



**A member of Hatton Academies Trust**

<b>Title</b>	<b>Early Years Curriculum Policy</b>
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<b>Associated Policies</b>	<b>Teaching and Learning Policy Behaviour &amp; Relationship Policy</b>
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# Early Years Curriculum Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their first year in school. Our Early Years provision is offered through our Nursery and Reception classes. We use the terms 'Early Years' and 'Oakway Academy' in this document to describe the two provisions together.

Oakway Nursery offers term time childcare for children aged three until they are of school age. Children can attend for 15 or 30 hours, depending on their eligibility. A session at our Nursery can accommodate up to 24 children.

Our Reception classes offer up to ninety spaces for children who have turned four by the 1<sup>st</sup> September of the relevant school year. At Oakway Academy there are up to three registration classes, with thirty places available in each class. Each Reception class has a full time teacher supported by specialist Early Years teaching assistants who work across all three classes.

## Intent

### 1. Aims:

At Oakway Academy we aim to:

- Provide a safe, challenging and stimulating environment which is responsive to the needs and interests of all children attending the setting
- Provide a broad, balanced, relevant, joyful and engaging curriculum
- Establish foundations on which the children can develop into independent and motivated learners to ensure that they:
  - are physically and emotionally ready and able to learn
  - possess the resourcefulness and strategies needed to be successful learners
  - have the resilience to reflect upon and adapt their learning
  - are able to persevere when faced with a challenge
  - can work with others to achieve a goal.
- Provide support for children to develop physical, social, verbal and cognitive skills
- Provide a structure for learning which has a range of starting points, setting ambitious expectations delivered through a wide range of interesting and engaging first-hand experiences
- Understand, empathise with and celebrate the diversity of cultures, religions and needs in our school and wider society.

Cumulatively, we hope that this will enable our children to progress to the next stage of their learning journey with a broad range of knowledge and skills in readiness for future learning and development in Key Stage One.

## Implementation

## 2. Early Years Curriculum

The Early Years at Oakway Academy work towards the learning and development requirements as outlined in the Statutory framework for the Early Years Foundation Stage, which is available to download at:

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/426273/20170927-eyfsguidance.pdf)

The Nursery and Reception curriculums at Oakway are also guided by the non-statutory curriculum guidance for the EYFS (also known as Development Matters) which sets out how children can develop and learn. This is available to download at:

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/426273/20170927-eyfsguidance.pdf)

These documents, together with this curriculum statement, clearly define our approach to teaching and learning in the Early Years at Oakway Academy.

## 3. Four principles of EYFS:

The EYFS is based upon four principles:

- Every child at our setting is a **unique child**
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments** with teaching and support from responsive adults
- The importance of **learning and development**

### 3.1 A Unique Child

We recognise that every child is a capable learner who can be resilient, motivated and self-assured. We recognise that children develop in individual ways, at varying rates. We gather information about children's interests through observations and discussion with children and their adults (those with whom they interact at school and at home) and use this to help provide developmentally appropriate and engaging learning opportunities linked to these.

### 3.2 Positive Relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. Positive relationships are fostered using circle/ group times and our Personal Development curriculum (see Teaching & Learning policy). Adults in both our Nursery and Reception, sensitively introduce boundaries and routines to support the children to develop their understanding of how to keep themselves safe and have care and respect for themselves and others. Children are further supported in their interactions with each other through the adults sensitive modelling of caring and considerate dialogue. Sometimes it is necessary to help children understand why certain behaviour is not acceptable. Where children encounter challenges, we use emotion coaching and the restorative approach (see Behaviour & Relationship Policy for further details) to help the children to be reflective, develop empathy, understand how to resolve difficult situations and regulate themselves. Throughout the Early Years, we use positive phrasing and praise so that children feel

valued and respected. As the children progress into Reception, we also use team points, certificates and badges (see Behaviour & Relationship Policy for further details) to encourage and motivate the children and to help them develop a positive attitude towards learning.

### 3.3 Enabling Environments

We recognise that the environment plays a key part in supporting and extending children's development. For this reason, we call our physical Early Years environment the 'Learning Landscape'. Our Learning Landscapes in both Nursery and Reception have open and spacious inside and outside shared areas which are loosely zoned into areas of learning so children can locate and access resources independently, whilst having the flexibility to transport resources from one area to another as the direction of their play changes. Our outside areas are safety surfaced to enable climbing activities to take place safely. In Reception, there is also a hard surfaced area where children use balance bikes. There is provision for children to interact with the natural environment in our own growing areas and also within the school forest area.

In Reception, our inside provision includes three quiet rooms which are allocated to each registration class for children to participate in adult led activities without being distracted by the open plan areas. The children are able to access the Learning Landscape for uninterrupted periods each morning and afternoon in child initiated activities.

#### No Shoes Indoors

To support children's transitions from indoor to outdoor play we have a no shoe policy for the inside space. Children take their school shoes off as they enter the indoor area and replace these with slippers or plimsolls. We recognise the children's need for quiet and order in the indoor space to allow them the greatest opportunity for concentrated work. The opportunity to take off and put on shoes also increases their level of independence and dressing skills. Slippers/plimsolls also eliminate a higher noise level in the shared area. The children use rugs for a great deal of floor work and indoor shoes help to maintain the hygiene and cleanliness of the environment. In a 10 year study across several countries including England it was found that when children were shoeless:

- Behaviour improved
- Engagement and concentration improved
- Noise reduced providing a calmer environment
- Children felt more comfortable to work on a clean floor / rug
- Staff working in the Early Years area also wear slippers when working with the children.

(see 'Shoeless Spaces' by Professor Heppel at: <http://rubble.heppell.net/places/shoeless>)

#### Wellies for outdoor play

Children in the Early Years at Oakway are provided with access to the outdoor landscape each day and will be able to go outside in all weathers. We provide water-resistant aprons for children to wear when engaging in water play. In addition to this, parents are asked to provide their children with a pair of named wellington boots and to ensure their child attends school dressed in suitable named outdoor clothing, such as a warm waterproof coat, hat and gloves with fingers on cold days.

We also recommend that parents provide their children with spare clothes and socks in case they are caught out by the rain.

### 3.4 Learning and Development

We use observations to support teachers' knowledge of children's interests/fascinations and progress in their development and learning prior to planning engaging, challenging, meaningful and achievable activities and experiences to extend their learning. Children have daily opportunities to learn through a mixture of adult led, adult initiated and child initiated activities. Adults sensitively intervene in children's play through scaffolding and sustained shared thinking to extend their learning and help the children to develop new ways of thinking and interests. Adults follow the ShREC approach to encourage high quality interactions between themselves and the children in our Early Years provision. Adult led activities are structured but playful and planned for based on observations and assessments of children's needs in all areas of learning and provide a systematic approach to teaching skills such as oracy/communication, phonological awareness/phonics, fluency in number, fine motor skills/writing, art and design and science. Adults then provide opportunities during child initiated activities for children to apply these skills.

### 4 Areas of Learning

The EYFS is made up of 3 **Prime** areas of learning;

- Personal, social and emotional development
- Communication and language
- Physical development

There are four **Specific** areas of learning;

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### 5 Play

Learning through joyful play underpins our approach to teaching and learning in the EYFS. We believe that playful learning is most effective when we provide an engaging learning environment, high quality resources, purposeful activities and experiences that interest children. Play based learning is enhanced with supportive, knowledgeable adults that engage in co-play; encouraging children to think about what they are doing and provide them with opportunities to explore and experiment with ideas. Through play, children have opportunities to explore their own and other's feelings, thoughts and ideas as well as cultivating and consolidating new skills.

### 6 Characteristics of Effective Teaching and Learning

There are three identified Characteristics of Effective Learning which are based around children's approach to learning, their ability to play, explore and think critically about the world around them. Teachers observe children with these characteristics in mind and reflect on the level at which they are able to demonstrate these characteristics which in turn informs their planning of future activities and experiences. The three characteristics are

- **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.

## 7 Planning

At Oakway Academy we follow a knowledge and skills based approach to planning learning experiences and provision based on the knowledge, interests and skill levels of the children. This allows the flexibility to ensure that both children’s needs and interests are taken into account. Regular and purposeful assessment and observations help to inform staff about the children’s knowledge, interests and skill levels and these are then used to plan experiences within the Early Years area. Our planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. Adult led activities are planned for and delivered in a number of ways:

### **Personal, Social and Emotional Development (PSED):**

We have regular sessions for supporting children in the development of their personal, social and emotional development. During these adult led sessions, we follow academy programmes and initiatives, such as the PHSE programme and the Cornerstones curriculum, which together cover ways to keep ourselves healthy (including oral hygiene), being responsible, self-regulation and keeping ourselves safe. We have a daily mindful moment (‘The whole of me’) where we use stories, movement and postures and songs to develop the skills that children need to be able to listen, communicate respectfully, regulate, develop confidence, empathy, gratitude and curiosity.

It is through these and other planned PSED opportunities that we help the children interact effectively and develop positive attitudes towards themselves and others.

Further information is available in our Personal Development Curriculum (detailed in our Teaching and Learning Policy).

### **Communication and Language:**

All children’s communication and language skills are assessed when they enter our Early Years setting. Following these assessments, our independent speech and language therapist supports a specialist teaching assistant to implement a communication and language intervention programme, called Chatterways. Children who are below age related expectations participate in this intervention until they reach age related expectations for communication and language. Children who require specific speech production support are referred to the NHS speech therapy service who provide individual programmes of support for our specialist teaching assistant to follow.

All adults model clear spoken English for children to consistently hear. Children have many opportunities to listen to one another and to adults in small groups, large groups, and on a one to one basis.

There are opportunities to develop the children's listening, attention and speaking skills throughout the day which are planned for by the Reception and Nursery teachers. In these sessions the whole class have the opportunity to engage in a range of vocabulary building activities including: reciting nursery rhymes and poems, learning a word of the week, exploring how we can use new vocabulary in sentences and synonyms, shared news such as talking about their own experiences or an object that has been brought into school, developing story narratives and story-based discussions. Children develop a bank of vocabulary through the direct teaching of specific, targeted, up-scaled vocabulary. Children are given this vocabulary in an appropriate context to ensure that they can apply it to their developing knowledge, helping them to make links and organise their thinking.

### **Physical Development:**

We provide opportunities for children to practise and develop fine and gross motor control in a range of ways through their play. Through the provision and interactions in the Learning Landscape, children are supported to play games and take part in activities which include; throwing and catching, kicking, climbing and balancing in order that they can practise and become confident with these skills. Children are also supported to participate in activities which include joining, cutting, pouring, threading and manipulating materials in order to develop and practise fine motor control.

To help prepare them for writing, children in Nursery will have regular opportunities to develop their balance, core muscle/whole body strength and fine motor/finger control through dance with large and small movements to music using 'Flipper Flappers' (squares of fabric). The children then transfer these movements to floor level and swap their flipper flappers for mark making tools in foam, on paper, in sand etc.

All children in Reception participate in daily Kinetic Letters lessons which promote the development of gross and fine motor skills as a means of developing their handwriting skills. Children who need to develop and strengthen their fine motor control participate in a daily Dough Gym intervention. We also provide children in Early Years with the opportunity to practise and develop physical skills once a week during a Physical Education lesson.

### **English:**

#### **Reading:**

Children in Nursery have daily opportunities that lay the foundations for phonics, including stories, rhymes, poems, alliteration, sound discrimination and phonological awareness games. In the Summer term prior to starting school, children are introduced to phonics (set 1 sounds and oral blending activities).

At Oakway Academy, we follow the Read, Write Inc. systematic phonics programme in which children: learn all of the phonemes (sounds) and how they link to graphemes (letters); read story books and non-fiction books closely matched to their developing phonic knowledge; read with fluency and expression; learn to spell using known sounds and work well with a partner.

In Reception, children have daily phonics lessons which initially take place for 30 mins at the start of the academic year and increase to an hour by the end of the academic year. Further information on



the teaching of phonics and early reading at Oakway is provided on the school website. You can also access the website below for parent videos and further information:

<http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/>

When it is developmentally appropriate to do so, children are given reading books, chosen to match the child's level of reading ability. Children will read to adults within the Early Years area on a 1-1 basis. We also strongly encourage parents to read at home at least 4 times a week to help develop children's reading skills further. To support our families read with their children and to foster a love of storytelling, throughout the year, we provide children with a sharing story book to take home each week and hold weekly library sessions which Early Years parents are invited to attend.

All children with Pupil Premium Grant entitlement also have an additional daily reading opportunity to ensure they make at least expected progress in reading. All Early Years staff have been trained to deliver RWI Inc phonics, including targeted interventions to ensure that children who need the most support are given the best opportunity to make expected progress in reading.

#### **Writing:**

We have adopted a story based approach, using Greg Bottrill's Story Dough (Nursery) and Drawing Club (Reception), to inspire and develop children's language and mark making skills. Our overarching aim is to support children to become motivated, resilient, confident and imaginative thinkers, talkers and mark makers/writers.

#### **Reading for talking:**

**Reading for writing:** Each day at Oakway Nursery starts with a story which in turn opens up playful opportunities to be curious, notice, explore, experiment, think, try, try again and talk in the Learning Landscape. Through imaginative stories and real life opportunities, children develop a range of vocabulary and ideas which emerge from shared stories. Children will have opportunities to strengthen their imagination and muscles and make connections through story dough sessions. Children have further opportunities to discover the joy of storytelling and weave their ideas and experiences into their own stories as story makers. Taking inspiration from the Tales Toolkit and Helicopter story approaches, adults model how to invent a story, taking the lead from the children's ideas. Where children feel inspired to tell their own story in their play, an adult will scribe this for the child and this will be acted out together in a mini-story show.

In Reception, as part of our daily English lessons, we follow the writing element of the RWI Inc. phonics sessions. Children are taught to write letter trails (graphemes) for the corresponding sounds (phonemes) they are learning to read. They quickly progress to learning how to encode (segment) the sounds in words to write them – this is taught alongside learning to blend (decode) words to read. As soon as children are able to confidently read VC and CVC words, they are taught to write simple phrases and sentences by practising saying aloud what they want to write as a coherent sentence, break this down into words and the sounds needed to write these words and finally, write the letters that represent these sounds. As the children become more confident to transcribe simple sentences, they progress to sentence composition following book talk as a group or partner talk. This complements the oracy strategies (detailed below) as children learn to think, talk and write their

ideas as they are encouraged and supported to make the links between their reading, talking and writing skills.

*Writing - Drawing Club:* Drawing club takes children on a journey through the world of story and gives them the opportunity to explore their own imagination while developing literacy and creative skills. Drawing club operates on a three week rhythm - week 1: a story book, week 2: a traditional tale, week 3: an animation. Each week's stories are a springboard for joyful exploration through drawing and writing. Adults share the story and celebrate this time of the day as an opportunity to explore and adventure together. The class explores new vocabulary with actions ("Get up, stand up vocabulary"). The adult then models drawing a picture (either the character, setting or adventuring through the story with a linked idea) and writes an associated symbol, word or phrase/sentence (depending on the time of year). Children then have the opportunity in the Learning Landscape to work with an adult in their Drawing Club to show their own thoughts and ideas. The special symbols and sentences, when read out loud, can make magic – they can take characters or real life people to another world, they can make things happen (not always good!) and narrate the story the children wish to tell using the adult's earlier modelling as a launch pad. Drawing club enables children to write at the cusp of their confidence using their own knowledge of phonics, enjoy reading with interest as they explore their own thoughts about stories, and discover the art of fine motor control as they mark make and write for a purpose. The Drawing Club approach recognises each child as being unique by allowing them to connect with each story in their own way. It also allows the adults to 'sprinkle on' the writing skills each individual child needs and move 'beyond themselves'.

*Adult led into independent writing:*

Children are given engaging and relevant opportunities to apply their skills as writers with resources available to nurture and support their endeavours. In both adult-led, and child initiated activities, adults model and nurture effective language and communication skills. Through togetherness with nurturing adults, children's ideas are celebrated as they are encouraged to think and talk about themselves, books, pictures or experiences – whether real or imaginary. In our Nursery and Reception settings, we have indoor and outdoor Message Centres where children can discover, explore and revel in the joy of mark making. Message centres provide all the tools, equipment and supportive resources for children to feel the power of a pencil (or crayon, felt pen, highlighter, chalk – whatever they choose). Messages can be symbols, marks, letters or words. They might be something that children find and respond to, they might be created by an adult on the children's instructions or they might be created by the children. Invariably, messages make something happen and this joyful, creative approach through co-play and togetherness is intended to ignite a *passion* for mark making and writing which will feed into the children's later school experiences.

*Handwriting:* We consider handwriting to be a key literacy skill which needs to be taught actively through discrete lessons. We follow the Kinetic Letters handwriting programme which enables children to develop the necessary fine and gross motor skills in readiness for handwriting. Kinetic Letters places great emphasis on developing children's 'core strength' in their bodies as well as specifically in hands and fingers, to enable them to be ready for handwriting activities. In Reception, Children take part in handwriting lessons which incorporate whole body and hand strength exercises in a discreet daily session. Depending on their developmental stage, children will use sand trays or

whiteboards and pens for the majority of the early Kinetic Letters work, before progressing to pencil and paper. Children learn how to pick up and use a pen/pencil using a comfortable tripod grip. Wider lines are used when writing on whiteboards or paper in the Early Years and children are taught to use Kinetic Letter trees to understand where to start when forming their letters. Children are taught to write 'letter trails' in letter families with similar characteristics. We take an 'as slow as they need and as fast as they can' approach to handwriting, progressing from sand to whiteboards to lined paper in a handwriting book as dictated by the confidence of each individual child. Children who need to develop fine motor strength will have daily dough gym sessions.

For Nursery, please refer to the physical development section above.

**Mathematics:**

In Nursery, children are encouraged to develop their mathematical skills through daily routines, group activities and in the Learning Landscape to: notice, compare, subitise, sing counting songs to learn number names, unitise, connect number names to quantities, explore whole/part, explore shape, pattern, capacity, length, height and weight.

In Reception, children have a daily 'Number club' session using NCETM's Mastering Number programme. This which covers concepts such as subitising, comparison, counting, composition, part/whole, number facts, cardinality, ordinality.

In addition, children are also given a weekly opportunity to learn essential skills to identify, describe and manipulate shapes as well as key mathematical vocabulary to create and describe patterns, organise and sequence events, describe the position and direction of themselves and objects and describe and compare the weight, height and length of objects.
















**Cornerstones Curriculum:** Understanding the World and Expressive Arts and Design are taught through the project-based Cornerstones curriculum. This is based around the four 'Cornerstones' approach which centres on the belief that children learn better when their interests and fascinations are allowed to flourish. Children are encouraged to explore subjects in a variety of ways and using an integrated approach.

<b>Engage</b>	<b>Develop</b>	<b>Innovate</b>	<b>Express</b>
Hook learners in with a memorable experience.	Teach facts and information for deeper understanding and knowledge.	Provide imaginative scenarios that encourage creative thinking.	Provide environments for reflective talk.
Set the scene and provide the context for learning.	Demonstrate new skills and allow time for consolidation.	Enable children to apply previously learned skills.	Create opportunities for shared evaluation.
Ask questions to find out children's interests.	Provide creative opportunities for making and doing.	Encourage enterprise and independent thinking.	Celebrate and share children's success.
Spark children's curiosity using			Identify next steps for learning.





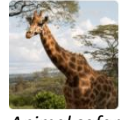

interesting starting points.	Deliver reading, writing and talking across the curriculum.	Provide opportunities for collaborative working and problem solving.	
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### Cornerstones for Nursery:

Term	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main learning project 	 <b>Me and my community</b> This project supports Oakway Nursery children with settling into the new rules and encourages them to make new friends. It teaches our children about being helpful, kind and thoughtful at home and at school. This project also teaches our children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	 <b>Once upon a time</b> This project supports the children at Oakway Nursery to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including Cinderella, Goldilocks, Little Red Riding Hood, The Three Little Pigs and The Three Billy Goats Gruff.	 <b>Starry night</b> This project explores the differences in the world at night compared to during the day. It will teach Oakway Nursery children about the importance of a good night's sleep, and help them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.	 <b>Dangerous dinosaurs</b> This exciting project will teach Oakway Nursery children about the different animals that roamed Earth millions of years ago, how they are related to animals that live on Earth today and that people who learn about dinosaurs using fossils are called palaeontologists.	 <b>Sunshine and sunflowers</b> This seasonal project will provide Oakway Nursery children with opportunities for outdoor learning and teaches them how to care for the plants and animals in their local environment and how to stay safe in the sun.	 <b>On the beach</b> This project will teach Oakway Nursery children about the plants and animals that live at the seaside. It also explores holidays in the past and how we can keep ourselves safe when out and about.
Project outcome	Acorn is feeling grumpy He won't help the other toys to do their everyday jobs. Oakway Nursery children can help him understand how to be a good friend and a helpful part of his community.	It is the King of Story Land's birthday. Every year he asks for new stories as his gifts. This year he has asked for you to make up a new story and create puppets to act it.	Acorn can't get to sleep. He got all mixed up when he was getting ready for bed, then his room was too dark, he couldn't find his snuggly blanket and could hear funny noises in the forest outside. Poor Acorn needs	Acorn and Katreena would like a new friend. They have enjoyed learning all about dinosaurs and other prehistoric animals and would like the Oakway Nursery children to	The Oakway Nursery children have had lots of fun outside. Now they are going to plan a picnic for Acorn and Katreena. They will need to think about where they will have the picnic, what they will	Acorn has had a very busy year at Oakway Nursery. He wants to invite the children's families in to see the amazing things they have been doing this term so for one day only,

			your help to get ready for bed and understand more about night time so that Acorn can start travelling home with the Nursery Children each weekend. 	design a dinosaur friend for them. What could they call the new dinosaur? 	eat and drink, what games to play and how they will stay safe in the sun. 	he is opening the Oakway Nursery Art Gallery for the Oakway Nursery children to display the sea life pictures and crafts they have created. 
<p>Mini project</p> 	<p><b>Exploring Autumn</b></p>  <p>This project will teach Oakway Nursery children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.</p>	<p><b>Stories and Rhymes</b></p>  <p>This project will teach Oakway Nursery children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary in readiness for a story and rhyme show for our families.</p>	<p><b>Winter Wonderland</b></p>  <p>This project will teach Oakway Nursery children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there </p>	<p><b>Puddles and rainbows</b></p>  <p>This mini project will teach Oakway Nursery children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world. </p>	<p><b>Shadows and reflections</b></p>  <p>This project will teach Oakway Nursery about natural phenomena, including shadows, reflections and echoes. They will explore how shadows are formed and how they can change.</p>	<p><b>Move it</b></p>  <p>This mini project will teach Oakway Nursery about the importance of exercise, sleep and a balanced diet, and explores outdoor, summer games and planting vegetables to keep us healthy.</p>

### Cornerstones for Reception:

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main Learning Projects	 <p><i>Let's explore</i> This project teaches children about the environments that they share with others, including their homes, school and places in the local community.</p>	 <p><i>Marvellous Machines</i> This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create</p>	 <p><i>Long ago</i> This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p>	 <p><i>Ready, steady grow</i> This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</p>	 <p><i>Animal safari</i> This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.</p>	 <p><i>Big wide world</i> This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>

		marvellous machines.				
Innovate outcome	Teach our new (and worried) class bear everything you know about school.	Design and create a new machine.	Create a 'museum' display for parents to demonstrate what we have learned about changes.	Make a super salad to share with your group that is colourful, healthy and tasty.	Design an animal and it's habitat.	Plan a trip to a fantastic location.
Companion projects	 <p><i>Build it up</i> This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.</p>	 <p><i>Sparkle and shine</i> This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.</p>	 <p><i>Puppets and pop ups</i> This creative project explores puppets and pop up books and gives children the opportunity to make puppets and use them to tell exciting stories.</p>	 <p><i>Signs of spring</i> This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.</p>	 <p><i>Creep, crawl and wiggle</i> This mini project teaches children about invertebrates that live in their gardens and local environment.</p>	 <p><i>Splash</i> This project teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.</p>  <p><i>Moving on</i> This project explores how the children have grown and changed and supports them with the changes to come as they move into Year 1</p>

**Understanding the World** Through the Cornerstones curriculum, children will have the opportunity to learn about themselves and others around through discussions about their families and experiences and make comparisons with others from around the world, use their senses to experience the natural and the man-made world in the local area through walks and visits, seasonal changes, growth and decay. Children will be challenged to consider how things work and provide explanations of their thoughts and ideas. Children will also be encouraged to understand and celebrate the religious and cultural diversity of our setting and the world in which they live through stories, objects and visits. Both fiction and non-fiction books and artefacts will also provide children with further opportunities to consider changes through time and how their experience may differ

from those who have come before them. Through planned activities adults model the vocabulary which will support children as they discuss what they observe and their experiences and in doing so, begin to make sense of it.

We also use our termly Cornerstones projects to enhance our continuous provision planning in the Learning Landscape, providing further opportunities for children to deepen their knowledge and their skills.

***Expressive Arts and Design:*** Through the Cornerstones curriculum we plan for children to experiment with materials and media and to find out about their properties. Children will work together with adults to explore sounds, patterns, movement, techniques and tools using songs, images and objects to fuel their interest and from which to develop their own knowledge and skills. We plan for children to develop their imaginations by building on their knowledge of the real world from socio-dramatic to fantasy play through collaborative role play, small world play and music. Opportunities are also planned for the Learning Landscape so that children have the opportunity to access resources in open ended ways and encouraged to make choices, gain confidence in and reflect on the success of their own ideas.

## 8 Feedback Expectations:

### **Recorded learning in English books (Reception):**

- Adults will provide live feedback to children in accordance with the Oakway Academy Principles of Feedback Policy.

### **Observed learning in PSED, mathematics, understanding the world and expressive arts is recorded on working walls (Reception and Nursery).**

- Adults will record photographic and written observations of the children's learning for the week and display examples of the children's activities and their voice on our learning wall.
- Adults will record the date of the week in which the learning commenced and a summary of intended learning for the activity.
- The learning wall approach means that experiences, processes, vocabulary and initial outcomes are available in the shared area for children to revisit and discuss. Adults should record children's comments and independent learning subsequent to the original task throughout the year as a record of the children's interest in and progression of the taught skills. Each additional observation (post-it, photographic etc) should be dated.

### **Mathematics individual assessment trackers (Reception):**

- Adults will make regular observations (which can be both photographic and written) of the children's learning as they use a range of concrete resources during their daily mathematics lessons. These will be recorded in a class maths book.
- Adults will update the numeracy spreadsheet each week to indicate where a skill has been secured.

## Impact

Children are engaged and motivated by the learning opportunities and Early Years Learning Landscape, empowering them to make good progress in their speaking, listening and social skills and fuelling a desire to learn. As a result, children make excellent progress in their skills in Communication and Language development, PSED, physical development/PE, Maths, Literacy (phonics, writing), Understanding the World (science, geography, history, RE, computing) and Expressive Arts and Design (art and design, music) and are able to evidence their independent application while demonstrating Oakway's PRIDE values of Passion, Responsibility, Independence, Determination and Enjoyment.

From a range of starting points, children make good or excellent progress so that they can continue into Key Stage 1 equipped with a broad range of knowledge and skills.

## 9 Assessment

Throughout the year the children's knowledge, skills and understanding are assessed and tracked at key points to allow the adults to monitor and support the children on their journey towards the end of key stage assessment point - Early Learning Goals. Children who are not on track will receive additional support as necessary.

When children join Oakway Nursery, as part of their settling in sessions, adults will engage in low stakes activities to gain an understanding of the children's confidence and competence in communication and language, physical development and PSED skills. Adults will use their professional judgment and knowledge of child development to monitor the children's progress throughout the year using the Department for Education's guidance 'What to expect in the Early Years Foundation Stage' for 3 to 4 year olds.

When children join the Reception year at Oakway, they will be assessed during the first six weeks of being inducted. The areas of learning assessed during the baselining process are: mathematics, literacy, personal, social and emotional development and physical development in order to establish a baseline, or starting point, for their future learning. We also consider assessment information handed up from previous early years settings. Judgements are made based on adult's observations and children's performance in a range of adult led activities and the children's independent play and interactions and are used to inform planning.

In addition to our internal baselining, we shall also complete the statutory Reception Baseline Assessment (RBA). The RBA will be a short activity based assessment of the children's starting points in language, communication, literacy and mathematics. This will also be completed during the first six weeks of the Autumn term.

### 9.1 Formative assessment

Accurate assessment depends on getting to know our children well and gathering information from a range of sources; observations of the children at play, during adult led activities, through discussion with parents and through talking to the children. The statutory framework for the Early Years Foundation Stage states that:

"When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence."



As a result, we only keep such photographic and written adult evidence and examples of children's own work as is necessary indicate a child's strengths and achievements and also inform us should any additional support be required to support the children to meet their age related expectations by the end of their Reception year. Evidence of this nature will however only be recorded and retained if it is necessary to support the adults' knowledge of the children ('teacher judgment') and can be used to help assess each child's current stage of development in all EYFS areas. Every child has a folder in which we keep any stored observations and samples of the children's work. Parents and children may access the children's folder all year round on request.

## 9.2 Assessment cycle

Baseline – 4<sup>th</sup> September 2024 to 18<sup>th</sup> October September 2024, children's starting points are established

Autumn – 16<sup>th</sup> December 2024 assessments are completed and progress data for all areas is analysed

Spring – 31<sup>st</sup> March 2025 assessments are completed and progress data for all areas is analysed

Summer – 20<sup>th</sup> June 2025 assessments are completed and progress data for all areas is analysed (EYFS Profile judgments to be submitted to the Local Authority by 30<sup>th</sup> June 2025).

Summative data – At the end of June all children will be assessed against the EYFS Profile Early Learning Goals, stating whether they meeting the expected levels of development (expected) or not (emerging) for each goal. If they reach the ELG in 5 of the 7 EYFS curriculum strands they are judged as having a Good Level of Development.

## 10 Phonics Assessments

Children are placed into phonics groups according to their phonic knowledge. Frequent assessments are made in order that the groupings are fluid and responsive to children's differing pace of learning. Phonic assessments will take place at least once a term for all children.

## Working with others

### 11 Transitions

We endeavour to ensure a smooth transition for children between Nursery and Reception and at the end of the EYFS as children move into Key Stage 1. We recognise that children may be vulnerable at stages of transition and implement a range of strategies in order to support children and their parents to feel secure and confident to face the challenges of starting school and progressing through the stages of their school life. We manage transitions in the following ways:

#### 11.1 Transition from Nursery to Reception

The Academy holds a series of welcome sessions in the summer term prior to the children starting school where practical information is shared with parents and children. We provide each child with a transition book to support conversations between the children and their families about starting school. Additionally parents and their children attend 'stay and play' sessions so that the children can become familiar with the setting with their parents beside them for support. Shortly before the end of term, families are also invited to join the current Reception children and staff for a picnic. Strong Start Hub and Oakway Academy also work together to offer a school readiness session during the Summer holidays for families of children starting school the following September.

The Reception class teachers liaise with the feeder Nursery settings during the summer term to gather information about the children and children's level of development are discussed. At this time Reception class teachers will visit all children in their Nursery settings to observe them in play and to introduce themselves to the children allocated to their classes. For children attending Oakway Nursery setting, further transition opportunities are planned throughout the academic year that children attend Nursery, such as shared play sessions, nursery children visiting the setting to watch performances and joining in with PE lessons in the Summer to participate in sports day. These opportunities support the Nursery children on site to be familiar with the Academy setting prior to the summer term.

In the first week of term in September, Reception class children will start school on a part-time basis. This is to enable teachers and children to get to know each other and for children to settle into the setting in fewer numbers; half the class will attend in the morning and half the class will attend in the afternoon. Families are allocated their sessions during the welcome sessions in the Summer.

On the second week of the academic year, all children will start school at 8.50am and stay until 1.00pm, so that they experience being together as a whole class and also eating their lunches in the dining halls and playing on the playground.

On the third week of term all children will be full time and will start school at 8.50am and finish at 3.30pm.

There may be a few exceptions to the above transition arrangements for individual children who require additional transition or alternative arrangements. Should this be the case, a discussion and arrangement would be put in place and regularly reviewed between parents and the academy SENCO (special educational needs co-ordinator)

## 11.2 Transition from Reception to Key Stage 1

We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage 1 is therefore an important transition as children's planned teaching and learning moves from one curriculum (EYFS) to another (National Curriculum). We adopt a number of strategies to ensure that this move is a positive experience for the children:

- Circle time discussions are held for all children about to move into Year 1 to prepare them for the changes and all children are shown their new teachers, classrooms, toilets and coat pegs
- Children who find managing change difficult are taken to visit Year 1 classes on several occasions prior to transition days and some identified children are provided with social stories to read at home and school in preparation for the changes
- A transition day is held in which children from Reception classes are taught in Year 1 by their new teachers in the summer term prior to starting in Year 1. Parents will meet their children from the Year 1 classes at the end of the first transition day and will be invited into the Year 1 classroom on the start of the second day when they drop off their children in order to take part in a shared activity. This provides an opportunity for the parents to meet their child's new teacher and to become familiar with the new classroom areas

- Children’s work completed on transition days are on display in Year 1 classes when Reception class children start in Year 1
- Year 1 teachers ensure there are opportunities to revisit prior learning for the first few weeks of the academic year when Reception children enter Year 1
- Reception class teachers hold moderation and assessment meetings with Year 1 teachers during the summer term prior to children entering Year 1 in order to baseline the children based on their outcomes at the end of the EYFS and the statements at the start of the National Curriculum. This helps to ensure that Year 1 teachers are planning for the children from appropriate starting points for all the children

## 12 Partnership with parents

We recognise that parents are children’s first and most enduring educators and value the impact the working together with parents can have on children’s learning, particularly in the early years. We foster these relationships in the following ways:

- Parent session in the Summer term prior to the children starting Nursery/School
- Welcome/information sessions for all children and families starting in Reception classes at the start of the academic year
- Thorough induction of all new children with their families should they start in Reception class during the academic year, including the sharing of a social story so that children and families can discuss starting school together using text and images about Oakway
- Holding parent meetings during the Autumn term which also include providing information to parents about how they can best support their children’s learning at home
- Holding parents meetings during the Spring term which provide an opportunity to discuss children’s progress and learning
- Providing phonics information sessions for parents to learn how to support their children’s reading at home
- Providing parents with opportunities to see the activities that have taken place in Nursery and Reception through parent involvement sessions, social media (Instagram, Facebook).
- Providing parents with information about the learning that will take place over each term in order to keep them informed of themes and topics being covered through regular Nursery and Reception newsletters
- Providing reading records, decodeable words and reading books and establishing a system for changing reading books which enables parents and children to read together at home on a daily basis
- Operating an open door policy whereby parents can speak with a teacher in an informal situation should concerns or issues arise
- Attainment reports and the children’s learning journeys are given out at the end of the year and parents are given the opportunity to discuss them with the teachers

## 13. Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

The Academy Committee reviews this policy annually. They may, however, review the policy earlier if the government introduces new regulations, or if the Academy Committee receives recommendations on how the policy might be improved.

