



Whiteways Primary school is now part of a Multi Academy Trust

Early Years Curriculum



CASCADE MAT & WHITEWAYS VISION STATEMENT



Our vision is to: -

- To transform the life-chances of our children by ensuring an increasing number of pupils are secondary ready.
- To ensure safe and secure learning environments by constantly improving our facilities on an annual cycle
- To create inspirational places for our staff to work to effectively recruit and retain high quality staff
- To be an influential part of our local communities finding ways to contribute to their health and wellbeing

Children from the ages of 2 up to 11 years of age enjoy attending Whiteways Primary school. Where we provide a high quality and exciting education for all our children. Whiteways Primary is proud to be part of the community and we value our parents/carers and welcome their participation in their children's learning. Throughout the year, parents are invited to attend school for key events, workshops and discussions about the progress their children are making. We want children to be excited about their learning and to enjoy coming to school. We recognise that parents play a key role in making this happen. We strive to ensure school is a place where all parents, children and families feel welcome.

Pedagogy Statement

"Children are powerful learners. Every child can make progress in their learning with the right help. Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high quality play. Sometime they join in to sensitively to support and extend children's learning. Children in the Early Years also learn through group work, when practitioners guide their learning. Older children need this guided learning. A well-planned learning environment indoors and outside, is an important aspect of pedagogy."

(Principles into Practice, Julien Grenier 2020)

Approaches to pedagogy and teaching strategies

- Our learning environments are well organised and accessible to all children
- Our Early Years Foundation Stage (EYFS) is a safe and secure place for our children to learn
- Our learning resources change overtime to meet the learning & development needs of all children
- Our learning environments will always challenge and excite children
- Motivations and interests of children will shape the curriculum we offer
- Our creative learning environment and curriculum delivery will secure a strong foundation and love of learning throughout the Early Years and into the future

Curriculum Intent

We strongly believe that the education and experience for all children in the early years should be happy, active, exciting, fun and secure. We believe all children have the right to thrive in an environment where they feel safe enough to take risks, ask questions, make mistakes and are encouraged to embrace their individuality. It is our aim to help children find their voice, follow their interests and encourage a passion for learning.

We want our pupils to be excited by the world around them and explore their cultural identity which they can share and celebrate with others. We promote a deep understanding of tolerance, respect and empathy. Children in the early years should be given the opportunity to learn and develop basic life skills such as interacting and building relationships with others, taking turns in conversation, active listening and fundamental basic skills in reading, writing & maths.

We aim to work collaboratively with parents to encourage independent and enthusiastic learners who can reach their full potential regardless of their background, circumstance or needs.

We recognise that children thrive on new experiences and believe they should be provided with first hand experiences to engage their inquisitive minds, broaden their horizons and promote awe and wonder about the world around them. We provide vibrant continuous indoor and outdoor provision to support learners in investigating, creative thinking and problem solving.

Every child has access to a broad, balanced and enriching curriculum and our goals are adaptable to each individual in the setting. We provide scaffolding and extra support to help every child to access the curriculum and ensure they make progress. We recognise that not every child will make the same progress and they may be working at an adapted level suited to their individual need. For these children, smaller steps progress will be assessed, celebrated and recorded. where children move on quickly, our emphasis will be on deepening their learning.

Curriculum Implementation

At Whiteways, we recognise that children will learn most effectively when they are happy, healthy, safe and secure. We actively safeguard and promote the welfare of our children by meeting their individual needs and building positive relationships.

Our curriculum provides regular opportunities to demonstrate and promote our core values which underpin everything that we aspire for our pupils: **Aim high, Be Enthusiastic, Be safe, Be team players, Respect all, Be honest, Have your say.**

Our curriculum is designed to recognise children's prior learning, provide first-hand learning experiences and become creative and critical thinkers. We plan through a topic-based approach and these plans are frequently adapted to include the interests of our children. These topics are devised around the vocabulary needs of the children to prepare them for KS1 and 2. The curriculum provides opportunities for both child and adult led learning through focused activities and engagement in the enabling environment and continuous provision.

Curriculum Impact

The impact of our EYFS curriculum is reflected in having happy, confident, inquisitive children who demonstrate the knowledge, skills and attitudes which will make them lifelong learners and valuable members of the community. By the end of Foundation Stage 2 we aspire for all of our pupils to have acquired the knowledge, concepts and skills outlined in the Early Years Foundation Stage Curriculum alongside a positive attitude and enjoyment towards all areas of learning. We believe that all learning is progressive, and that our pupils should constantly build upon their previous knowledge and understanding. They will be problem solvers and risk takers, speakers and listeners, demonstrate perseverance and resilience, be able to ask questions and show kindness, love and respect.

When our pupils leave Foundation Stage, our aim is that they are fully prepared to embark on the next stage of their school career in Key Stage One. Our main goal is to ensure that the curriculum we provide gives our pupils the confidence and motivation to further develop their skills into the next stage of their education and beyond.

Assessment in the Early Years

In order to make assessments in the early years, we need to know the children that we work with well enough to ensure that we are doing the right things to support and develop their learning. We need to know what excites them, how they respond to different scenarios, what triggers their enthusiasm and what motivates them. Equally, we need to know their level of development so that we can provide them with all the aspects of the curriculum that they will need in order to be successful in life. Assessment in the early years is ongoing every day and carefully considered to provide a very detailed picture of the children we work with. We measure progress and learning through formative and summative assessment based on the staff's knowledge of each child. To help build a detailed picture of each child, observations are recorded on individual learning journeys, literacy and maths books and individual portfolios which are regularly shared with parents. Staff also value planned and impromptu conversations with parents who are integral to helping staff get to know their child. Through observation and discussion, areas of need and next steps are identified for our children to ensure progress and identify gaps in learning. Support and challenge are then planned for in the provision, environment, adult interactions and interventions

Summative assessment points take place during the 2-year-old check, baseline and 3 subsequent end of term assessments.

At the end of Foundation Stage 2 the child's teacher will make a summative judgement of their progress against the 17 early learning goals which are detailed in the Foundation Stage Profile. These judgements are recorded and shared with parents and Year One staff to help determine the child's readiness for learning in key stage one. Those children who have not yet met the early learning goals will be provided with a curriculum tailored to meet their needs when they start Year One.

The EYFS team meet regularly to review and evaluate teaching, learning and provision. Teachers engage in both internal and external moderation and attend regular pupil progress reviews to discuss attainment and progress needs.

Characteristics of Effective Teaching and Learning

The Early Years Curriculum aims to ensure our children develop into effective lifelong learners. The only way to do this is to fully understand not only what they are learning but how they are learning. This enables staff to equip children with the knowledge and skills that can be built on over time.

The Characteristics of Effective Learning describe the behaviours that children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. There are 3 main characteristics that drive children's learning:

- Playing and exploring - engagement
- Active learning - motivation
- Creating and thinking critically – thinking

As children play and explore, they will.....

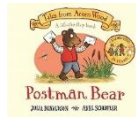
- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Reach for and accept objects
- Make choices and explore different objects and materials
- Think ahead about how they will explore and play with objects
- Guide their own thinking and actions by talking to themselves while playing
- Make independent choices
- Do things independently that have been previously taught
- Bring their own interests and fascinations into the setting
- Respond to new experiences that you bring to the setting

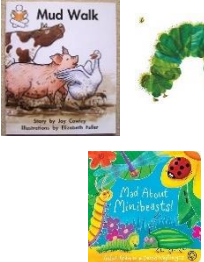
As children actively learn, they will....

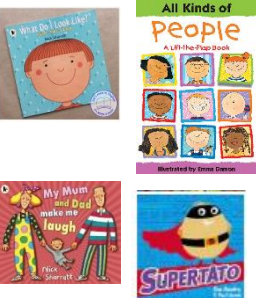
- Participate in routines
- Begin to predict sequences because they know the routines
- Show goal directed behaviour
- Use a range of strategies to reach a goal they have set themselves
- Begin to correct their mistakes themselves
- Persevere when things get difficult

As children create and think, they will....

- Take part in simple pretend play
- Sort materials
- Review their progress as they try to achieve a goal
- Solve real life problems
- Use pretend play to think beyond the here and now and to understand another perspective
- Feel confident about coming up with their own ideas
- Make more links between those ideas

Topic overview					
	Term 1	Term 2		Term 3	
2YO Core texts	What can you see?  Outcome Visit to Sam's Space Stay and play -Christmas craft day Christmas production	Let's move!  Outcome Visit to our local Library Stay and play- road safety	Once upon a rhyme!  Outcome Stay and Play-Easter themed	Animals, animals everywhere! Pets British animals  Outcome Stay and play Pet and Reptile visit Visit to Osgathorpe park	Let's go outside!  Mad about minibeasts Outcome Stay and Play Graves Park visit Graduation
Other texts/rhymes that might be used	I love you	Noisy police car Wheels on the bus There's a dragon in my book- Chinese new year	Wheels on the bus Incy Wincy Spider Wind the bobbin up Twinkl, twinkl little star	The Great Pet Sale The woods	A busy day for birds Twist and hop the Minibeast bop Noisy farm Who's on the Farm Old MacDonald Had a Farm
Enhancements	Dressing cardboard people Making brown bears on toast Sam's space – including a visit from Santa Firework pictures Diwali hands Making Poppies Pumpkin rolling Making and decorating Christmas decorations Parents stay and play- craft themed	Chinese new year - tasting food Emergency Vehicle experience - new for 2023! Local walk and bus journey- transport spotting, snack in the park, playground Parents stay and play- Road safety		Big toddle Graves park - farm, part of 'let's go outside' Forest school Picnic under a tree Animal encounter-reptile visitor Spider biscuits Parents stay and play- wildlife themed	

FS1 Core texts	All about me!  Outcome Visit Sam's Space Stay and Play- Parents Teddy bears picnic- at Osgathorpe park	Once upon a rhyme  Outcome Local walk to Osgathorpe park Stay and play- Christmas craft day Christmas production	Food glorious food!  Outcome Visit to a local library Stay and Play- baking/sing along	Transport  Outcome Local walk to see transport Stay and play- road safety	Once upon a story...  Outcome Animal encounter	Out and about  Outcome Graves Park visit Graduation day
Other texts/rhymes that might be used	My Face We are all different	Incy Wincy Row, row, row your boat Did you ever see a bunny? Itsy bitsy pumpkin	Little Red Hen makes pizza	The Naughty Bus-PSED Amazing airplanes	Bumble bear The World Came to Our Place Today	The Very Hungry Caterpillar Incy Wincy spider Titch
Enhancements	-Hanging clothes on the washing line -Making bear biscuits -Teddy bears picnic in Osgathorpe park	-Exploring eggs (hard boiled, raw, messy play) -Humpty Dumpty crime scene -Making omelettes	-Making turnip soup Forest school mud pancakes -Making Jam sandwiches -Messy play food day	-Flying paper airplanes -Forest school Boat activity -Motorbike vehicle visit -Police car visit from South Yorkshire police -Local walk to spot transport	-Animal encounter-reptile visit -Gruffalo walking experience Forest school	-Minibeast hunt forest school -Sports day -Big Toddle -Summer Picnic -Graves park

	-Going on a bear hunt in forest school Visit to Sam's space Beans on toast	-Having a boat race with craft boats -Explored Pumpkins (taste, touch) -Firework pictures (safety) -Making Christmas decorations -St Nikolas (6 th December) experience -Stay and Play Christmas -Christmas sing along (chatterbox)	-Having a pizza party -Parent singalong -Chinese New year week e.g food tasting, dragon dance, crafts -Visit to our local library	-Parent stay and play Easter themed	-Making Gruffalo crumble -Growing flowers	-Stay and play -Graduation
FS2 Core texts	Super me!  Outcome Singing competition	Traditional tales!  Outcome Christmas production Longshaw visit	On the Move!  Outcome Stay and play Local area visit	On the Farm!  Outcome Cannon hall farm visit	Gardeners world!  Outcome The allotments visit Reptile visit	Water world!  Outcome Millhouses park visit
Other texts that might be used	It's the Weekend – non fiction Happy in Our Skin	Autumn is Here Leaf Trouble	An Engineer Like Me	Easter – non- fiction	The Greedy bee Mad about Minibeasts	The big red bath Water experiment Wash your hands song

	Funnybones Cleversticks The Colour Monster	Guy Fawkes – non fiction			The Tiny Seed Nature Trail The Extraordinary Gardener Rosie Plants a Radish	
Enhancements	-Evil pea challenge - try new vegetables -Make vegetable soup -Visiting Panto -Make poppies -Firework safety -Diwali lanterns	-Make porridge -Elf escape -Visit to Longshaw- weather changes -Bird feeders -Singing competition - St Nicholas celebration- treats in shoes	-Map making -Local area walk using our maps -Emergency vehicle visit -Chinese new year celebrations -The Great Race – Dawn Casey -Well- being week	-Cannon hall farm -Chatterbox music parents sing along	-Minibeast hunt from local RSPBC visitor -Forest schools- Muddy Mondays	-Water experiments -Visit to Mill houses park