



# Hale Nursery and Primary Academy

## How is the curriculum delivered and embedded ?

	Nursery	Reception
<p>Communication and Language</p>	<p>Children's language skills are supported and developed through meaningful back and forth conversation with practitioners and their peers. Children are given time to talk and practitioners are attentive when listening.</p> <p>Practitioners expertly model the use of new vocabulary and extend children's language skills as they play and learn alongside them. They use narration as a strategy to support some of the youngest children and those with language development targets.</p> <p>Quality texts are shared with the children 1:1, in small groups and as a whole cohort to further develop speaking and listening. Props and the retelling of stories supports children with repeating key story language and recalling key phrases.</p> <p>Children's speaking and language skills (both functional and expressive) are assessed regularly using the Wellcomm programme. This programme assesses each child's language development with regards to their biological age. Children assessed as below the age-related expectation are supported daily with developing these skills. Children's language gaps are recorded on our online learning platform</p>	<p>Wellcomm continues to be implemented in Reception in order to track and monitor the children's development and progression of speech and language. Children not at the expected level are supported through strategies such as pre-teaching, narration and differentiated learning opportunities.</p> <p>The progression of knowledge and skills for reception includes key vocabulary which is modelled and used with the children when covering the seven different areas of learning. Subject specific vocabulary is stated on weekly plans.</p> <p>Quality texts such as those from the Power of reading scheme introduce children to new vocabulary and develop the use of rich vocabulary. Each time a new text is introduced 6 key words are chosen and the meanings are explored. These words and definitions are available for children to refer to on the literacy working wall. The key words are constantly referred back to in order to support children with understanding the meaning and with using words in the correct context.</p> <p>Non-fiction texts are shared regularly with the children and are carefully selected based on the children's interests and the learning. When sharing such texts, the practitioners explain what new words mean and relate new learning to previous experiences or observations. For example when learning about animals in the local area we shared a non-fiction book about owls where children were introduced to the vocabulary nocturnal and hunting.</p>

	<p>Tapestry as a reflection. All practitioners have access to this reflection and are aware of children's individual targets and next steps.</p>	<p>Because the book was linked to our learning at the time it was more meaningful and relevant.</p> <p>The correct use of mathematical vocabulary and terminology is taught daily and children are supported with understanding the meaning of the words used. For example, before practising the skill of subitising during a mental/oral input the definition is defined and an example is modelled. Key mathematical vocabulary is modelled during independent learning time in scenarios such as building and constructing. The practitioners expertly use language such as taller, shorter when playing alongside children.</p>
<p>Personal, Social and Emotional Development</p>	<p>Children's personal, social and emotional skills are constantly being supported and developed in the EYFS. Some of the strategies implemented include meaningful interactions with children, teaching children how to share, take turns and to be respectful of themselves and others. Children are partners in this learning as they are involved in creating their own class rules. Key vocabulary such as pride, resilience and independence are used regularly with the children mirroring our Pride Values as referred to further up the school.</p> <p>Our behaviour management system focusses on positive behaviours and learning and provides opportunities for children to reflect on less positive behaviours and consider what they could do differently next time (restorative justice).</p> <p>Jigsaw is delivered weekly and supports children with developing a sense of themselves and teaches mindfulness. Through this scheme children are taught about healthy relations, emotions, healthy lifestyles and oral hygiene.</p>	
<p>Phonics</p>	<p>Letters and Sounds documentation is used to deliver early phonics and literacy skills in Nursery. Phase 1 is taught across the course of a whole year focusing on developing the 7 key aspects:</p> <p>Aspect 1: General sound discrimination-environmental sounds</p> <p>Aspect 2: General sound discrimination- instrumental sounds</p> <p>Aspect 3: General sound discrimination-body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>Aspect 7: Oral Blending and Segmenting</p>	<p>The validated programme Essential Letters and Sounds is followed when teaching daily phonics lessons. This programme is followed with fidelity to ensure that all aspects of phases 1-4 are taught, reviewed and fully embedded. Children in Reception are gently introduced to phase 5 during the summer term.</p> <p>Children who need additional phonics support take part in daily intervention activities which are designed around their individual gaps. Interventions include supporting children with developing their oral blending skills, developing grapheme phoneme correspondence skills and developing blending for reading.</p> <p>Daily assessments are carried out to inform future planning and interventions. Full assessments are completed every 5 weeks using the online platform</p>

	<p>When children are secure in all aspects they are introduced to Phase 2 sounds following the validated programme Essential Letters and Sounds.</p> <p>It is imperative that children are secure in all aspects before introducing grapheme phoneme correspondences. Aspects are reviewed and revisited as necessary to ensure that all aspects are fully embedded and that children are confident in these.</p>	<p>Phonics Tracker'. This allows careful monitoring of progress and helps identify any gaps that can quickly be addressed.</p>
Literacy	<p>Quality key texts with rich vocabulary and illustrations are carefully chosen as a literacy driver in the early years. Some of these texts are taken from the Power of Reading scheme as implemented by the whole school.</p> <p>The texts are shared daily with the children so that they become familiar with the main elements and are able to orally retell parts of the story. The children are given opportunities to explore the meaning of new vocabulary and to act out and retell the stories with props and small world resources. These texts are sometimes chosen to support with language development and language gaps as revealed by the Wellcomm assessments. For example, Goldie Locks and the Three Bears and Jack and the Beanstalk are often introduced to further support and develop children's language related to shape, space and measurement.</p> <p>Non-fiction texts are shared with the children and are available as part of the continuous provision. These texts are carefully selected and are often based on a particular theme or interest expressed by the children.</p>	<p>Quality key texts with rich vocabulary and illustrations are carefully chosen as a literacy driver in the early years. Some of these texts are taken from the Power of Reading scheme as implemented by the whole school. The texts chosen are dependent on the children's interests and are subject to change depending on these interests and their developmental needs.</p> <p>Texts are shared daily and new vocabulary is introduced and reviewed. Key words are selected from each text and are displayed on the literacy working wall with definitions. These are referred to daily during literacy sessions.</p> <p>Children become familiar with texts through orally retelling stories, creating story maps and by rewriting familiar stories.</p> <p>Non-fiction texts are shared regularly to further support the delivery of Understanding the world and to expose the children to different faiths, religions and communities around the world.</p>

<p><b>Maths</b></p>	<p>Mathematical concepts, knowledge and skills are developed through number rhymes, practical activities and in meaningful contexts. Children take part in daily counting activities including counting the number of children at nursery and number rhymes.</p> <p>Mathematical skills are further supported through the continuous provision where children freely explore shape, space and measure through building, construction and water play.</p> <p>Children take part in regular adult led maths games where children are encouraged to practise their counting skills.</p>	<p>Children in reception take part in daily maths sessions which are informed by Mastering Number and White Rose. The class teacher uses both resources to ensure that mathematical knowledge and skills are developed in line with Development Matters and the Academy's progression of knowledge and skills. Children take part in regular adult led focus activities where the objective is to develop fundamental skills such as subitising, cardinality, numeral and quantity relationships</p> <p>The continuous and enhanced provision reflect the key mathematical skills that have been previously taught and that are being developed.</p>
<p><b>Understanding the World</b></p>	<p>Understanding the world is explored through key texts, children's interests and exploration of the world and environment. Key knowledge and skills are introduced and developed following the academy's progression of knowledge and skills.</p> <p>Children are supported with following their own lines of enquiry through child led play and investigation. Children are partners in their own learning and are asked what they would like to learn/ know about specific themes and events. For example, at Easter children are encouraged to share what they already know and to express what they would like to know. This then informs future planning, experiences and the continuous provision. This is displayed on a working wall and is referred to regularly.</p> <p>The nursery provision encourages children to be inquisitive and offers many opportunities for awe and wonder through adult provocation, adult scaffolding and free exploration.</p>	<p>Understanding the world is explored through key texts, children's interests and exploration of the world and environment. Specific knowledge and skills are taught and developed by carefully aligning planning and experiences with the academy's progression of knowledge and skills document.</p> <p>Children are supported and encouraged to follow their own lines of enquiry and to further develop their knowledge of the world through hands on exploration, sharing of non-fiction texts and meaningful interactions with practitioners.</p> <p>The children are taught the importance of respecting others and are encouraged to celebrate differences relating to race, ethnicity, language and religion. This is explored through meaningful texts and through PSED where all children are encouraged to celebrate their differences and to respect that everyone is special and unique.</p>

<p>Expressive art and design</p>	<p>Children have a range of media and resources available in order to explore with creating and designing. Through adult led opportunities and enhanced provision children are able to explore and create and construct following their own interests and observations.</p> <p>Children have access to a well resourced home corner where they can take on a role and act out narratives. This is learning is supported by practitioners who play alongside the children, supporting them with developing their knowledge and understanding of the world and and extending their language. Role-play opportunities are further enhanced through additional areas that are changed frequently based on the children's interests and learning needs. Such areas include setting up a Chinese restaurant and a hair salon. Such opportunities build on children' personal experiences and build on Cultural Capital opportunities within the setting.</p>	<p>Children have a range of media and resources available in order to explore with creating and designing. Through adult led opportunities and enhanced provision children are able to explore and create following their own interests and observations.</p> <p>Children are taught discrete skills such as how to join materials in order to make a model, how to colour mix and how to plan and design what they want to achieve.</p> <p>Children have access to a home corner where they are free to explore their own narratives and to act our real-life experiences. This learning in carefully scaffolded through meaningful interactions with practitioners and the introduction of carefully selected resources that enhance children's learning. For example, when the children were role-playing birthdays and singing happy birthday resources such as birthday cards and party invitations were introduced to enhance and extend the learning.</p>
<p>Music</p>	<p>Children participate in daily singing sessions where they select resources and props from a song basket to accompany well known nursery rhymes.</p> <p>Children have access to musical instruments within the environment and are free to explore the different sounds they make. Children take part in regular sessions where they are shown how to play different instruments and have the opportunity to explore playing loudly, quietly, slowly and quickly. Children are supported with playing instruments to a steady beat as they sing familiar songs and rhymes.</p>	<p>Singing and the use of body percussion is woven into daily practise. Children regularly have the opportunities to sing well known nursery rhymes, number songs and to sing instructions such as sitting on the carpet.</p> <p>Children take part in regular music sessions where they have the opportunity to play and explore with instruments. During such sessions they are taught about dynamics, tempo, pitch and rhythm and have opportunities to explore these musical components.</p>
<p>Physical Development</p>	<p>Children are constantly developing their gross and fine motor skills at nursery through access to the indoor and outdoor learning spaces.</p> <p>Children are supported with developing fundamental skills as they play and explore the outdoor space. They are taught</p>	<p>Children have regular access to the outdoor learning environment and to the key stage one playground where they can exercise their gross motor skills and develop fundamental skills such as running, jumping ad hopping.</p>

how to use equipment such as scooters and the climbing frame safely and are encouraged to take measured risks such as jumping from a sensible height and knowing how to land safely.

Fine motor skills are refined through carefully selected resources and enhanced provision. Children have access to playdough and a range of manipulatives to support with the development of muscles and fine motor. Children are positively encouraged to mark make and are praised for their efforts. Practitioners support children with developing their pencil grip through modelling and carefully planned activities such as using pegs and tweezers to transport objects.

Children take part in weekly P.E lesson starting in Spring 1 where they are taught how to use apparatus and have the opportunities to explore with moving in different ways. Children are taught the correct strategies for throwing, catching, striking and kicking a ball.

Fine motor skills are constantly being developed through the abundance off opportunities in the setting where children have free access to mark making resources, construction and building resources. Regular dough disco sessions are carried out supporting with muscle development and co-ordination.

Children with poor or weak fine motor skills take part in regular intervention such as rolling large tyres to build muscle and gross motor skills, tracing pre writing shapes and using tweezers and pegs to transport small objects such as pom poms.