

Wild Bank Primary School

Early Years



Our Intent

At Wild Bank Primary School, we provide children in our Early Years the best start in their learning journey. Through high quality experiences, they foster a love of learning and curiosity to ensure they achieve their full potential, with high aspirations for their futures. Children know how to make a positive contribution to their community and the wider society.

All children are supported to achieve their full potential in all areas of learning. All children are challenged and supported through appropriate deepening and broadening activities. Struggling learners are given targeted support to embed core.

Our focus on curriculum development has been carefully designed to ensure coverage and progression. We provide our pupils, many of whom have limited experiences at home, with a memorable and engaging curriculum which includes a wide range of opportunities through which they can learn and develop a range of core, transferable skills. We give them knowledge that is outside their immediate life experiences.

We strive to provide access to activities that children may not otherwise experience outside of their school life. We aim to create an interest and thirst for more knowledge, to raise aspirations, engender a sense of personal pride in achievement and provide a purpose and relevance for learning. Visits and visitors enhance the curriculum and provide opportunities for writing for a purpose.

We maintain a strong focus on the precision teaching of the core skills of literacy and maths so that our children can leave us not only with a desire to learn, but also with the tools they need to access the curriculum at key stage one and beyond. We encourage children to have a sense of pride in the presentation of their work. The curriculum is planned to ensure progression of knowledge and skills across school.

Our PSHE scheme (Jigsaw) provides children with opportunities to discuss and learn about personal health, wellbeing, safety, relationships (including anti-bullying work), differences and aspirations. Our diversity work helps children to realise that everyone is special and unique and we should celebrate differences and different kinds of families.

Implementation:

Resources: *Statutory Framework for the Early Years Foundation Stage/ First Class Phonics / Read into Writing / First Class Phonics Handwriting/ NCETM Mastering Number and Master the Curriculum/Development Matters/Writing Framework 2025*

The Curriculum

Our children follow the curriculum as outlined in the 2021 Early Years Foundation Stage (EYFS) document. The EYFS framework includes seven areas of learning and development, all of which are important and interconnected. These areas are crucial for igniting children's curiosity, enthusiasm for learning and for building their capacity to learn and form relationships and thrive. These are known as the prime areas. There are also four specific areas, through which the prime areas are strengthened and applied.

The prime areas are:

- Communication and Language – Listening, Attention and Understanding and Speaking
- Physical Development – Gross Motor and Fine Motor Skills
- Personal, Social and Emotional Development – Self Regulation, Managing Self and Building Relationships

The specific areas are:

- Literacy – Comprehension, Word Reading and Writing
- Mathematics – Numbers and Numerical Patterns
- Understanding the World – Past and Present, People, Culture and Communities and The Natural World
- Expressive Arts and Design – Creating with Materials and Being Imaginative and Expressive

Prime Areas of Learning

PSHE

Our aim through our PSHE lessons is to provide a whole school curriculum which builds social skills, grows emotional literacy, enables mental health and nurtures children's positive relationships with themselves and with others. Many of our children live in homes, who may have been exposed to Adverse Childhood Experiences. It is not enough for us to depend on nurturing the skills and values they need implicitly; we believe we have to build our children's self-esteem, resilience and confidence explicitly. When taught well, PSHE lessons can improve our pupil's capacity to learn, their resilience and emotional well-being and mental health and ultimately to improve their life chances.

Our PSHE programme also includes a strong safeguarding focus through developing resilience, positive self-esteem and confidence. Our aim is to help our children recognise when they feel uncomfortable in a situation and to know who to trust and to speak up to for help. We want all our children to respect themselves and their bodies and to know what healthy relationships feel like.

Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
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Physical Development

In Early Years, children need to develop their gross and fine motor skills as soon as they start school. This will lead onto them becoming successful at using tools such as pencils for writing. We provide opportunities for play both indoors and outdoors, so that children can develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Our indoor environment is carefully planned for children to develop and practise fine motor skills. Pupils also access weekly PE lessons delivered by Tameside Active.

Specific Areas of Learning-

Literacy- Pathways to Write, First Class Phonics

Our pupils typically enter EYFS with low baselines in early literacy and language skills. The familiar structure to the daily lessons supports our children's learning needs.

First Class Phonics recaps prior learning and then builds on it in small incremental steps enabling the children to embed their skills with confidence. The reading materials we share with home are also based on the scheme and support parents in helping to develop their children's reading and writing skills at home.

The curriculum offers many opportunities for purposeful speaking and listening. We teach new vocabulary explicitly and in a structured way because so many of our children are not always exposed to high quality vocabulary at home. It enables them to widen their thinking skills and to express their thoughts, ideas and feelings.

Reading at School

- *First Class Phonics* is used for pupils in Reception, Year 1 and for some pupils in Year 2.
- High quality picture books, short stories, poems and nursery rhymes are regularly shared.

Reading at Home

- When they are able to read and blend within First Class Phonics, children take home a 'Read with Me' book each day which are linked to the phonics scheme. These books are changed whenever children request that we do so and children are encouraged to select their own books.

Mathematics- *NCETM Mastering Number, Master the Curriculum*

The NCETM Mastering Number and Master the Curriculum programmes secure firm foundations in the development of good number sense for all children. Both schemes not only offer this consistency, but also many opportunities for varied fluency. This ensures that children fully understand what they have been taught. We want our children to develop an understanding and sense of number, be able to select the most appropriate method for each task and to apply skills to multiple contexts.

Understanding the World and Expressive Arts and Design

Our curriculum is outlined below. These projects support the children in making sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment. It also develops a love for learning and a context for the children to apply their basic skills to a purposeful context.

Nursery- Long Term Outcomes Overview 2023 to 2024



Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planning around a quality text: <i>To be chosen following children's interests.</i>	Gradual Admission & Settling In Time	Let's Explore Nursery Rhymes	Long Ago Peace at Last by Jill Murphy	Traditional Tales Jack and the Beanstalk By Gill Munton	Bee and Me The Greedy Bee By Steve Smallman	On the Beach The Snail and the Whale By Julia Donalson	Africa Handa's Surprise By Eileen Brown
ADDITIONAL TEXTS: Enjoyment for reading Fiction & Non-fiction		NF- all about me books Nursery Rhymes – see progression sheet We're Going on a bear hunt by Michael Rosen	Five Minutes Peace by Jill Murphy Monkey Puzzle by Julia Donaldson Nativity Christmas stories	Traditional Tales Jasper's Beanstalk by Nick Butterworth and Mick Inkpen The Gingerbread man	Non-fiction – minibeasts What the ladybird heard by Julia Donaldson Mad About Minibeasts by Giles Andreas The Hungry Caterpillar by Eric Carle	Non – fiction – Sea creatures The Rainbow Fish by Marcus Pfister Snail and the Whale by Julia Donaldson Commotion in the Ocean by Giles Andreas Sharing a shell by Julia Donalson	Handa's Noisy Night by Eileen Brown Giraffe's Can't Dance by Giles Andreas
Enrichments Trips/Visitors	Local walks – Signs of Autumn		Christmas celebration Visitors to school (family members, professional)	Pancake Day Visit to the Library Different storytellers - Authors Easter	Chinese new year celebrations. Local walk – Signs of Spring Visit to the supermarket/ Canon Hall Farm	Visit to the Beach- Formby	Visit to the Zoo/ Virtual Zoo

Reception - Long Term Outcomes Overview 2023 to 2024



Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planning around a quality text: <i>Following our 'Read Into Writing' English curriculum</i>	Gradual Admission & Settling In Time	Let's Explore <u>Text: Think Big!</u> By Kes Gray and Nathan Read	Long Ago <u>Text: Simon Sock</u> By Sue Hendra and Paul Linnet	Traditional Tales <u>Text: Mr Wolf's Pancakes</u> By Jan Fearnley	Bee and Me <u>Text: Bee and Me</u> By Alison Jay	On the Beach <u>Text: Little Whale</u> By Jo Weaver	Africa <u>Text: Be Brave Little Penguin</u> By Giles Andreae
ADDITIONAL TEXTS: Enjoyment for reading Fiction & Non-fiction		Nursery Rhymes – See progression Sheet The Odd Egg by Emily Gravett How an Egg Grows into a Chicken by Tanya Kant	Nativity Christmas stories Our Community – Tameside Search and Find	Traditional Stories: Jack and the Beanstalk Little Red Riding Hood Three Little Pigs The Little Red Hen Alternative Traditional Tales Pancake Recipes	The Hungry Caterpillar by Eric Carle The Boy who lost his Bumble Mad About Minibeasts by Giles Andreas The Very Greedy Bee by Steve Smallman Bee non-fiction books	Non-fiction books about Whales The Rainbow Fish by Marcus Pfister Snail and the Whale by Julia Donalson	The Lion inside by Rachel Bright The Ugly Five by Julia Donaldson NF- Why Can't Penguins Fly?
Enrichments Trips/Visitors	Local walks – Signs of Autumn		Christmas celebration Visitors to school (family members, professional)	Pancake Day Visit to the Library Different storytellers - Authors Easter	Chinese new year celebrations. Spring walk Visit to the supermarket/ Canon Hall Far	Visit to the Beach- Formby	Visit to the Zoo/ Virtual Zoo

Characteristics of Effective Learning:

The EYFS Framework identifies three characteristics of effective learning. The EYFS team plan activities with these characteristics in mind:

- 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

Teaching and Learning:

A mixture of direct teaching, adult and child-led learning allows children to practise new skills and take ownership of their learning by applying it in different situations. Carefully planned direct teaching and adult led activities are important to ensure children learn specific skills and knowledge. Through children's carefully structured play, they can practise these skills and we can then see how much of this learning children have embedded.

EYFS follow daily timetables, which provide set times for direct teaching, adult-led group sessions and time for children to learn through continuous provision. Teachers plan for learning opportunities based on children's needs and any gaps in their learning.

Through play, children develop a number of skills such as language, self-regulation and creativity, social and intellectual skills. Children are able to practise and learn new skills and revisit prior learning and experiences at their own level and pace.

Independent learning takes place both indoors and outdoors and it is in these different environments that children explore and discover their immediate world. Adults model, observe, facilitate and extend children's learning. They will often ask children questions about the independent learning in order to develop their language and communication skills.

Outdoor learning

Outdoor learning is a fundamental part of the Early Years and it has a positive impact on children's development. Being outdoors offers children the freedom to explore, use their senses and be physically active. It also offers opportunities to do things in different ways and on different scales compared to indoors.

Parent Partnership

Parents play a key role in children's development and it is essential for us to have a strong partnership with parents to ensure each child reaches their full potential. Parents are able to come into the classroom each morning at the start of school to drop off their child. This is an opportunity to speak with the teaching staff.

Throughout their time in EYFS, we encourage parents to make contributions and share information about their child's learning and development. We also share information on children's progress and next steps in learning both informally and formally. Parents are invited to our EYFS Open Days.

Assessment and Feedback

Assessments take place throughout the year using Development Matters. Evidence is collected in a variety of ways including work in books, independent and adult led learning in continuous provision and during whole class teaching. At the end of EYFS, children's learning is assessed against the Early Learning Goals.

Impact:

Our children start from low baselines and staff work extremely hard to ensure all of our children make a good level of development across of the areas of the curriculum. Progress is evidenced in observations by staff, learning books and data. By the end of Reception, we aim for our children to be key stage 1 ready.

Our children make good progress academically, emotionally, creatively, socially and physically. This is evident in the good behaviour that develops when starting school for lots of our children. It is presented by the children and the consistent behaviour policy supports this. Knowledge, understanding and skills are secured and embedded so that children are prepared for their new year group.

Our curriculum effectively helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners.

Throughout their time in EYFS, our children embody our SPARKLE values;

Self-belief – to have confidence in their own skills, abilities and judgements

Perseverance – to work through challenges, overcoming difficulties on the way

Aspiration – a strong desire to achieve

Respect – valuing others and being able to listen

Kindness – being thoughtful and considerate

Love – feeling safe and secure, knowing those around them care

Empathy – demonstrating the ability to understand what another person is experiencing