



Moorside Primary School and Nursery

Early Years Intent



Our Moorside Vision

- * A culture of success and achievement for all.
- * An aspirational and inspirational curriculum.
- * Strong relationships between the school, families, pupils and our community.
- * A whole school inclusive and nurturing ethos (our Nursery children will build on their foundations in the Early Years).
- * High expectations for all stakeholders, surrounding our children with the best educators and specialists.

Our Early Years Intent has been written in conjunction with the Early Years Reformed Framework 2021 (statutory), supported by the new Development Matters publication (non-statutory) in September 2021.

Best practice in EYFS is ensuring that children are secure and have learnt and experienced things in different contexts and have practiced foundation skills. Every child has the right to thrive in our care, by accessing a unique curriculum designed by our team, who have a good understanding of where our children are and their next steps in learning based on their stage of development.

Our unique early years curriculum flows into Key Stage 1, so that learning is progressive throughout Moorside Primary School and Nursery.

Our Aim:

- To ensure that the development of language and the acquisition of new vocabulary underpins all areas of learning.
- The children are equipped with the skills that they need to access the Key Stage One curriculum, as well as the determination and enthusiasm that they need to be confident and resilient learners throughout their lives.

Transition

As part of our nurturing ethos, as a school we recognise that 'transitions are significant in the lives of children', and in order to start their learning journey positively with us, we ensure a smooth transition into Moorside.

Welcoming Children into our Nursery

- Phone call from the Nursery Lead.
- 2 stay and play visits.

Welcoming Children into our Reception

- A welcome letter on day of place offer.
- A welcome pack with a booklet to share all required information.
- A home visit or an observation of the child at their current nursery from the Early Years Leader and the Reception class teacher who will work with the year group to meet the child in their environment and provide an opportunity for new parents or current nursery staff to share any specific information about their specific interests and development so far.
- A meeting before the end of the school year with the opportunity for parents to ask any questions and also enable them to meet other new families.
- A session within the school environment and a chance to have lunch with their new peers.
- A phased transition into full time learning to enable children to settle into a new routine.

Principals of Nurture

- Transitions are significant in the lives of children (engaging and supporting our families is key to their development).
- Language is understood as a vital means of communication.
- Nurture is important for the development of well-being (PSED).
- The classroom offers a safe base (Safeguarding).
- Children's learning is understood developmentally (our curriculum is flexible to meet their needs).
- All behaviour is a communication (each child is an individual).

What do we want the children to learn in our setting?

The relationships which the children develop with each other, and with staff members, are central to their happiness and lay the best possible foundations for their future. They are fundamental in ensuring that our children are able to learn in an environment where they feel safe and nurtured.

We believe that children learn best when provided with interesting and exciting opportunities for play and discovery. They need time to develop and extend their ideas alongside skilful and sensitive help from adults to support their learning. This is encompassed within our planning, whereby we reflect on and adjust the learning and our environment to meet the needs of all our children, who will be developing at different rates. We use the characteristics of effective learning to support their learning journey. They 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.

We ensure that the children have positive experiences of success at their own level, in order to give them confidence and motivation for learning in the future.

We encourage children to:

- Develop their attention and resilience to concentrate on their own play or group task.
- Be responsible for their own learning and build on their experiences to become reflective thinkers.
- Grow a love of stories and become confident in their own reading skills.
- Be confident in counting and using numbers to solve problems.
- See themselves as writers, developing a desire to record their ideas and thoughts.
- Develop the growth of social skills and empathy amongst the children.

The children will develop these skills through an overarching curriculum but with flexibility, so that children’s own fascinations are pursued.

Our Early Years Practitioners make decisions to support the cohort, groups of children and individual children so that the learning needs of every child are catered for to ensure progression through the developmental stages.

Assessment and their Learning Journey

In line with the National Early Years Reforms, our children in Reception will be assessed using the National Early Years Baseline Assessment, provided and analysed by the DfE.–We also carry out our own baseline assessment of all children who are new to our EYFS provision (both in Nursery and Reception). To give us a more holistic view, we encourage our families be part of this process by providing an ‘All About Me’ profile as part of their transition. During the first few weeks in school, we carry out a range of activities which enable the children to show their capability, which is logged on Tapestry. During the children’s time with us, we continue to build a record of photos, observations and comments, to support our understanding of the children’s knowledge and skills so that we can plan their next steps in learning.

Observation is an opportunity to look closely at the processes of learning, as well as its products. Observing children helps us get to know them better, and it is this 'knowing' that then informs

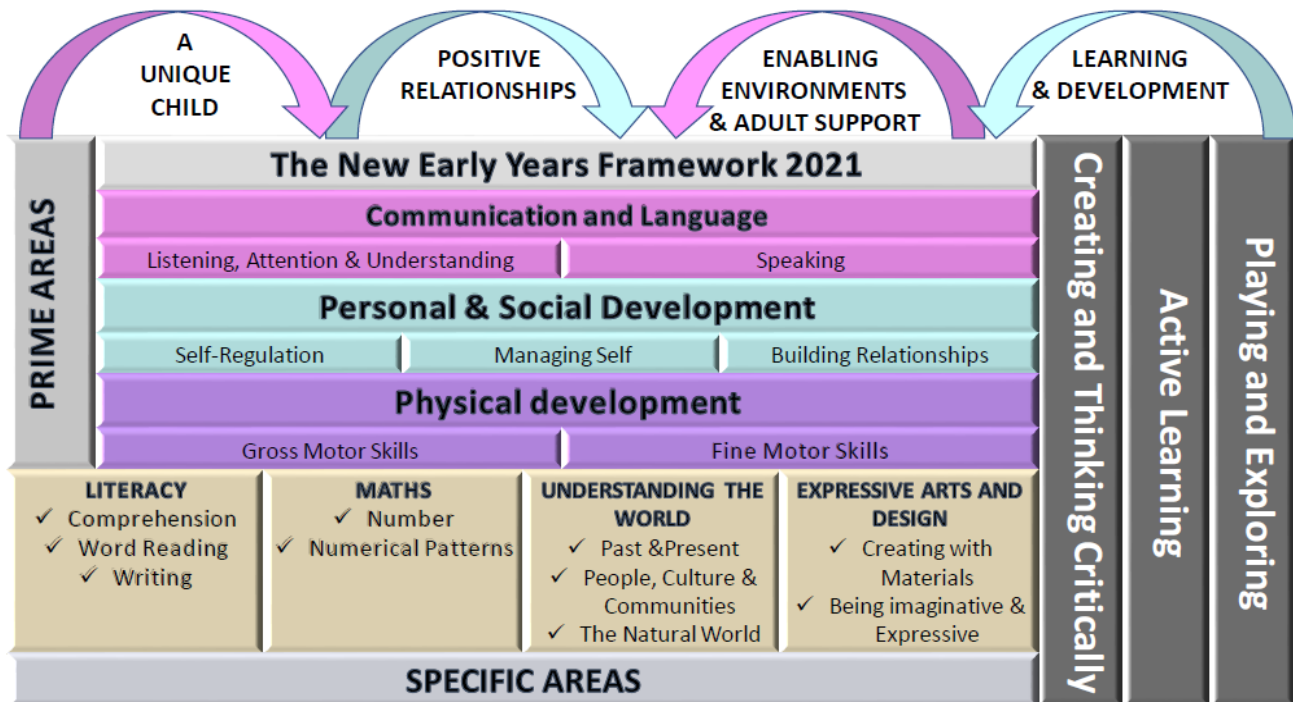
both our planning and our understanding of how children learn best. An observation may be formal (planned in advance to look at a certain child or group of children) or informal. Practitioners may note something of significance, even though they did not 'plan' to observe it. We aim for observations to encapsulate the whole child, and provide enough information for us to identify areas where further support / challenge is required. Adults in our EYFS are skilled at taking advantage of 'teachable moments' and modelling good language and communication constantly.

Our belief is that ALL children should thrive in the Early Years. As a school, we have used the Development Matters guidance to create milestones. These milestones are reviewed half termly/termly, to ensure that children are making progress and are supported accordingly; any gaps in learning and development are quickly identified and specific support / provision put in place.

Through observations, we gain an understanding of each individual child's strengths and any barriers to learning. Our Early Years Leader is also our SENCo and robust systems are robustly in place to ensure that all children have the provision that they need to succeed. Our team forges good relationships with parents and external agencies to provide this support by working together.



Areas of Learning and our Curriculum



Prime areas are the main focus in Nursery, whereas in Reception, our children focus more on the specifics, which building on their skills in the Prime areas of development.

Our curriculum overview (Appendix 1) includes the stories and themes that we deliver, to ensure that the children are able acquire new language and vocabulary to talk about their learning through continuous and enhanced provision. Our curriculum overview is flexible; we adapt what we do to meet the needs of our children now and use their interests as a guide to provide deeper learning experiences within the prime and specific areas of learning.

Prime Areas of Learning

Personal and Social and Emotional Development

At Moorside, our children develop a secure sense of well-being. We support them in making friendships with others, learn to be self-confident and to tell the difference between right and wrong. We encourage children to be as independent as possible in selecting activities and taking care of the resources and equipment. We aim to foster respect and understanding amongst the children by making class rules, taking part in circle time and providing opportunities for small group work.

Communication and Language

Our children are given lots of opportunities to develop speaking and listening skills, one to one, in small groups and as a class. In a range of situations such as circle time and storytelling children learn to listen attentively and respond with relevant comments. We also encourage our children to be inquisitive and ask and answer questions in response to stories we share together. They will show understanding of instructions and learn to express themselves clearly and effectively when speaking one to one or in a group. We use the Nuffield Learning Language Intervention (NELI) to identify children whose language has not developed to the expected standard by the end of the Autumn term and provide this programme as a booster for rapid catch up, so that no child is left behind.

Physical Development -

This area of learning helps improve co-ordination, control manipulation and movement. Within the classroom activities are planned to develop hand eye coordination such as mark making, playing with puzzles, threading, sewing and playing with clay and play dough. Our children have free access to the outdoor area where there are opportunities for climbing, scrambling, balancing and riding wheeled toys. Children are encouraged to recognise the importance of exercise, good oral health and a healthy diet as well as how to keep healthy and safe. They manage their personal hygiene, dressing and toileting independently.

Specific Areas of Learning

Literacy

Our curriculum is based on texts, right from Nursery up to Year 6! The children experience learning through a weekly or two-weekly story linked to an overarching topic. The provision in different areas of the classroom also provides continuous opportunities for children to hear and retell stories, using a variety of books and puppets. We also use Talk4Writing to support children's story telling skills and writing skills. All early attempts at mark making are valued. We support children's phonic development by using Letters and Sounds together with songs and activities to help with learning phonemes.

Phonics and Early Reading

We use the Little Wandle Phonics Scheme to teach phonics across EYFS and KS1.

As soon as they arrive at Moorside, we promote a love of reading and teach children its value. The children take part in daily, focused phonics sessions and these skills are further developed through daily group and individual reading activities in school. We encourage all parents to read with their child at least 5 times each week. We also subscribe to an online reading and phonics resource called - Reading Eggs / Fast Phonics. Children have access to books throughout our environment, both indoors and outdoors and story times are regular.

Mathematics

We use the White Rose Scheme of Learning across school to ensure a consistent and progressive approach to teaching maths so that children have a secure foundation in the understanding the value of numbers and developing this through a range of counting principles:

- The one to one principle, where children assign one number name to each object being counted
- The stable order principle – where children understand that when counting, numbers are said in a certain order
- The cardinal principle – where children understand that the name assigned to the final object in a group is the total number of the objects in that group.
- The abstraction principle -involving children understanding that anything can be counted, including things that can't be seen or touched, like sounds or movements etc.
- The order irrelevance principle, where children understand that the order we count the number of objects in is irrelevant...there will still be the same number.

As children learn about numbers and associated objects, they are taught how to spot patterns and make links to

During a variety of practical activities children will begin to learn to count items one to one, as well as realising other things can be counted such as claps, stamps etc.

They are encouraged to use correct terminology and mathematical language, for example to describe the size and shape of different items, such as big and little, round and circle. Our children regularly take part in real- life maths activities, such as cooking, which provides opportunities for weighing, measuring, estimating and counting. Our maths curriculum in the EYFS is also supported by Numberblocks.

Understanding the World

Children will be encouraged to explore and find out about the world around them through activities in the outdoor environment, as well as looking within the local community. They will use simple everyday technology to beginning to develop skills for the modern world. Children will discuss past and present events in their lives and learn to respect each other's ways of life. Through our Forest school curriculum, our children learn about nature (and the natural world) and how to respect our environment and living things. They develop their cultural capital through:

- learning how to light a fire;
- using peelers and hammers independently and saws with support;
- developing their resilience in being outside in all weathers, work slightly outside their comfort zone, to get dirty, visit an area over a sustained period of time and revisit opportunities and keep working at them to get better;
- taking responsibility for looking after the wildlife area, feed the birds, make habitats, get the hedgehog house ready for winter, tidy up litter;
- growing their curiosity and interest in the world around them and to show an interest or ask a question and carry out investigations to find out more- for example finding some larvae and finding out about the life cycle of a caterpillar;
- cooking food on a camp fire.

Expressive Arts and Design

This area of the curriculum includes art, music, dance roleplay and imaginative play. It is linked to many of the other areas, and children are encouraged to express their individual ideas through a wide range of carefully planned activities. These may include painting, collage, construction, singing and playing instruments. We also encourage roleplay and imaginative play indoors and out to support the children's learning. Our children learn about famous artists, such as Van Gogh and Lowry as they explore colours and drawing techniques.

Outdoor Learning Area

Our outdoor area is an extension of the classroom and we are very fortunate to have a purpose-built environment for our children to develop their physical skills as well as access provision to mirror the classroom. We carefully select resources to encourage skills of negotiation and turn-taking, speaking and listening and scientific enquiry, as well as their fine and gross motor skills. Children have 'free-flow' access to the garden and play outside come rain or shine. Our garden features:

- A large sandpit
- A mud kitchen
- A role-playhouse (our Cosy Café)
- Wooden structures for climbing and exploring
- Plenty of opportunities for planting, growing and caring for plants

We encourage the children to make full use of the outdoors, both during free flow and weekly Forest School, which helps them to develop their language, independence and self-help skills.

How does our team work together to follow and adapt to children's strengths?

Our team is committed to safeguarding our children first and foremost, risk assessing the environment daily and getting to know the needs of our children to ensure that we can meet them efficiently. Staff support each other by sharing best practice and disseminating CPD. Weekly stand up meetings enable our Early Years Team to share any arising matters and plan together for the following week, so that Nursery and Reception are following similar themes and provision is well resourced and organised. This is also an opportunity to share any specific information about children who are requiring some additional support. Where there are new staff, as well as providing CPD, we have progression documents to support their knowledge of where the children's skills are at in terms of their development, and their goal of where they are going next (for example in mark making). Our team have a shared vision and ethos, based on the principals of nurture, and ensure that this is echoed in our learning environments.