



St Michaels First School



Early Years Pedagogical Approach

At St Michaels C of E First School, we intend to provide motivating first-hand experiences, whilst encouraging our children to build a life-long love of learning. We aim to provide a knowledge rich curriculum, which builds on children's existing skills and knowledge, encouraging them to use what they already know to succeed and progress

We recognise that all children are unique and we celebrate individual differences and skills, to enable all children to feel valued and have pride in their achievements. We also highly value child-led learning and will follow the interests and fascinations of the children in each cohort. The curriculum is rich in language and vocabulary, role-modelled by staff, to ensure children can communicate effectively.

Our children across Early years have access to a wide range of learning through play and enjoy a mix of child initiated and adult led activities. Pupils have daily Math's, Literacy and phonics sessions and free flow access to our newly developed outdoor area.

We have developed our own bespoke curriculum, based on the context of our school. We explore the Wider World and the wonders it has to offer, through a progressive of learning; matched to the children's needs. Please see our curriculum intent model.

Topics are planned that follow the children's interests, capture their imagination and develop their learning in the following areas:

Communication and Language

Literacy

Physical Development

Mathematics

Understanding the World

Expressive Arts and Design

Personal, Social and Emotional Development



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The children engage in a range of activities, that are based on first-hand experiences around these areas of learning. The children can access these in both the inside and outside classroom environment.

We use Development Matters to support the curriculum. For each area of learning we plan exciting and engaging opportunities to continuously move the children's learning and development forward. This includes following a topic or class theme, where we combine all areas of learning in a cross-curricular way, to develop a wide-ranging vocabulary which underpins the children's learning.

This also includes following the children's interests and making the most of those 'in the moment' teachable opportunities, where learning can be maximized if children are engrossed in an activity due to personal fascinations or interests.

Each year we will take into account the nature and needs of the class and create a blend of whole-class, guided, adult led and child led play, which suits our cohort. We follow the characteristics of effective learning and give opportunities to play and explore, be active and think critically and creatively.

Staff quickly identify children that need support in any area of learning and provide focused intervention. This is targeted and age-appropriate to support individuals to make expected progress.

We embed our values of Service, Respect, Perseverance, Kindness, Joyfulness and Courage in everything that we do



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Communication and Language Development at St Michaels First School

At St Michaels in Reception we regard Communication and Language to be at the center of everything we do. We use Development Matters as a guide to ensure children are accessing developmentally appropriate opportunities and making progress in their learning.

In development matters the statements for Communication and Language state:

Children should understand how to listen carefully and why listening is important. Learn new vocabulary and use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases (good morning, how are you). Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Observational Checkpoint (ELG): Communication and Language

ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.

What opportunities do we create in daily provision to support the development of Communication and Language in Reception?

- Talk rich environments both indoor and outdoors with stimulating provision that provokes questioning and conversations
- Active listening promoted during carpet time, adult led learning, turn taking in conversation and story times
- Adults facilitate learning in the classroom and support those conversation skills by modelling and scaffolding
- Extending children's vocabulary through introducing and discussing new words and their meaning through stories, whole class reading, literacy lessons, drawing club and everyday occurrences
- Daily story time and opportunities to communicate through talk for writing, continuous provision indoors and outdoors as well as social times throughout the day
- High expectations are set and children are encouraged to speak in full sentences
- Speech and language interventions are in place for those who need extra support with language development
- Floor books used to look back on and talk about learning throughout the year, opportunities to share home news and experiences outside school
- Forest school weekly widening vocabulary due to experience and different environment.



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Personal, Social and emotional Development at St Michaels First School

At St Michaels in Reception we use Trick Box and P4C to support our children in Personal Social and Emotional development. We support children to regulate their feelings and behaviors through zones of regulation and emotion coaching techniques. Our school values underpin everything and children learn about resilience, tolerance, perseverance, kindness, respect and service through daily worships. We use Development Matters as a guide to ensure children are accessing developmentally appropriate opportunities and making progress in their learning. In development matters the statements for Personal Social and Emotional Development state:

Children see themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.

Observational Checkpoint

(ELG): ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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.

ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.



What opportunities do we create in daily practice to support the development of Personal Social and Emotional skills in Reception?

- Trick box and P4C scheme delivered weekly with aspects of the learning weaved into every day practice
- High expectations of school values are shared and discussed regularly to support children in becoming independent in their behaviours and actions.
- Zones of regulation are taught to support self-regulation and strategies discussed to support children in becoming independent in their own regulation.
- The opportunity to make choices in their learning through an open-ended continuous provision indoor and outdoor
- A motivating reward system to encourage good learning and social behaviours
- Daily routines are embedded and children know that we wash our hands before eating or after being outdoors, how to make healthy choices at lunch and snack.
- Children are supported to manage their needs and independence is encouraged from the beginning
- Adults model and support consistent ways to solve problems such as sharing- e.g. asking a child if they can have an item/resource when that child is finished
- Children take responsibility- Special Helper, tidy up roles- putting equipment away
- Forest schools weekly sessions- supporting risk/resilience and challenge as well as supporting well being and mental health
- Daily worship focused on school values where children are given the opportunity to think and discuss various scenarios, values and beliefs
- Reception take part in various celebrations from around the world such as Dwali and learn about other faiths and world views
- Pupils are individuality celebrated with children- bringing in their certificates from home, their favorite book, showing us what they did at the weekend and sharing events such as family weddings, a new pet or a new baby
- Reception take part in Mental Health week, walk to school week and safer internet day to provide them with strategies to support their wellbeing.



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Physical Development at St Michaels First School

At St Michaels C of E First School in Reception we provide opportunities each and every day to promote both fine and gross motor. Our children have weekly PE sessions delivered by progressive sports and also have daily access to various physical development opportunities in both our outdoor and indoor provision.

In development matters the statements for Physical Development state:

Children will revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.



Observational Checkpoint (ELG):

ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

What opportunities do we create in daily provision to support the development of Physical Development in Reception?

- Dough disco sessions to promote fine motor development and dexterity
- Soccer Tots PE sessions weekly supporting various skills and specific sport disciplines
- Opportunities for children to get dressed and undressed
- Opportunities in provision to develop gross and fine motor skills using tools and equipment for a variety of outcomes eg cutting, malleable material tools, tap-its. Gross motor may include, planks, crates, chalk
- Writing and mark making opportunities within provision, as well as adult focused opportunities
- Forest schools weekly- activities such as digging, balancing, moving of logs etc
- Home learning supported through our online letter formation app
- Fine motor interventions to support those who needs further support



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Literacy Development at St Michaels First School

At St Michaels C of E First School reading is at the heart of everything we do. Our priority is both the teaching of reading skills and developing the love of reading, to enable our children to become lifelong, confident readers. We believe that high-quality texts that engage and motivate our children are the key to instilling a love of literature. We support our Early Years children to have a varied and rich diet of reading opportunities. Each room has a reading area, which includes carefully selected books that are age appropriate and reflect the children's interests. The teaching of early reading skills begins in Nursery through daily story, rhyme and song time and phonics lessons. We use Twinkl phonics to deliver daily discrete phonics lessons in Reception enabling children to decode effectively. Adults read to the children daily in whole group, small group and 1:1 situations. We use whole class reading to teach key reading skills.

We support children to become writers by providing lots of opportunities to mark make and use writing for a purpose for example writing lists, drawing maps etc. We use Talk for Writing and Drawing Club to develop key writing skills. To support letter formation, we use letter join and Dough Disco to support fine motor development.

In Development Matters the statements for Literacy Development state:

Children will read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic program. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

Observational Checkpoint (ELG): ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-



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fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - 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.

ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - 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.

What opportunities do we create in daily provision to support the development of Literacy in Reception?

- Promote a love of reading through accessing a wide range of texts, reading areas, library clubs, library use and visits to our local library.
- Library books sent home weekly to share at home with parents
- Carefully matched individual reading books sent home as they progress through the phonic scheme
- Seesaw used to communicate with parents about weekly home learning activities such and weekly phonic sound
- Dough Disco, supporting both gross and fine motor development.
- Daily literacy lessons using talk for writing, children acting out, creating and eventually writing stories of their own which include guided writing activities
- Daily phonic lessons
- Opportunities to act out stories in role play, with puppets, small world and role play areas that reflect texts used.
- Adults modelling writing for a purpose and where children are encouraged to write for a purpose and for pleasure - How to catch a Gingerbread Man
- A wide range of opportunities to engage in mark making within provision
- Dedicated story time each day where children can listen to a story of their choice
- A Vocabulary rich environment where children can access independently, aids to support their learning through high quality working walls, word mats, formatn on mats and phonic walls



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- Whole Class reading weekly, where children engage in vocabulary rich texts
- Drawing club weekly, where children develop their fine motor skills whilst emerged in a world of stories
- Keep up sessions in place for those children who are not on track, Wellcomm language intervention for language development and speech and language support



Mathematics at St Michaels First School

At St Michael's in Reception we follow the White Rose Maths scheme, but is enhanced by a range of resources. Staff use a variety of skills to support the children in their work, but use the CPA approach (concrete-pictorial-abstract) It explains concepts by using concrete resources such as counters to explain simple addition, using pictorial representations such as drawings of counters, and using abstract representations such as numbers which forms the basis of what we teach. We want our children to become confident in the composition of number and have a real deep understanding of number, rather than just be able to count and recognise numbers. We do this in a very practical way using various texts and resources to support Maths learning. We deliver a daily mats adult led session and then the children go off into the provision and practice and apply the taught skills. We believe maths is everywhere and we give opportunity to access Maths in all areas of learning both indoors and outdoors.

In Development Matters the statements for Mathematical Development state:

Children can count objects, actions and sounds. They can subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.

Observational Checkpoint (ELG):

ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - 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. ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the



same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

What opportunities do we create in daily practice to support the development of Mathematical skills in Reception?

- Counting and number skills practiced as part of daily routine e.g. singing number songs, how many children are here, how many
- Following a recognised scheme that is systematic and progressive and supports practical maths using age appropriate methods and resources.
- Use of texts and stories to support Maths learning and teachers using all literature to ask questions and provoke thinking in a mathematical way
- Maths games available to access in the outdoor provision- snakes and ladders, dice and counters games, bean bags and skittles
- Number blocks videos and materials used to support the teaching of Mathematics- child friendly and relatable.
- Aid's for Maths readily available- number lines, numeral cards, counting objects, 10 frames, numicon.
- Maths is used in a cross-curricular way- providing number knowledge opportunities through various play.
- Variety of patterns used/displayed throughout the year e.g. cultural religious festivals such as Rangoli in Hinduism.
- Maths working wall for children to refer to and use to support their understanding.



Understanding of the World at St Michaels First School

At St Michael's First School we follow the children's interests, children are encouraged to ask questions, show curiosity and engage with the world around them. This is highly supported through our use of key texts which are diverse and let our children discuss and compare places to their own immediate environment and area. Our children have access to Forest Schools weekly where they can explore and learn about our natural world and understand concepts such as growth and change. In Development Matters the statements for Understanding the World Development state:

Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

Observational Checkpoint (ELG):

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and - when appropriate - maps.



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ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

What opportunities do we create in daily practice to support the development of Understanding of the World skills in Reception?

- Daily morning calendar discussion looking at the weather, day of the week, month and season
- Variety of texts both fiction and non-fiction, that draw on the past, the world, families and diversity
- Local walks throughout the year to support community, understanding of location and being a good pedestrian
- Focus on families and the importance of our families as part of our induction and welcome to Reception
- Opportunities to look at other cultures, which can be explored through various texts both fiction and non-fiction
- Weekly RE lessons where children explore Christianity and other world views.
- Various natural objects and loose parts to use in provision play- pine cones, conkers, acorns, sticks and twigs.
- Weekly forest school sessions and daily outdoor play opportunities- using our senses to explore the world e.g. using herbs and spices in the mud kitchen
- Explore mechanical and electronic equipment through technology in the provision- Beebots, remote control cars, IWB, I pads, laptops
- Planned seasonal opportunities to learn and explore growth and new life
- Learn about job roles through role play opportunities as well as visits from professionals (e.g. dental nurse/vet/police) and also outside visits e.g. visiting a garden Centre/farm
- Opportunities to understand religious festivals by celebrating these in school and looking at our own traditions in comparison to others.



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- Using maps and creating maps and also using key books from around the world and non fiction books. Learning about contrasting areas locally and world wide.
- Small world provision e.g. animals, people, buildings, natural materials and construction opportunities

Expressive Arts & Design at St Michaels First School

At St Michael's we create many opportunities for our children to be creative. We want our children to be able to express themselves and do this in a way that is open ended and exploratory. We value pretend play and we know it is closely linked with Literacy development, though talk for writing children are given lots of opportunities to role play and come up with their own ideas for stories. We provide various materials and both support and scaffold children by sharing our ideas and allow the children to come up with their own. Children are provided with a variety of different materials and tools as well as construction materials.

In development matters the statements for Expressive Art and Design in Development Matters state:

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.

Observational Checkpoint (ELG):

ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.



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ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - 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.

What opportunities do we create in daily practice to support the development of Expressive Arts and Design skills in Reception?

- Open ended creative area containing various resources to support making and creating, including pictorial instructional books to give ideas and inspiration
- Opportunities throughout the year to see a show e.g. African drumming, Christmas pantomime. Put on own whole class performances e.g. class assemblies/Christmas nativity.
- Puppets, small world animals, people and objects to create narratives/stories and act out.
- Talk for Writing- perform and act out stories children have made up.
- Weekly music lessons, music used in movement such as PE or dance
- Opportunity to sculpt using dough and clay.
- Dressing up costumes and materials available to role-play
- Stage area outside with performance props.
- Role-Play area home corner with various enhancements through the year e.g. Chinese Restaurant, picnics and summer holiday theme
- Open ended resources to allow children to be creative e.g. making drums out of blocks and sticks, using pots and pans in the mud kitchen
- Singing songs and nursery rhymes all year round with focus e.g. counting number rhymes in maths, days of the week song or rhymes to make up and tell stories