



“Believe and achieve together”

Our Mission

At St Mary's we are building a loving, caring, inclusive community, working together to provide every child with a high quality learning experience.

We support all, as we celebrate achievements and provide our children with a foundation of faith, hope and aspiration in an ever-changing world.

Our School

We are a single form entry school with 4 mixed age classes. The majority of our pupils are from white British heritage, with a small number from different ethnicities. The socio-economic background is mixed and we have a small number of children identified as pupil premium. We have a lower-than average number of SEND children with EHCP. We offer a range of extra-curricular opportunities and encourage all pupils to become involved.

Our school's ethos is “Believe and achieve together” which can be seen throughout the school and through everything we do.

Within our Early Years Foundation Stage (EYFS) we provide a 15 places each year for Reception aged children. The class is a 50:50 split of Reception and Year 1 lead by a full time teacher and a full time teaching assistant. The children share one large classroom space, which has its own outdoor area. This outdoor area also connects to a larger outdoor space known as the community garden.

Our Community

St. Mary's serves a very broad area, which given the size of our school, is remarkable. We operate with a huge catchment areas, with children joining us from as far afield as North Manchester and Lancashire. We are situated close to Bolton and Bury, surrounded by areas such as Greenmount, Affetside, Edgworth, Turton and Ramsbottom. We identify as a Bury school and enjoy links with the local schools. We are surrounded by wonderful countryside in Hawkshaw and enjoy the natural beauty that surrounds our school. We sit in the shadows of Holcombe Hill and Peel Tower and are the central hub of the village.

The majority of children who join us in our Reception class are at broadly typical starting points with a variety of home backgrounds. Our admission process invest times into building relationships with the children and our families from the very beginning. As a result, we can build a holistic picture of each child before they join us. This allows us to best support them during their time at St. Mary's and signpost any extra support they may need.

Before a child starts at St. Mary's, the class teacher and teaching assistant offer a home visit and opportunities to attend a session in school so the children can familiarise themselves with the setting and the adults. When the children are offered a place at our setting, we offer our families a session where they too can come into school, listen and speak with the staff and familiarise themselves with the setting and routines.

Our Broad Curriculum Aims

Through our teaching, our environment and our adaptable curriculum we want all our children to be...

Independent

Lots of opportunities to make choices and learning through trial and error will develop independence.

Articulate

Through rich conversations and modelled language and vocabulary, children learn how to communicate effectively.

Compassionate

Learning how to be considerate of others and how to show empathy and compassion at an early age is important.

Resilient

Knowing that mistakes are a part of learning and how to deal with things going wrong builds resilience.

Confident

Helping children to have the confidence to take part in a range of activities in different situations with others and on their own.

Inquisitive

Using their senses to explore the natural world, asking questions and gaining an understanding of beliefs and cultures.

Imaginative

Using their developing sense of creativity and expressiveness to communicate their thoughts, feelings and ideas.

Readers

Developing a love of books and reading in both play situations and working alongside adults. We want our children to be able to retell a wide range of stories.

Writers

Using their storytelling skills and developing their abilities through pictures. They will develop into writers who can write for a purpose and use their phonological skills to write full sentences.

Our underpinning curriculum

The characteristics of effective teaching and learning

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our enabling environment

Overarching principles.... "Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers." (Statutory Framework for the Early Years Foundation Stage (2021))

Continuous provision

Indoors: construction, role play, home corner, malleable, workshop, small world, writing, maths, reading, small mark-making, snack, self-registration, investigative;

Outdoors: sand, water, large construction, role play, music, large mark-making; gross motor, fine motor, mud kitchen, small world, writing, maths, gardening, investigative

The predictable curriculum

The rhythm of the year: Our children will have opportunities to investigate and experience the changes in seasons and weather in our outdoor environment. They will plant, nurture and harvest in the garden. They will celebrate key festivals, sharing their own experiences.

Following the interests of our children: dinosaurs; mini beasts; birthdays and parties; buildings (homes, towers, bridges, castles, etc); light and dark; bears; woodland animals; zoo animals; wild animals; transport; emergency services; people who help us; our community; fantasy; super heroes;

What we want children to learn by the end of nursery/ reception

Educational Programmes

The educational programmes are from the Statutory Framework for the Early Years Foundation Stage (2021)

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Prime Areas

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.

Personal, Social and Emotional Development

Children's 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.

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.

Specific Areas

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).

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

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, churches 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.

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.

Positive Relationships:

Overarching principles-children learn to be strong and independent through positive relationships. Children benefit from a strong partnership between practitioners and parents and/or carers. (Statutory Framework EYFS 2021)

Building Relationships- at St. Marys, we believe the fundamental principle of developing good learners is through positive relationships between carers, staff, and children. We foster this relationship from the very beginning of our children's journey by listening to their families and building an understanding of each child. We develop key relationships with the children and ensure that children develop good relationships with each other.

St. Mary's Church of England Primary School, Hawkshaw

Early Years Foundation Stage Curriculum

The Statutory areas of learning and development will be taught and implemented through good quality planning, teaching and observation to ensure all children's needs are met. To help the EYFS team plan for the experiences the children need to achieve their potential they will use a range of materials including Development Matters 2021 and Birth to Five Matters 2021.

<p><u>Independent</u></p> <p>We want our children to be independent in the choices they make and be able to look after themselves.</p> <p>Skills:</p> <ul style="list-style-type: none">◆ To leave carer with ease◆ To form good relationships with their peers and adults◆ To ask for help when needed◆ To select resources and know how to use these resources safely◆ To be highly involved in an activity and not easily distracted◆ To develop gross motor skills to move independently over large equipment◆ To develop fine motor skills to use mark making tools correctly◆ To use the toilet and wash their hands independently◆ To put on outdoor clothes independently◆ To recognise when their body is hungry or thirsty and	<p>Main areas of Learning:</p> <ul style="list-style-type: none">◆ Personal, social and emotional development◆ Communication and language◆ Physical development	<p>Resources:</p> <p>EYFS Statutory Framework 2021</p> <p>Development Matters 2021</p> <p>Birth to Five Matters 2021</p>
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<p>select a drink and snack independently</p> <ul style="list-style-type: none"> ◆ To use the skills they have been taught in their own independent challenges 		
<p><u>Articulate</u></p> <p>We want our children to be able to communicate effectively with each other and hold a conversation in a range of contexts. We want our children to be able to communicate their ideas, thoughts and opinions in well-formed sentences, using conjunctives to link ideas.</p> <p>Skills:</p> <ul style="list-style-type: none"> ◆ To be able to listen to others in a range of situations ◆ To build good relationships with their peers and practitioners ◆ To follow instructions ◆ To understand a range of sentences, including more complex sentences ◆ To be able to communicate clearly and speak in full sentences ◆ To be able to understand and use conjunctives to link ideas ◆ To learn and use topic specific vocabulary (Tier 3 Y1 language) 	<p>Main areas of Learning:</p> <ul style="list-style-type: none"> ◆ Communication and Language ◆ Personal, social and Emotional Development 	<p>Resources:</p> <p>EYFS Statutory Framework 2021</p> <p>Development Matters 2021</p> <p>Birth to Five Matters 2021</p> <p>NELI Assessment</p> <p>Three Tier Y1 Language (knowledge organisers)</p>
<p><u>Compassionate</u></p> <p>We want our children to be able to verbalise their own feelings and understand their emotions in a controlled manner. We want our children to understand</p>	<p>Main areas of Learning:</p> <ul style="list-style-type: none"> ◆ Personal, social and emotional development ◆ Communication and language ◆ Expressive arts and design 	<p>Resources:</p> <p>EYFS Statutory Framework 2021</p> <p>Development Matters 2021</p>

<p>how their actions can affect others and be able to understand the feelings of their peers. We want our children to be able to resolve conflicts that arise independently.</p> <p>Skills:</p> <ul style="list-style-type: none"> ◆ To communicate in sentences ◆ To identify and name their emotions and feelings ◆ To role play feelings with puppets and figures ◆ To know how and when to ask for help ◆ To build good relationships with their peers and practitioners ◆ To share and take turns ◆ To develop friendships with the other children ◆ To be able to express ideas and opinions 		<p>Birth to Five Matters 2021</p>
<p><u>Resilient</u></p> <p>We want our children to be able to self-regulate, understand their emotions and persevere on a task.</p> <p>Skills:</p> <ul style="list-style-type: none"> ◆ To leave carer and settle confidently ◆ To select an activity independently ◆ To look after their self-care ◆ To be responsible for their own belongings ◆ To build relationships with practitioners ◆ To feel proud of their achievements ◆ To make mistakes ◆ To ask for help, when needed 	<p>Main areas of learning:</p> <ul style="list-style-type: none"> ◆ Personal, social and emotional Development ◆ Physical development ◆ Communication and language 	<p>Resources:</p> <p>EYFS Statutory Framework 2021</p> <p>Development Matters 2021</p> <p>Birth to Five Matters 2021</p> <p>Jigsaw PSED programme</p>

<p><u>Confident</u></p> <p>We want our children to have the confidence to apply their learning independently and share their experiences with each other. We want our children to perform in front of others.</p> <p>Skills:</p> <ul style="list-style-type: none"> ◆ To build positive relationships with each other and adults ◆ To use and select resources independently ◆ To understand and follow the boundaries and expectations of the setting ◆ To be proud of their achievements and have the opportunity to share these with others ◆ To appreciate the reward systems ◆ To learn songs and parts for short performances 	<p>Main areas of Learning:</p> <ul style="list-style-type: none"> ◆ Personal, social and emotional development ◆ Communication and Language ◆ Expressive arts and design 	<p>Resources:</p> <p>EYFS Statutory Framework 2021</p> <p>Development Matters 2021</p> <p>Birth to Five Matters 2021</p> <p>Reward systems</p> <p>Assembly</p> <p>Tapestry journal app</p>
<p><u>Inquisitive</u></p> <p>We want our children to have an interest in the world around them, using their senses to explore the natural world, asking questions and gaining an understanding of beliefs and cultures. We want our children to investigate patterns and shapes, developing their mathematical thinking.</p> <p>Skills:</p> <ul style="list-style-type: none"> ◆ To be able to communicate and ask questions 	<p>Main areas of Learning:</p> <ul style="list-style-type: none"> ◆ Mathematics ◆ Understanding the world ◆ Expressive arts and design 	<p>Resources:</p> <p>EYFS Statutory Framework 2021</p> <p>Development Matters 2021</p> <p>Birth to Five Matters 2021</p> <p>Blackburn Diocesan RE syllabus</p>

<ul style="list-style-type: none"> ◆ To be able to name and use their senses ◆ To understand and use descriptive and comparative language ◆ To understand specific language related to plants and animals ◆ To look for and recreate patterns using natural materials ◆ To think carefully about the shapes they need to make models ◆ To talk and describe the properties of shape ◆ To understand that people around the world have different beliefs and cultures ◆ To celebrate different beliefs ◆ To understand the importance of Jesus to Christians ◆ To understand that our school is part of the St. Mary's wider community 		
<p><u>Imaginative</u></p> <p>We want our children to engage in imaginative and creative play to express their own feelings, thoughts and ideas.</p> <p>Skills:</p> <ul style="list-style-type: none"> ◆ To listen to stories with increasing interest ◆ To use musical instruments to express their feelings and to retell a story ◆ To select the appropriate resources to build, paint and create artwork ◆ To manipulate resources to gain a planned effect 	<p>Main areas of Learning:</p> <ul style="list-style-type: none"> ◆ Expressive art and design ◆ Physical development ◆ Communication and language ◆ Understanding the world 	<p>Resources:</p> <p>EYFS Statutory Framework 2021 Development Matters 2021</p> <p>Birth to Five Matters 2021</p>

<ul style="list-style-type: none"> ◆ To develop their physical skills to manipulate tools and equipment with control ◆ To articulate their wants and speak in full sentences ◆ To understand and use the vocabulary related to equipment and techniques ◆ To bring a story into their small world play ◆ To role play familiar experiences, using available props 		
<p><u>Readers</u></p> <p>Skills:</p> <ul style="list-style-type: none"> ◆ To tune into the sounds around them ◆ To have a wide repertoire of songs and rhymes ◆ To look at and handle books independently, turning pages and recognising print conveys meaning ◆ To hear rhymes in stories and songs ◆ To complete a rhyming string ◆ To hear initial sounds in words ◆ To orally segment and blend sounds ◆ To link phoneme to grapheme ◆ To sight read tricky words ◆ To read books using their phonological knowledge ◆ To talk about the books they have read, showing an understanding of inference 	<p>Main areas of Learning:</p> <ul style="list-style-type: none"> ◆ Communication and language ◆ Literacy 	<p>Resources:</p> <p>EYFS Statutory Framework 2021</p> <p>Development Matters 2021</p> <p>Birth to Five Matters 2021</p> <p>Hungry Little minds</p> <p>Little Wandle Phonics Scheme</p> <p>Reading scheme books</p>
<p><u>Writers</u></p> <p>We want our children to develop their storytelling skills through their drawings.</p> <p>We want our children to use</p>	<p>Main areas of Learning:</p> <ul style="list-style-type: none"> ◆ Literacy ◆ Physical development ◆ Expressive arts and design 	<p>Resources:</p> <p>EYFS Statutory Framework 2021</p>

<p>their phonological skills to write full sentences. We want our children to write for a purpose in their independent play.</p> <p>Skills:</p> <ul style="list-style-type: none"> ◆ To have the physical skills to hold and control mark-making equipment ◆ To draw and talk about their pictures ◆ To retell familiar stories using story maps ◆ To label their pictures using their phonological knowledge ◆ To write their name ◆ To form lower case and upper case letters correctly ◆ To write in full sentences using full stops and capital letters. 		<p>Development Matters 2021</p> <p>Birth to Five Matters 2021</p> <p>Development of gross and fine motor skills</p> <p>Development stages of scribbling</p> <p>Development stages of writing</p>
<p><u>Problem Solvers</u></p> <p>We want our children to be able to solve problems including mathematical problems. We want our children to be confident with the number system and able to use mathematical vocabulary to explain their thinking. We want our children to use their problem solving skills when constructing.</p> <p>Skills:</p> <ul style="list-style-type: none"> ◆ To be able to count, represent numbers and understand the cardinal value ◆ To compare numbers ◆ To understand the composition of number 	<p>Main areas of Learning:</p> <ul style="list-style-type: none"> ◆ Mathematics ◆ Communication and language ◆ Understanding the world 	<p>Resources:</p> <p>EYFS Statutory Framework 2021</p> <p>Development Matters 2021</p> <p>Birth to Five Matters 2021</p>

<ul style="list-style-type: none"> ◆ To be able to use the language of measure ◆ To use equipment to represent their mathematical thinking ◆ To use drawings to represent their mathematical thinking ◆ To make mistakes and keep persevering when solving a problem. 		
<p><u>Healthy</u></p> <p>We want our children to understand the importance of exercise, healthy eating and keeping our bodies and teeth clean to keep us healthy. We want our children to understand their emotions to keep their minds healthy.</p> <p>Skills:</p> <ul style="list-style-type: none"> ◆ To move confidently in a range of ways and develop a range of gross motor skills ◆ To recognise the effects of exercise on their bodies ◆ To recognise when they are tired and hungry ◆ To understand which foods are good for their bodies ◆ To use a toothbrush effectively ◆ To talk about their feelings and recognise and name emotions 	<p>Main areas of Learning:</p> <ul style="list-style-type: none"> ◆ Physical development ◆ Personal, social and emotional development 	<p>Resources:</p> <p>EYFS Statutory Framework 2021</p> <p>Development Matters 2021</p> <p>Birth to Five Matters 2021</p>