



Our curriculum is centered around the Characteristics of Effective Learning.

We provide children with the opportunities to develop key skills such as resilience, concentration, self-regulation and critical thinking. Ensuring children have sustained periods and an enabling environment in which to embed these skills.

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

At Millbrook Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play.' Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE times, stories, singing, Tales toolkit, speech and language interventions, Wellcomm activities and role-play areas. We use the Oracy Framework to teach children to become effective speakers and listeners, they are then empowered to understand themselves, others and the world around them (Oracy, Voice 21).

Personal Social and Emotional development

Personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED is developed throughout the year. Children are taught about their feelings and the feelings of others, they learn how to identify and deal with their own feelings and develop empathy for others. Children are taught hygiene routines and are supported to develop independence in their self-care. We develop children's understanding of being healthy and safe in a range of ways such as healthy eating, exercise and online safety. We celebrate our differences and discuss a variety of cultures. We teach children about being respectful and what it means to be treated with respect. We develop the children's understanding of caring for others and the world around us.

Physical Development

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

Fine motor - Daily opportunities for Fine Motor Activities. Examples include Threading, cutting, weaving, playdough, Funky Finger activities, manipulating objects, holding pencil/paint brush beyond whole hand grasp, pencil grip developed.

Gross motor - through learning in the outdoor area and weekly PE Lesson. Cooperation games, climbing –outdoor equipment, different ways of moving explored with children, draw lines and circles using gross motor movements, work on shoulder, elbow, wrist pivots in preparation for writing.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

We teach the children the skills required in pre reading. We explore listening and attention games and work on hearing and distinguishing between sounds. We move on to oral blending and alliteration throughout the year. We have daily story time and use Tales Toolkit to explore story language and how stories are structured. We have a wide range of high quality texts available to read to the children in continuous provision and have a 'Tonie box' with various stories available for the children to use independently. We share nursery rhymes and poems with the children regularly and take part in 'World nursery Rhyme week'. Mark making with purpose is a key step to writing and nursery children use "squiggle while you wiggle" to develop those skills.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Children in nursery are provided with the opportunities to explore mathematics across the environment. Staff use mathematical language with children and have lots of practical resources for children to explore. Subitising is used daily and children are often asked "what do you notice?" to encourage their critical thinking. We use white rose mathematics scheme to deliver adult led sessions throughout the year. Children have many opportunities to embed their learning in continuous provision both inside and out.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

People, culture & communities - Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own and the wider community. Children will have opportunity to develop their emerging moral and cultural awareness.

Past & present - Children begin to explore History by first starting with their own and through reading and exploring high quality texts.

The natural world - We Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Creating with Materials - Painting, 3D modelling, messy play, collage, cutting, threading, clay sculptures, lots of links to Fine Motor Skills, opportunities for children to explain their work to others.

Being Imaginative and Expressive - Moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions. Drama and role play opportunities linked to interests and stories.

Year 24-25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations/Events	Halloween/Bonfire night	Christmas	Chinese New Year Shrove Tuesday Valentine's day	Mother's day Easter	Father's day	
Topic/Predictable Interests Children's interests will also be followed	All about me My/my family's life story Autumn Natural materials Halloween Bonfire night	Autumn Nursery Rhymes Christmas Melting and freezing/ heating and cooling Winter	Winter Chinese New Year Pancake Day Valentine's Day	Spring/New life Easter Life cycles	Planting, seeds and growth Occupations	Summer time and Holidays Countries in the world Transition to Reception
Phonics (RWI)	Phase 1 phonics	Phase 1 phonics	Phase 1 phonics	Phase 1 phonics and RWI sounds, picture cards, oral blending	Phase 1 phonics and RWI sounds, picture cards, oral blending	Phase 1 phonics and RWI sounds, picture cards, oral blending
Literacy Key texts	The Something	TBC	TBC	TBC	TBC	TBC
Maths (White Rose)	Colours, matching, sorting, Numbers 1 and 2, counting, subitising, patterns,		Numbers 3,4,5,6, 10 frame subitising, composition of numbers, related shapes, Height, length,		More than, fewer than, more and less, 2D shapes, 3D shape, composition of numbers 1-5, night	

		mass, capacity	and day, ordering events, positional language			
PSHE (Jigsaw)	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music (Charanga)	Musical activities			Song collections (music is delivered daily via nursery rhymes, exploring instruments and sounds, dance/movement)		

PRIME AREAS ARE ONGOING THROUGHOUT THE YEAR.

All topics are fluid and staff will adapt teaching to meet the needs of the cohort and individual children.