



# Sandy Lane Primary School Early Years Curriculum

## Intent

We are committed to providing the best possible early education for all our children at Sandy Lane Primary School and within the Greenshaw Learning Trust.

### **The Unique Child**

We want our children to be **independent** thinkers and effective **communicators** who are capable, confident and self-assured. We want all our children to develop curiosity and resilience whilst learning through positive relationships where there is equality of opportunity for all. At Sandy Lane we understand that starting school is an important milestone for all, therefore we endeavour to make sure that the memories children hold of starting school with us are happy, positive and ones to cherish.

### **Enabling Environments**

We believe in providing all children with a safe and stimulating environment that builds on each individual's needs and interests. We value the importance of our outdoor and indoor environments and believe that these offer all children the opportunity to think creatively and critically and develop problem solving skills. Our curriculum provides support to develop children's emotional security whilst enabling children to take risks in a safe and secure environment.

### **Learning and Development**

Our children have the opportunity to learn through play, interactions with adults and peers as well as adult focused teaching. Learning will be active, engaging and suitably challenging; recognising that children develop and learn at different rates. We recognise the importance of communication and language development as being key to all areas of learning. Adults provide **high quality interactions**, are role models for learning, teach children skills and provide experiences which ensure their well-being and success now and in the future. Fundamental to this is consistently **high quality learning opportunities** that develop a rich vocabulary as well as practise and review skills and knowledge so that our children are secure in what they know, can remember and do. Our children benefit from strong partnerships between all adults and parents/carers.

### **Positive Relationships**

We expect all adults in early years to be encouraging, motivating and nurturing in their relationships with children. We know how significant good relationships with parents/carers

are in working together to ensure all children make good progress. Parents/carers are invited to share their child's progress throughout the year.

### **Characteristics of Effective Teaching and Learning**

Through playing and exploring we want children to be given opportunities to investigate activities with a 'have a go' attitude. We expect learning to be active and encourage children to use their own ideas and make links within their learning by creating and thinking critically.

Our curriculum is based on Development Matters, the non-statutory curriculum guidance for EYFS.

### **Implementation**

Our curriculum provides a progressive, play-based and experiential learning environment, combined with focussed teaching in whole class and smaller groups.

We acknowledge the potential for learning in every activity and situation that arises. We deliver the opportunities to support the educational programmes set out in the 'Statutory Framework for the Early Years Foundation Stage' to ensure children make rapid progress before moving into Year 1.

The curriculum is organised into 17 Early Learning Goals through 7 areas of learning. None of these areas and principles can be delivered in isolation from each other.

We recognise that they are equally important and depend on each other.

#### **3 Prime Areas of development:**

- **Communication and Language Development Listening and Attention and Understanding, Speaking**

We recognise this as critical in the child's learning across all areas so we encourage children's language at all the times offering a language rich environment. This involves adults providing high quality interactions to promote, develop and extend children's vocabulary and spoken language with adults and with their peers.

Alongside interactions, we value our environment as a 'further teacher' so we ensure children are exposed to opportunities to enrich their communication and language through word banks, visual prompts and exposure to text.

We plan with focus key questions and vocabulary to be used throughout our different areas of learning so that adults can extend children's learning. We understand the importance of singing songs, nursery rhymes and reading stories to develop vocabulary, communication and language and so these hold a firm place on our timetables.

- **Personal, Social and Emotional Development: Self-Regulation, Managing Self, Building Relationships**

We engage children in discussions and provide opportunities for children to explore discussion about relationships and friendships. We explain clear boundaries using the school behaviour curriculum with visuals so children understand and can follow the expectations.

- **Physical Development Gross Motor Skills, Fine Motor Skills**

We develop children's gross and fine motor skills with a range of activities throughout our indoor and outdoor environments..

The children have access to a variety of equipment to support their fine motor development including scissors, paintbrushes, a variety of joining resources etc where they can experiment joining materials together. Outdoors we offer equipment such as bikes, small The children also participate in weekly PE lessons.

#### **4 Specific Areas through which the 3 Prime Areas are strengthened and applied:**

- **Literacy - Comprehension, Word Reading, Writing**

Phonics is taught using Read Write Inc and we follow the matching scheme of progressive books. We want children to love reading so we provide reading areas in our classrooms with a range of quality texts, we share a range of books, also using a structured reading approach weekly to support comprehension and vocabulary development. We visit the library weekly.

Our writing corners/areas engage children in mark making and writing but opportunities are on offer across the environment.

- **Mathematics - Numbers, Numerical Patterns**

We develop maths knowledge and skills through White Rose Maths. We explore maths in a variety of practical ways using manipulatives like dice, counters, compare bears, numicon and being physically active by jumping, clapping and even going on hunts to find numbers and shapes within our school environment.

- **Understanding the World - Past and Present, People, Culture and Communities, the Natural World**

We understand how important it is for a child to build a broad knowledge and understanding of the world and people around them so as to develop into citizens who are tolerant and accepting of others at all times.

We engage our children through their own experiences and those of their peers by celebrating a range of cultures, religions and festivals. We explore our environment to observe changes relating to seasons.

- **Expressive Arts and Design - Creating with Materials, Being Imaginative and Expressive**

We develop our love for all things creative by allowing children to use a variety of materials to create their own models, paintings, pictures and collages in our creative areas.

Our making skills continue to be developed in our construction areas where children have a variety of equipment to build their own constructions large and small, using a range of resources indoors and out.

We continue to develop our imaginations in our role play areas both indoor and out where anything is possible!

We also promote creativity through regularly singing sessions and being imaginative in our mark making when we explore our topic related books and shared texts.

Children benefit from meaningful learning across the curriculum and staff plan for opportunities for communication, sustained shared thinking and challenge to build on existing knowledge and skills taking into account the Characteristics of Effective Teaching and Learning.

The children in both Nursery and Reception are provided with rich first hand experiences through indoor and outdoor activity, visitors and school trips which further broaden learning opportunities and provide awe and wonder.

Active, exploratory learning, including problem solving and thinking creatively across all areas of learning are key in our provision. Children engage in planned, focussed activities as well as self-initiated activities.

Each area of learning at Sandy Lane is created to support independence and self-selection. This has been completed ensuring our resources are easily accessible for all and there are resources that challenge and motivate pupils to take risks with their learning.

### **The role of all adults in children's learning and development**

We know that adults within the early years are an integral part of the learning and development of the children. At Sandy Lane adults develop learning by being supportive, sensitive, challenging and responsive to all children. The adults provide high quality, carefully considered interactions; modelling language and developing learning through thought-provoking conversations.

Fundamental to this are opportunities that develop a rich vocabulary. Through learning with, listening to and observing our children whilst engaging with the environment and adults/peers, during whole class and group teaching we are able to learn what the children know, can do and enjoy and develop children's learning in that moment.

Sharing this information between adults means interactions are well matched and focused on key learning for each child.

Our children benefit from strong partnerships between all adults and parents/carers.

### **Home/School Partnership / Supporting Parents**

The importance of parental engagement is vital to us and we aim to involve parents/carers as much as possible in their child's education.

By working collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential.

To ensure children succeed at Sandy Lane, we take into account their starting points and any specific needs as they begin their learning journey.

We make effective links with parents and carers (home visits) which supports the transition into school and helps us to learn more about each pupil.

**Our inclusive approach means all children learn together**, but if children are not making progress or finding particular areas of the curriculum difficult, additional support and interventions are put in place. This might include access to short, planned interventions to support personal social and emotional development or additional adult support in other areas of learning. Children are given additional challenges through adult interactions and planned adaptations when appropriate.

Timings:

The Foundation Stage consists of morning and afternoon

Nursery classes including 30 hour children and 2 Reception classes.

- Nursery–AM session 8.45am–11.45am

- Nursery–PMsession 12.15pm–3.15pm
- 30 hour children- 8.45am– 3.15pm (Lunch 11.45– 12.15)
- Reception–8.45am–3.15pm (Lunch 12.00pm– 1.00pm)

## Impact

Fundamental to the Early Years phase at Sandy Lane is that we have laid solid foundations for our children's future learning.

When our children move into Key Stage 1 they have the basis to succeed as effective and confident learners due to the progress made by the end of Nursery and Reception.

The Early Learning Goals are the measure of attainment at the end of Reception and this is the statutory impact measurement but at Sandy Lane we see:

- Communication and Language

Effective speakers and listeners with a range of vocabulary and the confidence to ask questions when they don't know and respond to questions they are asked.

- Physical

Have developed both gross and fine motor skills they need to represent their learning, demonstrate their ideas and create their designs.

- Personal, Social and Emotional Development

Enthusiastic to learn and are confident to try new experiences. Are able to demonstrate more independence in their learning and resilience to learn.

- Writing

Are confident to use their phonic knowledge, fine motor skills and understanding of vocabulary to write their ideas across a range of contexts and genres.

- Maths

Are confident to count, use numbers to solve problems and find totals. To share their ideas about pattern, shape and mathematical concepts.

- Understanding of the World

Have knowledge, appreciation and acceptance of others in their community and wider world, now and in the past.

- Expressive Arts and Design

Have confidence to create and share their ideas across a range of media.

### **How Do We Know We Have Achieved These Outcomes?**

The impact of our curriculum delivery is monitored to ensure all our pupils make progress. Ongoing review of acquired learning is an integral part of the learning and development process for all children. Where will we see the impact?

- Every day Interactions, conversations and observations of children in their independent, self directed learning and response to direct teaching.
- Capturing wow moments linked to children's achievements, interests and new learning.

- Children's books (when appropriate) provide a tool for discussions which can be had by professionals to discuss progress but also for children to share their learning and successes with parents, carers and other adults
- Floor books provide additional opportunities for reflection on previous learning and support discussion around this.

As a result the children at Sandy Lane experience a smooth transition between Nursery, Reception and beyond. With effective communication and collaboration we ensure the children leave the EYFS with a solid foundation of learning to continue to build upon.