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Wood Wharf Primary



Early Years Curriculum 2024 -25

- **Access to education and the chance to be educated is a human right in a civilised world**
- **Education should provide rich intellectual and personal development for individuals and communities of people**
- **Education is a public good**

Our Values



Vision

Mulberry Wood Wharf Primary is committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact upon the wider world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we develop our teaching and our curriculum, we are aiming for outstanding in all that we do.

Outstanding Achievement For All

Our Values

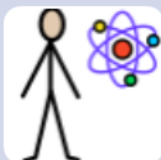
Our Characteristics of effective learning



We are Authors!



We are designers and artists!



We are Scientists!



We are Historians!



We are explorers!



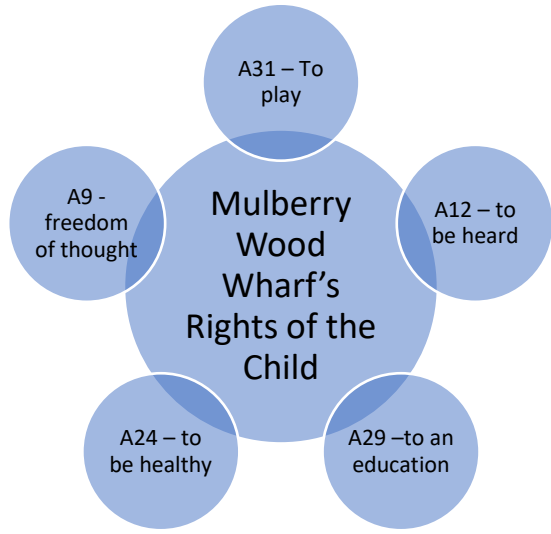
We are mathematicians!



We are articulate!



We are performers!



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Our context

Oct 2024 Census information

- 129 on roll
- 34.88% EAL (45 students)
- 18.6% PP (24 students)
- 10.07% SEN (13 students)
- 66 female/63 male = 51.2%/48.8%

Mulberry Wood Wharf Primary is based in the Isle of Dogs, close to Canary Wharf, in the borough of Tower Hamlets.

18.6 % pupils have pupil premium

The school opened to one Reception Class in September 2022. It is a two-form entry school. In September 2024, the school has one Year Two Class, two Year One Classes and Two Reception classes. By 2028 the school will have reached its full capacity

40% of the children speak English as an Additional Language. We are an inclusive school and work with children with a variety of special educational needs.

We know that education is valued by our parents and that there is an increasing interest in parents understanding of the education system and learning how to support their child. Our average attendance figures show the commitment our parents have to their children's learning.

We understand the importance of widening the children's life experiences and the need to expose them to different areas of London and the opportunities that exist here. We want children to leave our school with as much 'cultural capital' as possible and be secure with conversational and academic language to ensure that they can clearly articulate and share their opinions and knowledge in their ongoing educational careers.

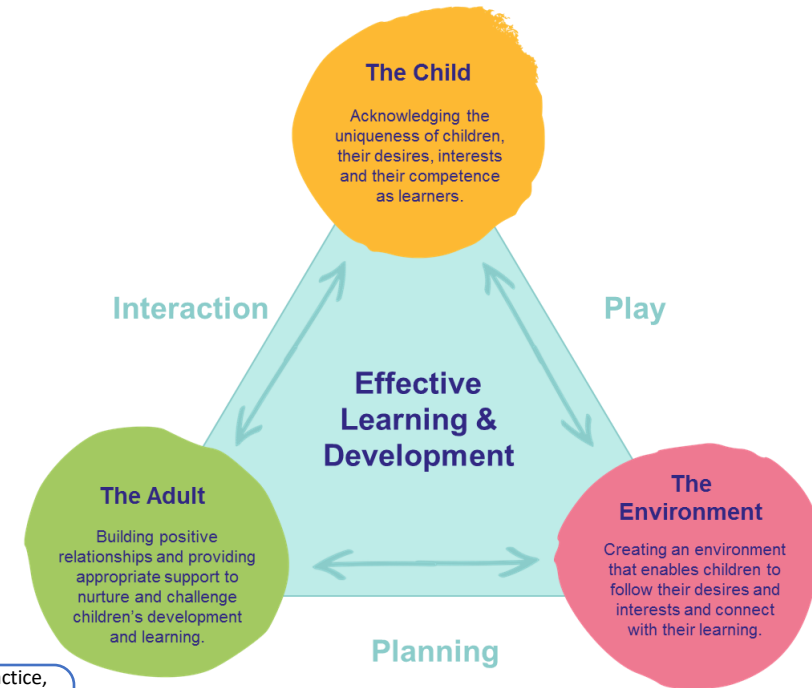


A brand new, fully inclusive primary school, serving families in the Isle of Dogs catchment area.

Mulberry Wood Wharf Curriculum Intent

A creative curriculum based on an accumulative knowledge approach: Foundations of the curriculum at Mulberry Wood Wharf

- Raising achievement for all through the application of knowledge across the curriculum
 - A personalised approach
 - Raising and maintaining standards in the core subjects while delivering a motivating foundation curriculum, with independent and child-led learning
 - evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving
 - underpinned by explicit vocabulary instruction and research-focused pedagogy.
 - Our core values underpin the school's ethos and curriculum
 - Children are active participants in their learning
- Outcomes are individual and meaningful to the child



Driver 1

- We are driven by our moral purpose, vision and values and we have a clear strategic direction so that time and resources are used effectively and have the best impact.

Driver 2

- We take pride in being an inclusive school that takes diversity, equality and equity seriously. We make sure we get it right for all children including SEND and preparing them for a changing and increasingly complex world

Driver 3

- We provide high quality teaching and interactions with pupils. We carefully assess them and we know that good progress is when children know more and they feel good about their learning and themselves.

Driver 4

- We draw on old and new research which informs our practice, we are particularly interested in theories about how child development and how the brain works through the primary years and how children learn (pedagogy and characteristics of learning)

Driver 5

- The unique child - We know that happy brains means lots of learning and we take the time to find out about children and their needs. We focus on pupils' wellbeing and involvement throughout the primary years (Leuven scales)

Driver 6

- We aim to provide our pupils with a mini world where they can learn, make mistakes and learn some more so that they are prepared and feel confident for the future

The curriculum is ambitious, broad and balanced, tailored to the needs of Mulberry Wood Wharf Primary's community. It is consistent with the fully inclusive, aspirational vision of the Mulberry Schools Trust and focused on **outstanding achievement for all**. Mulberry Wood Wharf Primary will be an educational environment in which all pupils will become accomplished and confident with the skills and aspirations to move to each phase of their education from early years to primary, on to secondary and into higher education, training or employment at age 19.

Whole School Curriculum Intent

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- It is our intent to equip all children in our care with the knowledge they will need to be successful citizens as well as ensure they are ready for secondary school. We recognise that the curriculum at Mulberry Wood Wharf needs to allow the children to have as wide an understanding of the world as possible, as well as a depth of knowledge to ensure critical thinking. We want all children to consistently demonstrate the school's values and so each term a value is reflected on in depth with the aim of the children independently applying them to their own lives. Each termly unit, has been designed to start with the child's context, move on to reflect the wider world and then return back to the child's own opinions and individual reflection on their place in society.
- We base our curriculum on our duty to address issues of community cohesion, responsibility and respect however difficult they may seem. In light of this, the curriculum is designed to ensure high standards of attainment and promote British values with an emphasis on respect and tolerance of those with different faiths and beliefs, ethnicities and socio-economic backgrounds. This includes themes which challenge prejudice and stereotyping.
- We believe learning should be a continual process with opportunities for children to revisit knowledge and deepen their understanding of critical areas. High standards are best secured when essential knowledge is learned through direct high quality subject teaching and is then applied to real-life contexts. Knowledge will be taught and developed through the curriculum content and revisited to ensure that it has been learnt (i.e. stored in the child's long-term memory). The curriculum must be rigorous enough to guarantee progress for all children in the academic subjects as well as personal and social development.
- At the core of our curriculum are our school values. These values ensure that all children are equipped with the thinking skills they will need to be successful in their education beyond Mulberry Wood Wharf and also in their adult lives.

Early Years Curriculum Intent



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Our Early Years curriculum is designed to create a nurturing and inclusive environment where children:

- Build **secure attachments** with their teachers and peers, forming the strong relationships needed for emotional security and confidence.
- Experience a **mini world** where they can thrive, explore, practice, make mistakes and learn through purposeful play and meaningful contexts, making mistakes as part of their growth.
- Feel **happy** and safe, fostering a **love for learning** and curiosity about the world around them.
- Develop **strong foundations** in skills, knowledge, and dispositions to ensure they are ready for the transition into Key Stage One.
- Engage in **high-quality interactions and conversations** that enrich their vocabulary and deepen their understanding of the world.
- Begin to recognize and understand their **feelings** and develop strategies to **self-regulate**, building resilience and emotional awareness.
- Grow into confident, curious, and motivated learners with a lifelong passion for discovery and development.

This intent ensures every child is supported to reach their full potential, setting them up for future success.

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How we learn and grow as a setting



Evidence research is important to us...



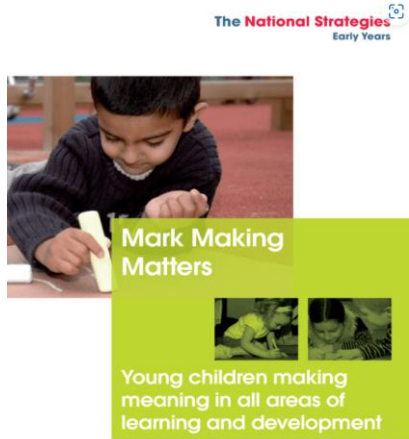
At the heart of our Early Years practice is a **robust, thoughtfully designed curriculum** that reflects our commitment to the highest standards of education and care. However, we recognise that to provide the best outcomes for our children, we must continuously learn, reflect, and evolve as practitioners.

- We actively engage with **evidence-based research** to inform and enhance our practice, weaving new insights into our daily routines and interactions. We prioritise creating a **safe, open environment** for peer review, reflection, and collaboration among staff, ensuring that we grow together as a team.
- Some of the research we are currently exploring includes:
 - **The SHREC Approach (EEF):** We are delving into this framework to enrich the quality of adult-child interactions, focusing on strategies to promote sustained shared thinking and engagement.
 - **Wellbeing and Involvement Scales (Leuven):** These have long been central to our practice, helping us understand how children's emotional security and engagement underpin their learning and development.
 - **Brain Development and How Children Learn Best:** We believe that **play** is the most effective and natural way for young children to learn. This belief is deeply rooted in research on cognitive development and the critical role of hands-on, exploratory experiences in shaping young minds.

Through this reflective and research-driven approach, we strive to create an environment that supports not only the development of the children in our care but also the professional growth of our team. Our shared commitment to learning ensures that we remain responsive to new ideas and practices while maintaining the core principles that make our setting thrive.



Documents we use to help us with designing the Early Years Curriculum



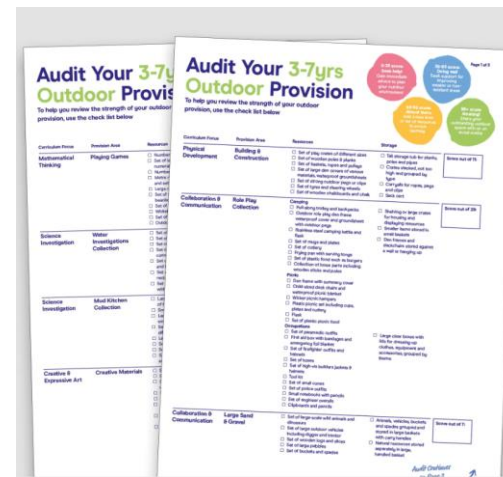
Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
Revised July 2021



department for children, schools and families



Bold beginnings:
The Reception curriculum in a sample of good and outstanding primary schools



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

Published: 8 December 2023
Effective: 4 January 2024



GOV.UK

<https://www.gov.uk/.../strong-foundations-in-the-first-years-of-school>

Strong foundations in the first years of school - GOV.UK

Oct 8, 2024 · Early years curriculum. Research and analysis. Strong foundations in the first years of school. This report examines how schools secure the foundational knowledge and skills that ...

Early years education too im...

8 October 2024. Today's report focuses on what progress looks like for pre-school ...

Early years inspection handb...

The relevant Statutory framework for the EYFS requires all early years providers to ...

English as an Additional Language



We have some pupils in our school who have English as an Additional Language (EAL). Because of this, all our lessons are focused on teaching vocabulary and phrases to support children to be able to accurately explain their thinking and showcase their knowledge and understanding. We are a school who believe strongly in the power of oracy and all lessons and curriculum areas are planned considering children's oracy skills and supporting deep and meaningful talk.

Children who come into the school at an early stage of English are supported through the use of visuals and language sessions to improve their English. A first language assessment may be made. We acknowledge the power and importance of listening to a new language and give children time to speak when they are ready. We offer a range of ways to record their learning so they are able to showcase their understanding of concepts even if their language is at an early stage. We believe that having the capacity to speak more than one language is a valuable asset and we always encourage parents to speak to their children in their mother tongue.

The governor's vision is that all pupils overcome any barriers to learning and will ensure that the school uses the funding to assist any pupil, identified as underachieving, in order to improve learning outcomes.

How we make it all happen...



Our Early Years curriculum is designed to provide children with the strongest possible foundations for lifelong learning and success. Grounded in research and aligned with the *Statutory Framework for the Early Years Foundation Stage (EYFS)*, our curriculum supports the holistic development of each child, ensuring they thrive in all **seven areas of learning and development**:

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

We use *Development Matters* as a guiding document to shape our planning, teaching, and assessment, ensuring that every child is supported to achieve their developmental milestones at their own pace.

Asking the "Why" and "How" in Our Planning

In our Early Years setting, **intentionality** is at the heart of everything we do. When planning learning experiences, we are committed to asking the critical questions:

Why are we doing this? And How will this benefit the children?

This reflective approach ensures that every activity, resource, and interaction has a clear purpose, aligned with our curriculum goals and the individual needs of the children.

Why?

We ask *why* to ensure that our planning is:

- Focused on the **developmental needs** of the children, recognizing their interests, ages, and stages of learning.
- **Purposeful**, linking to specific areas of the curriculum and the skills, knowledge, or dispositions we aim to develop.
- Grounded in **evidence-based practice**, drawing on research and proven methods to support learning.

How?

We ask *how* to ensure that our practice is:

- **Effective**: Are the methods and resources chosen the most impactful for the intended outcomes?
- **Inclusive**: Are we meeting the diverse needs of every child in our setting?
- **Engaging**: Are the experiences motivating and enjoyable, fostering a love for learning?

By continuously questioning and reflecting, we maintain high standards of teaching and learning, ensuring that our practice is adaptable, meaningful, and always centered on the best interests of the children. This process also encourages a culture of **collaboration and professional growth** within our team, as we challenge ourselves to think deeply about what we do and why it matters

A day in the life of a Reception Child

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Our Early Years curriculum is carefully structured to meet the needs of all children while allowing flexibility to adapt as they grow, develop, and become more ready to learn. The **timetable evolves throughout the year**, reflecting children's increasing listening, attention, and readiness for more structured activities.

We also consider the **significant developmental differences** within the cohort, such as the needs of a child turning 4 in August compared to a child turning 5 in September, and we plan carefully to ensure every child receives the support they need to thrive.

From the start, our daily and weekly routines are designed to provide a balance of focused teaching, guided activities, and opportunities for children to explore, play, and develop holistically.

Key Features of Our Curriculum

- **Daily phonics:** Using the Read Write Inc. program to develop early reading and writing skills.
- **Daily Maths:** Building foundational numeracy skills through practical and engaging activities.
- **Daily story time:** Supporting literacy, communication and language, and understanding of the world.
- **Daily singing or rhyming:** Enhancing communication, language, and auditory skills.
- **Weekly cooking sessions:** Offering hands-on experiences that connect to all areas of learning.
- **Daily physical activity planning:** Promoting physical development and motor skills.
- **Weekly helicopter stories:** Encouraging literacy, creativity, and communication.
- **Free flow play (indoors and outdoors):** Providing extended periods of time for children to explore, develop their interests, and embed characteristics of effective learning across all areas.
- **Guided sessions:** Linked to specific areas of learning, with communication and language at the core of every session.
- **High-quality continuous provision:** Ensuring children have access to carefully planned resources and spaces that support self-directed play and learning.
- **Regular performances and shows:** Building confidence and creativity while linking to literacy, understanding of the world, and expressive arts.
- **Programme of events and celebrations:** Recognising religious events and traditional celebrations to deepen understanding of the world and foster respect for diversity.

This thoughtful combination of structured and child-led experiences ensures that every child develops a love for learning, builds essential skills, and grows into a confident, curious, and capable learner.

How we plan an Early Years Curriculum...

At our school, the process of planning for each child's learning journey begins even before they start with us. We gather valuable information about their background, experiences, interests, and dislikes to ensure our curriculum is tailored to meet their needs. This information influences the setup of our continuous provision and how we prepare to welcome them into our setting.

Focus on Autumn 1

The first term centers on **Personal, Social, and Emotional Development (PSED)** and the **Wellbeing and Involvement Scales**, as we recognise the importance of establishing strong emotional foundations. Supporting children's wellbeing and involvement is crucial for creating a secure base that fosters their confidence, engagement, and readiness to learn throughout the year.

Three Key Components of Planning

1. Entitlement Curriculum

Our entitlement curriculum is a carefully designed, overarching plan that ensures all children experience a balanced and enriching education. It brings the areas of learning to life through a combination of:

- Guided sessions
- Continuous provision opportunities
- Carefully curated experiences

This "all children will experience" approach guarantees exposure to the full range of areas of learning, ensuring no gaps in their development.

2. Continuous Provision

Continuous provision offers a dynamic and evolving environment, both indoors and outdoors, where children can freely access areas of the classroom. These areas are intentionally designed to align with the curriculum and support children in:

- Practicing and applying skills and knowledge gained during guided sessions
- Developing independence and critical thinking

Within this space, children lead their learning through independent exploration. Adults may intervene only when confident they can enhance the learning experience, ensuring their input is meaningful and not disruptive.

3. Independent Play

Independent play allows children to take full autonomy over their choices, following their own interests and curiosities. This unstructured time can lead to a range of outcomes, from imaginative storytelling to physical exploration. While adults may occasionally step in to guide or extend learning, this intervention is always well-considered and designed to add value to the child's play.

By thoughtfully balancing these three elements, we aim to provide a rich and engaging curriculum that nurtures every child's development, fosters independence, and builds strong foundations for future learning.

Communication and language - Progression

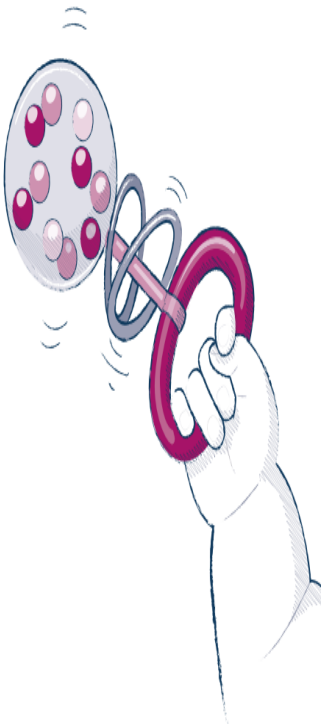
Children will learn to:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

EYFS Statutory Educational Programme:

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, storytelling 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 - Progression

Children will learn to:

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others
- Manage their own needs - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian)

EYFS Statutory Educational Programme: 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 - Progression

Children will learn to:

- Revise and refine the fundamental movement skills they have already acquired: (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: (lining up and queuing, mealtimes)

EYFS Statutory Educational Programme: 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.

Literacy - Progression

Children will learn to:

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school’s phonic programme
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

EYFS Statutory Educational Programme: 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 - Progression

Children will learn to:

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0–5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity

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EYFS Statutory Educational Programme:
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 of the World - Progression

Children will learn to:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them



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EYFS Statutory Educational Programme:

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, libraries 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 & Design - Progression



Children will learn to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups.

EYFS Statutory Educational Programme: 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.

Reading overview

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Range 5</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books independently</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Shows awareness of rhyme and alliteration</p>	<p>Range 6</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Range 6</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p>	<p>Range 6</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Continues a rhyming string identifies alliteration</p>	<p>Range 6</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Continues a rhyming string identifies alliteration</p>	<p>Range 6</p> <p>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Continues a rhyming string and identifies alliteration</p> <p>Hears and says the initial sound in words</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</p> <p>Is able to recall and discuss stories or information that has been read to them, or</p>	<p>ELG Say a sound for each letter of the alphabet Read words consistent with their phonic knowledge Read aloud simple sentence</p>

	Recognises rhythm in spoken words, songs, poems and rhymes	Re-enacts and reinvents stories they have heard in their play	Hears and says the initial sound in words	Hears and says the initial sound in words Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them Starts to link sounds to letters, naming and sounding the letters	they have read themselves Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences Engages with books at a deeper level-drawing on phonic knowledge to decode word
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The Importance of Performance Opportunities at Mulberry Wood Wharf Primary

Mulberry
Wood Wharf Primary

- At Mulberry Wood Wharf Primary, we believe that performance is a powerful tool for developing confidence, oracy, and creativity. From the very start of their journey with us, children are encouraged to express themselves through a wide variety of performance opportunities, including:

- Songs
- Dance
- Poetry
- Shows and Drama

Building Confidence and Inclusion

- **Support for All:** Every child has a role to play, including our less confident performers. No one is forgotten, ensuring that all children feel valued and included.

Confidence and Oracy: Regular performance opportunities help children develop their public speaking skills, self-assurance, and ability to articulate ideas clearly.

Celebrating Achievements

- **Christmas Nativity:** Our Reception pupils perform an annual Christmas Nativity, a much-loved tradition.
- **Festival of Arts:** Last year, our Year 2 pupils proudly performed at the Festival of Arts, and we are excited to continue this tradition as our school grows.

Fostering Creativity and Self-Expression

- We want our children to feel comfortable in their own skin, express their unique ideas, and develop a lifelong interest in the arts. By celebrating individuality and creativity, we nurture well-rounded, confident learners who are proud of their achievements and ready to take on new challenges.

As the school grows, we look forward to expanding these opportunities, ensuring performance remains at the heart of our curriculum.



Parent Partnership

We firmly believe that a child's education is most successful when supported by strong partnerships between home and school. We understand that to fully support a child's journey through education, we need the full engagement and collaboration of their family.

We are proud to build on our core values of **community, kindness, and respect**, which are at the heart of the relationships we have fostered with the families we are privileged to work with. Together, we have created a welcoming, inclusive, and supportive environment that values every voice and contribution.

Key aspects of our parent partnership include:

- **Parent Voice Sessions:** Each term, we host Parent Voice sessions to listen to feedback and suggestions from families. This helps ensure their perspectives influence and enhance the school's provision and priorities.
 - **Meet the Expert Sessions:** Recently, we introduced Meet the Expert sessions, where parents lead workshops to share their expertise. These sessions provide children with unique insights and inspire them by demonstrating how learning connects to the wider world.
 - **Curriculum Communication:** Each term, we share letters with families detailing the content of their child's learning. Additionally, every half-term, we provide creative holiday homework designed to encourage families to work together on projects, such as researching a famous person or creating a "book in a box" or "book in a jar."
 - **Workshops and Support Programmes:** We offer a comprehensive programme of workshops for parents, ranging from subject-specific learning to behaviour management. Additional workshops are delivered by external professionals, such as the school nurse, Tower Hamlets Wellbeing Service, and the Educational Psychologist, ensuring families feel supported in all aspects of their child's development.
 - **Family Participation:** Parents are encouraged to join educational visits, participate in workshops such as cooking and gardening, and share in their children's successes by attending performances and celebrations throughout the year.
 - **Parent-Teacher Communication:** Parents are invited to parent evenings twice a year to discuss their child's learning and progress. We also operate an open-door policy to ensure families feel comfortable reaching out to staff whenever they have questions or concerns. Additionally, we use **School Ping**, a digital communication system, to ensure parents have quick and easy access to information, updates, and announcements from the school.
- By working in partnership, we aim to create a strong school community where parents feel valued, supported, and actively involved in their child's education. We feel incredibly fortunate to build on the values of **community, kindness, and respect** with the families we have welcomed so far and look forward to continuing this shared journey of growth and learning.

Assessment

Assessment is integral to understanding and supporting children's learning and development in the Early Years. We use a combination of **summative** and **formative** assessments to monitor progress, plan next steps, and ensure all children reach their potential. Our approach aligns with the statutory requirements outlined in the EYFS Framework, focusing on supporting each child's individual learning journey.

Summative Assessment

Summative assessments provide a snapshot of a child's development at key points in the year. These include:

- **Reception Baseline Assessment (RBA):** Completed at the start of the [Reception](#) year, the RBA provides a starting point for measuring progress during primary school.
- **Early Learning Goals (ELGs):** At the end of the [Reception](#) year, practitioners assess each child against the ELGs to provide a final picture of their development in the EYFS.

- **Internal Tracking System:** We use an internal tracking system to monitor progress through key assessment checkpoints, ensuring alignment with three **Pupil Progress Meetings** held throughout the year. These meetings allow us to review children's development, identify any areas of concern, and plan interventions as needed.

Formative Assessment

Formative assessment is the foundation of our approach to understanding children's development. It takes place daily and continuously throughout all activities and interactions.

- Practitioners use their deep understanding of child development and skilled observation to:
 - Identify children's strengths, interests, and areas for development.
 - Respond to children's needs in the moment, adapting provision and teaching strategies accordingly.
 - Inform the planning of purposeful next steps that align with the **Characteristics of Effective Learning**.

Tapestry is an essential tool in this process, allowing us to collect and share evidence of children's learning through photos, videos, and written observations. This not only supports assessment but also encourages parental engagement by sharing children's achievements and progress in real time.

Link to the Statutory Framework

Our assessment practices align with the EYFS statutory framework, which emphasizes:

- The importance of **formative assessment** to inform daily teaching and learning.
- The requirement for a summative assessment at the end of the EYFS to measure children's development against the Early Learning Goals.
- Avoiding excessive evidence gathering and focusing on observations that directly inform teaching and benefit the child's learning journey.

By balancing summative and formative assessments, we ensure a comprehensive understanding of each child's progress, enabling us to celebrate their achievements and provide the support they need to thrive.