



Bishop Lonsdale Church of England Primary School and Nursery



Our Early Years Curriculum is informed by...

John 14:6: Jesus said, "I am the way and the truth and the life."

Our whole school vision and principles of **B**ecoming **I**ndependent **S**uccessful **H**onest **O**pen-minded **P**eople.

- The requirements of the Statutory Framework 2021 including: the overarching principles for the EYFS, the Education Programmes for each of the seven areas of learning and being mindful of the progress required to meet each of the seventeen Early Learning Goals.
- Our commitment to ensure that all children have the self-confidence, skills and knowledge needed for year one and for future learning.
- The skills, knowledge and vocabulary as set out in our chosen programmes for phonics (Little Wandle), maths (Power Maths), writing (Writing for Pleasure).

- Holistically developing children's individual interests, needs and talents.
- Children's health and well-being, including mental health.

- Our commitment that all children develop the language and literacy skills needed to communicate effectively and have a life-long love of books and stories.

- Encouraging children to develop their creativity and freedom of expression.
- The composite and component skills and vocabulary linked to the physical and social context of our local community.

- Our aim is for all children to think mathematically, enabling them to reason, solve problems and assess risks in a range of context.
- Providing all children with opportunities to deepen their understanding through exploration of concrete, pictorial and abstract resources.

- A commitment that all of our children develop a sense of responsibility and care for the natural world and an appreciation and understanding of its wonder and beauty.

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a) *John 14:6: Jesus said, "I am the way and the truth and the life."*

Our school values are underpinned by the Christian values that Jesus taught his disciples. Our children in EYFS learn and grow their: creativity, sense of community, courage, compassion, dignity, forgiveness, friendship, generosity, hope, humility, joy, justice, perseverance, respect, responsibility, service, thankfulness, trust, truthfulness and wisdom.

We hold open and honest discussions with our children in the Early Years to develop the core values in becoming a child of God; through exploring key religious events and participating in prayer and collective worship.

b) *Our whole school vision and principles of **B**ecoming **I**ndependent **S**uccessful **H**onest **O**pen-minded **P**eople.*

Our school believes in:

- **Enabling everyone to reach their full potential**

Children receive targeted learning and challenge throughout their time in our setting. They are taught through individual targets, as well as in small groups and as part of a whole class.

- **Developing a love for learning and a desire to achieve**

Our children have access to a wide range of activities which are designed to meet the needs of all children, across Nursery and Reception. They are encouraged to explore new activities, alongside playing within their own personal interests.

- **Encouraging everyone to become independent and confident, with a belief in themselves**

Children are encouraged to choose and develop their own learning within our continuous provision. They are rewarded through verbal praise and our whole school smiley system; and are invited to share their successes with their peers and families.

- **Promoting Christian values and respecting diversity.**

Our children are given opportunities to participate in prayer and reflection throughout the school day and when deemed ready, take part in whole school collective worship. We celebrate the diversity of our community, ensuring all children feel special.

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- b) Our commitment to ensure that all children have the self-confidence, skills and knowledge needed for year one and for future learning.*

At Bishop Lonsdale we offer a broad and balanced range of subjects and topics within a safe, stimulating and nurturing environment to enable children to start their journey as enthusiastic, successful, life-long learners.

Our provision is carefully planned and taught to allow children to explore, create and acquire knowledge that is relevant to their lives in all seven key areas of learning. Throughout their independent and collaborative play, our children are given opportunities to extend their learning through critical thinking and challenge.

The seven key areas for learning are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Our aim is for all children to meet the Early Learning Goals by the end of the Reception year.

If you would like to find out more, click here: [Early Years Statutory Framework](#)

- c) *The skills, knowledge and vocabulary as set out in our chosen programmes for phonics (Little Wandle), maths (Power Maths), writing (Talk for Writing).*

Phonics and Reading

In Nursery, we use the Little Wandle Foundations program. This lays foundations for children in preparations for Reception phonics. There is a focus on nursery rhyme activities, phonological awareness and oral blending games. The 'Love of Reading' section puts stories and rhymes at the heart of our provision to give children the best possible start to learning to read.

In Reception, we teach phonics using a systematic, synthetic phonics approach - Little Wandle Letters and Sounds. Children have 20 – 25 minutes direct teaching, this is followed up in continuous provision with group reading three times a week and, at least three activities in continuous provision being related to phonics and reading.

Reading for pleasure is promoted throughout the unit with access to books in all areas. Children have allocated story time at the end of each day, which may be as a whole class or as tailored stories for small groups.

Nursery and Reception children are provided with well-matched reading books to extend the children's learning at home. Our expectation is that children read to an adult at least three times a week.

Writing

At Bishop Lonsdale, we teach writing using the 'Writing for Pleasure' approach. The approach is beneficial for young learners as it fosters a love for writing, supports literacy development e.g. spelling and vocabulary, encourages creativity and imagination, develops fine motor skills and promotes a positive writing environment.

Children have access to writing tools and resources throughout the day, with applications across many different activities.

To develop fine motor skills children are explicitly taught cursive handwriting patterns in Reception using the 'Kingston Cursive' handwriting scheme.

Mathematics

Through planned and taught sessions, our children receive 15-20 minutes of direct maths teaching every day. We use White Rose to guide our maths curriculum, whilst using teacher assessment to ensure all children reach their full potential. Maths activities are available throughout our continuous provision for children to extend or cement previous learning. We aim for our children to leave EYFS with a proficiency in number, calculations, shape, space and measures. We develop children's reasoning and problem-solving skills through challenge and real-life mathematical applications throughout the unit.

Our Early Years Curriculum is informed by...

- Holistically developing children's individual interests, needs and talents.
- Children's health and well-being, including mental health.

a) Holistically developing children's individual interests, needs and talents.

We use a play-based approach to our learning in EYFS, this is underpinned by the four principles of EYFS, as outlined in '[Birth to Five Matters](#)'.

- **Unique child** – every child is treated as an individual throughout their development and learning. Every child is valued and respected with specific needs being supported.
- **Positive relationships** – children are encouraged to become independent in all aspects of learning, as well as in their ability to build positive relationships with their peers and adults alike. Children are guided through their personal, social and emotional development with love and care. There are clear behaviour expectations within the setting.
- **Enabling Environments** – the setting provides stimulating resources and spaces, inside and outside, relevant to all children's cultures and communities. We provide rich learning opportunities through play and playful teaching. Looking after our environment is taught and encouraged.
- **Learning and Development** – we recognise that children learn at different rates, this is reflected in our provision. Our curriculum is guided by the ability to play and explore, learn actively and think creatively and critically.

We have open communication with families to build relationships and learn more about our children in order to tailor their learning. Staff undertake daily observations to monitor children's progress and identify next steps in learning.

Children are continually encouraged to talk and express themselves through dialogue, during their indoor and outdoor play, taught sessions and during whole class discussions.

Planning is monitored and adapted daily to incorporate children's continual growth and development while following up on areas of interest highlighted from our children.

a) Children's health and well-being, including mental health.

Throughout all of our learning experiences in EYFS, our children are encouraged to share their thoughts, feelings and ideas. We encourage open discussion around emotions, including cause and effect, consideration of others, and providing children with the tools they need to express themselves confidently. There are a variety of resources available to support children's mental health, including a mental health first aider.

Nursery and Reception engage in taught PE sessions once a week with opportunities to explore new physical activities throughout the year. Children have access to the outdoors every day during continuous provision where they develop their physicality through a variety of activities. We continually challenge children to push themselves with their physical fitness, stamina and speed.

Children are taught about the importance of a balanced diet to our health. They are encouraged to drink milk, water and eat fruit daily as well as exposure to new foods. Children are taught and encouraged to look after their own personal hygiene.

Our Early Years Curriculum is informed by...

- Our commitment that all children develop the language and literacy skills needed to communicate effectively and have a life-long love of books and stories.

In order for our children to be able to express their thoughts and ideas effectively, we strive to provide all children with the communication, language and literacy skills they need. This is taught and practised through whole class, groups, paired and independent work.

Communication and language is of high priority in all aspects of the curriculum. We also have a designated space to develop specific skills, such as learning new vocabulary and conversational skills. Quality adult interactions are carefully considered.

We promote a language rich environment where all activities are enhanced with new/key vocabulary, text and/or books. There are also opportunities for children to independently select books of their choice.

We use multiple approaches to engage and stimulate children's love of reading. Books and authors are carefully selected to teach key reading skills e.g. prediction and questioning, as well as decoding.

Children have access to a variety of mark making and writing resources. During continuous provision writing supplements many other areas of the curriculum e.g. construction. Many of these follow on directly from our reading stimulus/topic.

Specific needs are targeted through the delivery of intervention programs such as NELI (Nuffield Early Language Intervention) or providing parents with pre-learning support packs.

- Encouraging children to develop their creativity and freedom of expression.
- The composite and component skills and vocabulary linked to the physical and social context of our local community.

Creativity and freedom of expression is important in our setting and is valued by all staff and children. We facilitate this through teaching children to respect the ideas and views of others whilst articulating their own. Within the setting there are opportunities for child-initiated learning. This is carefully embraced and developed by the staff.

The school has a good understanding of the local community and strong links with families. This enables us to build on children's existing learning and provide experiences to expand children's cultural capital.

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- Our aim is for all children to think mathematically, enabling them to reason, solve problems and assess risks in a range of context.
- Providing all children with opportunities to deepen their understanding through exploration of concrete, pictorial and abstract resources.

Daily taught maths sessions for all children in EYFS are planned and delivered through the use of Power Maths. Additionally, maths is planned explicitly within the continuous provision, to reinforce and extend taught knowledge. There are also many opportunities for children to apply previous knowledge to other areas of the curriculum. Maths teaching is supported by exposing children to a wide range of manipulatives, both indoors and outdoors. Children are encouraged to independently explore these manipulatives and learn how to apply them in different contexts.

Everyday contexts are used to engage the children and provide them with an awareness of where maths can be seen in everyday life. This includes, applying skills to real life situations. We develop children's reasoning skills to be able to solve problems within these contexts.

Our children learn foundational number facts and calculations. They explore how number can be represented in multiple ways and the relationship they have between each other.

In addition to the Early Learning Goals, we teach our children the foundations of shapes, space and measures in preparation for their learning in Key Stage 1.

- A commitment that all of our children develop a sense of responsibility and care for the natural world and an appreciation and understanding of its wonder and beauty.

We are very fortunate to have a large outdoor space available to all children. Our outdoor learning provision mirrors our provision inside. As well as providing additional opportunities for children to explore and learn about the outside space directly, through focussed or child-initiated learning.

We continually provide activities which teach children about caring for the local environment and the wildlife which resides there. Children are taught how to stay safe outdoors, whilst being encouraged to take calculated risks. Appreciation for the outdoors and its natural beauty is also taught. Our children also take part in Forest School throughout the year.

Children are taught an awareness of seasonal change and what that looks like in our local area. Our children also learn about the world beyond, looking at different habitats and exploring climates which differ to ours. Additionally, we explore natural processes and changes, for example: freezing and melting.