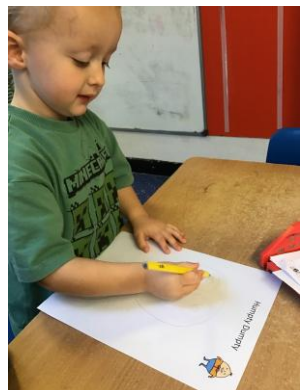




Building Foundations for Lifelong Learning



Early Years Strategy





Whitley Lodge First School Early Years Mission Statement

In our Early Years at Whitley Lodge First School, we provide a nurturing, inspiring, and inclusive environment where every child feels valued, confident and curious about the world around them. We believe that every child is unique and capable, and through purposeful play, high-quality interactions and well-sequenced teaching, we build strong foundations for lifelong learning.

We are committed to developing the whole child – supporting their physical, emotional, social and cognitive growth – so that they become resilient, independent and kind individuals. Our curriculum is designed to spark joy, creativity and a love of discovery, fostering the key skills, knowledge and attitudes that children need to thrive now and in the future.

Together with our families and community, our ambition is that every child leaves our Early Years ready for the next stage of their school journey – confident in who they are, eager to learn and proud of all they can achieve.

Our Whitley Lodge Values and Wonders

Whitley Lodge Values

- Courage**
- Honesty**
- Kindness**
- Resilience**
- Respect**

Whitley Lodge Wonders

At Whitley Lodge, we...

- Work hard**
- Open our minds**
- Never give up**
- Dream big**
- Encourage each other**
- Respect everyone**
- Stay Safe**



Our Values in Early Years

- **Child-Centred:** Children are at the heart of all we do.
- **Nurturing:** We build secure relationships through warmth, consistency and care.
- **Curious:** We encourage exploration, enquiry and creativity.
- **Ambitious:** We deliver a well-sequenced, progressive and knowledge-rich curriculum for all.
- **Playful:** We believe in the power of play as a vehicle for learning.
- **Reflective:** We make links between what children already know and what they are ready to learn next.

Our Pedagogical Beliefs

- We teach a well-sequenced, knowledge-rich curriculum rooted in the EYFS Statutory Framework and informed by Development Matters, OFSTED Best Start in Life and the NCETM.
- We help children learn new things by making meaningful links to their existing knowledge and lived experiences.
- We nurture children through secure, genuine relationships and high-quality interactions.
- We ensure time for independent exploration and enquiry, understanding that play is central to cognitive and emotional development.
- We deliver high-quality direct instruction to impart key skills and knowledge, while remaining mindful of each child's individual starting point and cognitive load.





The Three Prime Areas

Communication and Language



Intent

- To ensure children develop strong spoken language skills which underpin all areas of learning.
- To broaden children's vocabulary, exposing them to Tier 2 and Tier 3 words beyond everyday speech.
- To develop confidence in expressing thoughts, feelings and ideas, using clear sentences and appropriate grammar.
- To provide children with the tools to listen actively, engage in discussions and process complex language.
- To support early literacy development through a strong foundation in spoken language.

Implementation— How do we achieve our aims?

Quality Interactions and Modelling

- Daily planned interactions during routines, story time, songs, rhymes and maths talks.
- Practitioners speak at eye level, model clear speech, simple sentences and repeat language structures.
- Use of visual aids (e.g., Lego Man, Concept Cat/Word Aware) to support understanding and expression.
- Circle time and small group discussions encourage sharing thoughts and ideas.

Vocabulary Development and Oracy

- Introduce Tier 2 and Tier 3 words through stories, Golden Apple reveal and thematic topics.
- Model correct sentence structure and language during interventions (e.g., Launchpad for Literacy, Ginger Bear, Communicate to Regulate).
- Encourage repetition and recall of language through activities such as the Over and Over project, Flashback Friday, Number Talks and Helicopter Stories.



Communication and Language

Implementation – How do we achieve our aims?

Active Listening and Confidence Building

- Structured questioning during story times and shared reading to encourage predictions, character discussions and personal responses.
- Support children to take turns speaking, answer questions and verbalise thoughts, allowing time to process before responding.
- Lunchtime and Seesaw activities provide opportunities for informal conversation and sharing home experiences.

Integration with Curriculum

- Daily RWI, phonics sessions, and direct teaching of syllables and beginning sounds (Golden Apple) reinforce communication and language.
- Songs and routines support language for daily tasks (e.g., Make a Circle Song).
- Line of questioning extended into STEM work and cross-curricular activities to deepen thinking and language use.
- Praise and encouragement tailored to each child's current verbal ability, supporting their development from single words to full sentences.

Impact

- Children develop confident spoken language skills, expressing ideas, emotions and experiences clearly.
- Expanded vocabulary supports listening, understanding and literacy development.
- Children demonstrate increased confidence in group discussions and one-to-one interactions.
- Strong foundations in language support problem-solving, reasoning and engagement across the curriculum.
- Children show progress in social communication, including turn-taking, sharing ideas and responding appropriately to peers and adults.





The Three Prime Areas

♥ Personal, Social and Emotional Development (PSED)

Intent

- To develop the whole child by nurturing a positive sense of self, resilience, confidence and independence.
- To help children recognise, understand and manage their own emotions while developing empathy for the feelings of others.
- To equip children with the social skills to build friendships, play cooperatively and resolve conflicts constructively.
- To foster emotional security so children know when and how to ask for help while promoting self-reliance in daily tasks.
- To provide a foundation for positive mental health, self-esteem and growth mindset that supports lifelong learning.

Implementation— How do we achieve our aims?

Emotional Development and Regulation

- Adults co-regulate with children in calm, quiet spaces to support processing of emotions.
- Practitioners label and validate emotions, e.g. “I can see you are angry,” and share relatable experiences to normalise feelings.
- Visual tools such as Colour Monsters and Lego Man support children in identifying and expressing emotions.
- Mindfulness techniques taught, including bubble bounce and rainbow breathing, to aid self-regulation.
- Daily circle times and small group sessions focus on turn-taking, sharing, and kind behaviour.
- Growth mindset language modelled continuously: “I know you can’t do it yet, but I know you will,” “I believe in you.”





♥ Personal, Social and Emotional Development (PSED)

Implementation – How do we achieve our aims?

Social Skills and Relationships

- Practitioners model turn-taking, sharing and conflict resolution throughout play and structured activities.
- Wonder point words like resilience, kindness and cooperation are reinforced daily.
- Songs such as the Boundary Song used to explore social expectations and self-regulation.
- Worry stations and calm areas available for children to independently manage emotions.

Independence and Self-Care

- Children supported to develop independence in their self-care skills: zipping coats, putting on socks and shoes after PE, ordering lunch at the hatch, accessing water bottles, coats and personal belongings independently.
- Writing their own names using name cards.
- Resources are readily accessible across the environment to encourage self-directed learning.
- Staff provide high-quality interactions and meaningful praise tailored to each child's achievements.

Integration with Curriculum

- PSHE curriculum and weekly lessons embed emotional literacy and social skills.
- Visual reminders like 'Kind Hands, Kind Words, Kind Feet' reinforce positive behaviour across the setting.
- PSED skills integrated into daily routines, Play to Learn Time and structured activities.





Impact

- Children demonstrate confidence in their abilities and show resilience in tackling challenges.
- Children can recognise, articulate and manage emotions using taught strategies and visual aids.
- Social skills flourish: children form friendships, collaborate, share and resolve conflicts effectively.
- Children develop independence in self-care and personal organisation, contributing to a sense of competence.
- Consistent adult modelling and meaningful praise help children internalise positive values, empathy and growth mindset.
- By the end of their time in Early Years at Whitley Lodge, children are emotionally secure, socially adept and ready to thrive in Key Stage 1.

♥ Personal, Social and Emotional Development (PSED) The Reception and Year 4 Buddy System

The Reception and Year 4 Buddy System at our school is an incredibly enriching experience for both cohorts of children. Children are paired by considering personalities closely to create meaningful and lasting buddy relationships. The children's natural curiosity, energy and kindness flourishes as they work alongside each other, building a connection that is both heart-warming and educational.

Benefits

- Enhances a sense of responsibility and leadership in the older children
- Develops confidence and social skills in both groups
- Fosters a feeling of belonging to a special group that is across phases
- Enables smooth transition for Reception children into wider school environment.
- Provides a model for good behaviour and teamwork
- Builds a great sense of unity and shared achievement
- Develops collaboration and communication skills

School events

Planned opportunities to collaborate during special events in the school calendar:

- Halloween crafts
- Active Mile Day runs together
- Number Day maths games
- School playtimes every day





♥ Personal, Social and Emotional Development (PSED) The Reception and Year 4 Buddy System

School events continued...

- Christmas crafts, decorations and cards
- Christmas games
- World Book Day share a story
- Hedges for Hope tree planting
- End of year Buddy Beach Trip

In summary

The Reception and Year 4 buddy system encompasses our commitment to supporting the mental health and wellbeing of all our children.

The events shared across the year have created lasting memories and deepened the connections between the children, reinforcing values of friendship, teamwork and leadership.

The friendships forged through the buddy system leave a lasting impression on our young learners, helping them carry these lessons with them as they continue their educational journey.





The Three Prime Areas

Physical Development



Intent

- To develop confident, capable and healthy children who move with control and independence.
- To build on what children already know, identifying small, achievable next steps in their physical learning.
- To teach and model the fundamental movement skills:
 - **Locomotor** - running, jumping, hopping, climbing.
 - **Stability** - balancing, twisting, stretching.
 - **Manipulation** - throwing, catching, using tools and equipment.
- To strengthen children's coordination and control, supporting fine motor development and readiness for writing.
- To promote positive attitudes to health, nutrition and self-care.

Implementation— How do we achieve our aims?

- Physical development is embedded throughout daily routines, continuous provision and focused teaching.
- Adults explicitly model and teach movement skills while allowing time for independent exploration indoors and outdoors.
- Healthy choices are promoted through:
 - Daily healthy snack options.
 - Nutritious foods in the role-play area.
 - Linked stories such as Oliver's Vegetables and Goldilocks and the Three Bears (e.g. tasting porridge with fruit and honey).
- PSHE sessions and lunchtime discussions reinforce messages about healthy eating and self-care.
- Self-care routines are taught consistently through:
 - Regular reminders to use the toilet and wash hands.
 - Support for families with toilet training.
 - Encouraging independence with dressing – coats, jumpers, shoes and zips (“my turn, your turn” approach).
- Opportunities for movement and control are provided daily to build confidence, strength and coordination.



Impact

- Children develop confidence, strength, balance and coordination across all movement skills.
- Increasing independence in managing personal needs – toileting, dressing and hygiene.
- Improved fine motor control, leading to efficient pencil grip and readiness for writing.
- Understanding of healthy eating, hygiene and the importance of physical activity.
- Children demonstrate pride in caring for themselves and making healthy choices.
- By the end of EYFS, children have the physical competence, control and independence needed for the next stage of learning.

Physical Development- Gross Motor Skills



Intent

- To develop children's large muscle strength, coordination, balance and spatial awareness.
- To build confidence and independence in physical activity both indoors and outdoors.
- To link physical development to other areas of learning, such as topic-based activities, music and creative play.
- To promote healthy lifestyles and positive attitudes towards movement, encouraging lifelong engagement in physical activity.





Physical Development- Gross Motor Skills

Implementation- How do we achieve our aims?

Daily and Planned Gross Motor Opportunities

- Daily access to the Pirate Ship, bikes, scooters, tunnels, castle and bridge structures, sand and water play, outdoor construction (crates, hammers, transporting materials)
- Structured sessions such as Squiggle Whilst You Wiggle in Nursery, weekly PE lessons including dance, multi-skills and gymnastics in Reception (this is increased to two sessions in the summer term in preparation for Key Stage 1).
- PE enhancements such as Hoop Starz and linking movement to other lessons (e.g., scarves and ribbons in music).
- Daily games and challenges such as What's the Time Mr Wolf?, Stuck in the Mud, chasing games (Monster/Dinosaur/Greedy Crocodile), rolling tyres, jumping and obstacle courses.

Linking to Curriculum and Topics

- Topic-related gross motor activities: tapping golf tees into pumpkins and scooping out seeds, playing in porridge oats for filling and pouring.
- Large-scale mark-making and creative movement to encourage gross motor coordination alongside artistic expression.
- Participation in the Daily Mile, on our all-weather running track, to foster fitness, stamina and a routine of active movement.

Impact

- Children develop strength, balance, coordination and spatial awareness, enhancing overall physical confidence.
- Increased independence and resilience when using outdoor equipment and engaging in physically challenging tasks.
- Children demonstrate improved control in both gross and fine motor tasks, supporting readiness for writing and self-care activities.
- Positive attitudes towards physical activity, encouraging healthy lifestyle choices and enjoyment of movement.
- Enhanced engagement and focus in other areas of learning through energy regulation and body awareness.



Physical Development- Fine Motor Skills

Intent

- To develop children's hand strength, coordination, and dexterity, supporting independence in self-care and readiness for writing.
- To build a comfortable and efficient pencil grip through progressive, engaging activities.
- To support confidence and independence in everyday tasks such as dressing, using cutlery and personal care.
- To embed fine motor development into a broad curriculum, including art, play and practical life experiences.

Implementation- How do we achieve our aims?

Daily Fine Motor Challenges and Activities

- Investigation Stations in Nursery provide daily tasks tailored to children's developmental needs and interests, encouraging rolling, twisting, squeezing, threading, stretching and pincher grip.
- Dough Disco, Pen Disco, Happy Handwriting, Pencil Playground and Drawing Club to strengthen hand muscles and coordination.
- Fine motor fun sessions using a variety of resources: threading cards, monster munch tennis balls, cotton bud dabbing, painting with brushes in sand/shaving foam.

Practical Life & Independence



- Encouraging children to peel their own fruit, use straws and manage cutlery at lunchtime.
- Support for independent dressing: putting on coats, zipping up, fastening buttons and socks/shoes after PE.
- Daily reinforcement of self-help skills through songs (e.g., Crocodile Snap) and modelling techniques.

Integration with Curriculum and Creative Opportunities

- Art activities linked to EAD curriculum (printing like Alma Thomas, scissor work inspired by Charley Harper) to combine creativity with fine motor skill practice.
- Loose parts, small world toys, scissors and tuff tray activities available independently to allow repeated practice and skill consolidation.



✂ Physical Development- Fine Motor Skills

Impact

- Children develop strong hand muscles and precise finger control, enabling confident mark-making and pre-writing skills.
- Increased independence in self-care, including dressing, eating and daily routines.
- Children demonstrate greater confidence using tools and materials, both in play and creative activities.
- Fine motor skills contribute to readiness for handwriting, art and other curriculum areas requiring manual dexterity.
- Children engage in sustained, purposeful activity, building concentration and problem-solving skills alongside physical control.





The Four Specific Areas

Literacy

Intent

- To inspire a lifelong love of reading, writing and storytelling.
- To develop children's language, vocabulary, comprehension and emotional understanding through rich literacy experiences.
- To ensure all children become confident communicators who can express ideas, listen actively and engage in meaningful conversations.
- To recognise that early literacy supports academic achievement, mental well-being and empathy.
- To work in partnership with families to promote reading for pleasure and purposeful talk at home.
- To ensure that reading and writing are embedded across all areas of learning through stories, rhymes, songs and creative experiences.

Implementation – How do we achieve our aims?

Reading and Language Development

- Teachers reading daily to children, modelling intonation, fluency and expression.
- Use of interactive story sessions where children join in with repeated phrases, talk about illustrations and predict what happens next.
- Lending library for families to borrow books and encourage shared reading at home.
- Parents invited into school to share stories and model reading.
- Golden Apple reveal linked to phonics to motivate engagement with syllables, initial sounds and language play.
- Helicopter Stories - children dictate and act out their own stories to strengthen oracy, imagination and sequencing.
- Daily phonics teaching and weekly phonics interventions to ensure targeted support.
- l:l reading sessions with "my turn, your turn" modelling and finger tracking to support print awareness.
- Regular singing of familiar songs throughout the to strengthen memory, rhythm and language.
- Weekly music lessons exploring rhythm, rhyme and performance through singing and instruments.



Implementation– How do we achieve our aims?

Reading and Language Development (continued)

- Opportunities to revisit and vote for favourite stories to build ownership and enthusiasm.
- Celebration of reading through events such as World Book Day, STEM Week & Number Day (story-linked learning) and Nativity performances.
- Weekly library visits to choose books and share stories within the library space.
- Use of multimedia such as BBC Bedtime Stories to model reading and storytelling beyond the classroom.

Writing and Mark Making

- Writing encouraged from day one through engaging mark-making opportunities across all areas.
- Message Centre and regular introduction of new materials (mini notebooks, post-its, scratch and write cards, highlighters) to inspire writing.
- Consistent routines to reinforce writing identity - e.g. "write your name on your work" using name cards.
- Adult-led writing tasks linked to key texts (e.g. writing about the troll, creating comic strips).
- Drawing Club to extend vocabulary and develop imagination through story-inspired artwork.
- Continuous access to engaging reading and writing areas with high-quality books and resources.

Family and Community Engagement

- Partnership with families to encourage home reading, supported by the EEF guidance on interactive reading and talk.
- Weekly library borrowing to share books at home alongside phonics materials.
- Use of story-based experiences to connect literacy with other areas of learning and daily life (e.g. talking about lunch choices, linking songs to themes).

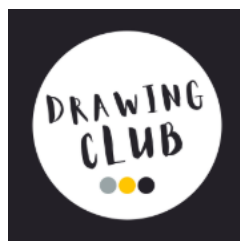




Literacy

Impact

- Children develop a deep enjoyment of books, stories and songs.
- Stronger language and vocabulary support confident communication and emotional expression.
- Children can listen attentively, recall and retell stories and use new words in context.
- Phonics knowledge supports early decoding and blending skills for reading and writing.
- Children see themselves as writers, confidently engaging in mark making and purposeful writing.
- Families are engaged in supporting literacy through shared reading and conversation. Literacy learning enhances empathy, imagination and well-being.
- By the end of EYFS, children are equipped with the foundational skills, confidence and motivation needed to become fluent, enthusiastic readers and writers.





The Four Specific Areas

Mathematics

Intent

- To develop confident, curious mathematicians who enjoy exploring numbers, patterns and shapes through meaningful play and purposeful teaching.
- To ensure every child gains a strong grounding in number, with deep understanding of numbers to 10 and the relationships between them.
- To provide rich opportunities for developing spatial reasoning across all areas of learning, including shape, space and measure.
- To encourage positive attitudes towards mathematics – helping children to notice patterns, make connections and see mistakes as part of learning.
- To ensure all practitioners recognise and highlight the mathematical potential within children's play and everyday experiences.

Implementation – How do we achieve our aims?

Number and Counting

- Daily opportunities for counting to build fluency and understanding of number.
- Use of visual supports such as Numicon, 5 frames and 10 frames to explore composition of numbers and part-whole relationships.
- Daily number talks and use of Numberblocks to reinforce understanding of quantity, order and pattern.
- Engaging counting activities embedded in routines and games - e.g. counting syllables in names, "What's the Time Mr Wolf?", "3,2,1 Blast Off" and Hide and Seek.
- Part-whole models used in practical contexts such as self-registration and story votes.
- Morning jobs linked to tens frames, number lines and part-whole models to consolidate understanding.
- Daily calendar routines develop sequencing, days of the week and awareness of time and pattern.
- Incorporation of children's birthdays on the number line to practise counting forwards and backwards.



Mathematics

Implementation – How do we achieve our aims?

Shape, Space and Measure (Spatial Reasoning)

- Opportunities across provision to explore shape, space and measures using real-life and play contexts.
- Use of loose parts, construction materials, puzzles and sand play (with jugs, measuring tubes and containers) to develop mathematical thinking.
- Daily opportunities to explore patterns, symmetry, size and comparison through both planned and child-led activities.
- “Shape/Number of the Week” focus to deepen understanding and vocabulary related to mathematical concepts.
- Encouragement to explain reasoning - e.g. covering numbers on a number line and asking, “Which is missing? How do you know?”

Environment and Resources

- Consistent use of NCETM and White Rose Maths resources to guide progression and teaching.
- Maths areas in the classroom stocked with a wide range of open-ended resources for children to explore.
- Mathematical concepts embedded across the environment through continuous provision and enhancements.
- Practitioners model mathematical language and reasoning throughout the day, drawing attention to maths in routines, play and problem-solving.





Mathematics



Impact

- Children develop a secure understanding of numbers to 10 and can confidently count, compare and manipulate quantities.
- Children begin to explain their mathematical thinking using accurate vocabulary and reasoning.
- Secure understanding of number composition supports readiness for early calculation and problem-solving.
- Children recognise and describe shapes, patterns and spatial relationships in their environment.
- Positive attitudes towards maths are evident - children show curiosity, persistence and enjoyment when exploring mathematical ideas.
- Practitioners confidently use play-based interactions to extend mathematical learning in meaningful contexts.
- Teachers read stories with a mathematical theme to explore key concepts.
- By the end of EYFS, children have a strong foundation in number and spatial reasoning and view themselves as capable, enthusiastic mathematicians ready for Key Stage 1.





The Four Specific Areas



Understanding The World



Intent

- To help children make sense of their world through meaningful, first-hand experiences that deepen knowledge and build vocabulary.
- To develop curiosity, respect and appreciation for the natural environment, people, cultures and communities.
- To plan a sequenced curriculum across the three domains of Understanding the World:
 - Past and Present
 - People, Culture and Communities
 - The Natural World
- To ensure all children develop rich conceptual understanding through discussion, stories and exploration, supported by explicit vocabulary teaching.
- To provide scaffolding and additional experiences for children with limited prior knowledge or life experiences.

Implementation— How do we achieve our aims?

Curriculum Design and Experiences

- Our carefully sequenced curriculum builds knowledge progressively across the three domains.
- Weekly Understanding the World sessions explore key topics such as the senses, seasonal changes, celebrations and the natural environment.
- Rich first-hand experiences including:
 - Nature walks, bug hunts and using the EYFS garden to observe seasonal change.
 - Beach visits each half term in Reception to explore local geography and the changing seasons.
 - Trips to our local woodland area, The Brierdene, to explore plants, animals and habitats in our locality.
 - NUSTEM activities and Science Week to develop curiosity and scientific thinking.
 - Regular theme days and participation in national initiatives such as Children in Need, Red Nose Day, World Book Day and European Day of Languages.
 - Superheroes topic includes visits from emergency services (police, firefighters, paramedics) to understand people who help us and different job roles.
- 'Celebrations' topic introduces children to cultural and religious festivals such as Diwali, Bonfire Night, Christmas, Easter and more.



Understanding The World



Implementation— How do we achieve our aims?

Curriculum Design and Experiences

- Wide range of stories and books available daily, including fairy tales and traditional tales from different cultures, to help children explore the past and diversity.
- Weekly posts on Seesaw for children to share family life, special traditions and experiences beyond school.
- Weather discussions during the daily calendar routine promote observation and vocabulary about change over time.

Language and Concept Development

- Practitioners introduce and revisit key vocabulary through real-life contexts and continuous provision.
- Children are encouraged to ask questions, make observations and talk about similarities and differences in their environment.
- Stories and discussions provide context for new concepts such as time, change and cause and effect.

Community and Cultural Links

- Parents and visitors are regularly invited into Nursery to share stories, traditions and experiences.
- Local area explored and celebrated through visits and discussions about our community and environment.
- Learning connects home and school life to build a strong sense of belonging and identity.





Understanding The World

Impact

- Children demonstrate curiosity about the world around them and can talk confidently about people, places and events.
- They show an increasing understanding of past and present, recognising changes over time in themselves, their families and familiar stories.
- Children appreciate and respect diverse people, cultures and communities, showing empathy and curiosity about others.
- They develop a growing awareness of the natural world, observing seasonal changes, weather patterns and habitats with interest and understanding.
- Rich vocabulary supports children's ability to describe, question and explain what they notice.
- All children, regardless of background, gain access to meaningful experiences that build real-world knowledge.
- By the end of EYFS, children have a secure foundation in understanding their world and are ready to explore these concepts further in Key Stage 1.





The Four Specific Areas



Expressive Arts and Design

Intent

- To provide rich opportunities for children to imagine, create, and express themselves through art, music, movement, role play and design.
- To ensure Expressive Arts and Design (EAD) is embedded throughout the curriculum.
- To identify key skills and plan clear progression in children's creative thinking, use of tools and artistic techniques.
- To nurture children's appreciation of the arts, encouraging them to notice, discuss and respond to creative work from diverse artists and cultures.
- To promote high-quality adult-child interactions where adults model curiosity, creativity and reflective thinking.
- To ensure every child can experience repeated, deep engagement with the creative process – exploring, revisiting, refining and sharing their work with pride.

Implementation– How do we achieve our aims?

Creative Experiences and Environments

- Daily access to an inviting creation station with a wide range of materials (scissors, glue, coloured pens, pencils, paper, fabrics and recycled items).
- Regular opportunities for junk box modelling, free-choice mark making and open-ended creative play.
- Planned provision activities tailored to children's interests and developmental needs, adapting materials to suit each cohort.
- Adults join children in play, supporting creativity and modelling expressive language (e.g. "Tell me about your picture", "What might you add next?").
- Children revisit creative projects to develop and refine ideas rather than producing one-off pieces.
- Construction materials available daily; children encouraged to display and explain their models to peers and staff.





Expressive Arts and Design



Implementation– How do we achieve our aims?

Art, Music and Movement

- Daily singing embedded across the routine (tidy-up songs, brain breaks, transitions).
- Weekly music lessons exploring rhythm, instruments, tempo and performance.
- Squiggle Whilst You Wiggle, Pen Disco and movement activities in PE and clubs to develop coordination and self-expression.
- Poetry Basket, Drawing Club and Helicopter Stories to link creativity with language, rhythm and imagination.
- Role play areas enhanced half-termly to reflect topics, familiar stories and home life; costumes and props provided to inspire imaginative play.
- Annual performances such as the Nativity and class assemblies to build confidence, teamwork and pride in performing.
- Art focuses and events introduce children to significant artists (e.g. Charley Harper, Alma Thomas) and diverse creative styles.

Embedding Creativity Across the Curriculum

- Practitioners model curiosity and reflection by talking about children's art ("Why did you choose that colour?" "What could you try next?").
- Creative expression integrated with other learning areas – e.g. role play linked to stories, music in maths and movement sessions.
- Exposure to music and art from different cultures broadens awareness and appreciation of global creativity.





Expressive Arts and Design

Impact

- Children confidently explore and express their ideas using a wide range of materials, tools and techniques.
- They develop sustained attention, creativity and pride in their work – revisiting and refining ideas over time.
- Vocabulary and communication flourish as children discuss their creations and reflect on their choices.
- Children show growing understanding and appreciation of different art forms, artists and cultural influences.
- Performing and sharing work builds confidence, collaboration and emotional expression.
- The environment reflects a culture of creativity, where every child's artistic voice is valued.
- By the end of EYFS, children are imaginative, expressive and confident creators, ready to build on their artistic and musical foundations in Key Stage 1.





At Whitley Lodge First School, our EYFS provision is a harmonious blend of structured teaching and exploratory play, underpinned by warm relationships and high expectations. We are proud of our child-centred approach that celebrates curiosity, independence and creativity while ensuring every child makes rapid progress across all areas of learning and development.

