



# Our Approach to Teaching & Learning



**Communication & Language**  
**Personal, Social and Emotional Development**  
**Physical Development**  
**Literacy**  
**Mathematics**  
**Understanding The World**  
**Expressive Arts & Design**

**SEND Planning**  
**Planning**

## Our golden threads

To enable our unique children to fulfil their full potential and that no child will be left behind

Play is not a luxury. Play is a necessity

A rich vocabulary helps children to succeed

Show me where to look, but not what to see

The key to reading success is to start early

Real life experiences help me to learn more, remember more

# Mathematics

Knowing more, remembering more

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### Overlearning to help me remember

Daily maths carpet delivery. Songs. Floor books to prompt recall of skills. Everyday maths in the continuous provision, inside and outside.

### Progressive to build on prior learning.

Medium term plans and curriculum overviews. White Rose Maths scheme referenced to support coverage/progression. Delivery through guided objective led planning and independent learning opportunities – giving children a secure base of knowledge/vocabulary from which mastery of maths is built.

### Not afraid to have a go and experiment.

Through manipulatives, drawings and objects in play. I can count anything. I can use anything around me to show understanding of concepts I have learnt.

### Patterns & relationships help me make links

Develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers - 5 frames, 10 frames, numicon pieces, dice, dominoes, 100 square, natural objects

### Meet all needs

Differentiated to suit all abilities with individual next steps. Challenge all abilities. Consolidation built into planning where needed, to support previous concepts taught.

### Maths in Play and real life

Inside, outside, questioning, discussions, role play, child initiated play. Children using maths, making links to real life in their play – gemmy jar, register, wellies

### I can show you what I have learnt

EYFS newsletter with home activity ideas to support concepts taught.

# Understanding of The World

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### Experiences ... *I remember when*

Giving children experiences they can talk about, using a widening vocabulary. Activities planned for with considerations to topics – Visit to our local restaurant, visit to the City Farm, Reception Art Day, pirate day, visits from the dentist, church visit, parent visits to talk about their jobs.

### We are all different but the same

Celebrate all our friends and background – home visits to build all celebrations into future planning, Topics consider seasonal factors, celebrations, cultures, our community – our family, local and beyond.

### Open my eyes

Learning that will build as I move into KS1. Let's look at animals (*and their habitats*), humans (*and people who are familiar to us*), living things and their habitats (*plants, animals*), seasonal changes, materials (*natural, their properties, making things, changes in state*), light (*shadows and rainbows*), forces (*wind, water*), sounds, Earth & Space

### Pull on our wellies

Welly Wednesday in all weathers. Time to make predictions. Time to test predictions. Time to see changes. Time to discover. Providing opportunities for children to take risks and explore. Children are driven by curiosity and are motivated.

### Real life links

Children can talk about the things they have seen and recall them when listening to stories or cross curricular – changes in seasons, life cycles (butterfly, frogs, stick insects), growth & change (planting a seed).

# Expressive Arts & Design

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### Discovery

Let's explore – mark-making and drawing, colour, texture and form (3D work)

### Topics to inspire

Skills built into topics and ideas generated that support each skill with cross curricular links - Diwali art (Rangoli patterns), Chinese New Year (collage), Seasonal walks (maps).

Artists celebrated that support topics – Andy Goldsworthy (loose parts), Van Gogh & Georgia O'Keefe (*observational drawings*), Saloua Choucair (*Sculpture*)

### I can make this even better if...

We can always improve what we have made. Children return to and build on their previous learning, refining ideas and developing their ability to represent them.

### Confident to experiment freely

Through song, music, dance, role play and instruments – when role playing characters in narratives and stories, engaged in their own play and during whole class music lessons.

### Revisit

Revisit a piece of art over time, building on processes to achieve a finished piece – a few days, a week. (paper mâché planets, moving picture, junk modelling, sculptures).

### Freedom

Children create independently as well as collaboratively, sharing ideas, resources and skills. Having own ideas and independent in making choices.

# SEND Planning

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### Daily Together Time

Daily 'together time', completing 'jobs' to support children's development

### Daily Nurture friends

Small activity bucket time group with our learning mentor. Time for consistent, predictable routines, repetitive language and props, to develop social skills, listening and attention.

### Visuals

All staff use visuals to support communication and language development

### Individual Learning Plans and timetables

Working in partnership with parents and the school SENCO, planning to support future well being, learning and development. Individualised learning spaces, learning resources, timetables and planning

### Language Groups

A programme of planned small group sessions to support communication and language development (S&L 1:1 and NELI).

# Curriculum Planning

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### Daily Evaluation

Time to discuss children's emerging knowledge, skills and interests to inform the learning environment.

### Half Termly Curriculum Overviews

To ensure planning and progression of key knowledge and concepts in the specific areas of learning. 2 topics covered each half term considering coverage of skills and progression.

### Spotlight Children

2 children, weekly. Considerations for individual or adaptations to planning for each child based on needs/interests.

### Half termly child awareness

Moderation meetings between Reception teachers to ensure concerns are discussed and plans put in place to support every child to make progress.

### Let's catch up

Lowest 20% of children identified and supported to close the gap in their individual areas for development

### Reflection meetings

Using Progression in Play documentation, peer-on-peer video reflections, end of the day Time to Talk daily discussions and weekly phase meetings to see the Reception through the eyes of the child.