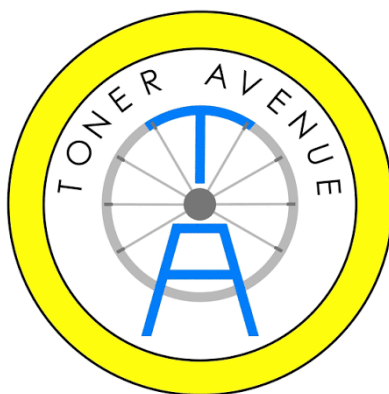




Here at Toner Avenue through our curriculum we **INTEND** to..

- Raise aspirations and open our children's eyes and minds to the world beyond their local environment.
Using the children's interests, their own knowledge and understanding and what they know of the outside world we will endeavour through topic work, R.E and stories to broaden their thinking and aspirations.
Through topic work we investigate different countries, religions and cultures
- Equip our children with the experiences they need to live happy and healthy lives.
Here at Toner we will work with the children to establish first their needs and what we can do as practitioners to help develop them. We will give the children the experiences they may not have had in their own home lives. Visits to the library, museums, wildlife centres. We will use their experiences and stories to ensure they understand why visits to the doctors, dentists etc play an important part in keeping them healthy and happy. The children take part in weekly P.E. sessions to promote and extend their understanding of the importance of a physically active lifestyle. We find out about healthy eating and make nutritional snacks to better their understanding of a balanced diet.
- Be curious, adventurous, creative, knowledgeable and positive independent learners.
We will use topic work to 'hook' the children's interests. We will strive to make sure they are independent in their learning. We will scaffold and model for them ensuring that we give them the tools they need.
- Build resilience in our children and promote positive wellbeing and mindset.
Our outdoor area has a great source of resilience building activities. Our loose parts are there to be 'pushed, pulled, stacked and balanced on' Giving the children the ability to build outdoors independently and then to test out their creations. For example the child who stacks crates on top of each other only to fall off when they climb on can be encouraged to think about how they were stacked, were they secure, did they wobble? Were they on flat ground? All of these questions can be asked instead of a common response of 'Well they were too high!'

- Inspire our children to be the best they can be.
We will ensure that every child in our care feels valued and inspired to create and articulate their ideas, thoughts and feelings through developing secure, positive relationships with them.

We provide bespoke learning opportunities for those children who need it and make adaptations to our daily teaching as and when required. No child is left out or left behind.

We will **IMPLEMENT** and deliver our intent by:

- Allowing children to develop their knowledge, skills and understanding through a combination of play based and adult led sessions.
Getting to know our children is the first place to start. We need to use talk and conversation to develop positive relationships, gaining their trust and respect. When we have achieved this we can then move on to assessing their abilities. We will do this through observations, play and during to and fro conversations - this will help us to attain our 'on track' and 'not on track' learners.
- Providing quality first teaching.
Staff will have opportunities to attend up to date CPD. Fortnightly EYFS staff meetings will help staff discuss, plan and address any gaps.
- Using focused, robust assessment to identify children's interests, inform planning and to track progress.
Our 'On track / Not on track' assessment will allow us to spend more time with the children, playing, observing and modelling for the children. Therefore identifying their interest and any particular needs they may have.
- Implement intervention programs tailored to the needs of the children.
Sounds Write interventions for phonics
White Rose Maths interventions
PSED interventions
Handwriting interventions
Talk Boost interventions
Bespoke adaptations
- Using our continuous provision to provide the children with a stimulating environment where they can develop their independence, innovation, creativity, enquiry, analysis and problem-solving skills independently using the **Characteristics of Effective Learning**.
Staff have had input from Alistair Bryce Clegg and have worked as a team to develop the continuous provision both indoors and out.
More time spent with the children in their play will also help to develop the provision and any enhancements made will be more child focused and centred.

- Use the Early Years Statutory Framework (2026 DFE) as a basis for all that we do.
Continue to ensure we use the framework as the heart of our practice.
- Involving our *community* to become the heart of our curriculum.

We take a group of our Reception children to the South Tyneside Dance Festival. We will involve our parents throughout the year in library visits both externally and internally as well as stay and play days, christmas performances and parents evenings.

Quality Interactions: adult-child interactions during play, questioning techniques, and vocabulary expansion.

Environment & Provision: continuous provision has clear learning intent, rather than just keeping children busy.

Early Reading & Maths: a strong, consistent systematic synthetic phonics program and explicit, practical early maths teaching, based on White Rose Maths.

Drawing Club has proved an excellent addition for our children to use their imagination and fine motor skills as well as putting their phonic knowledge

The **IMPACT** it will have will be:

- For children to make *rapid progress* throughout the 7 areas of learning.
- For the children to develop into *effective learners* who are motivated and *well equipped* to achieve and *succeed*.
- For the children to develop a *strong moral compass* to take with them into the wider world, to make a difference in their own and others' lives.
- *Independent learners*
- *Confident communicators*
- *High expectations of their future jobs and achievements.*
- *Global Citizens rich in their own Cultural Capital.*