



Farsley Westroyd Primary School and Nursery Early Years Vision

Our vision is to nurture a child-centred community where all children achieve and enjoy their time in school. Children are proud to be Westroyd pupils and there is a strong sense of belonging to our family, and learning together. We provide a caring, nurturing environment where all children are valued, and encouraged to learn about themselves so that they become self-assured individuals with the confidence to learn and flourish. We are proud of, and celebrate, the diversity within our school community and see it as a strength of our school community as it supports all the children's understanding of the world around them.

At Farsley, Westroyd our children's learning journey and primary education starts on entry and sequentially builds as they move through school. The Early Years in our eyes, is the most important part of a child's education, and we intend to build a strong foundation to get the children off to the best start! Our curriculum right from the start is sequential with small steps and time to practice and retrieve and embed the knowledge and skills into the children's long-term memory. We call this foundational knowledge and as they move up through school they will easily apply the knowledge into other areas of learning.

Across the Early Years from Nursery entry the knowledge and skills are mapped out, so that learning is not left to chance. There are clear high expectations at milestones enabling us to aim high and monitor impact.

Children will be able to apply their knowledge and practise these essential skills through active learning within high quality provision and planned learning experiences and activities. As a setting we consider the five contexts of teaching and decide which to employ, responsive to the needs of the children and the content of the learning. We recognise that the secret to supporting children's learning in the early years is high quality provision and adults who are highly skilled at supporting children's sustained shared thinking, problem solving, back and forth conversations, social communication, independence, and confidence. Through building nurturing, safe relationships, our children develop a love for learning that will enable them to become successful in the next stage of their education and life beyond school. We have developed our curriculum, provision, and role of the adults within early years to support the core foundational knowledge children need:

- Executive function
- Communication and language
- Early writing
- Early maths
- Early reading

Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Within our curriculum we embed opportunities to develop children's cognitive memory and problem solving. Our skills detailed in this plan are sequential, we build in opportunities for retrieval and retention. Promoting talk about learning, encouraging children to plan, monitor and reflect on their thinking and learning (metacognition) is integral.

Communication and language are at the heart of our curriculum. We embed both explicit and implicit opportunities for children to deepen their understanding of Oracy. There are a set of sequential skills children will learn throughout the year. In addition, during day-to-day interactions, staff will be communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, and setting challenges.

Developing children's reading (word recognition and language comprehension) are key factors for success across all seven areas of learning. As a school, we use Read, Write, Inc Phonics, and all staff are well trained to deliver this effectively.

We have identified quality texts throughout the curriculum to promote a love of reading and to prepare children for the world in which we live. We recognise the value of using songs and rhymes to connect our diverse community and through a progression 'favourite five' approach, children will develop a communicative musicality that forms an important part of the journey towards literacy, coordinating sight, sound and movement and contributing towards future reading and writing. The prime areas of learning are crucial in developing children's early writing skills. Children will develop their confidence, planning, composition and transcription skills through discrete sessions and opportunities within provision. A language rich environment that values children's early mark making, supported by rich texts and quality interactions is an integral part of our literacy curriculum and provision.

The curriculum sets out the sequential skills for maths (Maths Mastery). Integral to future success, is children developing a strong sense of number and this is delivered through Mastering Number. The crucial skills of spatial awareness within executive function are provided through opportunities within provision for children to solve problems involving hiding and barrier games, small world play, pattern making, map and models, puzzles, and construction.

A combination of all the above skills and active learning, prepare children for the wider curriculum in Key Stage 1.