



**Airedale
Infant Academy**

Welcome

Nursery Curriculum

Part of Castleford Trust



Meet the Staff:



Miss Lovelock
Class Teacher



Mrs Batty
Nursery Nurse



Miss O'Donell
Nursery Nurse



Mrs Norton
Teaching Assistant

Attendance Every Pupil, Every Day

Good attendance is an essential foundation for all pupils to get the most out of their school experience including, attainment, wellbeing and wider life choices. This is why good attendance and punctuality are a priority for us at Airedale Infant Academy.

Our values of Care, Aspire and Succeed run through everything we do here at Airedale Infant Academy, and we aim to instil these values in all our students. We want to help develop our children into happy, well-prepared and confident young children, who adopt an 'I can' mentality and aim high in all they do. To enable us to achieve this and be the very best we can be, we are committed to working in partnership with students, their parents/carers and the community. Our absolute aim is to make the most of every young person's time with us.

To achieve good attendance and punctuality, it is important that everyone ensures our school is somewhere pupils want to be. We do this by providing a calm, orderly, encouraging, inclusive, safe and supportive environment for pupils to learn. We ask parents and carers to acknowledge and recognise their legal responsibilities to ensure that their child/children receive an efficient, full-time education by securing and maintaining good school attendance. Working together we can address any concerns and overcome barriers to achieve good school attendance for all pupils.



Attendance Officers



Ms V Till
Attendance and Inclusion Officer
School Admissions
Trained Designated Safeguarding Lead (DSL)



Mrs L Wells
Learning Mentor
Attendance Officer
Designated Safeguarding Lead (DSL)

Our attendance officers are here to help all families with school attendance matters. They actively encourage & promote good school attendance and offer support & interventions to improve attendance where necessary.

Learning Lost

Pupil attendance is communicated with parents and carers in percentages, as is other essential information. Whilst a result of 90% in an academic test is considered positive, and a good achievement, in terms of attendance it means improvement is required. Please find below information on just how much learning is lost to absences: -

Please can we kindly request all absences from school are reported to our attendance team by calling 01977 519281 and selecting option 1 for attendance. Our attendance officers can also be contacted via email at ais-ajs-attendance@aja.castlefordtrust.co.uk

Castleford Academy Trust and Airedale Infant Academy do not support parents and carers taking their children out of the academy for holidays during term time. Preplanned absences of 2 days or more must be requested by completing a Leave of Absence Request available on our website or from the main school office.

	Attendance Percentage	Days Attended	Number of Days Absent
Excellent	100%	190	0
	99%	188	2
Impressive	98%	186	4
	97%	184	6
Nearly There	96%	182.5	7.5
	95%	180.5	9.5
Aim Higher	94%	178.5	11.5
	93%	176.5	13.5
At Risk of Becoming Persistently Absent	92%	174.5	15.5
	91%	173	17
Persistently Absent	90%	171	19
	89%	169	21
Serious Attendance Concerns Improvement Needed	88%	167	23
	87%	165.5	24.5
	86%	163.5	26.5
	85%	161.5	28.5

What is the Early Years Foundation Stage?

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and early years providers in England must follow the EYFS.

Included in the EYFS are the 7 Areas of Learning. They are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



The EYFS Framework

- In 2019, the government proposed changes to the EYFS. These changes have now been made, and all early year's settings and schools will follow the new EYFS from September 2021.
- The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.
- To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow. The changes also hope to give children the best start in life and set them up well for their future.
- Not all parts of the EYFS have changed, some elements have remained the same or similar.

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

Dated: 11 October 2024

Effective: 01 November 2024

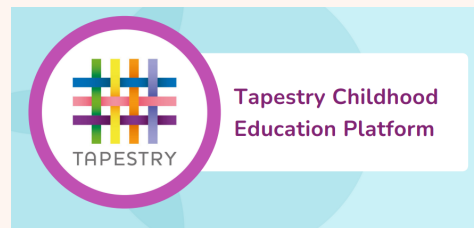
Key Changes

1.) Reduced the amount of unneeded written recordings and assessment of children by staff.

Staff are encouraged not to keep a large amount of written evidence that proves children are able to do lots of things. Practitioners know the abilities and skills of each child, and understand how to support them to develop. By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.

We use a digital platform called Tapestry to encourage you to share your learning experiences from home in order to truly document your child's learning and development.

In the past we have kept examples of your child's work however we feel it is more beneficial to share these with you in order promote conversations about your child's learning at home.





Tapestry Childhood
Education Platform

How to access Tapestry

Tapestry is accessible both from a browser (e.g. Chrome, Firefox, etc) via tapestryjournal.com, and an app, available to download for iOS and Android.



Further information

Visit the Parents & Carers section on Tapestry's website for more information and FAQs: tapestry.info/parents-carers/



SCAN ME



Key Changes

2.) There is more of an emphasis on the importance of developing communication and language skills as well as a higher focus on sharing stories.

Children should be supported in building up vocabulary by increasing the number of words they know and can use. We recognise that good language skills are the basis for all other learning and social interaction and so we as adults regularly chat with the children 1:1, but also facilitate the children in communicating with their peers in class discussions but also during their own play schemes, modelling language and encouraging them to extend their ideas.

Children are exposed to rich language through our topic lessons. The meaning of new vocabulary is explored and put into context for children. It is revisited over a period of time.

During 'Talk Through Stories' each day we extend and deepen children's comprehension and vocabulary, teaching five new words each week.



Speech and Language Therapy



We now offer speech and language therapy with a qualified speech and language therapist two times a week.

Our Therapy Service includes...



Assessment

Assessment may include working with children one-on-one and using standardised tests, though will also include observing children in setting and speaking with the adults who know them best.



Advice & Strategies

Therapy is developed in partnership with staff, to make sure it links with learning and social needs as well as fitting smoothly into day to day activities and the overarching curriculum.



Direct therapy

We work with pupils individually, in small groups or in the classroom, using evidence based approaches. Ideally, a member of staff will work alongside so strategies can be modelled and reinforced to support best outcomes.



Reporting

We provide outcomes of assessments and in progress reports, providing guidance to support understanding of needs and implementation of best practice strategies. We also provide detailed diagnostic reports for the EHCP process.



Speech and Language Therapy



Alongside LINGO the EYFS team deliver 'Chatterboxes' speech and language sessions three times a week.



Chatterboxes is a toolkit of activities and materials to support the language development of children between the ages of 3 and 5 years old.

Each box is linked to a specific theme, containing a range of language learning activities, story books, toys, and games. Activities focus on different aspects of language including: Listening and Attention; Words and Concepts; Understanding and Talking; Play and Interaction, with further ideas for continuous provision.

Chatterboxes was developed following requests from our schools for a flexible and engaging approach to support children's language.



Key Changes







3.) There is a focus on encouraging healthy choices overall and an understanding of oral health.

It is now a requirement of the EYFS curriculum to teach children the importance of brushing teeth. Practitioners should focus on helping children to understand how to make healthy choices, for example exploring which foods to eat and why. The government recognise that getting into good routines from a young age is important as these often continue into adult life.

All children are offered a piece of fruit each day and many are eligible for free milk up to the term they turn 5. Fresh drinking water is available to children throughout the day.



Our Teaching Sequence

Early Years Learning & Development Teaching Sequence			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
			I Can Sing A Rainbow	Let's Celebrate	People Who Help Us	Down on the Farm	Where We Live	Let's Talk About Feelings	
									
PRIME	Communication & Language		Join in with songs & rhymes Talk in simple sentences Visit from Wakefield Library Service	Listen and respond Turn-take in conversation	Use a wider range of vocabulary Answer questions about illustrations in books	Use talk to express a point of view Understand 'why' questions	Listen and respond in a small group Turn-take in conversation and continue it for many turns Visit to Airedale Library	Use longer sentences to recall events Talk about what happened in the beginning, middle and end of a story	
	Personal, Social & Emotional Development (PSHE – SCARF)		Follow rules Develop confidence in new social situations Me and My Relationships	Develop a sense of community Engage in play with others Valuing Difference	Identify and understand their own feelings Become more outgoing with unfamiliar people Keeping Safe	Develop independence and a sense of responsibility when selecting activities & resources to achieve a goal Rights and Respect	Play with others, extending and elaborating play ideas Take responsibility for tasks Being My Best	Recognise & understand the feelings of others Find solutions to conflicts Growing and Changing	
	Physical Development	GROSS MOTOR	Coordinating movements			Controlling movements		Movements and balance	
		FINE MOTOR	Dexterity & muscle memory			Effective use of one-handed tools and equipment Hold a pencil with increasing control Hold a pencil in a tripod grip		Develop pencil control Use mark making tools with increasing control	
Literacy	Reading (Letters and Sounds and RWI)	Letters and Sounds: Environmental and Instrumental Sounds	Letters and Sounds: Body Percussion and Rhythm and Rhyme	Letters and Sounds: Alliteration and Voice Sounds	Letters and Sounds: Blending and Segmenting and RWI picture cards & Fred Games	Letters and Sounds: Blending and Segmenting and RWI picture cards & Fred Games Set 1 single sounds & oral blending / Fred games	Continue Set 1 single sounds & oral blending		

	Writing	Early writing and mark-making		Drawing representations of familiar objects/people and assigning meaning to marks		Begin to form recognisable letters and write some or all of <u>their</u> name	
	Maths	Numbers 1-3 Colour, matching, sorting, size Noticing 2D shapes	Numbers 1-3 Introduction to Subitising Recognising Pattern Positional Language	Numbers 1-4 Which group has more/fewer? Routes and Locations Height & Length Weight Capacity	Numbers 1-4 Making marks and symbols Subitising 2D shapes Sequencing ABAB Patterns	Numbers 1-5 Problem solving Routes and Locations Sequencing Combining shapes	Numbers 1-5 Representing numbers 3D shapes Changing length and capacity Patterns (noticing errors)

NURSERY Long Term Plan

	Understanding the World Overarching theme looking at similarities and differences (RE)	Past & Present (History)	Begin to make sense of their own life-story and family history Growth & change Family photographs (then and now)	Ordering of events Recalling their own experiences of celebrations	Recalling their own experiences Talk about something that has happened from the past	Sequencing events in a plant/animal lifecycle -caterpillar to butterfly -Seed to plant	Recalling their own experiences of places they have been	Talk about similarities and differences about something now and something from the past
		People, Culture & Communities (Geography)	Name members of my own family Observing similarities/differences between myself & others	Explore family celebrations, birthdays, wedding at Holy Cross Church, new baby, christening etc Cultural celebrations: Halloween, Bonfire Night Explore religious events - Diwali and Christmas (traditions) Share photos of their celebrations	Show interest in different occupations Teeth & healthy eating Police and Nurse visit	Identify similarities and differences between people Explore and develop a positive attitude toward the differences across people & cultures from around the world	Where do my family come from/live? Recalling their own experiences of places they have been Know that there are different countries in the world and talk about personal experiences. Photos of family holidays Identify similarities/differences	Talk about what I can see in a photograph Talk about different places other than Castleford

Expressive Arts & Design	The Natural World (Science)	Talk about what I can see. Using our senses to explore natural materials	Explore a collection of materials with similar/different properties	Using our senses to explore natural materials Growth, change & decay with natural materials (Winter to Spring) Ian's Mobile Farm	Understand the need to respect and care for the natural environment and all living things Understand the key features of the life cycle of a plant and an animal - Living Eggs Plant seeds and care for growing plants.	Use books and ICT to deepen knowledge and understanding Talk about what they know Ask questions	Explore and talk about forces including magnets Investigate the mechanics of objects including toy vehicles to see how they work; wind-up toys, pulleys, cog etc
	Creating with Materials (Art and DT)	Explore colour mixing Give meaning to marks	Explore different materials Join different materials together Christmas Card and decoration	Investigate different materials for crafting, explore texture Draw straight and curved lines. Draw closed shapes with continuous lines.	Make imaginative and complex small worlds using blocks and props Begin to talk about what I would like to create Cut using tools	Join different materials & develop ideas for making Use resources to join materials together Make models with a purpose in mind.	Show different emotions in their drawings Draw with increasing complexity, using shapes to represent objects and include some detail Use colour to show emotions and feelings in paintings Use paint brush with increasing control
	Being Imaginative & Expressive (Music)	Explore playing with small world toys Begin to develop stories in pretend play	Listen to music Remember & sing entire songs Move my body to the beat of the music	Explore instruments Talk about the sound an instrument makes Retell experiences and events in imaginative play	Listen to others to develop a storyline in play Play instrument loud and quietly, fast and slow	Develop complex stories when using small world Sing in a low/high pitch voice. Sing for other people	Create/improvise own songs Clap to the pulse of music Use language and ideas from stories in imaginative play
PSHE - SCARF	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing	
	Provisional Educational Visits	Visit from Wakefield Library Service	Wedding at Holy Cross Church	Ian's Mobile Farm Police and Nurse Visit	Living Eggs	Visit to Aireale Library Visit from Wakefield Library Service	

A Typical Nursery Session

AM - 8:45-11:45am

- ▶ Morning register
- ▶ Phonics
- ▶ Independent learning time
- ▶ Snack time
- ▶ Mathematics
- ▶ Independent learning time
- ▶ Story/nursery rhyme time

PM – 12:15-3:15pm

- ▶ Afternoon register
- ▶ Phonics
- ▶ Independent learning time
- ▶ Snack time
- ▶ Mathematics
- ▶ Independent learning time
- ▶ Story/nursery rhyme time

Learning at Home



Buddy the Bear

One child will be chosen each Friday to take Buddy our '50 Things to Do Before I'm Five' bear home for the weekend. Buddy enjoys completing activities from the '50 things to do before you are 5' whilst I am staying with you.

Reading Mascot

Our class reading mascot goes home every Friday so that one child from each class can share our weekly 'Talk Through story' with their parents/carers.

Homework Challenges

There are nine homework challenges to complete each term that link to our learning in school. We would love to see what challenges you have completed uploaded to Tapestry.

Busy Bags and Story Sacks

We offer a wide range of busy bags and story sacks for you to take home and support your child's learning further. Please ask a member of the EY team if you would like to take a busy bag or story sack home.

Nursery Spring Homework Challenge		
Try number 10 on the '50 Things to do before you are 5' app. Sharing books is a wonderful and fun thing to do with young children.	Create your own 'Bear Hunt'. You may want to draw a story map, make a book or record your story.	Read the story 'We're Going on a Bear Hunt'. Discuss what happened in the beginning, middle and end of the story. https://www.airedale.com/what50things/
Sing 5 little men in a flying saucer. Can you show the total number of men on your fingers? Colour and cut out the men to help you sing the rhyme.	Try number 43 on the '50 Things to do before you are 5' app. Make some tasty food for all the family. Children can help with weighing the ingredients to make buns or biscuits.	Play hide and seek with your green up. Use the words 'behind', 'under' and 'next to' to describe where you found them.
Go on a colour hunt around your house and garden. How many different colours can you find? Tell your grown up if your colour is a primary or secondary colour.	Collect berries, sticks and leaves to make an ice decoration.	Try number 29 on the '50 Things to do before you are 5' app. How much fun can we have on the ramp? Splash or make ripples in a puddle, giggle as you puddle dance.

Throughout the Spring term we would like you to complete at least three tasks. Once you have completed a task, please post a photo onto Tapestry! We can't wait to see your home learning.



Staying Up-to-date



Scan to Download the Arbor Parent App for your phone from the QR codes below.

Android Play Store



iOS App Store



At Airedale Infant School, we use the Arbor App. The app:

- Allows us to send you messages regarding your child.
- You to see and amend your child's details and records.
- Pay for school trips, lunches and more.

In order for us to create you a log in, please ensure we have your email address. Information and instructions on how to log into your account will be sent by email to parents once your child has joined us in September.

Useful Information

Parent flyer

We send out a parent flyer every half-term to share an overview of what the children will be learning.

Our website is continually updated. We have 2 dedicated pages for Early Years full of useful information, resources and help for you.

'People Who Help Us'

Literacy

In reading, the Read, Write, Inc scheme will continue to be taught to develop and embed children's phonetic knowledge. Please continue to read and practise sounds with your child at home to consolidate their learning.

Over spring term, children will be taught to write, words, lists, captions, and sentences using a capital letter, finger space and full stop. We will write a letter when learning about postal workers and walk to the local post box to post our letters.

Mathematics

Throughout this half term we will continue to develop our oral number skills through counting forwards and backwards.

Children will explore numbers 6 to 10 through counting, subitising, representing numbers, writing numbers and matching number and quantity.

We will then explore how numbers can be made in different ways to make 10 and start to record our findings.

Personal, Social, Emotional Development

This half term we will be encouraging children to play with a larger group of friends and ensure that they are confident in telling each other about their work and play as well as sharing and taking turns.

Children will achieve set targets, and we will ask children to set their own targets to work hard to achieve.

Ian's Mobile Farm visit Thursday
13th February.



Expressive Art & Design

Children will have the opportunity to develop imaginative play with others in our very own 'Post Office.'

We will revisit prior learning using primary colours to create a secondary colour when painting pictures of vegetables.

When exploring media and materials, the children will use tools to create their own emergency vehicles.

Understanding of the World

We will be talking about the different people who help us and their roles within society. We will learn about postal workers, traffic control officers, mechanics, dentists, and farmers. We will look at farm machinery and discuss how it is different from the past and have a special visit from Ian's Mobile Farm.

Children will observe the season winter, talking about and drawing the changes that they can see.

PE

PE will continue to be on a Wednesday morning. Please ensure children come to school in their uniform so that the children can practise getting undressed and dressed for P.E. Please provide tape if your child has ear piercings.

P.E coaches will continue to lead the sessions, this half term we will be focusing on **balance and ball skills**.



**Airedale
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