



Learning and Growing Together

Park View Primary School

Developing a curriculum in the Early Years Foundation Stage

**Park View Primary School
Park View Road
Prestwich**

Our School

Park View Primary School is a two form entry Community School situated in Prestwich. We currently have 18% of our pupils on roll in receipt of Pupil Premium Funding. 11% of our children have a first language that is not English, 6% of children are at SEN support and 3% have an EHCP. Within our Early Years Foundation Stage (EYFS) we provide a Nursery on site offering both Part time and Full-time places for up to 26 in any one session for 3-4 year olds. This is led by an Early Years Teacher and a Teaching Assistant. We have a 60 place reception divided into 2 classes. Each reception class has a Teacher and a Teaching Assistant. A large percentage of our Nursery children transition to our Reception Classes. There is open access for our nursery and reception children. We have a classroom for each of the classes to use along with two outdoor spaces, one of which is used for physical development and is also the reception playground. The children also have access to an additional covered classroom which is predominantly used for expressive arts and design. All the children in Early Years have a weekly PE lesson with our Sports Coach as well as weekly yoga session. Reception children have an afternoon a week timetabled in our Forest School area.

Our Community

The majority of children who join us in our Nursery and Reception classes are at broadly typical starting points with a variety of home backgrounds. Our admission process invests time into building relationships with our families from the very beginning. As a result of this we can identify a holistic picture of each child before they join our setting. This allows us to best support them during their time at Park View and signpost any extra support they can receive. We also have a Learning Mentor in school to support our offer. Before a child starts our Nursery the teacher and teaching assistant offer a nursery and/or a home visit and an opportunity to attend a 'Messy Play' session and a 'Teddy Bears Picnic' to familiarise themselves with the Pre School environment. When they are offered a place in Reception, parents are invited to attend an initial meeting in small groups and the children are also invited to a Messy Play and Teddy Bears Picnic session allowing them to meet their teacher and explore their classroom. Any child who hasn't previously attended our Nursery would receive a nursery visit from their Teacher or Teaching Assistant. This parent partnership continues throughout the Early Years including Termly Parent workshops, Parents Evenings and regular contact through Tapestry.

Our Broad Curriculum

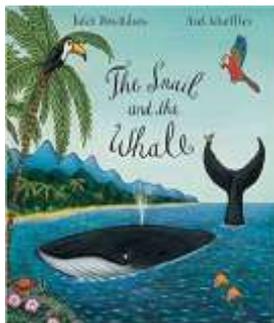
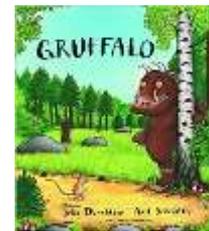


Explorers

We explore like the family in We're going on a Bear Hunt.

Problem Solving

We problem solve like the mouse in The Gruffalo.

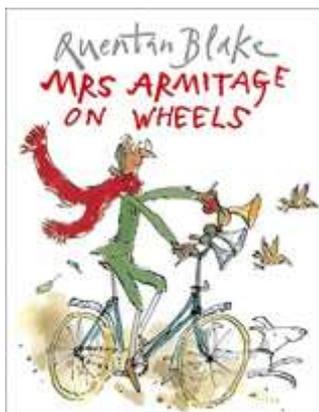
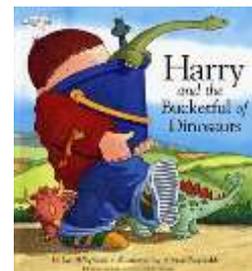


Creators

We chose new ways of doing things like The Snail and The Whale

Investigations

We show interest in the world around us like Harry and his Dinosaurs

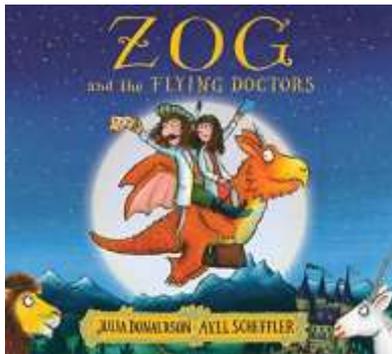
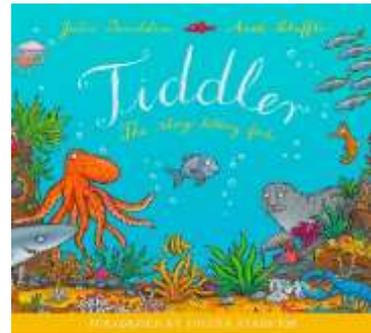


Innovators

We think of and use our own ideas like Mrs Armitage

Imaginative

We like to pretend and play like Tiddler

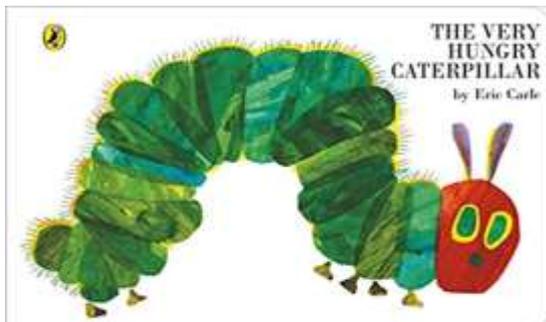
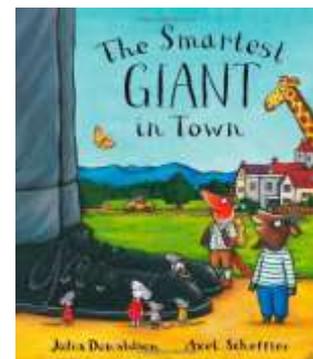


Independent

We can make our own choices like Princess Pearl, Zog and the Flying Doctor

Proud

We are proud of our achievements like The Smartest Giant in Town



Confident

We try new things like The Hungry Caterpillar

Resilient

We keep going, even when we find it difficult like The Singing Mermaid



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.

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, storytelling 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.

(Development Matters 2021)

Nursery

During their time in Nursery we want our children to:

- build good relationships with adults and peers.
- know when they need to ask for help and be confident to do so.
- engage in meaningful role play which reflects their experiences and interests.
- be able to talk about their plans and show willingness to alter their plans to achieve their goal.
- be able to listen to and join in with a range of stories.
- be able to listen to and join in with a range of songs, rhymes and poems.
- understand and use story book language.
- understand the structure of stories.
- develop a widening vocabulary based on their experiences and interests.
- begin to understand and ask "how" and "why" questions.

By the end of Reception, we want our children to be able to hold a conversation in a range of contexts, communicating ideas, thoughts and opinions clearly in well-formed sentences, using conjunctives to link ideas.

UNDERSTANDING

- To be able to communicate and speak in full sentences.
- To be able to listen to stories with attention and recall.
- To be able to identify and talk positively about differences.

COMMUNICATORS

- To be able to listen to others in a range of situations.
- To understand complex sentences including plurals, negatives and tense markers.

- To be able to communicate clearly and speak in full sentences.
- To be able to understand and use conjunctives to link ideas.
- To have a widening vocabulary including specific verbs.

AWARE

- To be able to talk in the past, present and future tense.
- To understand and use vocabulary related to environmental features.
- To notice and describe their local environment and community.
- To be able to observe and talk about images, illustrations and real objects.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

(Development Matters 2021)

By the end of Nursery

- Play and share with others
- Increasingly follow rules, understanding why they are important
- Show more confidence in new social situations
- Find a solution to conflict
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly
- To have the confidence to try new things

By the end of Reception:

We want all children to be kind

- To be able to build good relationships with peers and adults
- To be able to identify feelings
- To be able to moderate their own feelings
- To be able to think about the views of others

We want all children to be healthy

- To be able to use the toilet and wash their hands independently
- To understand what keeps us healthy
- To be able to identify risk and know how to keep safe

We want all children to be confident and independent

- To be able to select resources and activities independently
- To be able to express their ideas and opinions
- To be proud of their efforts and achievements
- To have the confidence to try again

Literacy

EYFS Statutory Educational Programme:

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)

(Development Matters 2021)

Nursery

Recognise their own name

Ascribe meaning to marks (signage).

Grip using five fingers or preferably two fingers and thumb for control.

Start to form identifiable shapes/letters.

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Hold a book, turn the pages and indicate an understanding of pictures and print.

Through discussion, talk about the book, including the characters and what might happen next.

Reception

Know and apply up to Phase 5 Phonics in their independent reading, recognising single sounds, digraphs and trigraphs and be confident to blend them to read words.

- Recognise and read tricky words.
- Form all lower case and upper-case letters correctly
- Write short sentences independently by saying the sentence out loud then writing the sounds they can hear in the words.
- Use finger spaces (lines initially– sunshine writing).
- Use a capital at the beginning of a sentence and a full stop at the end.
- Re read what they have written to check it makes sense.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

(Development Matters 2021)

Nursery

During their time in Nursery we want our children to:

- be able to listen to and join in with a range of stories.
- be able to listen to and join in with a range of songs, rhymes and poems.
- understand and use story book language.
- understand the structure of stories.
- develop a widening vocabulary based on their experiences and their interests.
- develop their physical skills to manipulate tools and equipment with control and to begin to move with control.
- experience using a range of art, Design & technology, dance and musical techniques.
- listen to and join in with songs, rhymes and poems.
- feel the beat in music and tap along.
- develop a good posture for singing and begin to breathe correctly.

Reception

STORYTELLERS

By the end of Reception, we want our children to be able to retell a familiar story and create their own stories with a complex narrative.

- To be able to listen to and join in with a range of stories.
- To read books linked to their phonological ability.
- To be able to communicate and speak in full sentences.
- To be able to notice and describe the different elements of a story.
- To understand and use storybook language.
- To understand the structure of stories.
- To develop a widening vocabulary based on experiences and interests.

CREATORS

By the end of Reception, we want our children to be able to create a piece of artwork, model, dance or musical piece with a clear purpose and to be able to describe the processes used to complete the creative piece.

- To have the physical skills to manipulate tools and equipment with control and to move with control.

- To be able to communicate and speak in full sentences.
- To understand and use the vocabulary related to equipment and techniques.
- To know a range of art, Design & technology, dance and musical techniques.
- To be able to observe and talk about artwork, sculptures and dances.
- To be able to use their spatial reasoning skills in different activities.

SINGERS

By the end of Reception, we want our children to be able to sing a variety of songs and rhymes, showing awareness of technical skills of singing (posture, breathing, enunciation).

- To be able to listen to and join in with songs, rhymes and hymns.
- To be able to speak clearly, enunciating words correctly.
- To be able to feel the beat in music and tap along.
- To be able to match their singing pitch and follow a melody line.
- To know the correct posture for singing and how to breathe correctly.

Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

(Development Matters 2021)

Nursery

- Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
- Show ‘finger numbers’ up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: ‘more than’, ‘fewer than’.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.
- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
- Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

Reception

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.
- 2D/3D shapes

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

(Development Matters 2021)

By the end of Nursery children will be able to:

Gross Motor

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks

Fine Motor

- Begin to develop a comfortable grip with good control when holding pens and pencils.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Show a preference for a dominant hand.

Independence/self-care

- Be increasingly independent as they get dressed and undressed, for example, putting coats on

By the end of Reception children will be able to:

Gross motor

- Develop overall body strength, co-ordination, balance and agility
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Fine motor

- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Independence/self-care

- Further develop the skills they need to manage the school day successfully e.g. lining up and queuing at mealtimes.
- Independently get dressed and undressed, for example, putting coats on and using zips and buttons.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

(Development Matters 2021)

By the end of Nursery children will be able to:

- * Use all their senses in hands-on exploration of natural materials.
- * Explore collections of materials with similar and/or different properties.
- * Talk about what they see, using a wide vocabulary.
- * Begin to make sense of their own life-story and family's history.
- * Explore and talk about different forces they can feel.
- * Talk about the differences between materials and changes they notice.

By the end of Reception children will be able to:

- * Talk about members of their immediate family and community.
- * Name and describe people who are familiar to them.
- * Comment on images of familiar situations in the past.
- * Compare and contrast characters from stories, including figures from the past.
- * Draw information from a simple map.
- * Understand that some places are special to members of their community.
- * Recognise that people have different beliefs and celebrate special times in different ways.
- * Recognise some similarities and differences between life in this country and life in other countries.
- * Explore the natural world around them.
- * Describe what they see, hear and feel whilst outside.
- * Recognise some environments that are different from the one in which they live.
- * Understand the effect of changing seasons on the natural world around them.

