

# What does the 'Early Years' look like at Ladybridge Primary?

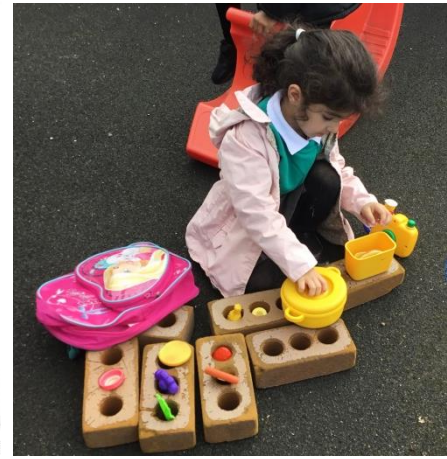
## 1. Curriculum mapping

We follow the EYFS curriculum providing play based learning opportunities in both the Prime (Personal, Social and Emotional Development, Communication & Language and Physical Development) and Specific (Literacy, Mathematics, Understanding the World and Expressive Arts & Design) areas of learning.

Our learning challenge curriculum is enquiry based. Each half-term's theme is presented in the form of a question which aims to challenge the children's thinking and inspire them to investigate further. We want our children to be independent in accessing quality play-based experiences that encourage them to notice, question and wonder.

Statutory framework for the early years foundation stage  
Setting the standards for learning, development and care for children from birth to five

Published: 31 March 2021  
Effective: 1 September 2021



We operate a two yearly cycle so that children who begin Nursery at Ladybridge do not repeat the same topics in their Reception year. We do support the children to acquire the skills they will need when approaching a new theme and we nurture and develop these as they proceed through the Early Years, thereby ensuring progression and learning at greater depth.

In Reception, having been introduced to the sounds picture cards during the summer term in Nursery, the children follow the Read Write Inc. programme to learn to read and write. The teaching of Maths Mastery is supported by the National Centre for Excellence in the teaching of Mathematics.

| Term: Autumn 1 2022-2023 Early Years   | Links and Skills   |
|--|--|
| <b>Learning Challenge Question:</b><br><b>WHAT DO I KNOW ABOUT ME?</b><br><b>Week 1 (5/25):</b><br><b>Pre-learning:</b> What do I know about me?<br><b>Who are you?</b><br><b>Week 2 (12/29):</b><br><b>Week:</b> Children's photos.<br><b>How do you know who I am?</b><br><b>Week 3 (19/29):</b><br><b>When is my birthday?</b><br><b>Week 4 (26/29):</b><br><b>How have I changed?</b><br><b>Week 5 (3/30):</b><br><b>How will I change?</b><br><b>Week 6 (10/30):</b><br><b>What are my favourite things?</b><br><b>Week 7 (17/30):</b><br><b>Post-learning:</b> What do I know about me now?<br><b>Harvest celebration.</b> | <b>Personal, Social and Emotional Development</b><br>2-4 I can work and use resources and resources, with help when needed.<br>2-6 I can develop the sense of responsibility and membership of a community.<br>2-8 I can use myself in a suitable situation.<br>2-9 I can build constructive and respectful relationships.<br><b>Communication &amp; Language</b><br>2-4 I engage in longer stories and can remember much of what happens.<br>2-6 I can use a wider range of vocabulary.<br>2-8 I understand how to listen carefully and why listening is important.<br>2-9 I can listen and understand.<br><b>Physical Development</b><br>2-4 I am continuing to develop my movement, balancing, sitting/looking, tikes and hand/feet skills.<br>2-6 I can use large muscle movements to wave flags and dressers, paint and make marks.<br>2-8 I can think and refine the fundamental movement skills I have already acquired: rolling, walking, crawling, stepping, crouching, jumping, hopping, climbing.<br><b>Understanding the World</b><br>2-4 I can talk about what I see, using water vocabulary.<br>2-6 I can begin to use some of the words I hear in my own and family's history.<br>2-8 I can talk about children of my own culture, family and community.<br>2-9 I can name and describe people who are familiar to me.<br>2-9 I can continue on stage of familiar situations in the past. |



## 2. Sampling

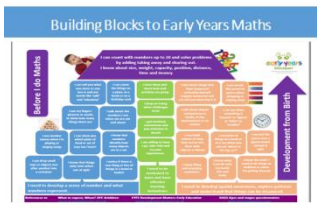
The children's paper and online learning journals are constantly ongoing and updated regularly. This provides us with the opportunity to gauge where each child is in their learning and to identify their next steps. We are then in a position to plan our provision accordingly.

As a team we continually monitor the Early Years' provision to ensure it is engaging to all children at their own particular level of development. We recognise the uniqueness and individuality of each child.

As a school, book flicks occur weekly and the children's learning journals form a part of this.

As a team we have a weekly meeting that gives us focused time to discuss planning, training updates, internal moderation of our assessments and reflection on our good practice. Alongside this we ensure staff attend external meetings, local cluster meetings, conferences and training events with keynote speakers. Maths is a current focus. We strive to deliver the best possible care and education for our children.

## 3. CPD



## 4. Assessment

Observations are ongoing as the children engage in their play and we record these using the Tapestry online journal, one for each child. This is a two way assessment tool as parents/carers have immediate access to all the observations we do in school and they can contribute by sending information from home.



Our assessments link to the 'Development Matters' document which provides guidelines as to the expected level of development for children in relation to their age. At Ladybridge we recognise that children develop at their own pace and our assessments will reflect this.

Alongside our observations we use pre and post-learning tasks to assess the children's progress and knowledge and understanding of the subjects covered. All assessments involve teachers, parents/carers and the children themselves so that the next steps identified are relevant and accurate.

## 5. Learning environment



Our indoor and outdoor areas are planned with the children at the heart of our provision. Each child is unique, having different interests and fascinations, and we aim to reflect this in the range of learning experiences we offer. We want all our children to be motivated and excited to learn.



We aim to enrich the lives of all the children in our care so we plan opportunities for them to experience the wider world. This includes trips in the local vicinity and those farther afield.



## 6. Celebrations

We celebrate the children's learning every day and in a variety of ways. We have a reward system based on dojos. The more the children collect the greater their reward. We have a star writer of the day, voted for by the children, and this person gets their photo pinned up on the wall. We have a 'sunny star' board where the children's photo gets placed if they do anything praiseworthy, such as helping their friends, sharing, showing good manners. Pieces of work/projects that the children have focused hard on are shared with their classmates and their parents/carers. Each child has a small area of display in the classroom and a mixture of teacher and self-chosen activities are represented. Achievements are also recorded in the children's learning journals.

