



Our School

Holy Trinity is a one form entry Church of England Primary school situated in East Bury. Our children come from a wide range of backgrounds and cultures with the majority of them being of Pakistani heritage. Our school is proud to be part of The Sycamore Trust Church of England Trust.

Our vision at Holy Trinity is deeply rooted in the words of Mark 12:30: "Love the Lord your God with all your heart, all your soul, all your mind, and all your strength." This scripture inspires us to create a school where love, respect, and dedication are at the core of everything we do.

As a Church of England school we also have Christian values at the heart of what we do.

We recognise how important the spiritual development of our children is and we aim to promote this through our curriculum.

Holy Trinity's Early Years Curriculum Intent

At Holy Trinity our curriculum starts with the children. We have carefully designed a bespoke curriculum called '**Where are we going and who will we meet?**' A Recipe for Awe and Wonder! We are fully committed to taking the time to understand and follow children's interests and provide a rich curriculum that supports learning, consolidates and deepens knowledge, develops vocabulary whilst taking our children on an exciting journey around the world.



We know that many of our children start their academic journey with us, months behind their chronological age. We aim to provide high-quality learning experiences for all children whatever their background may be. We plan for our environment and curriculum to meet the individual needs of the children and are guided by the needs of our local community.

During the first half term, our outdoor and indoor environments are set up to create a sense of familiarity for the children. Myself, body, home and family feature heavily within our provision areas. We encourage children of different religious backgrounds to learn together and from each other. We wish to break down any stereotypical views some children and families may have and strategically plan for this in provision and through direct teaching, which is evident in PSED, R.E., UTW and carefully chosen literature. In addition, as we are an EYFS Unit we ensure the needs of all children from 3 to 5 years old are met. Within our provision we recognise 'Common Play Behaviours' of children and ensure all areas are equipped with resources suitable to all children's skills and abilities; emergent, mid-level and high level.

We know that the children in our care don't always get the opportunities to play outside their homes, play in large, green open spaces, go on trips out to the local area or develop a broad vocabulary. For this reason, we create opportunities to ensure children can gain similar experiences in other ways. We do this for the benefit of all children, but significantly those who are disadvantaged.



Children with SEND needs are carefully planned for to ensure inclusive high-quality care and education. Their specific needs are quickly identified and they receive extra support so that they can progress in their learning alongside their peers. Staff in EYFS do this through observation and assessment and by working closely with our SENCO and other external agencies.

Through our strong understanding of our community, developing independence in all children is a key priority for us. We work closely with families to support children in developing essential self-care skills, including toilet training, understanding the importance of oral health and personal hygiene, dressing and undressing independently, and eating without adult intervention.

We place the development of children's communication and language at the heart of our Early Years curriculum, recognising that strong spoken language is fundamental to learning, relationships, confidence and future success. This is a particular priority as a significant proportion of our children speak or understand more than one language at home, and we are seeing a year-on-year increase in referrals to NHS Speech and Language Therapy services. We use the WellComm Toolkit alongside observations and ongoing assessment to identify children's communication and language needs at the earliest opportunity, enabling us to provide timely, targeted support matched to individual needs.

We are a committed, passionate and enthusiastic EYFS team. Our practice is continually evolving as we strive to provide the best for the children within our care. We firmly believe that children grow, develop and learn more rapidly in the earlier years of their lives. Therefore in partnership with parents and carers, we want to ensure that each child blossoms to their full potential by paying close attention to their individual personalities, interests, passions and focus our time on supporting each child in achieving the next steps in their academic journey.



Holy Trinity's Early Years Curriculum Implementation

At Holy Trinity we follow the statutory framework for the Early Years Foundation Stage. We use Development Matters and Birth to Five matters to guide our practice and support the development of our curriculum.

An important part of our Early Years Curriculum focusses on manners, routines, self-management, self-awareness and self-regulation. We have Three Rs which support the development of these skills; 'Respectful, Resilient and Responsible'

Our children have access to high quality indoor and outdoor continuous provision, resources and enhancements, which enables the children to become confident, independent learners. We skillfully plan our indoor and outdoor learning so it allows children to explore, take risks and it enables us to provide suitable challenges and opportunities when supporting independence in our children.

Children are taught discretely in phonics, early reading, handwriting and maths. Alongside this we teach early mark making and writing skills. We model routines and how to use resources and activities planned. Once the children become familiar with the routines, areas and resources they can develop mastery in a skill, make links, problem solve and experiment.

Adults in the setting will intervene when the children are ready for the next step in their learning.



Holy Trinity's children will

Develop a love of learning and discovery.

They will be confident, independent and active learners who love exploring indoors as well as outdoors.

With the help of adults, providing opportunities to develop their interests, the children will be actively involved in their learning and development. They will manage their feelings and develop self regulation supported by caring adults. The children will develop their own ideas and will be able to problem solve and begin to build resilience and perseverance.

Holy Trinity children will build positive relationships with peers, teachers and the wider school community.

They will respect for themselves, others and the cultural diversity of our school community and the wider community in which they live.

Our children will develop a love of books and will be exposed to a wide range of quality texts where all our children will feel represented and included.

Characteristics of Effective Learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which the children are developing and adjust their practice appropriately. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it to new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development. (Birth to 5 Matters) The three characteristics of effective learning are;

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.

Statutory Framework For EYFS



By the end of the year our reception children will

Communication and Language

- Articulate their ideas and thoughts in well-formed sentences and ask questions
- Learn a wide range of new vocabulary and use it through the day
- Re-tell stories confidently, some as exact repetition and some in their own words
- Use conjunctions to connect one idea to another
- Be confident speaking to their peers and both familiar and unfamiliar adults

Personal, Social, Emotional Development

- Understand the value of friendship and being respectful of others
- Show resilience and perseverance in the face of challenge and unfamiliar experiences
- Be confident in new situations and routines
- Manage their own personal needs and know the different factors that support their overall health and wellbeing
- Think about the perspective of others and adapt their behaviour to suit this
- Develop their self-regulation skills by managing their feelings, making positive choices and following routines independently.

Physical Development

- Develop the foundations of a handwriting style using the tripod pencil grip
- Use a range of tools competently: pencils, paintbrushes, scissors, knives, forks and spoons
- Begin to produce a more fluent style of moving, with developing control and grace
- Understand the importance of safety whilst moving and using apparatus



By the end of the year our reception children will

Literacy

- Enjoy stories and join in at appropriate parts
- Be able to sequence a story
- Read individual letters by saying the sound for them
- Blend sounds into words, so that they can read short words and sentences
- Understand what a digraph and trigraph is and begin to apply these in their writing
- Form letters correctly and spell the common exception words taught
- Spell words by identifying the sounds and then write the sound with letters
- Write simple phrases or sentences that can be read by others
- Be able to anticipate what might happen next in a story

Maths

- Be confident when exploring maths independently and use the mathematical language taught
- Subitise amounts to 5
- Count beyond 20 and understand the counting pattern
- Explore shape and their properties
- Be confident with the composition of numbers to 10
- Automatically recall some double facts, bonds to 5 and bonds to 10
- Continue, copy and create a repeating pattern
- Say 1 more/less than a given number
- Understand the concept of greater than, fewer than and equal to

Understanding the World

- Draw information from a simple map and explore maps from different areas/countries
- Describe what they can see, hear and feel when outside
- Understand the effect of the changing seasons on the natural world around them
- Take part in simple science experiments
- Compare life in their own country to life in other countries
- Celebrate their class members' faiths and cultures and understand that people have different beliefs

Expressive Arts and Design

- Be confident to design and create their own inventions and models
- Be able to explain the artistic process they have used and justify their decisions
- Explore and engage in music, dance and performing arts
- Develop storylines in their pretend play and engage in music making performing solo or in groups



By the end of the year our nursery children will

Communication and Language

- Use a wide range of age-appropriate vocabulary, speak in simple sentences and extend sentences using simple conjunctions
- Understand simple questions and 2 part instructions
- Engage in a two-way conversation
- Focus their attention for short periods

Personal, Social, Emotional Development

- Separate from their parent/main carer with ease
- Play appropriately alongside other children and develop positive relationships
- Follow routines and expectations
- Show a developing understanding of their feelings and the feelings of others
- Take turns and share resources
- Have a developing understanding of the importance of exercise, healthy eating and self care

Physical Development

- Put on and take off their shoes independently
- Attempt to do up zips, buttons and velcro
- Hang their coat on their peg
- Use the toilet independently, including flushing the toilet, washing and drying their hands
- Use a range of tools comfortably such as pencils, paintbrushes, scissors and construction toys
- Move through the environment safely
- With support, use equipment safely



By the end of the year our nursery children will

Literacy

- Identify rhyming words in stories
- Listen for and identify a range of sounds
- Recognise their name and some environmental print
- Show an interest in making marks and give meaning to their marks
- Write some or all of the letters in their name
- Begin to orally blend with support
- Enjoy stories, talk about characters and events, begin to sequence stories

Maths

- Recognise the features of some simple 2D and 3D shapes and name them
- Create pictures and build with shapes
- Make comparisons of size/quantity
- Use some positional language
- Verbally count from 1-10 and beyond
- Begin to count small groups of objects using 1:1 correspondence
- Recognise and solve real life maths problems with numbers to 5
- Subitise to at least 3

Understanding the World

- Demonstrate an understanding of the world around them, seasonal change, growth, plants, animals
- Engage in scientific problem solving activities such as exploring materials
- Talk about themselves and their family/community and special events in their life
- Have a developing understanding of different faiths and cultures

Expressive Art and Design

- Express their ideas through a variety of ways, dance, drawing, painting, models
- Use a range of media to express themselves
- Engage in imaginative play based on their knowledge and experiences
- Begin to develop storylines in their play

