision for the Network

A forum for Early Years practitioners to meet and share good practice, work collaboratively to develop our practice and improve outcomes for children in our local area.

Each session will include:

**NETWORKING &  
SHARING  
PRACTICE WITH  
OTHER  
PRACTITIONERS**

**A SHORT INPUT  
ON AN AREA OF  
INTEREST TO THE  
GROUP**

**SHARING &  
SIGNPOSTING  
OF USEFUL  
RESOURCES**

# Welcome

**6<sup>TH</sup> OCTOBER 2022 NETWORK**

**ON TOUR**

**17<sup>TH</sup> NOVEMBER 2022 WORD AWARE (4PM)**

**JANUARY 2023 NETWORK**

**MARCH 2023 TRAINING**

**MAY 2023 NETWORK**

**JULY 2022 NETWORK**

**EARLY YEARS  
NETWORK**



# Curriculum Design

Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to **plan** a challenging and enjoyable experience for each child **in all areas of learning and development**.

Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three **prime areas**. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.



# Curriculum Design

This framework does not prescribe a particular teaching approach. **Play is essential** for children's development, building their confidence as they learn to **explore, relate to others, set their own goals and solve problems**. Children learn by **leading their own play**, and by **taking part in play which is guided by adults**. **Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it**. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning.

# Curriculum Design



- Know your context
- Know your individual children (starting points, interests, experiences)
- Design your curriculum to provide the knowledge and experiences that your cohort need and adapt to interests as appropriate
- Language, Vocabulary, Play

# Our Approach - What

- Curriculum mapped out to ensure we cover the areas of learning and provide the experiences that our children need
- Important for teachers and leaders to understand the foundational skills that are developed in the early years
- Flexibility to adapt to our cohorts needs and interests
- Constant cycle of review and adapt

# Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. **Children's back-and-forth interactions** from an early age **form the foundations for language and cognitive development.** The **number and quality** of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By **commenting** on what children are interested in or doing, and **echoing** back what they say with new **vocabulary** added, practitioners will build children's language effectively....

# Communication and Language... continued

Reading frequently to children, and **engaging them actively** in stories, non-fiction, rhymes and poems, **and then** providing them with **extensive opportunities to use and embed new words in a range of contexts**, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and **modelling** from their teacher, and **sensitive questioning** that **invites them to elaborate**, children become comfortable using a rich range of vocabulary and language structures.



# Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. **Language comprehension** (necessary for both reading and writing) starts from birth. **It only develops when adults talk with children about the world around them and the books** (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together...

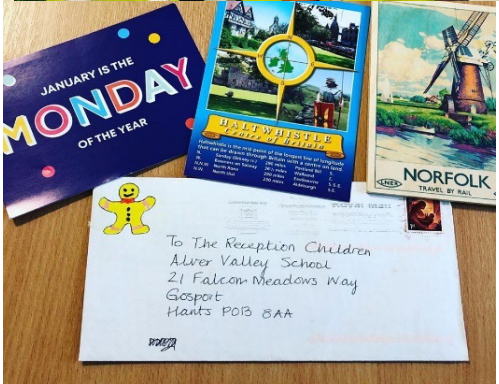
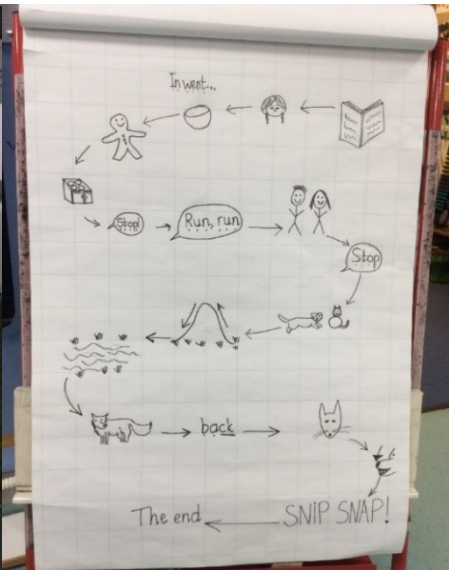
Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

# 'Hooks into Books' approach

- Quality texts chosen to broaden pupils **knowledge, experiences** and **vocabulary**
- Hooks used to engage & immerse pupils in the book/areas of learning with the aim to motivate children to **investigate, ask questions**, and encourage them to **drive their own learning** in and out of school









# What we have found

- Stories provide opportunities/context for talk and vocabulary development
- Maximising role play, story mapping and retelling stories helps children absorb the story and add it to their own repertoire
- Children take stories into their play. Story provides a context for planning and problem solving
- Children refer to characters and make connections and comparisons with other stories



*“There are many picture books which young children appear to ‘inhabit’. They ‘become’ the book. This is so crucial in the process of how children learn what it means to ‘read’ – in the fullest sense of the word”*

Michael Rosen twitter 2019



# Our Curriculum Approach



- Curriculum is planned from our youngest children to our school leavers to ensure continuity to skill progression across the Nursery School
- Progression is planned for within the environments and the learning experiences on offer
- Focus of child development and what we know underpins this
- Holistic approach
- Flexibility to adapt to our children's needs as well curiosities, fascination and interests
- Constant cycle of review and adapt
- Support by long term planning and short term planning

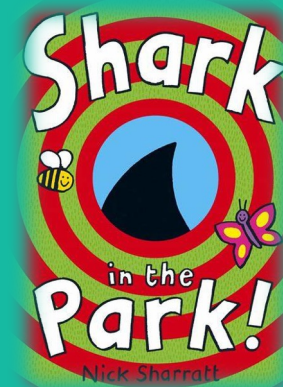
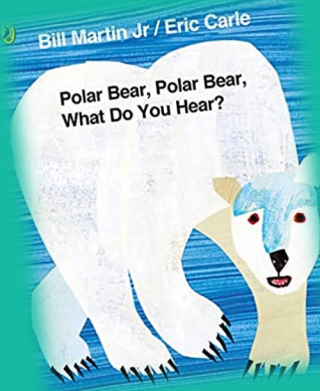
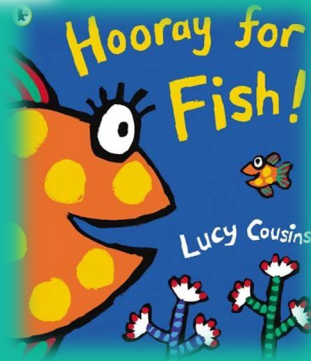
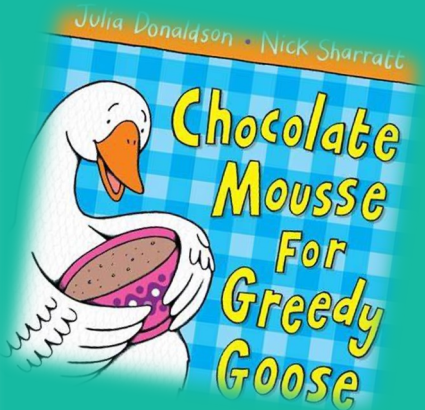
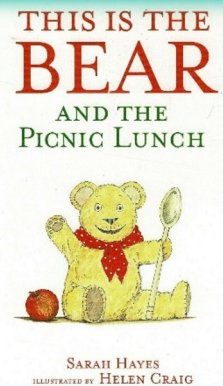
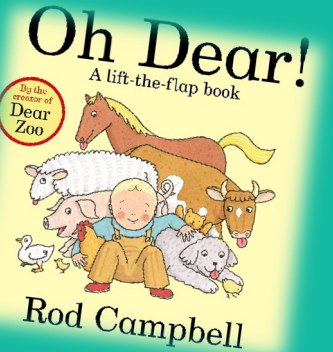
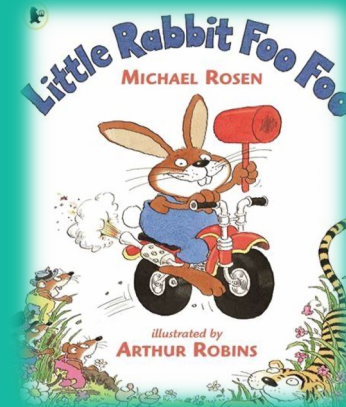
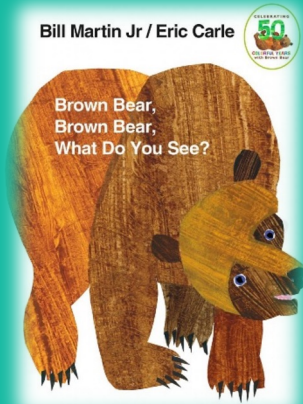
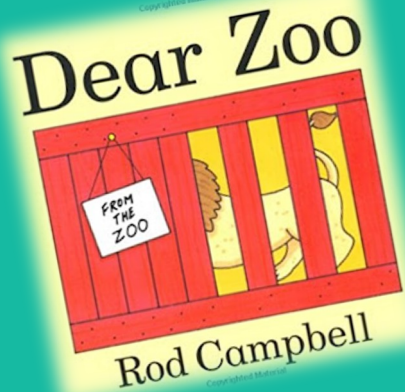
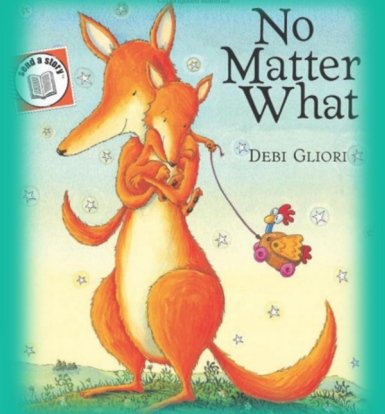
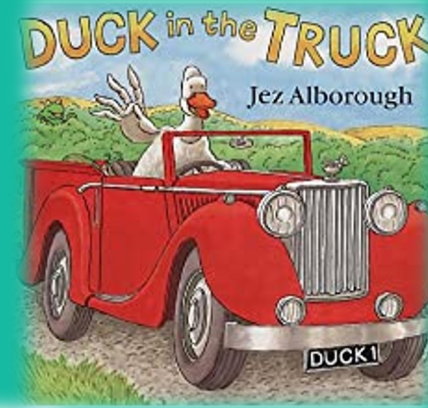
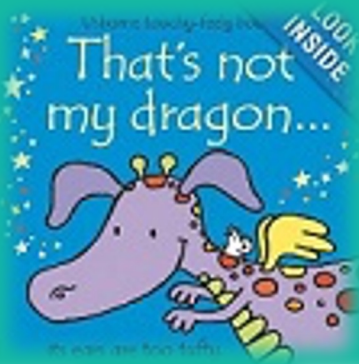
# What does that look like every day?

- Key person approach
- Child initiated/ led curriculum – play at the heart!
- Planning based on interests, fascinations and curiosities of each child
- Process over product learning
- Family time – adult directed learning
- Adult initiated activities planned – these aren't pre determined by our curriculum!

# Reading

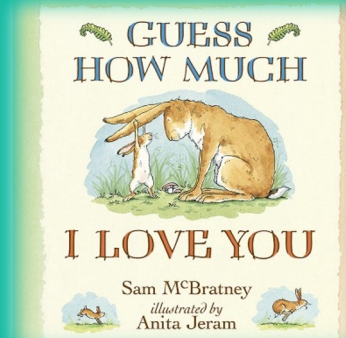
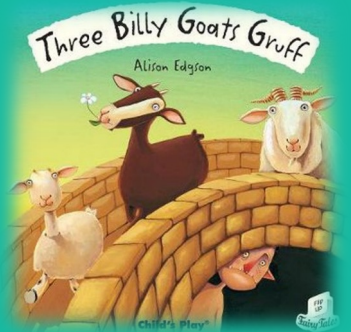
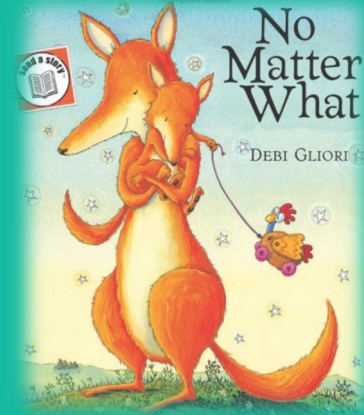
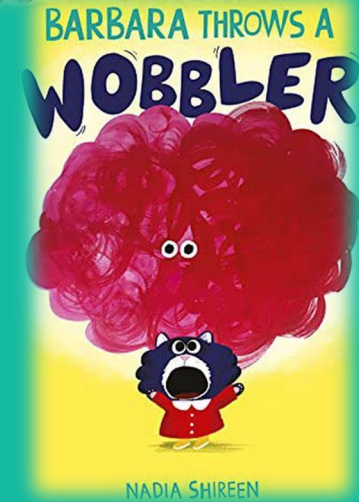
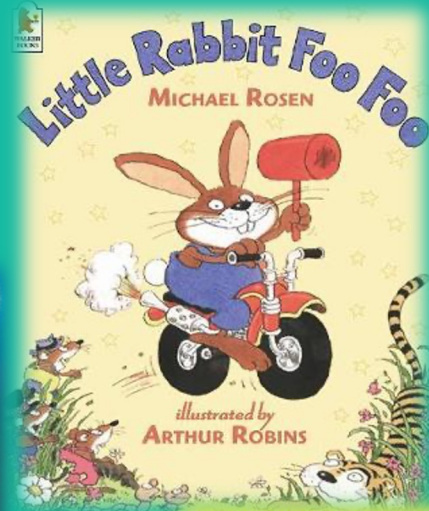
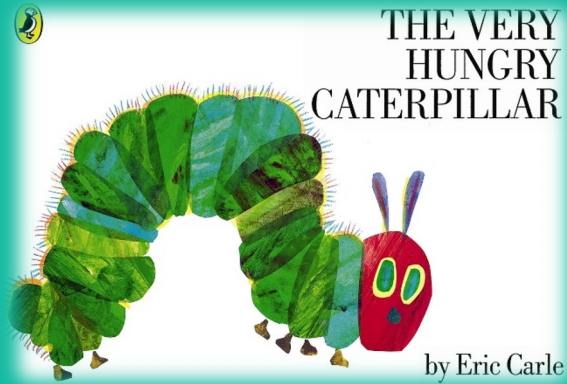
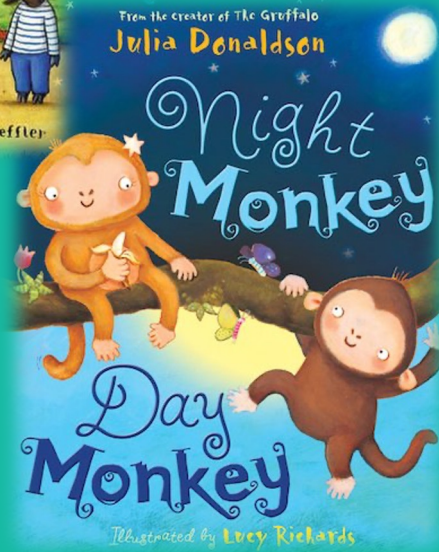
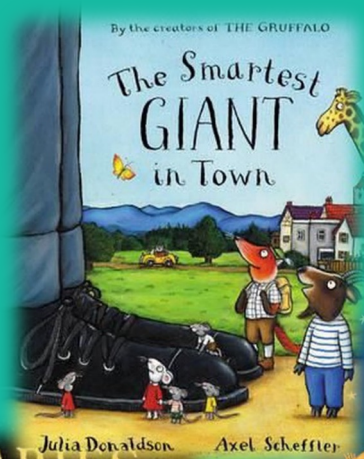
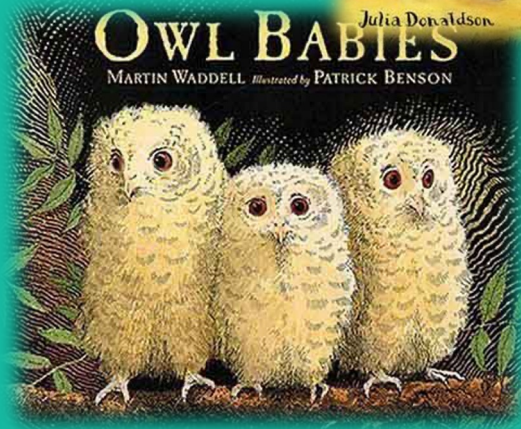
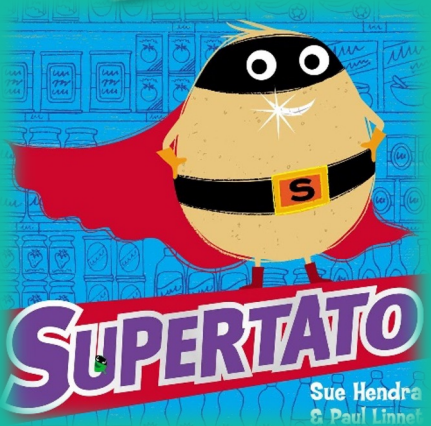
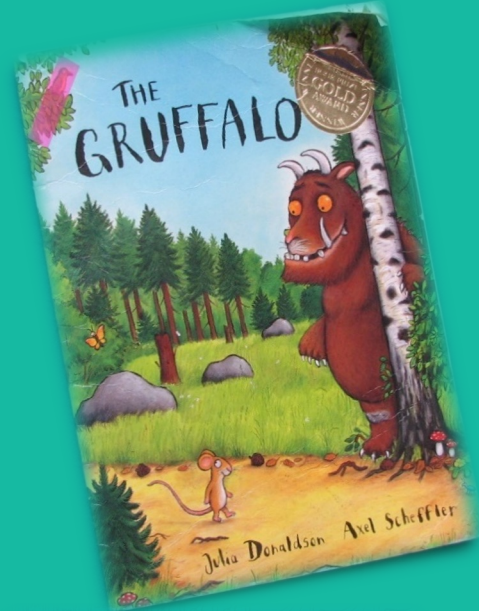
- Love of books!!
- Singing, nursery rhymes, song bags, story sacks, music and movement sessions
- Over and over books
- Library
- Hear a story everyday
- Indoors and outdoors

0-3s





3-4s





# Early Phonics

Phonics helps children to develop good reading and spelling skills

Listening and attention

Body percussion

Environmental sounds

Instrumental sounds

Rhyme

Oral blending and segmenting

Alliteration

Voice sounds

It's a marathon, NOT a sprint

# Questions





## Early Years Network Events & Resources



### July Early Years Network – A Glimpse Inside Forest School

We would like to invite you to the third Alver Valley Schools Early Years Network Meeting. The session will be held on

### ALVER VALLEY SCHOOLS EARLY YEARS NETWORK

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- Opportunities for networking and sharing practice with other practitioners
- Sharing and signposting of useful resources
- A short input on an area of interest to the group

Our next session is on Thursday 19th May, 4pm-5pm.



### May Early Years Network

We would like to invite you to the second Alver Valley Schools Early Years Network. The aim of our Early Years Network is for it to become a forum for Early Years

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- A short input on an area of interest to the group

Our first session is on Thursday 3rd March, 4pm-5pm.



### March Network Resources & Signposts

Thank you for your interest in the Alver Valley Early Years Network we hope that you found the opportunity to work together

All the resources from our previous Networks are available to download on the AVS Early Years Network page on our website. Resources from this session will also be added onto the page.

