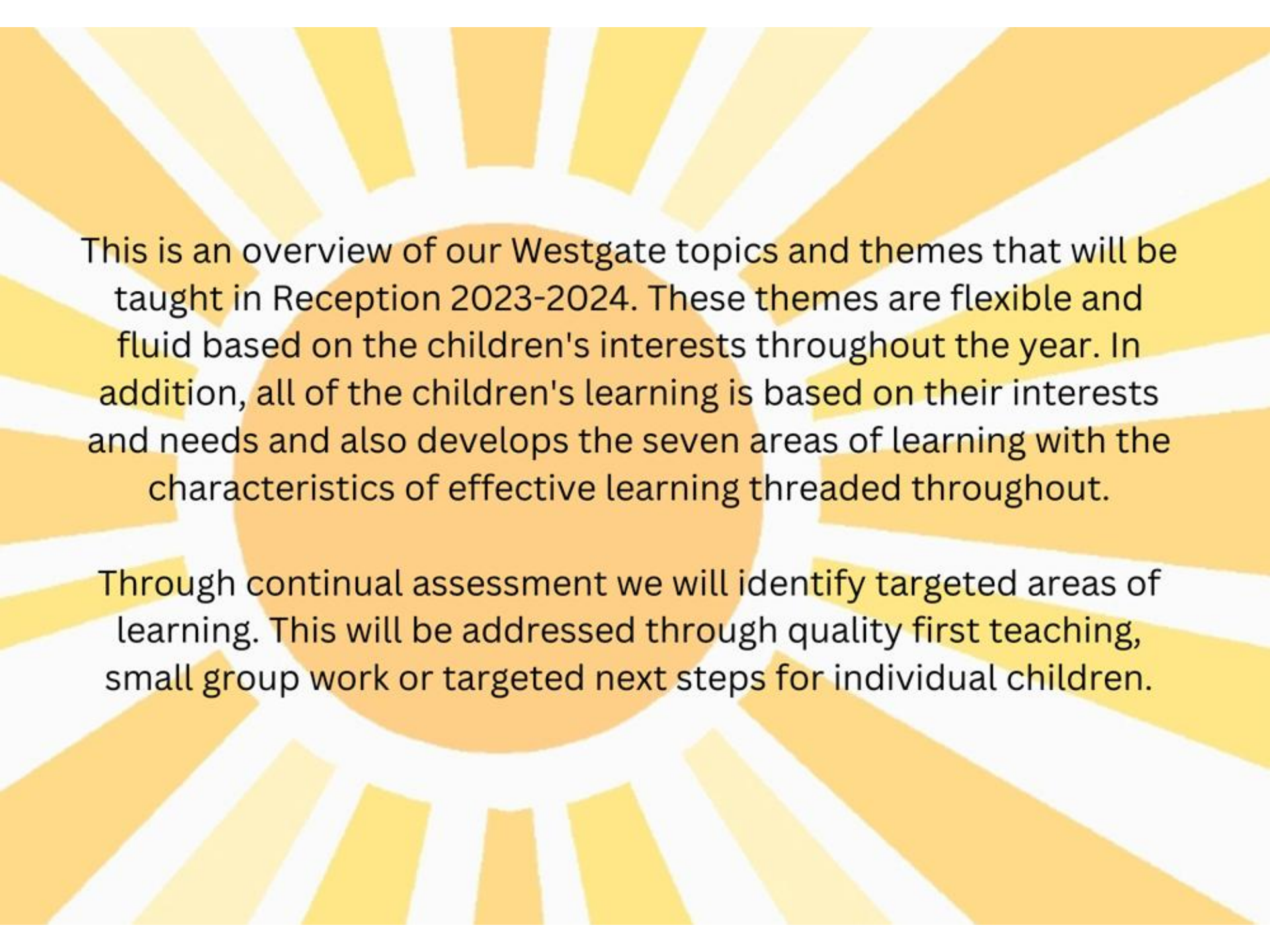


EYFS Long term planning 2023 - 2024





This is an overview of our Westgate topics and themes that will be taught in Reception 2023-2024. These themes are flexible and fluid based on the children's interests throughout the year. In addition, all of the children's learning is based on their interests and needs and also develops the seven areas of learning with the characteristics of effective learning threaded throughout.

Through continual assessment we will identify targeted areas of learning. This will be addressed through quality first teaching, small group work or targeted next steps for individual children.

Our vision

At Westgate each individual child will be

Ready

Respectful

Safe

Kind

Manners

Tolerance

Helpful

Forgiving

Independence

Resilient

Creative

Curious

Proud

Ambitious

Unique

Caring

Honesty

Brave

Self Aware

**What we want each child to achieve by the end of Reception!
(regardless of their starting point)**

begin their journey towards being an independent learner

well rounded vocabulary

Good listener

put on their own coat

communicate their needs and wants

speak in full sentences

know where they live

ride a bike

a trusted grown up

**What we want each child to achieve by the end of Reception!
(regardless of their starting point)**

use a knife and fork

independent toileting

hold pencil in an effective grip

share in an small group

happy and engaged in their learning

strong core strength

develop friendships

curious and inquisitive

Use zones of regulation language appropriately

firm hand control and grip

based on meaningful, first hand experiences

back and forth interactions/adult role training/scaffolding/visits/visitors

vocabulary rich

weekly planning/word tree/Word Aware/Thematic vocabulary/taught vocabulary

fun and exciting

designed around children's interests and fascinations

stimulating

provision indoors and outdoors,
enabling environments/role of the
adult

relevant

local area information

LSIP

Our
curriculum
is...

challenging

ambition for all regardless of starting points

**helping children to build
knowledge and skills**

key learning, key
vocabulary, weekly
planning, medium term
planning

sequential

prior and later learning, sticky learning,
floor books

enabling children to know more and remember more

adaptive teaching, weekly and medium term planning, long term
planning in subjects

progressive

checkpoint document
Birth to 5

broad

Birth to 5

carefully planned and considered

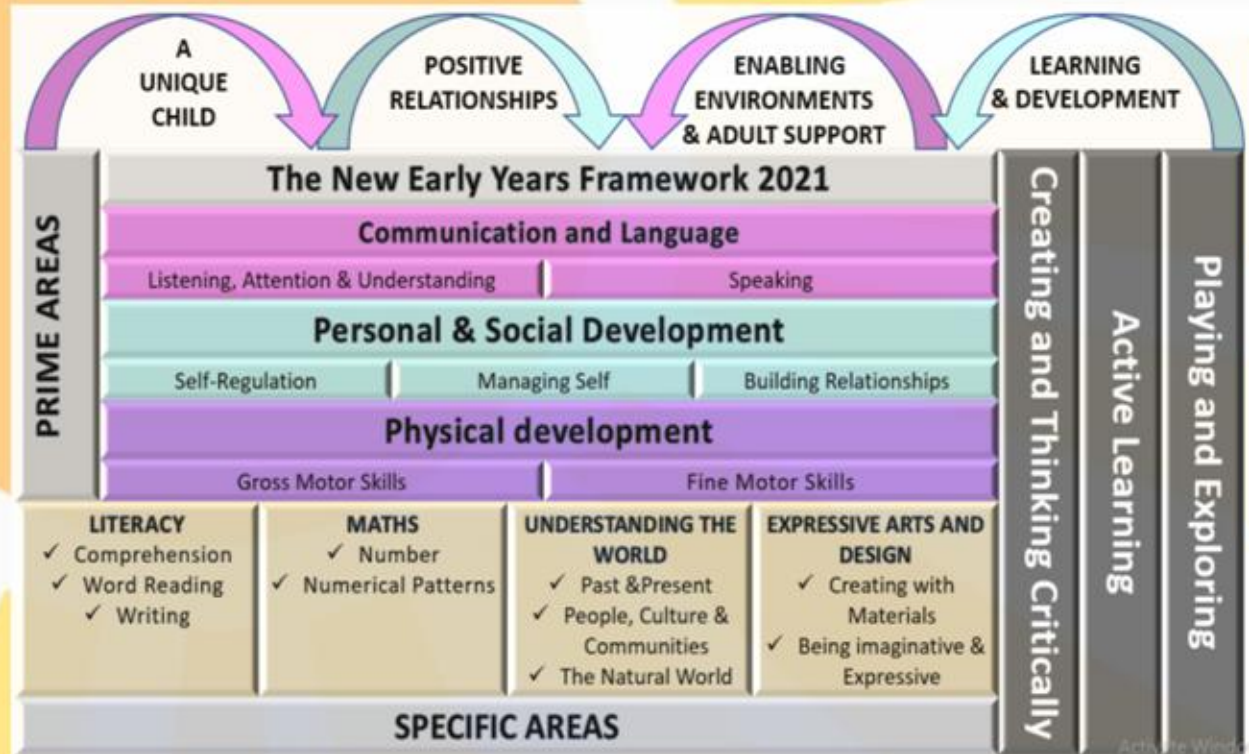
Development matters CPD, Planning with the team, subject
matters leaders, SLT, Step Outside mark

Development matters
skills, knowledge and concepts

At Westgate school every child is unique. We aim for every child to be happy and successful learners and thrive in our classrooms. We pride ourselves on building very strong and positive relationships with our children and their families. The child is at the centre of everything we do and we ensure that all children's needs are met through a well planned ,sequenced ambitious curriculum. Highest priority is given to communication and language, where all interactions between adults and children are seen as opportunities to learn. Our aim is for all children to be successful communicators. Reading is the key to learning and we strive to achieve a love of reading in all children. We want all children to enter Key stage 1, confident, independent and capable, ready for the next step in their journey.

The Westgate EYFS team

At Westgate school, we follow the Birth to 5 documentation and use Development Matters as a supporting document.





Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2



Westgate community is 'United in Life-Long Learning'.

We nurture independent and resilient learners, promoting kindness and tolerance throughout school life and beyond. We embrace all children as unique individuals, creating responsible and trusting members of the community. We are committed to developing ready, respectful and safe learners who can thrive academically, socially and emotionally within an inclusive and ambitious learning environment. We have identified 6 core values which are taught and promoted across all of school life.

Our Westgate Values

Ready

Respect

Safe

**Independence
Resilience**

**Kindness
Tolerance**

**Responsibility
Trust**

It is our aim that all stakeholders of the Westgate Community learn, understand and demonstrate these values within school and beyond. These values are taught and promoted through:



Tolerance - Learning about different faiths and cultures - Listening to other viewpoints - Learning about diversity.

Democracy - Means 'power of the people' - Making decisions together - The right to an opinion/voice.

Mutual respect - Treating other as you want to be treated - Respect for each other - Working together

Individual Liberty - Freedom of speech for all - The right to make our own choices as long as we respect the other British Values and the rights of others.

The Rule of Law - Understanding rules and why they are important - Following rules to develop order - Understanding that actions can have consequences.

End of year Curriculum goals

Communication and Language

Ask a relevant question and make a relevant comment

Converse in a back and forth exchange with friends and teachers

Express ideas and feelings with confidence

Personal, social and emotional development

Show **empathy** to others

Show **determination** to complete a goal

Show **resilience** in the face of challenges

Show **curiosity** about the world around them

Physical development

Use cutlery with confidence

Hold a pencil effectively

Move in different ways run, jump, hop, skip

Literacy

Retell a story through play

Read simple sentences and books containing phase 2 and phase 3 sounds

Write simple phrases and sentences that can be read by others

Maths

Understand in depth numbers to 10

Recognise the patterns of the counting system

Compare quantities in different contexts

Understanding the world

Be able to **talk** about their family

Care for animals and living things

Appreciate different religions and cultural communities

Understand how to read a simple map

Expressive arts and design

Create a painting through musical inspiration

Perform a story, song, poem or rhyme to an audience

★ THE ★

NON-NEGOTIABLES

Daily **story**

Daily **phonics**

Daily access to the **outdoors** in all weathers

Access to an adult

Opportunities to speak to **parents** every day - meet and greet, end of day and emails

Adults to **talk** to children on their level

Green and red path **language**

Westgate **walking**

Good sitting prompts

Self **regulation**

Zones of regulation

Role of the adult (Spring)

Physical activity FMS/outdoors/PE/playtime -game of the week/Wake up and shake up

Back and forth **interactions** with all **children** daily.

Back and forth interactions with an **adult**

red path, green path choices

grab and go regulation cards

sensory circuits

regulation break/physical movement threaded through the day, used before expectation/ready to learn

listening chair

Self Regulation & Executive Functioning

Executive function includes the child's ability to.....

hold information in mind, focus their attention, regulate their behaviour and plan what to do next.

These abilities contribute to the child's growing ability to self regulate:

- focus their thinking
- monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
- bounce back when things get difficult

Language development is central to self-regulation:

- children use language to guide their actions and plans.
- Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

'stuck'

repair/consequence for choices/behaviour

now and next lanyard and language

regulation zone/areas

emotional coaching language and strategies

Threading throughout the EYFS curriculum at Westgate, are three **Characteristics of Effective Learning.**

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. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions

These elements underpin how we reflect on each child’s development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children’s play is essential.

‘What children learn is important, but how children learn is even more important if they are to become learners in today’s society.’ Helen Moylett How Children Learn, Nancy Stewart (2011)

At Westgate we have planned a **carefully considered** and **sequential** curriculum, based on what we know about our children and what they need to be successful and engaged learners in order for them to know more and remember more. We consider both prior and later learning in order to make links across the curriculum and make learning 'stick

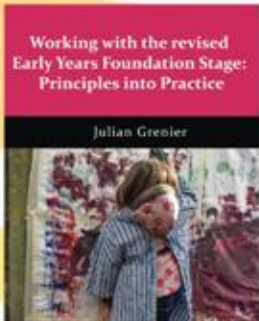
We have developed our **checkpoint document** to ensure that all children are taught the necessary **key skills** and **knowledge** needed to build towards an end goal in each of the seven areas of learning.



We use the Lancashire Communication and Language road map to ensure that all children access the universal road map and children who require it, will have access to targeted support.

Teaching staff have read refreshed their knowledge of child development, reading texts such as 'Working with the revised Early years Foundation stage: Principles into practice' by Julian Grenier.

Our EYFS staff have all received training on **child development** and are able to transfer this knowledge when working with children every day.













	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Predictable interests	Halloween Autumn	Diwali Bonfire night Christmas Remembrance day Children in Need	Pancake day Winter Chinese New Year Valentine's Day	Easter Spring Holi Mother's Day Red Nose Day	Minibeasts Children's gardening week Earth day	Holidays Sea creatures Summer Africa Ocean Day Father's Day
High quality texts						
WOW Moments/ Enrichment	A note to home Children start school Parent Link- Love of reading afternoon 	 Horus Owls-Preston Visit to Lancaster Priory Post a letter to Father Christmas- Post office Parent link- Make Christmas party hats A note to home	A note to home Parent Link- Make Valentine Love bug Children to watch pantomime. Walk to local shops Visitors- fire fighters/police/parent who is a builder 	 School nurse Visit to Lidl- healthy eating Parent Link- Bunny drive A note to home	Visit to Williamson's Park- minibeasts and butterflies Grow Butterflies Make wormery Snails to explore Parent Link- outdoor learning- planting, minibeast hunt A note to home 	 Visit the beach- make sandcastles and eat ice creams Parent Link- Parents to join us on the beach for ice creams. A note to home

Vocabulary



	Autumn 1 	Autumn 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
<p>Vocabulary</p> 	<p>family, parents, Mum, Dad, sister, brother, Grandparents, community, help, home, house</p>	<p>Celebration/ decorate/mix/pour /bake recipe/ingredients</p> <p>beginning/middle/end</p> <p>nocturnal/dark/exhausted/late wise/Oak/less/more</p>	<p>Label, sentence, caption</p> <p>Non fiction</p> <p>roof, window, door, house types-detached, semi, terraced, bungalow, flat, caravan, materials-glass, bricks ,slate, plastic, metal, cement, wood.</p>	<p>Juicy,spikey, smooth</p> <p>Instructions, first, then, next last</p> <p>Superhero,evil, horrid,mean, unpleasant</p> <p>Easter, cross, Jesus</p>	<p>Minibeast, facts, researcher, hunt.</p> <p>Antennae, invertebrate.</p> <p>Habitat, environment,</p> <p>Slimey, squirm, trail, shell, wriggle, slither,</p>	<p>beach, seaside,sand, ocean,</p> <p>borrow,never,past, future,old,new, bucket,</p> <p>crab,seahorse,fish, clownfish,deep, sea bed, ship wreck,pirates,ship</p>



The best
CLASSROOM
 and the
 richest cupboard
 is roofed only
 by the *Sky*

Outdoor learning



Outdoor continuous provision runs through all areas of learning and provides children with the opportunity to demonstrate the three characteristics of effective learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.



Outdoor resources are organised to develop children's skills in personal interaction and exploration and are linked to children's interests and identified gaps in learning



“To continue the provision for learning in the absence of an adult.”

Alistair Bryce-Clegg, 2013



Resources indoors are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are dressed/displayed to reflect children's interests – enabling discovery, investigation and exploration.





Routines

Outdoor provision throughout the day

Fruit available each morning

Meet and greet each morning by the teacher

Daily phonics

Continuous provision

Green and red paths used

Visual timetable

Westgate Walking when moving around school

Good sitting routines reminded each time the children sit on the carpet

Zones of Regulation

Books read and changed weekly within school








Weather recorded daily



Inclusion



Different families	Cultural diversity	Neurodiversity	Physical disabilities	BAME main characters (Black, Asian, Minority ethnic)
  	  		  	 







	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
 Parental Involvement	1:1 meetings with class teacher Love of Reading afternoon Phonics workshops for parents	Reception Nativity performance Christmas craft with parents-party hats	Parents evening Maths workshops for parents	Love of reading afternoon	Easter craft with parents- chicks	End of year trip to the beach- parent volunteers

We work closely with all parents throughout the EYFS.

Parents are made aware of the **‘What to expect when’** document and the link to this document to access online. Aspects will be shared with parents throughout the year. Relevant sections are also shared with subject leaders.

The **‘We are teaching and supporting children to’** document is also given to parents at the first parents evening. This document highlights for parents what we are teaching children throughout the EYFS and how we are supporting them to do this.



	Autumn 1 	Autumn 2 	Spring 	Spring 2 	Summer 1 	Summer 2 
Assessment opportunities	Nursery information gathered to provide information of each child. Phonics tracker assessment- Phase 1 Baseline assessments (RBA) Westgate Writing Way assessment EYFS team meetings Next step assessments (footsteps)	Phonics Assessments (Phonics tracker) 1/2 termly assessments- key skills Westgate Writing way EYFS team meetings Next step assessments (footsteps)	Phonics Assessments Phonics tracker 1/2 termly assessments- key skills Westgate Writing way assessment EYFS team meetings Next step assessments (footsteps)	Phonics Assessments Phonics tracker 1/2 termly assessments- key skills Westgate Writing way assessment EYFS team meetings Next step assessments (footsteps)	Phonics Assessments Phonics tracker 1/2 termly assessments- key skills Westgate Writing way assessment EYFS team meetings Next step assessments (footsteps)	Phonics Assessments Phonics tracker Westgate Writing way assessments EYFS team meetings EOY Data Next step assessments (footsteps)