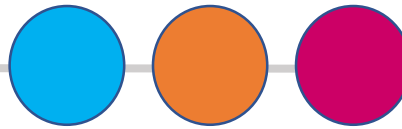


# Early Years at St Ann's Well Academy



## OUR INTENT IS TO...

'The most important period of life is not the age of university studies but the first one, the period from Birth to the age of six'.

'Early childhood education is the key to the betterment of society'

Maria Montessori



**'When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.'**  
– Development Matters

Deliver a rich, varied, engaging and reflective curriculum, which ensures that all pupils experience a broad and balanced curriculum, meeting their exact needs.

Deliver a curriculum from F1 through to F2 which is progressive that builds on previous learning and prepares children for the next stage of their education.

Ignite and foster a love of learning to support pupils as lifelong learners (The characteristics of learning) .

Encourage pupils to develop personal interests and confidence in their own thoughts and decisions.

Support pupils in the acquisition of personal values enabling them to become effective members of a cohort and wider school as they mature.

Invest in the learning environment due to its impact on pupils' attainment, engagement, and well-being.

Prioritise vocabulary development as an integral aspect to all EYFS practice.

Prioritise the teaching and application of pre-reading skills and knowledge of phonics.

Form a love of books and reading.

# IMPLEMENTATION

At St Wells Academy we follow the Statutory framework for the early years foundation stage 2021.

'There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.'



Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the **prime areas**:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development.

We also support children in four specific areas, through which the three prime areas are strengthened and applied.

The **specific areas** are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

'Within this framework there are four guiding principals which shape our practice.

These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)



## Areas of learning

At the end of Rainbows (F2) every child will be assessed in all these areas of Learning to see if they meet the expected child development level.

### Language and Communication

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



### Personal, Social and Emotional Development

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.



“This is you, this is me, this is Mummy”

Thea

### Physical Development

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.

### Literacy

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)



### Mathematics

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.

### 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

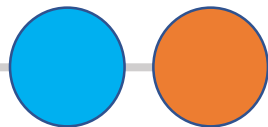


members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Expressive Arts and Design

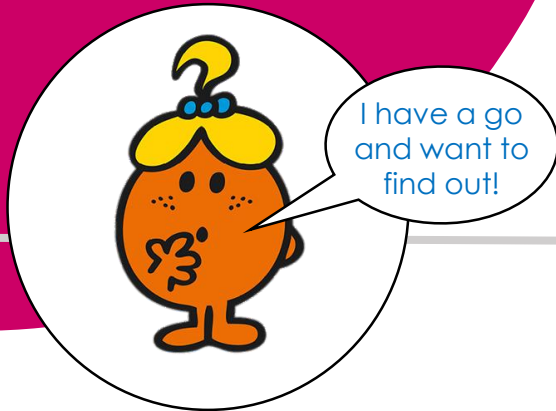
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children 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.

Taken from Development Matters



# CHARACTERISITICS OF EFFECTIVE LEARNING

The Characteristics of Effective Learning describe behaviours children use in order to learn. They are encouraged, enabled and modelled throughout our provision.



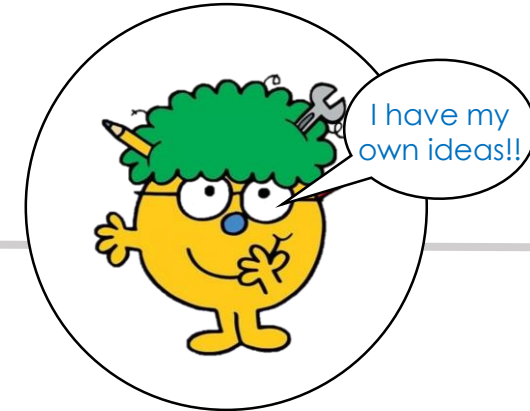
Little Miss Curious

**Playing and Exploring**  
Engagement



Mr Impossible

**Active Learning**  
Motivation



Little Miss Inventor

**Creating and thinking critically**  
Thinking

## How to help at home

- Make sure toys are relevant to children's interests.
- Arrange space where children can explore, build, move and roleplay.
- Help children concentrate by limiting noise, and making spaces visually calm and orderly.
- Ensure children have uninterrupted time to play and explore.

- Notice what arouses child's curiosity,
- Ensure children have time and freedom to become deeply involved in activities.
- Support your child to maintain focus on things that interest them .
- Help them to keep ideas in mind by talking over photographs of their previous activities.
- Keep significant activities out instead of routinely tidying them away.

- Avoid your child just reproducing someone else's ideas.
- Build in opportunities for children to play with materials before using them in planned tasks.
- Establish the conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.
- Routines can be flexible, while still basically orderly.

# Reading, reading, reading!

Reading is a skill for life and something children will need and use every single day. Helping your child to develop a love for and interest in books from an early age improves cognitive function ( learning, thinking, reasoning, remembering, problem solving , decision making and attention).

## What are the benefits of reading?

- Imagination and creativity
- Development of vocabulary
- Speech and language development
- Communication skills
- Build and develops knowledge
- Increase concentration
- Build empathy and social awareness

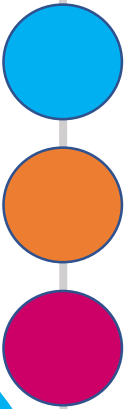
It is clear to see that there are an enormous amount of benefits to reading to your children from an early age!

CHILDREN ARE  
MADE READERS  
ON THE LAPS  
OF THEIR PARENTS.

- EMILIE BUCHWALD

 BilingualKidspot.com

‘Reading makes all other learning possible. We have to get books into our children’s hands early and often’ - Barack Obama





## Brain Development

Babies are born learning. From birth to age 3 are critical years for the development of language skills that are foundational for future learning success.

Parents are a child's first and most important teacher.

## Language

The number of words that a child knows when he or she enters kindergarten is the most important predictor of a child's success or failure.

Reading aloud grows your child's vocabulary and introduces many words and concepts that you might not use in everyday conversation.

## Knowledge

Books are a pleasure, yes, and they are also informative. You and your child can learn something new when you read aloud.



## Why Read Aloud?

### Love of Reading

Parents that read aloud demonstrate that reading is important, that reading is pleasurable, that reading is valued.

### Bonding

Is there anything better than sharing a good book with a child in your lap?

### Literacy Skills

Vocabulary. Phonics. Familiarity with the printed word.  
Storytelling. Comprehension.  
Reading aloud is invaluable for building literacy skills.

## HOW WE SUPPORT READING IN EYFS

Parent information  
and celebration on  
Class Dojo

Print rich  
environments

Daily story  
sessions

Dolly Parton  
Imagination Library  
monthly book  
delivery

Parent phonics  
sessions

ELS systematic  
synthetic daily  
phonics lessons

Weekly topic themes  
based around planned  
books/text

Book  
celebration  
days



F1 NURSERY  
READING

Parent and  
child library

Babbits award for  
shared reading

Shared reading  
diaries and  
certificates

F2 RAINBOWS  
READING

'Harder to read  
and spell'  
flashcards

Engaging  
reading  
books

Reading books  
that match our  
phonics  
programme

Personalised  
reading  
diaries

Star Reader  
awards

# EYFS CURRICULUM CONCEPTS



**The World**



**People & Places**



**Plants**



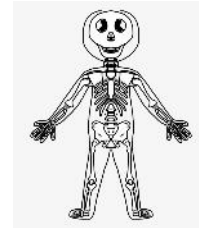
**People**



**Animals**



**Celebrations**

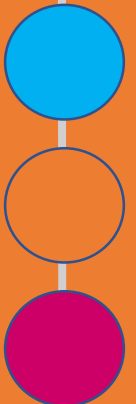


**Healthy Bodies**



**Amazing Me**

Within our half termly themes, due to our knowledge of brain based cognitive science we have created a 'spiralling curriculum' across our foundation unit. This means that the eight concepts above are frequently revisited and reinforced to support pupil's understanding and learning. Using interleaving of these concepts during our themes supports children applying their knowledge in different contexts. Our concepts have been formed by refining the Understanding the World and PSED areas of learning into significant strands and using our knowledge of previous cohort's interests.



## F1 Topic Overview

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>Autumn 1 All About Me</b>	Welcome to Nursery	Settling In All About Me	<b>Amazing Me</b> Emotions		<b>People</b> My Family	<b>People &amp; Places</b> My Home
<b>Autumn 2 Our Lives</b>	<b>People</b> Firefighters	<b>The World/ People &amp; places</b> Exploring Local Environment	<b>Healthy Bodies</b> Bedtime Routines	<b>Celebrations</b> Birthdays	<b>Celebrations</b> Christmas	
<b>Spring 1 Where We Live</b>	<b>Amazing Me</b> Confidence	<b>People</b> Different Families	<b>People &amp; Places- Let's go .....</b>			<b>The World</b> Weather
			to the shops	to the library	in vehicles	
<b>Spring 2 Our Wonderful World</b>	<b>Healthy Bodies</b> Healthy Eating	<b>Animals /The World</b>		<b>Animals</b> The Farm	<b>Animals</b> Animal Babies	<b>Celebrations</b> Easter
		Oceans	Jungle			
<b>Summer 1 Exploring Living Things</b>	<b>Plants</b> Growing	<b>Healthy Bodies</b> Healthy Eating	<b>Animals/The World</b> Minibeasts ... In the garden			<b>Animals/the World</b> Minibeasts ... in pond
<b>Summer 2 We All Belong</b>	<b>People &amp; Places</b> Brilliant Buildings	<b>People</b>			<b>Animals/ The World</b> Dinosaurs	<b>The World</b> Space
		Doctors/nurses	Vets	Police		

## F2 Topic Overview

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>Autumn 1 Ourselves &amp; Our School</b>	Welcome to Rainbows	<b>People &amp; Places</b> Our School	<b>People</b> My Family		<b>Healthy Bodies</b> Growing	<b>Plants/ Animals</b> Autumn
<b>Autumn 2 Our Community</b>	<b>Amazing Me</b>	<b>People</b>			<b>Celebrations (3weeks)</b> Diwali, Eid, Christmas	
		Firefighters Fire Safety	Police Officers Behaviour Choices	Doctors/nurses The Body		
<b>Spring 1 Where in the world?</b>	<b>Amazing Me</b>	<b>The World</b> Maps	<b>People &amp; Places</b>			<b>Healthy Bodies</b> Keeping Clean
			England	Jamaica	China	
<b>Spring 2 Be an Explorer</b>	<b>The World/Animals</b>			<b>The World</b> Space	<b>Animals</b> Dinosaurs	<b>Celebrations</b> Easter
	The Oceans	The Grasslands	The Polars			
<b>Summer 1 What can you see?</b>	<b>Plants</b> Growing and Planting		<b>Healthy Bodies</b> Healthy Eating	<b>Animals</b>		<b>Healthy Bodies</b> Sun Safety
				Minibeasts/Lifecycles		
<b>Summer 2 We can make a difference!</b>	<b>People – School Values</b>			<b>The World/Animals/People &amp; Places</b> Endangered Animals Looking after the planet		<b>Transition Week</b>
	Boy who cried wolf (honesty)	The Ugly Duckling (kindness)	Cinderella (self belief)			