

# Whiston Willis Primary Academy Early Years Curriculum

Nursery and Reception

# Communication and Language

The Early Years Department use the Wellcomm Language Toolkit and assessment to identify and support Speech language and communication skills.

- ▶ The children in Nursery will be challenged to work in teams in various situations during small parallel teaching groups, through group work within provision , indoors and out. They will be encouraged to listen to others ideas, sharing their own ideas and maintaining attention and concentration on particular tasks. Across the foundation stage, there will be a focus on speech and language development and children will be provided with opportunities through our carefully planned curriculum, high quality adult interactions and carefully chosen literacy texts . For those who need additional support our Wellcomm toolkit will be used to assess and deliver bespoke individual support.
- ▶ Within Reception the children will be learning rules and routines for our adult led sessions- discussing current topics and interests. We will introduce talk partners for collaborative learning. We will recap Phase One phonics - daily listening, rhyming, alliteration, blending and segmenting activities and introduce how to become a Storyteller. The children start to follow our Read, Write Inc SSP immediately . The children begin with set one sounds and develop their blending skills and begin to read and write words .

# Physical Development

## One Page PE subject profile available

### Nursery

#### Get Set 4 PE - Introduction to PE

- ▶ learning basic principles of a PE lesson - finding a space, sharing resources and working individually and in a group.
- ▶ Develop fundamental skills including balancing, running, changing direction, jumping, hopping and travelling
- ▶ Parachute games/Action songs
- ▶ Small apparatus skills
- ▶ Outdoor games

The Nursery children will also have a continued fine motor focus with daily finger gym activities incorporating a variety of different resources.

### Reception

#### Get Set 4 PE

- ▶ Improving fundamental skills including balancing, running, changing direction, jumping, hopping and travelling
- ▶ Exploring travelling movements, shapes and balances within dance
- ▶ Opportunities to copy, repeat and remember actions in beats with music
- ▶ How to safely perform basic skills on both floor and apparatus
- ▶ Opportunities to copy, create, remember and repeat short sequences
- ▶ Understand what a team is and how to play by the rules
- ▶ Fundamental ball skills

# Personal , Social and Emotional Development Nursery and Reception

- ▶ PSED Jigsaw- Being me in my world.
- ▶ PSED Jigsaw- Celebrating difference
- ▶ PSED Jigsaw- Dreams and Goals
- ▶ PSED Jigsaw- Healthy Me.
- ▶ PSED Jigsaw- Relationships
- ▶ PSED Jigsaw - Changing me

# Literacy

The children follow The Literacy Tree High quality texts within reception and within nursery the children start with texts to promote talk for writing skills.

## Nursery

- ▶ Monkey and Me
- ▶ It was a cold, dark night
- ▶ Goldilocks and the three bears
- ▶ Jaspers Beanstalk
- ▶ The three little pigs
- ▶ The Great Explorer

## Reception

- ▶ Where the wild things are
- ▶ The rain in Kapiti plain
- ▶ Super Milly
- ▶ Halibut Jackson
- ▶ The Magic paintbrush
- ▶ Little Red
- ▶ The Tiny seed
- ▶ I will not never eat a tomato
- ▶ The Night Pirates
- ▶ Hairy McClary
- ▶ So Much
- ▶ Oi frog!

# Maths; Mastering number overview available on website

We strongly believe that our curriculum should reflect the mastery approach, researched and developed with the support of the NCETM Mastery Hub. Mastery is an approach to mathematics that incorporates 5 main ideas: variation, representation and structure, fluency, mathematical thinking and coherence.

## Nursery

- ▶ Within nursery we begin to develop the foundational knowledge that the children will need as they progress through to reception and begin the NCETM Mastering Number Programme. The key knowledge children will leave our nursery with, are:
- ▶ - Recognition of up to 3 objects, without having to count them individually ('Subitising/Fluency')
- ▶ - Recite numbers past 5 - Say one number for each item in order: 1,2,3,4,5 - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. - Composition -Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone - for example, "The bag is under the table," - with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. - Extend and create ABAB patterns - stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

## Reception

- ▶ Within reception the children now start to follow the NCETM Mastering Number Programme where the strands of learning prepare the children to master concepts needed for future learning. The children get to practice and embed knowledge and skills throughout each term which fit into the 5 main ideas; variation, representation and structure, fluency, mathematical thinking and coherence which are the 5 main areas incorporated into future learning.

# Understanding the world

One page profiles are available for Geography, History and Science

## EYFS Educational Programme:

- ▶ Understanding the world involves guiding children to make sense of their physical world and their community. At Whiston Willis Primary Academy we understand that 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. We carefully plan and develop our curriculum to include such opportunities.
- ▶ In addition to these experiences we ensure our children listen to a broad selection of stories, non-fiction, rhymes and poems which we believe will allow them to 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 Art and Design

## One Page Subject Profile available for Art, Design Technology and Music

- ▶ In Nursery the children will have daily access to a Creation Area and be encouraged to create representations of the experiences. They will explore media, such as clay, collage and junk modelling to name a few.
- ▶ Children will have opportunities to learn about the work of artists such as Matisse and Joan Miro.
- ▶ Children will have daily opportunities to learn new rhymes using song bag.
- ▶ Children will learn a selection of songs and hymns .
- ▶ Children will perform in Christmas Nativity.
- ▶ Teach 'Wake up song' / daily opportunities for songs (during circle times) and nursery rhymes .
- ▶ Explore sound - playing and making instruments/body percussion/voice sounds
- ▶ Follow Charanga Music Curriculum
- ▶ (Exploring colour mixing using variety of media - paint, powder paint.
- ▶ Exploring changes in colour - linked to Autumn. Create art outdoors
- ▶ Explore portraits - each child to create their own.
- ▶ Focus on patterns using different colours.
- ▶ Children will have the opportunity to learn about artists such as Pablo Picasso and Andy Goldsworthy.