



| Rising Threes   | Nursery  | Reception  |
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| <p>Our EYFS units are led by qualified, experienced teachers and a team of dedicated early years practitioners with an aim to provide a caring, nurturing, stimulating and language rich indoor and outdoor environment, which will encourage children to progress to the best of their ability.</p> <p>The EYFS provides a wide, holistic and experience-based curriculum that is planned with children’s needs as the starting point. Our ‘I Can’ Curriculum is designed around the Statutory Framework (2021), Development Matters (2021) and Birth to Five (2021), along with the needs, starting points, progress and development of our children.</p> <p>Topics are selected to meet the needs, and interests, of our children at each point of the year and build on their prior knowledge, allowing children to deepen and practice skills taught and ensure new vocabulary is well established.</p> <p>All seven areas are systematically planned for to reflect the interests and sequence of learning needed to ensure skills and knowledge are embedded and committed to children’s long-term memory.</p> <p>First-hand, positive and inspiring experiences are provided both inside and outside, in line with the Foundation Stage Curriculum that promote equal opportunities rooted in mutual respect and a love for learning.</p> <p>Our EYFS Units encourage and support children in becoming independent learners, where all children are challenged appropriately and make accelerated progress.</p> <p>Children’s communication, language and understanding is assessed using WellComm and interventions such as Big Book of Ideas and Time to Talk are delivered appropriately.</p> <p>Books play a vital role in our Early Years curriculum. Texts are carefully selected to enable children to expand their vocabulary, develop their love of reading and inspire and stimulate their imagination.</p> |  |  |
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| <p>Children are able to join Nursery as a Rising Three the term after their third birthday.</p> <p>Children can attend part time or full-time hours depending on funding and circumstances.</p> <p>Children are heavily supported when settling into Nursery and are introduced to rules and routines along with playing alongside others.</p> <p>There is a large focus on the Three Prime Areas of the Early Years Foundation Stage Curriculum – Communication and Language, Physical Development and Personal, Social and Emotional Development. In order to begin to implement these skills, children will take part in very short adult led sessions and then be given the opportunity to apply their learning in continuous provision.</p> <p>Children will begin to cover Phase 1 in the Twinkl Phonics Programme through practical, hands-on experiences either as short, small group adult led sessions or through activities in provision.</p> <p>In continuous provision, children are actively encouraged to use all of their</p>   | <p>Nursery children are aged between three and four years of age.</p> <p>Children can attend part time or full-time hours depending on funding and circumstances.</p> <p>In Nursery, the focus continues to build upon the Three Prime Areas of the Early Years Foundation Stage Curriculum – Communication and Language, Physical Development and Personal, Social and Emotional Development. Continuous provision and topic work reflect Understanding of the World and Expressive Arts and Design objectives.</p> <p>After the Christmas break, children will begin to concentrate on the Specific Areas of Learning, Literacy and Mathematics.</p> <p>A balance of teacher led, and child-initiated learning is in place to allow children to learn new skills, then practice and deepen knowledge and understanding within the classroom’s continuous provision.</p> <p>Physically, children continue to develop their movement skills including balancing, riding and ball skills.</p> | <p>Reception children are aged between four and five years of age.</p> <p>Children attend full time.</p> <p>In Reception, children continue to build upon the Prime Areas of Learning but now with a large focus on the Specific Areas.</p> <p>In Reception, children access a balance of whole class carpet sessions, targeted small group work, free flow and self-directed activities both inside and outside.</p> <p>Children take part in topic, literacy and maths carpet sessions, group guided reading, phonics sessions and phonics application activities, shared reading sessions, IT sessions, Dinosaur School, music time, fine motor sessions, PE, story times and individual reading.</p> <p>The continuous provision within the environment is enhanced to support the current topic and learning, the children’s interests and meet the needs of the cohort.</p> <p>Children also have the opportunity to apply their literacy and maths learning</p> |

senses and motor skills to explore their world.

Physically, children explore a range of moving – rolling, crawling, walking, climbing, running and jumping. Children develop their fine motor skills in the environment using various materials, finger games, mark making, painting, dough.

Children begin to develop their communication and language skills, along with their listening and attention.

Children are exposed to age appropriate, simple, language rich books through short story times and in the Reading Area.

The continuous provision within the environment is enhanced to support the current topic and learning, the children's interests, and meet the needs of the cohort.

Every day, children take part in basic skills. This may include mark making/writing activities, pencil control, jigsaws, threading, tweezers, collaging and number and shape activities.

Children are supported to develop, and become more independent, in their self-help skills. Children are encouraged and supported to put on their own coat, use the toilet independently, wash and dry their own hands and eat their dinner using a knife and fork.

Children in Nursery and Reception receive high quality, precision weekly Music sessions provided by Oldham Music Centre.

Children become increasingly independent when using their fine motor skills and begin to use one handed tools and pencils effectively and with purpose.

Children are supported in selecting activities and resources needed, meeting their own needs and developing their sense of responsibility within Nursery.

Children's speaking and communication skills are developed using new vocabulary and turn taking and conversational skills.

Interventions include – social stories, visual timetables, communication, language and listening and attention, social and emotional, Can Do! Music programme, outdoor play, dinnertime, objects of reference and kind and gentle interactions.

Children focus on language and comprehension by developing a love of books along with developing foundations for word recognition including phonological awareness and concepts about print.

Children have consistent access to and read traditional tales to establish and secure their understanding of; structures of a story, characters, the plot, along with what a front cover, back cover, spine, blurb, author and illustrator is.

Nursery follow the Foundations for Phonics Little Wandle scheme. The use of this scheme ensures that children are well prepared to begin grapheme-phoneme correspondence and blending at the start of Reception. During Foundations for Phonics, children are developing an awareness of sound through activities that develop focused listening and attention, including oral blending.

Children begin to take part in group shared reading sessions and learn basic skills around concepts about print, also following the Little Wandle Progression and Foundations for a Love of Reading.

Every day, children take part in basic skills. This may include mark making/writing activities, pencil control, jigsaws, threading, tweezers, collaging and number and shape activities.

independently and alongside an adult when in provision. By the end of the Reception year, children are able to listen and respond attentively, hold a conversation, ask and answer questions, use new vocabulary and express ideas and feelings.

Children show understanding of their own feelings and those of others, manage their own needs and work and play cooperatively with others.

Physically, children develop their fine motor skills including the ability to use small tools, hold a pencil effectively and form letters correctly, enabling them to write their name, captions and short sentences. They also develop strength, balance and coordination in their gross motor skills.

Interventions include – name writing and fine motor, phonics, reading, writing, numeracy, speech and language and play skills.

Mastering Number is implemented to secure firm foundations in the development of good number sense. The programme focuses on the key knowledge and understanding needed in order for children to progress in fluency in calculation and confidence and flexibility with number.

Children begin to learn GPC's through the daily teaching of phonics from the very beginning of Reception. Children follow the Little Wandle, Revised Letters and Sounds Programme and Practise Read and Keep Up Sessions are delivered as part of this. Children will develop their reading and writing skills through phases 2, 3 and 4 and will be ready to start Phase 5 in Year One.

All children read with the teacher in small groups known as Practise Reading. They also read in small groups and individually with Reception teachers and teaching assistants. Children focus on word recognition including concepts about print, high frequency word recognition and phonic knowledge, pace and fluency along with language comprehension including vocabulary, understanding and discussion.

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|  | <p>Children in Nursery and Reception receive high quality, precision weekly Music sessions provided by Oldham Music Centre.</p> <p>In the Summer Term children begin to prepare for Reception, and it is at this time that practitioners ensure that they are school ready. Reception staff spend time in the Nursery unit getting to know the children and lead some of the learning sessions. This provides the children with a smooth transition into the Reception Unit.</p> | <p>Children take home a reading book each week to practice skills, at home, that have been taught during their reading session.</p> <p>Children in Nursery and Reception receive high quality, precision weekly Music sessions provided by Oldham Music Centre.</p> <p>In the Summer Term, children begin to prepare for Year One and it is at this time that practitioners ensure that the children are as ready for the national curriculum as they can be. Year One staff spend time in Reception, getting to know the children and lead some of the learning sessions including observing them independently in provision. This provides children with a smooth transition into Key Stage One.</p> |
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