

## Tudor Academy Early Years Foundation Stage Curriculum Intent

At Tudor Academy, our Early Years Curriculum is underpinned by our five drivers of: Passion, Urgency, Positivity, Aspiration and Commitment. The STEP Tudor Way unites our PUPAC values of Passion, Urgency, Positivity, Aspiration and Commitment with our adherence to cooperative learning values which are embedded throughout the Early Years and Foundation Stage Curriculum and these cooperative learning values form the structure of all our lessons.

At Tudor Academy, our Intent is that children in our Nursery and Reception classes will:

- develop and demonstrate their attitudes and behaviours through the key characteristics of effective learning:
  - playing and exploring
  - active learning
  - creative thinking and thinking critically
- develop a love of reading through reading aloud and telling stories and rhymes
- have attained the expected level of development within the Early Learning Goals (ELGs) by their early years education
- receive a quality education throughout their early years education and have an appropriate level of readiness for Year 1
- engage in quality educational programmes that involve activities and experiences as set out under each of the 7 early years areas of learning
- have opportunities to develop and grow through play which will develop and build their confidence to learn, explore, relate to others and solve problems
- have an opportunity to engage in a range of activities and events where they can develop confidence and performance skills for their parents / carers
- provide opportunities for parents / carers to engage with their children's learning through experiences where they can see learning taking place and receive more information on how they can support their children at home
- Provide a rich and engaging curriculum that enables children from all backgrounds including those with SEND to achieve the best possible outcomes.
- Practitioners create an environment that supports the intent of an ambitious and sequenced curriculum.

## Tudor Academy Early Years Foundation Stage Curriculum Implementation

Early Learning Goals	Early Learning Goals	Early Learning Goals
<b>Communication and Language</b>		
<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> <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>	<p><b>All communication and language skills are developed daily, using Co-operative learning strategies.</b></p> <ul style="list-style-type: none"> <li>• Teachers model to children the learning behaviours required, for Active Listening and effective communication. They provide positive feedback so that children know exactly what is required and understand when they are demonstrating the required behaviour.</li> <li>• All questions asked during teaching sessions are directed either to Talk Partners, or children are asked to provide a choral response. In this way, every child answers every question.</li> <li>• Children are never asked to put their ‘Hands up’ to answer questions. Instead, children are chosen at random (random reporter), so that every child has an equal opportunity to be chosen to answer a question. With this system they also know that they may be asked to answer a question at any time, helping to ensure that they remain focused.</li> <li>• A sentence stem is provided for every question, scaffolding children’s answers and enabling them to answer in complete sentences, so modelling appropriate sentence structure and language use. The complexity of the sentence structure develops as children’s skills develop.</li> <li>• Children are explicitly taught vocabulary relating to; the current theme; maths concepts; and Social and Emotional Development during Daily Message sessions.</li> <li>• Whole class discussions about; theme learning, maths, texts read aloud by the teacher and Rhyme Time takes place daily.</li> <li>• Learning Lab time includes Focus Labs when children work with a member of staff in small groups. Staff also interact with children in less structured moments, initiating discussion to include topics of interest to the children.</li> <li>• Daily Snack Time is structured to develop children’s conversation skills, with staff suggesting a topic of conversation daily, based around weekend activities or theme-based learning.</li> </ul>	
<b>Personal, Social and Emotional Development</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</li> </ul>	<p><b>In both Nursery and Reception, Personal, Social and Emotional Development are actively taught throughout the day using Co-operative Learning. This involves:</b></p> <ul style="list-style-type: none"> <li>• Modelling the 5 Co-operative Learning behaviours, at an appropriate level for the children, so that</li> </ul>	

<p>wait for what they want and control their immediate impulses when appropriate;</p>	<p>they understand how to behave appropriately in school, to work well with others and to learn effectively. All problematic behaviours can be addressed by explaining problems to children and then modelling appropriate behaviour.</p> <ul style="list-style-type: none"> <li>• The use of ‘pompom jars’ or cheers to provide positive feedback when children demonstrate appropriate behaviour enables them to understand what the teacher requires and when they are meeting expectations. This motivates them to continue with this positive, appropriate behaviour.</li> <li>• All classroom management signals are silent, so that the classroom environment is quiet and calm and both staff and children work together using an effective ‘code’ that results in a well-managed environment.</li> <li>• Regular collaborative tasks are planned so that children learn to work with other children.</li> </ul> <p>Daily Message sessions are scheduled daily in Nursery and Reception. This is a progressive programme initially designed to support the development of Co-operative Learning strategies. Over time, the sessions also develop social problem-solving skills with children taught to:</p> <ul style="list-style-type: none"> <li>• Recognise and express their emotions using ‘I’ messages (e.g. I feel happy).</li> <li>• Identify the cause of their emotion (e.g. I feel angry because you took my book).</li> <li>• Develop empathy by recognising that others also experience emotions (e.g. I understand that you are angry because I took your book).</li> <li>• Know and use a range of social problem-solving skills (e.g. negotiating a mutually acceptable solution, sharing, laughing the problem off, walking away, seeking help etc.)</li> </ul>
<p>- 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.</p>	
<p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p>	
<p>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>	
<p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	
<p>- Work and play cooperatively and take turns with others;</p>	
<p>- Form positive attachments to adults and friendships with peers;</p>	
<p>- Show sensitivity to their own and to others’ needs.</p>	
<p><b>Physical Development</b></p>	
<p>- Negotiate space and obstacles safely, with consideration for themselves and others;</p>	<p>Physical Development is supported daily in Nursery and Reception through:</p> <ul style="list-style-type: none"> <li>• A daily planned Outdoor Gross Motor Skills Lab, which is designed to teach children specific gross motor skills. Adults model the skills. Clear lesson plans are provided, but adaptations may be required to meet the specific learning needs of the children.</li> <li>• A daily planned indoor Fine Motor Skills Lab, designed to develop strength, flexibility and dexterity in their hands.</li> <li>• A Letter Lab that is designed to support children in recognising GPCs but also to practise and develop fine motor, and basic writing skills in Nursery.</li> <li>• Daily EAD lab activities to encourage drawing, painting, scissors skills etc.</li> </ul>
<p>- Demonstrate strength, balance and coordination when playing;</p>	
<p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
<p>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small to</p>	
<p>- Begin to show accuracy and care when drawing.</p>	

- During focus Learning Lab sessions, teachers support children in developing specific skills such as developing an appropriate pen grip.
- Daily Write Away sessions in Reception provide an opportunity for teachers to model fine motor skills and to support children in developing their pen grip.

**Literacy**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	<b>Story Tree, Rhyme Time and Roleplay</b>	<b>Story Tree, Rhyme Time and Roleplay</b>
- Anticipate – where appropriate – key events in stories;		
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		
- Say a sound for each letter in the alphabet and at least 10 digraphs;	<b>Daily Letter Lab</b>  <b>Daily phonic lesson from the Foundation Phonics Manual (beginning in Theme 7)</b>	<b>Daily Writing Lab</b>  Daily phonic lesson from the start of the year (Stepping Stones)  <b>KinderRoots programme (beginning in Theme 5)</b>
- Read words consistent with their phonic knowledge by sound-blending;		
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		
- Write recognisable letters, most of which are correctly formed;	<b>Daily Letter and Writing Labs</b>	<b>Daily Reading session</b>  <b>Daily Writing Labs</b>  Daily Write Away lessons using sound cards
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;		
- Write simple phrases and sentences that can be read by others.		

**Mathematics**

- Non-ELG skills	<b>5 Minute Maths</b>	<b>Magic Maths</b>
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		<p>Theme 1 – list and sort by attribute, size, pattern colour, graph the result.</p> <p>Theme 2 – positional language.</p> <p>Theme 5 – 2 and 3D shapes and patterns.</p> <p>Theme 6 - sort objects by size, length and height.</p> <p>Theme 10 – weight and shape</p> <p>Theme 12- estimation and counting</p> <p>Theme 13 – money.</p> <p>Theme 14 – time.</p> <p>Theme 16 – shape and pattern</p> <p><b>15 Minute Maths</b></p>
- Have a deep understanding of number to 10, including the composition of each number;	<p><b>Themes 1-4,7,9,11</b></p> <p><b>5 Minute Maths</b></p>	<p><b>Magic Maths</b></p> <p>Theme 2 – counting to 10.</p> <p>Theme 3- create sets 1-5 and write numerals.</p> <p>Theme 4 – create and name sets 1-10.</p> <p>Theme 13 - sets of ten.</p> <p><b>15 Minute Maths</b></p>
- Subitise (recognise quantities without counting) up to 5;	<p><b>5 Minute Maths</b></p>	<p>Subitising is taught and developed during 15 Minute Maths, Magic Maths, Maths Learning Labs.</p> <p><b>15 Minute Maths</b></p>
- 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.		<p><b>Magic Maths</b></p> <p>Theme 7 – number combinations 1-5 and 6-10, addition.</p> <p>Theme 8 – number bonds to 5 and 10. Addition and subtraction within 10.</p> <p>Theme 11 review addition and subtraction number bonds, solve equations using addition and subtraction.</p> <p>Theme 13- Number Bonds to 10.</p> <p>Theme 16 – review Number bond, addition and subtraction.</p> <p><b>15 Minute Maths</b></p>
- Verbally count beyond 20, recognising the pattern of the counting system;	<p><b>Theme 14,15</b></p> <p><b>5 Minute Maths</b></p>	<p><b>Magic Maths</b></p> <p>Theme 9 - sets 11-20</p>

		Theme 16- counting to 100 in tens <b>15 Minute Maths</b>
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;	<b>Theme 1,5,6,10,11,12,16</b> <b>5 Minute Maths</b>	<b>Magic Maths</b> Theme 6 – identify a set that is more or less. Theme 15 – number line – counting on and back <b>15 Minute Maths</b>
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	<b>Themes 2,4,7,13</b> <b>5 Minute Maths</b>	<b>Magic Maths</b> Theme 14 – fractions. Theme 16 – counting to 100 in tens. <b>15 Minute Maths</b>
<b>Understanding the World</b>		
- Talk about the lives of the people around them and their roles in society;	<b>Places and Faces in the Community – Theme 4</b>	<b>Words and Roads Take Us Places – Theme 4</b> <b>Safe and Sound – Theme 11</b>
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	<b>Story Tree</b>	<b>Story Tree</b> <b>(Theme based books)</b>
- Understand the past through settings, characters and events encountered in books read in class and storytelling;		
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	<b>Places and Faces in the Community – Theme 4</b>	<b>Welcome to School – Theme 1</b> <b>Words and Roads Take Us Places – Theme 4</b> <b>Safe and Sound – Theme 11</b>
- 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; -	<b>Story Tree</b> <b>Marvellous Me – Theme 2</b> <b>Family Matters – Theme 3</b> <b>Around the World – Theme 14</b>	<b>What’s on the Menu? – Theme 6</b> <b>Sing a Song, Paint a Picture – Theme 7</b> <b>These Nearest and Dearest – Theme 3</b>
- 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.	<b>Story Tree</b>  <b>Around the World – Theme 14</b>	<b>What’s on the Menu? – Theme 6</b> <b>Sing a Song, Paint a Picture – Theme 7</b> <b>These Nearest and Dearest – Theme 3</b>
- Explore the natural world around them, making observations and drawing pictures of animals and	<b>Autumn Antics – Theme 5</b> <b>Winter Wonders – Theme 8</b>	<b>Season of Plenty – Theme 5</b> <b>Winter Weatherland – Theme 8</b>

plants;	<p>Swing into Spring – Theme 12          Splash into Summer – Theme 16          Roots and Shoots – Theme 13          Baa Baa Moo Moo – Theme 11</p>	<p>Day and Night, Dark and Light – Theme 9          Buggy About Spring – Theme 12          City Gardens, Country Farms – Theme 13          Fur and Feathers – Theme 14</p>
- 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;	<p>Roots and Shoots – Theme 13          Baa Baa Moo Moo – Theme 11          Our Big Beautiful Earth – Theme 15          Story Tree</p>	<p>Day and Night, Dark and Light – Theme 9          City Gardens, Country Farms – Theme 13          Story Tree</p>
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<p>Autumn Antics – Theme 5          Winter Wonders – Theme 8          Swing into Spring – Theme 12          Splash into Summer – Theme 16          Roots and Shoots – Theme 13</p>	<p>Season of Plenty – Theme 5          Winter Weatherland – Theme 8          Day and Night, Dark and Light – Theme 9          Buggy About Spring – Theme 12          City Gardens, Country Farms – Theme 13          Fur and Feathers – Theme 14          Water Wonders – Theme 15</p>
<b>Expressive Arts and Design</b>		
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	<b>Daily EAD lab and Roleplay area</b>	<b>Daily EAD lab and Roleplay area</b>
- Share their creations, explaining the process they have used;		
- Make use of props and materials when role playing characters in narratives and stories.		
- Invent, adapt and recount narratives and stories with peers and their teacher;	<b>Daily Rhyme Time Daily Message</b>	<b>Daily Rhyme Time Daily Message</b>
- Sing a range of well-known nursery rhymes and songs;		
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music		

## Tudor Academy Early Years Foundation Stage Curriculum Impact

At Tudor Academy, children will receive a well-planned educational provision that ensures positive outcomes. The progress that children make is the 'impact'. We will consistently ensure that the planned and delivered curriculum for our Early Years children in our Nursery and Reception classes supports and build on children's learning. Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses **ongoing observational assessments** to identify children's starting points and plan experiences which ensure progress.

Information about children's attainment and progress is tracked using SIMS. Staff use information weekly basis to plan learning experiences and next steps to that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children have made which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations (Evidence me), work samples, photographs and contributions from parents are kept in paper 'learning journals' which children use to reflect on their progress through pupil voice.

- Children will make expected progress and achieve the Early Learning Goals (2022 - 2023)
- Our curriculum and its delivery ensure that children make expected progress
- As a result of children making good progress, they achieve age-related expectations before transitioning into Year One
- Children will be familiar with rules and routines by the end of Reception
- Children coming up from Nursery will know most of their sounds and will have a strong phonics foundation moving into Reception.
- Through thorough transitions most children will feel happy and settled moving into their next key stage.