



Manor Park Primary Academy

## Early Years Overview

Learning for our young children at Manor Park Primary Academy is rewarding and enjoyable. We believe in the importance of play and that our Early Years children learn most effectively through practical experiences and active involvement, during which they can investigate, discover, create and consolidate their developing vocabulary, knowledge, skills and understanding. The foundation of children's learning is high-quality continuous provision, providing a rich, engaging learning environment. There is flexibility within the provision to be enhanced in response to the children's interests or next steps in their learning. During free-flow provision, the children can move between both indoor and outdoor learning. Practitioners will be there for play support, observing, working with the children and building on their learning experiences. Alongside the continuous provision, there are also focus activities which the children will complete with a qualified adult, either individually or in small groups. We challenge the children every day and provide opportunities for them to complete tasks independently, using their previously learnt skills and knowledge.

Staff plan from the Early Years Foundation Stage Statutory Framework (updated for use from 04/09/23). This lays out the standards for learning, development and care for children from birth to five. We uphold the principles as stated in the Framework that 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' (p.5).

We follow the REAch2 Academy Trust curriculum in both our Nursery and Reception classes. This offers our Early Years pupils a rich, broad and cohesive curriculum which provides them with engaging, meaningful learning experiences. The topics have been carefully selected to offer a wide range of experiences which are inspiring and aspirational for our pupils, starting with themselves, their immediate family and their own experiences and adding cultural capital. During the year, we broaden their thinking and provide opportunities to experience their local area before learning about the wider world.



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In addition, an ongoing focus on Talk for Writing texts ensures that the fundamental skills of oracy are quickly developed to have maximum impact on reading and writing outcomes.

At Manor Park, we focus on the Prime Areas initially – Personal, Social & Emotional Development, Communication & Language and Physical Development. These are the key areas because they lay the foundations for children’s success in all other areas of their learning. Elements of these three Prime Areas are evident as continuous threads throughout all our planning and activities. We are always looking for opportunities to develop children’s speaking, listening and understanding skills and to support them in closing the word gap. Tier 2 vocabulary is displayed in both the Nursery and Reception environments and Tier 3 vocabulary is learnt as part of each topic.

The Specific Areas of Literacy, Maths, Understanding the World and Expressive Arts & Design are continually developed, leading to excellent foundations for future learning throughout the rest of a child’s school life.

We observe and assess the children in order to establish next steps in learning. We use Tapestry learning journeys to regularly record and monitor progress. This is then used to inform future planning, as well as celebrating their achievements and sharing successes with parents and carers. This feeds into our knowledge of the children as we track progress and identify any gaps for individuals or groups. Children follow the RWI phonics programme and are assessed at least each half term and grouped accordingly.

Our Early Years ethos continues into the early stages of Year One, ensuring a smooth and successful transition for our children. Before moving on to more formal learning, there is access to continuous provision during the first half of the Autumn term, which we feel is vital for their continued progress and development.



Area of Learning	Aspect	Early Learning Goals (for the end of the Early Years Foundation Stage)
<b>Personal, Social &amp; Emotional Development</b>	<b>Self-Regulation</b>	<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li></ul>
	<b>Managing Self</b>	<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>
	<b>Building Relationships</b>	<ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>



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Communication & Language	Listening, Attention & Understanding	<ul style="list-style-type: none"><li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul>
	Speaking	<ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li></ul>
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>
	Fine Motor Skills	<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>



<b>Literacy</b>	<b>Comprehension</b>	<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>
	<b>Word Reading</b>	<ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>
	<b>Writing</b>	<ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>
<b>Maths</b>	<b>Number</b>	<ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li><li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li></ul>



	<p><b>Numerical Patterns</b></p>	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p><b>Understanding the World</b></p>	<p><b>Past and Present</b></p>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
	<p><b>People, Culture and Communities</b></p>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
	<p><b>The Natural World</b></p>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>



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Expressive Arts & Design	<b>Creating with Materials</b>	<ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>
	<b>Being Imaginative &amp; Expressive</b>	<ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>



	Topics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Transition
	All About Me	Through My Eyes	Everyday Superheroes	We're On The Move	Down At The Bottom Of The Garden	Under The Sea	
<b>Horizontal narrative (based on the Nursery curriculum)</b>	Children will learn about who they are, what they look like. They will learn about their own family and where they live. As children learn new routines and rules, they will learn how to recognise their own feelings and how to respond appropriately to different emotions.	Children will learn and celebrate their own individuality before starting to understand others. This topic focuses on noticing similarities and celebrating differences (people, countries and communities).	Children will learn about their actions and their consequences. They will learn about choices. They will spend a lot of time learning about how to keep safe and healthy. Through learning how to keep safe and healthy, children will learn about their first experience of 'real life' superheroes.	Children will learn about physical journeys that they have made/will make, focusing on their own first-hand experiences of travelling. The topic is specifically designed to look at journeys and different ways children may have travelled, drawing on their own cultural capital.	Children will learn about the natural world around them through observations of animals and plants.	Children will think about holidays and special places they go. They will learn about the beach, which creatures we might find there and experiment with sand (comparing wet and dry sand). They will explore natural resources and begin to describe and group them e.g. shells, pebbles, etc.	
<b>Vertical narrative (based on the Reception curriculum)</b>	Children will learn about themselves and their bodies. They will continue to understand that they are an individual and what makes them special. (This is universally similar deliberately as children may enter Reception having not attended our Nursery)	Children will deepen their knowledge and understanding of different cultures.	Children will learn about everyday superheroes. They will consider specific roles in detail e.g. a doctor, vet, firefighter.	Children will learn about different modes of transport, including travel to other countries and finishing with journeys to space.	Children will learn about growing and life cycles.	Children will learn about the different habitats found at the beach and focus on how we preserve the wonderful world we live in.	





Talk for Writing Texts:

Year	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Nursery</b>	Nursery Rhymes	Jasper's Beanstalk	Dear Zoo	The Gruffalo	Hairy Maclary from Donaldson's Dairy	Goldilocks and the Three Bears
	Little Red Hen	The Very Hungry Caterpillar	Rosie's Walk	We're Going on a Bear Hunt	The Three Little Pigs	The Smartest Giant in Town
<b>Reception</b>	Owl Babies	Little Red Riding Hood	The Gingerbread Man	On the Way Home	The Snail and the Whale	On a Pirate Ship
	The Three Billy Goats Gruff	Jack and the Beanstalk	Mr Gumpy's Outing	Whatever Next	Handa's Surprise	The Rainbow Fish