

Aspire

At Morley Meadow Primary School, we recognise that our unique children develop in different ways and their development is not a process that is linear or automatic. We acknowledge that our children will interact with others and their environment in different ways and we understand how important it is to support with their development.

We are an inclusive setting, and we strive to identify, understand and break down any barriers to participation and belonging. We fundamentally believe that our children have a right to play and we value the impact that play has on our children's emotional and physical wellbeing. The Early Years team have created a thoughtful and ambitious curriculum that develops our children's confidence, positive relationships, physical development, vocabulary and the ability to express themselves. We realise our children need to become proficient in the prime areas of learning in order to access the broader curriculum and our environment supports this.



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Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage. Children learn by playing and exploring, being active and thinking critically and creatively; this takes place both indoors and in our outdoor area.

The Prime Areas of Learning underpin everything we do at Morley Meadow. Children need to master these areas to enable them to progress with their learning and development. With this in mind, we have developed our provision to support these areas, providing opportunities for children to practice taking turns, talk to each other and build their fine and gross motor skills. We feel passionate about supporting children to become independent at managing their feelings and behaviour.

We teach through broad themes to develop the children's knowledge and skills, using stories as a starting point, but allow time to follow the interests and fascinations of the current year group. We also explore the seasons and focus on occasions and festival dates, immersing the children in experiences to build their knowledge of themselves and others that may live in 'Snowdrop Street'. We support language and vocabulary development, through the seasons, stories and poems. books.



We have designed a curriculum that is language rich and story based. This means that we not only plan the curriculum around high quality stories, but that we have worthwhile interactions with all our children. At Morley Meadow Primary School, we recognise that our children's range of vocabulary and their ability to express themselves will have an impact on their outcomes and life chances. We understand that there is a link between low socio-economic circumstances and low language levels and we realise that if we get it right for our most disadvantaged children, we will get it right for all our children.

Our children have a huge amount of exposure to spoken language, songs and rhymes, from their entry into nursery to the end of the reception year. We plan our provision and adult led activities in a way that encourages children to participate, hear stories lots of times and learn favourite songs and rhymes. At Morley Meadow we develop the children's understanding of reading and writing through the Read Write Inc phonics programme and small group adult led writing activities. The children are also encouraged to engage in reading and writing activities independently through play. Mathematics is taught initially through NCETM programme and then 'Power Maths'. Our environment supports children to practice the mathematical knowledge they have learnt within their play.



The Early Years team quickly identify those children who enter nursery or the reception class with low language levels and plan and deliver interventions within the provision, in small groups or 1:1. We work closely with parents to help them to support their children's language development at home – we invite parents into the setting every term for a stay and play session and send home leaflets that offer suggestions of activities that parents can try at home.



Children settle into school quickly and are ready to learn within the first few weeks of starting in the nursery and the reception class. They can take ownership of their learning and can deepen their existing knowledge and learn new skills quickly. By the end of the reception year, most children have achieved all the Early Learning Goals and are well prepared for the next phase of their education. Children are successful readers by the time they leave when they start in year One and they develop a love of reading because of the high profile that reading has within early years.



Our nursery opened in September 2023, and those that will move into the reception class will be well prepared for their next phase of their education. The nursery children have opportunities to develop their communication and language, personal, social and emotional development and physical development which means they are likely to have successful outcomes at the end of the EYFS. We identify children early who may need extra support to ensure that they are able to reach their full potential, and we have ongoing dialogue with parents to help them to support their children at home.