

Pirton School

Early Years Foundation Stage (EYFS) Curriculum



Pirton School, a small school with a huge heart!

What we believe is
right for the children
to learn

Experiences we
want the
children to have

Planned topics
and themes

Enabling
environments

The way we
want children
to learn

Phonics and
reading skills

Our
curriculum
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The Unique
Child

The hidden
curriculum

Safeguarding

Maths skills

What we are
required to
teach

The role of
the adult

Teachable
moments and next
steps

'Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.'

EYFS Statutory framework 2026



The Unique Child

Every child is unique and we want to know all about them and their interests. This information drives our curriculum and allows us to plan for individual needs and interests.

During our home and nursery visits in the Summer term with each child and family, we work together to complete an all about me page which introduces us to things that their children particularly like to do as well as completing 'Summer Journals' to share at the start of the term. This is also a chance to gather information about specialist skills, hobbies and jobs that our parents and carers have that they may be able to share with the class.



Home Visits



Preschool visits



School Visits

We meet with each child at least three times before they start school at Pirton School. We use these opportunities to get to know each child better by seeing them in their home environment as well as previous settings. They also attend a transition day at Pirton to get to know their new settings before they formally start school in September



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‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.’

Early Years Foundation Stage Framework 2026

Safeguarding at Pirton School is the responsibility of everyone. Every child has the right to learn in an environment that is nurturing and safe, as well as meeting their individual needs. In the Early Years foundation Stage we take all necessary steps to keep children safe and well. It is the role of all staff to safeguard children, promote good health, manage behaviour and maintain records, policies and procedures. It is also essential that steps are taken to ensure the suitability of adults who have contact with our children.

The safeguarding policy and procedures are kept up to date and can be found on our school website: Risk assessments specific to the EYFS are also made and kept up to date in order to keep children safe in the classroom environment. This includes policies around ‘intimate care’ for children who need this.

Training in the safeguarding of children and in child protection are regularly undertaken and is in line with statutory guidance. This includes the statutory guidance:

- ‘Working Together to Safeguard Children’ 17
- ‘Prevent duty guidance for England and Wales’ 18.
- ‘Keeping Children Safe in Education’ 20

All staff also have up to date knowledge of any safeguarding issues.



The 7 areas of learning and development

There are seven areas of learning and development. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- Communication and Language (C&L)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

We also have a focus on four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

All of these areas of learning and development are important and inter-connected.



Click here
to explore
the 7 areas

The following educational programmes are set out in the statutory framework for the Early Years Foundation Stage. It also maps out expectations and end point measures.

At Pirton School we have designed our curriculum to cover the 7 prime and specific areas of learning and development.

This happens through 3 key approaches:

- 1. Adult-planned and led sequences of lessons.** These have clear starting and end points and follow a progressive sequence.
- 2. Adult interactions.** Adults have high quality interactions with children and seek opportunities to progress learning 'in the moment'.
- 3. Child-led learning.** Our enabling environment encourages deep, open-ended learning through play for all children during child initiated learning. Here they practise the knowledge and skills that have been taught.

Communication and language

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.

EYFS Statutory framework 2026

Personal, Emotional and Social Development

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.

EYFS Statutory framework 2026

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives¹¹. 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.

EYFS Statutory framework 2026

Literacy

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).

EYFS Statutory framework 2026

Mathematics

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.

EYFS Statutory framework 2026

Understanding the World

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.

EYFS Statutory framework 2026

Expressive Art and Design

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.

EYFS Statutory framework 2026



The Early learning goals (ELGs)

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



The Early learning goals (ELGs)

Communication and Language

ELG: Listening, Attention and Understanding

ELG: Speaking

Personal, Social and Emotional Development

ELG: Self-Regulation

ELG: Managing Self

ELG: Building Relationships

Physical Development

ELG: Gross Motor Skills

ELG: Fine Motor Skills



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The 17 early learning goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year as set out by the Statutory framework.

These are used as a guide to see where the children are expected to be by the end of Reception.

Our curriculum is designed with these in mind but they **do not limit** the broad and varied experiences that we want our children to have.

Literacy

ELG: Comprehension

ELG: Word Reading

ELG: Writing

Mathematics

ELG: Number

ELG: Numerical Patterns

Understanding the World

ELG: Past and Present

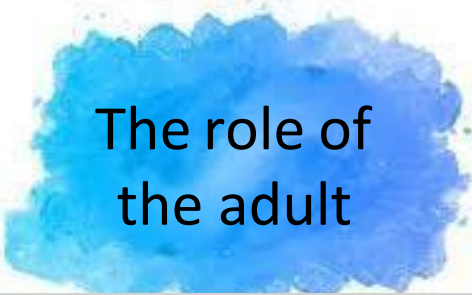
ELG: People, Culture and Communities

ELG: The Natural World

Expressive Arts and Design

ELG: Creating with Materials

ELG: Being Imaginative and Expressive



The role of the adult

The adults in our EYFS classroom are key to the way that the children learn and to the curriculum that we are able to design. It is essential that the adults are able:

- To safeguard all children at all times.
- To encourage independence (i.e. dressing, using equipment, problem solving).
- To support a culture that values mistakes and allows mistakes to be used as opportunities to learn.
- To form positive relationships that inspire, challenge and provide emotional support.
- To have high quality interactions that help to move learning on.
- To embrace all children and their uniqueness.
- To provide a safe, secure and caring environment.
- To find and act on teachable moments.
- To be flexible and be able to move with the interests of the children.
- To foster and nurture children's self confidence and self esteem.
- To teach children how to express and communicate their needs and feelings in appropriate ways.
- To understand the importance of play.
- To know the child's learning journey.
- Make assessments through observations which form further planning based on children's individual needs.



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Enabling environments

Our indoor and outdoor classrooms are carefully planned to enable and encourage deep learning for all children during child-initiated learning. The environment and our continuous provision are an important part of our curriculum. It sets the scene for children to explore and direct their own learning in new and exciting ways.

Common play behaviours are thought through carefully and resources are provided to meet the needs of all children.

Adult directed tasks can then be linked into areas of the environment.

Enhancements are planned to spark interest or to further develop skills.

Time is spent teaching the children how to use each area effectively.

Respecting the space and tidying up are made a priority right from the beginning so that children understand that it is our learning area.

The indoor and outdoor environments are carefully planned to meet the needs of all abilities and enable skills progression.

Malleable Area

Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate play
Extended skill	• Uses rolling pin to roll dough/clay flat with pressure • Ensures they have rolled dough to desired size/ shape	• Chooses tools to create a desired shape, size, texture	• Uses cutting tools to create a desired shape • Uses cutting tools to cut away any excess dough/ clay	• Uses tools to add detail • Creates more intricate shapes • Able to use tools to manipulate dough/ clay to add detail	Modelling clay Clay and clay tools Clay boards Water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc.
Developing Skill	• Uses rolling pin to flatten dough/ clay with some necessary pressure	• Explores the way tools create different textures	• Uses cutters to cut out shapes in dough/ clay • Uses tools to cut away excess dough	• Smooths dough with hands/ fingers to shape it • Roll's dough in hands to shape it	Extruders with patterned ends Plastic knives Metal trays and tins in different sizes Introduce tougher malleable materials like clay
Emerging Skill	• Uses rolling pin to roll dough/ clay	• Uses hands to flatten dough/ clay • Uses hands to squash, bend, twist and stretch dough/ clay	• Tears dough/ clay with fingers • Splits up dough using hands	• Squashes dough with hands and fingers to shape it	Play Dough Muffin tins Metal trays Cookie cutters Rolling pins Dough stampers Bowls and dishes





Planned topics and themes

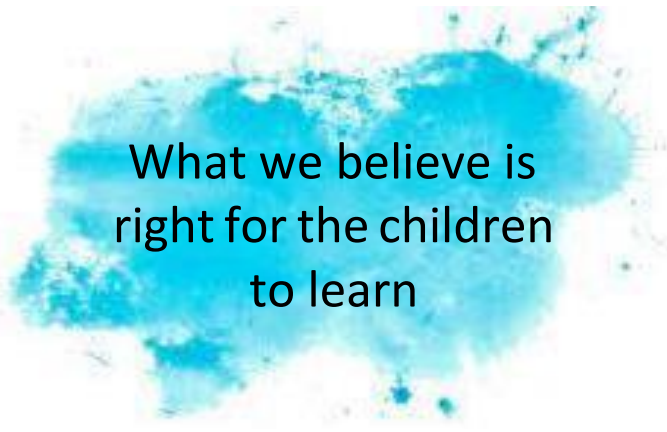
Throughout the year we teach our curriculum through a variety of approaches. We follow the interest of the children in each unique cohort, asking them about things they would like to learn, as well as using the expertise of parents and carers to enrich our learning opportunities.

Where appropriate we also plan themes and topics that fit with the flow of the year, or may be a good starting point for teaching specific skills and knowledge bases that we want the children to learn.

These are subject to change at short notice as we are guided by our ongoing assessments and the children's learning and development.

Possible themes that we will use this year:

- Harvest and Autumn
 - Diwali
 - Bonfire night
- Remembrance day
 - Christmas
- Chinese new year
- All about me including birthdays
 - Journeys
 - The world we live in
- People and communities
 - Animals
- Growing and changing



What we believe is
right for the children
to learn



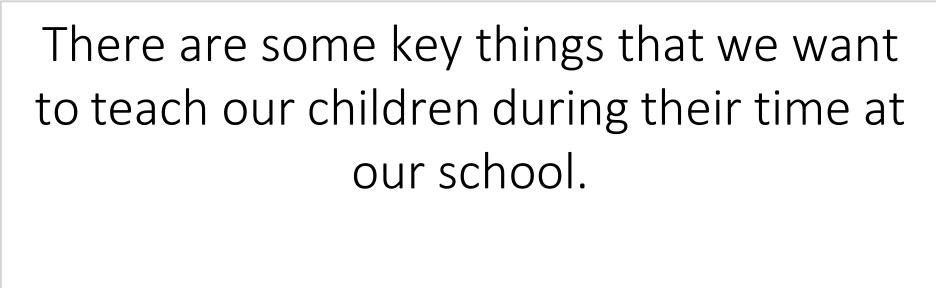
Learning
manners and
how to be
polite and
show respect.



Begin to
understand their
role in the
community and
the wider world.



Be accepting
of each others
differences.



There are some key things that we want
to teach our children during their time at
our school.



Care for each
other and our
environment.



Learning how
to interact
with the older
children in our
school.



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Our curriculum ambitions

At Pirton School we have established some overarching curriculum ambitions that we would like our cohort of children to achieve during their time in Reception. These are things that we feel are important for the children in our unique setting to experience, learn or be able to do by the time they leave Wrens class. Each of these curriculum ambitions require core skills which the children will need to develop and learn in order to achieve them. Such core skills will then be taught, either during child-initiated learning or as adult directed small groups or whole class lessons.



Write and post a letter

Writing for a purpose is the best way for children to see a real value in their writing. Across the year there are many opportunities to write and post letters for a purpose such as writing a letter to our Year 6 Buddies, to Father Christmas and when other appropriate reasons arise linked to things that the children are interested in.



Take part in a performance

Developing a child's confidence and self esteem to the point that they are comfortable to express themselves and perform in front an audience is so important. Being able to use a performance voice in a variety of scenarios is a key skill for life. Working collaboratively to make a fun and entertaining performance brings joy, not only to the performer but also to the audience.



Take part in an activity in our wider community of Pirton

At Pirton School, we believe it is important for children to understand that they are part of a wider community and that even the smallest actions can make a big difference. Through taking part in activities such as litter picking, creating signs to remind others to keep Pirton clean, and joining in with local community initiatives, our Reception children begin to see how they can help to care for the world around them.

These experiences help our children to live out our golden rules — to **be kind, be safe, and be positive** — while also developing the learning behaviours of being **responsible** and **respectful**. By working together, they learn to take pride in their environment, to think about others, and to understand that their actions can help make Pirton a cleaner, happier place for everyone.



Our Learning Behaviours

The Pirton 6 Rs

Pirton 6 Learning Behaviours

Ready - Adults are prepared and confident. Children are motivated to learn and know what is expected of them. There are high expectations and a shared vision for the school.

Responsible - Adults and children look after each other and themselves in order create an atmosphere of trust. Everyone speaks politely and looks after school property.

Reflective - Adults reflect on own practice and demonstrate life-long learning. Children are given opportunities to think and develop a mindful approach to school.

Respectful - Pupils and adults interact politely and with regard for the other person. Feelings and emotions are expressed clearly with the desire to seek a resolution.

Resourceful - Adults model resourcefulness and children use strategies and past experience in current lessons. Challenges are overcome in a calm and purposeful manner.

Resilient - Adults and children to show determination at times of challenge. There is a sense of unity and purpose in learning that is inclusive and celebrates all achievements.



Be Kind
Be Safe
Be Positive





The way we
want children
to learn

‘Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers’

EYFS statutory framework 2026

At Pirton School we have carefully constructed a curriculum that allows children of all socio-economic background abilities, and development stages to learn effectively. We plan by taking into consideration the following factors:

- A focus on the [characteristics of effective teaching and learning](#).
- Sequences of lessons planned to create challenging and enjoyable experiences for each child in all areas of learning and development. These help children to work towards the [Early Learning Goals \(ELGs\)](#).
- Planning provides opportunity for children to collect knowledge, giving them the broad range of knowledge needed to provide the right foundation for good future progress through school and life.
- Providing opportunities to gain independence.
- Our [enabling environment](#) is multisensory which allows all children to access the curriculum in a way which best suits their learning style.
- An equal focus on indoor and outdoor learning gives children the chance to learn in an environment which best suits their needs.
- A skills based curriculum which enables children to develop transferable skills.
- This is informed by a [Strength Gap Analysis \(SGA\)](#) taken at strategic points in the year.



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Characteristics of effective teaching and learning

The emphasis on how children learn has huge potential to empower children as confident, creative lifelong learners. At Pirton School, children are encouraged to follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skillful adult interactions. The characteristics are interconnected but each has distinct features. The characteristics 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



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Strength Gap Analysis (SGA)

At set points in the year, we gather a 'snapshot' of where the cohort are in terms of their progress and make assessments which inform our future planning. These normally take place after Baseline assessments, the end of the Autumn term and at the end of the Spring term. This is also the chance to identify children who are going to need Special Education Needs (SEN) support or targeted interventions.

Our Strength Gap Analysis is how we use the information gathered to show where the greatest areas of need and strength are within our cohort. We then make sure that the environment and provision that we put in place directly reflect the needs that we have identified. It also enables us to plan which of our skills progressions need more focused teaching time.

Areas of strength:

These are identified to show where we can provide extra challenge through both our teaching and continuous provision.

Skills gap:

This is also a chance to identify gaps in learning across the cohort, as well as for small groups of children who may be performing below their age-related expectation.



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Phonics and
reading skills

Phonics

At Pirton School, children are taught to read and write through daily phonics lessons. Throughout the EYFS and KS1, teachers follow 'Bug Club Phonics', a complete systematic, synthetic phonics programme. The programme is effective and ensures learning stays in children's long-term memory and enables children to apply their learning to become highly competent readers. There is a high expectation on the progress of all learners.

Phonics lesson structure

Each day the whole class phonics lesson structure is the same and provides direct teaching in short bursts. It allows a consistent approach which maintains and secure, systematic progression for phonics learning.

The pace of learning and repeated practice means that children become secure readers. The application of phonics is made through fully decodable books, aligned with learned phonemes. Effective support is put in place for children who are at risk of falling behind. These pupils are identified in the moment during whole class teaching and support is targeted quickly and effectively and half termly assessments are made to check that all children are 'on track'.



Supporting phonics in the environment

It is important that the children are able to use their phonics knowledge independently and apply it to their own writing in a natural way once they have been taught the phonemes that they need. Our classroom environment is planned to enable this kind of independent phonics application.



Grapheme charts are available at all times which encourages children to use their phonics knowledge in their independent writing. This is especially true in child-initiated learning (CIL), where the child has decided to write for their own purpose.

Early reading

At Pirton School there is a high profile on reading and building a life-long love of reading. This starts in the early years where early reading is taught through a variety of ways during phonics lessons and reading practice. It is focused on decoding the text, prosody or use of performance voice and comprehension.

Books are matched to the child's current phonic level in order to give each child the confidence to apply their phonics knowledge to word, caption and sentence reading.

These books are then sent home where children are able to confidently read to their families with fluency and accuracy.

The classroom environment is set up to ensure that a love of reading is encouraged in different areas. The early years practitioners take opportunities throughout the day to promote reading, having story times, reading poetry and encouraging children to refer to non-fiction texts during their child-initiated play.

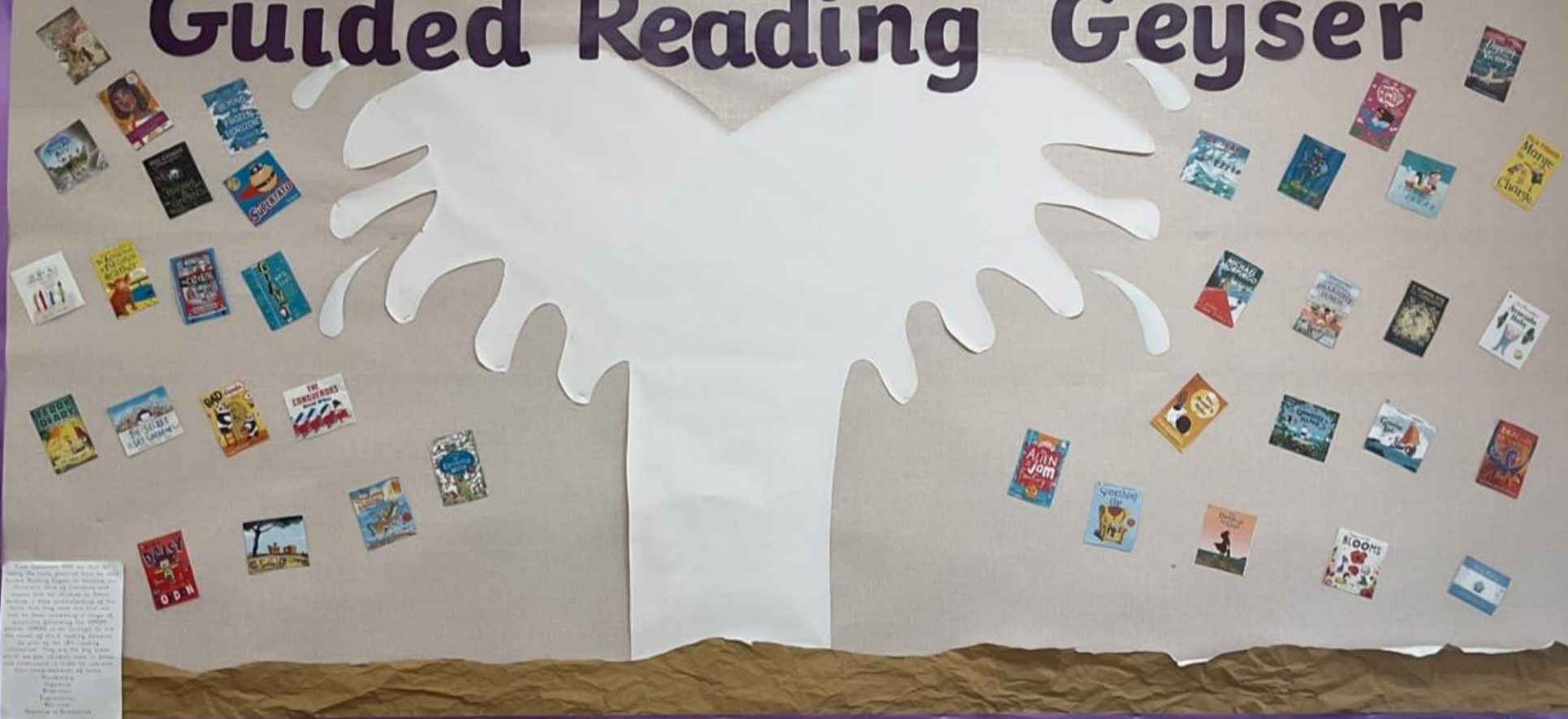
Reading for pleasure is promoted throughout the school. We have a well-stocked library as well as reading corners in each classroom.

Pirton's Writing River



At Forten, we use the HLT, *Learn to Write* Scheme to help us deliver the National Curriculum aims and objectives for Writing in English. It encourages the children take part in 'Flowing Clock' where we take one key text each week and explore the characters and settings, and answer what if questions through our mind maps. In Year 4, we have chosen to focus on the story of *Where the Wild Things Were* taught using Essential Writing to implement the national objectives. The books featured on our Forten Writing Wall are the books we use to deliver our English Curriculum and ensure that we have a diverse, rich and interesting range of texts to support our children's writing.

Guided Reading Geyser



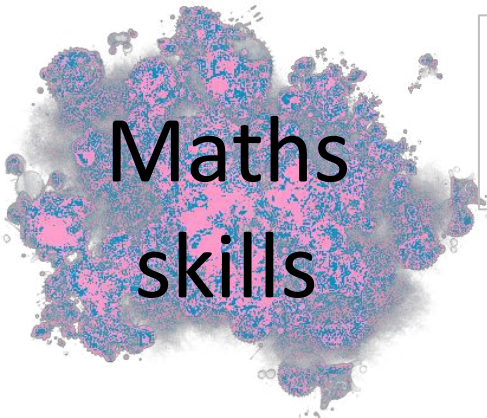
Drawing club



We use 'Drawing club' to support our children's love of reading, their early writing and enhanced vocabulary. Each session encourages children to use actions and movements to remember high quality vocabulary. We then explore the 'adventure' by looking at characters, settings and creating our own twists and turns in the story.

Below is a list of some examples of the exciting vocabulary, definitions and the actions that accompany the words, that the children will be taught during our Drawing Club sessions.

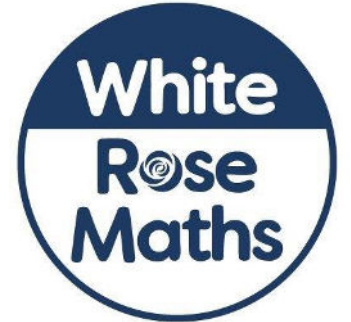
1. Womble – (make whiskers with fingers) – a furry creature who cleans up litter. 2. Autumn – (pretend leaves falling) – the season when leaves fall. 3. Burrow – (digging motion) – a cosy underground home. 4. Tidy – (pretend sweeping) – to clean and make neat. 5. Collect – (scoop with arms) – to gather things together. 6. Whiskers – (wiggle fingers by cheeks) – hair on an animal's face. 7. Forest – (arms tall like trees) – a place with lots of trees. 8. Leaf pile – (jump motion) – a heap of fallen leaves. 9. Recycling – (circle arms around) – using old things again in new ways. 10. Cosy – (hug yourself) – warm and safe.	1. Gingerbread – (pretend to nibble a biscuit) – a sweet, spicy biscuit. 2. Chase – (run on the spot) – to run after someone. 3. Escape – (jump away) – to get away quickly. 4. Cheeky – (wink) – a little bit naughty in a funny way. 5. River – (wave arms like water) – moving water outdoors. 6. Bake – (pretend stirring bowl) – to cook in an oven. 7. Crunchy – (pretend to bite) – makes a hard sound when eaten. 8. Farmer – (hand to hat) – a person who looks after animals and land. 9. Clever – (tap head) – smart, full of good ideas. 10. Fox – (make pointy ears with fingers) – a wild animal with a bushy tail.	1. Ignore – (look away) – when someone doesn't listen to you. 2. Monster – (make claws) – a big, pretend creature. 3. Hungry – (rub tummy) – needing food. 4. Roar – (hands by mouth, big voice) – a loud animal sound. 5. Scary – (hands on cheeks) – something that makes you feel frightened. 6. Bedroom – (pretend to sleep) – a room where you rest. 7. Parents – (hug yourself) – mum, dad, or carers. 8. Angry – (clench fists) – feeling cross. 9. Alone – (wrap arms around yourself) – no one with you. 10. Listen – (cup hand to ear) – to hear and pay attention.	1. Penguin – (flap arms like wings) – a bird that can swim but doesn't fly. 2. Lonely – (hug self) – feeling like you have no one with you. 3. Journey – (walk on the spot) – going on a trip. 4. Boat – (rock hands side to side) – something that floats on water. 5. Storm – (wiggle fingers like rain) – wild weather with wind and rain. 6. Lost – (look around confused) – not knowing where you are. 7. Friendship – (hold hands with neighbour) – being kind and together. 8. Ocean – (wave arms like big waves) – very big water. 9. South Pole – (shiver and hug arms) – a cold, snowy place where penguins live. 10. Found – (point to eyes) – when you see or get something again.	1. Magic – (twinkle fingers) – something special that can do amazing things. 2. Porridge – (pretend to eat with spoon) – a warm oat breakfast. 3. Overflow – (arms wave high like waves) – when something spills out too much. 4. Boil – (hands bubbling) – very hot water with bubbles. 5. Hungry – (rub tummy) – when you need food. 6. Delicious – (kiss fingers) – tastes really good. 7. Village – (make little houses with hands) – a small place where people live. 8. Greedy – (grab with both hands) – wanting too much. 9. Disaster – (arms wide, shocked face) – when something goes very wrong. 10. Stop! – (hold hand out) – to make something end.
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Maths skills

‘Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.’

Early Years Foundation Stage Statutory Framework 2026



At Pirton School the Maths curriculum across the school has been chosen to:

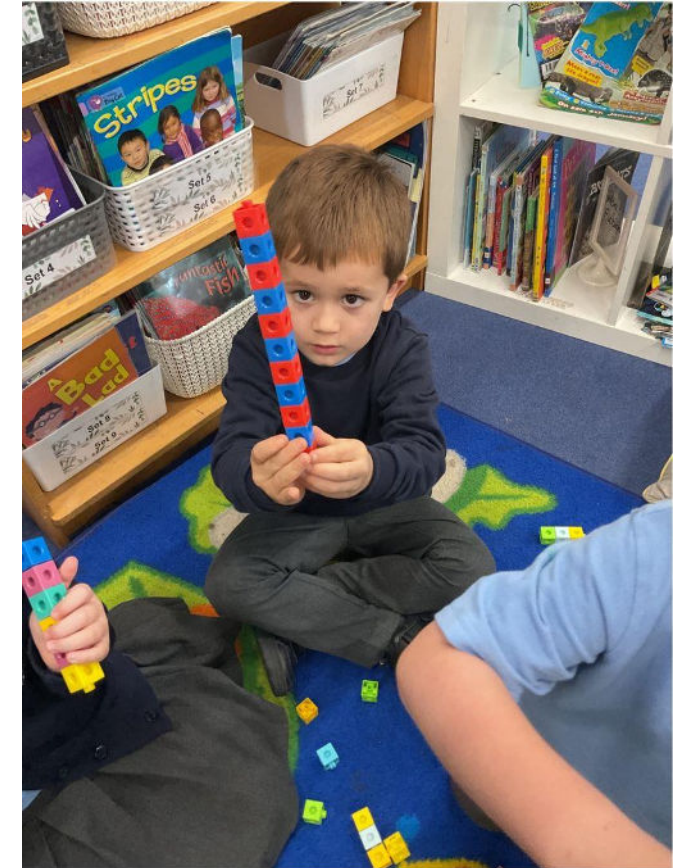
- achieve deep levels of understanding and mastery within fluency, problem solving and reasoning.
- be flexible in their understanding of Mathematics and select which approaches are most effective in different scenarios.
- become inquisitive and resilient learners who can apply their mathematical understanding in different contexts and make meaningful links across their learning.

We teach Maths following the White Rose Maths scheme. Problem solving, fluency and relational understanding are at the heart of the scheme. It uses the Concrete Pictorial Abstract (CPA) approach and allows pupils to spend enough time to fully explore a topic, reinforcing it with practice, before moving onto the next one. All ideas are built on previous knowledge, and pupils have ample opportunity to develop relationships between topics. The teaching sequences are written as a spiral curriculum in which learning is built upon step by step, sequence by sequence, providing for a progression in the children's conceptual understanding. These are then taught through carefully structured sequences which we adapt to meet the needs of our pupils.

Adult-led Maths lessons

The sequencing of the learning from White Rose Maths, informs our direct teaching and allows us to plan sequences that progressively build on the children's knowledge and understanding. The adult role is key when responding to the children's learning and their mathematical thinking to allow them to develop their reasoning skills.

A wide range of resources are used to support children with their maths learning and to give them a deep understanding of number, numerical patterns, shape, space and measure. Children are encouraged to explain their thinking and explore and experiment with numbers, giving them a deep understanding.



Child-led maths

Our continuous provision provides many opportunities for children to consolidate their mathematical thinking, knowledge and understanding. Children are able to use a wide variety of resources and often create patterns, make up counting games and explore shape, space and measure through their chosen activities.

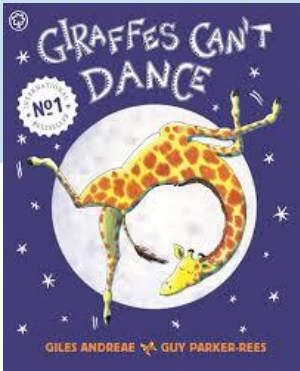
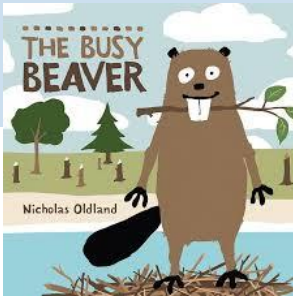
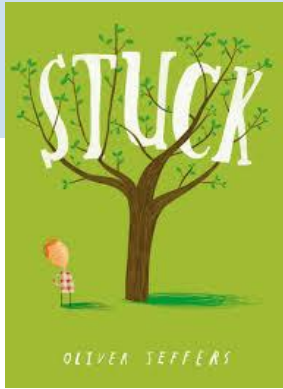
Children often investigate length, capacity and money through their play. Children particularly enjoy exploring maths through role play such as shops and cafes and the use of phones for number recognition.



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The Pirton Plan

Each half term in Wrens we focus on a particular learning behaviour and golden rule. We have also carefully selected a core text to support the teaching and learning about each golden rule and learning behaviour. Each half term links to a 'Pirton R' value, so children are taught skills progressively — in Autumn they focus on being Ready (for example, looking after their belongings and listening carefully). In later terms, they build resilience, responsibility, and resourcefulness. By summer, they're able to reflect on their own learning, solve problems collaboratively, and show independence. This gives them the skills and attitudes they need to thrive as learners.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
For all children to be ready to learn by organising themselves and listening to instructions.	For all children to be respectful of other cultures/religions and families .	For all children to be resilient and understand that when things go wrong, they can be strong and move on.	For all children to be responsible for, and look after, our learning, and local environment.	For all children to be resourceful and believe they can find ways to solve problems whilst remaining calm and positive.	For all children to be reflective and see themselves as valuable and to use their creativity to express themselves
Golden Rule: Be safe	Golden Rule: Be kind	Golden Rule: Be positive	Golden Rule: Be safe	Golden Rule: Be positive	Golden Rule: Be kind
<i>Ready Stead Mo!</i>	<i>Don't Touch my Hair</i>	<i>Giraffes can't dance</i>	<i>The Busy Beaver</i>	<i>Stuck</i>	<i>Ish</i>
					



In Wrens, we introduce the children to a range of artists across the year, for example Picasso in the Autumn, Henry Moore in spring, and Acrimboldo in the summer. This builds their artistic vocabulary and skills step by step — starting with self-portraits and exploring colour and texture, moving into sculpture, then mixed media and collage. They’re not only learning techniques but also developing the ability to reflect on and refine their ideas.”

Self-portraits Artist focus: Picasso	Collage Artist Focus: Beatriz Milhazes	3D models Artist Focus: Henry Moore	Role-playing with props and puppet making Artist Focus: Jim Henson	Pattern making Artist Focus: Kandinsky	Mixed Media art Artist Focus: Giuseppe Acrimboldo
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Over the course of the year, the children take part in many enrichment opportunities. These may include:

- Local area walks
- Visits from parents to talk about religious festivals
- Visit to our local church
- Planned visits from various people who help us
- Watching caterpillars grow into butterflies
- Visits to animal parks

We introduce the natural world right from the start — in Autumn, children explore seasonal change and their immediate environment. In Spring, they compare environments locally and in other countries and use simple maps. By Summer, they are confidently describing and comparing contrasting environments and talking about processes like growth and change in plants and animals, for example when we raise butterflies in class. That way, their knowledge develops from observing what’s familiar to them, to thinking more scientifically and globally.





PSHE

PSHE is an integral and important part of our curriculum at Pirton School. Our aim is to provide a programme of learning through which the children can acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It enables them to develop their unique character and the qualities and attributes needed to thrive as individuals and members of their families, school and society.

In Wrens, adult-led PSHE activities are taught through many exciting and interesting ways. These are both adult-led, as well as through our planned continuous provision enhancements. The PSHE curriculum is organised into the following themes:

- Self-Regulation: Listening and Following instructions
- Self-Regulation: My Feelings
- Building Relationships: Special Relationships
- Managing Self: My Wellbeing
- Building Relationships: My Family and Friends
- Managing Self: Taking on Challenges



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The hidden curriculum

The hidden curriculum is the part of our curriculum which is spontaneous, unexpected and unplanned. These learning opportunities come from a wide range of sources and situations. These could include the following:

Things that children notice in the environment that interest them.



Unusual events such as a bee swarm on the school field or a paramedic arriving in the local area.



New experiences that the children have had at home such as a new baby, a holiday or trying a new sport.

Outside activities like clubs and sports groups that the children then share in school.

Changes in the seasons and weather. For example snow fall, frost and ice formations or heavy rainfall.

Things that children bring in from home to share with the class.

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Experiences we want the children to have

Our children are encouraged to have fun, enjoy life and build their resilience. In our inclusive environment, we provide opportunities for our children to use their imagination and creativity by exploring our world, learning outside the classroom and developing important life skills alongside generating a love of life itself.

We have experiences that we would like our children to take part in during their time in Wrens. The following lists some of the things that we expect our children to experience during their time in Early Years.

- Go on a birdwatch
- Spend time watching clouds
- Build dens
- Visit a wildlife park
- Jump in puddles
- Explore different textures such as mud, water and sand
- Toast marshmallows
- Plant vegetables and seeds
- Take seasonal walks around the village
- Build a bug hotel
- Litter pick our local area
- Meet the police and firefighters

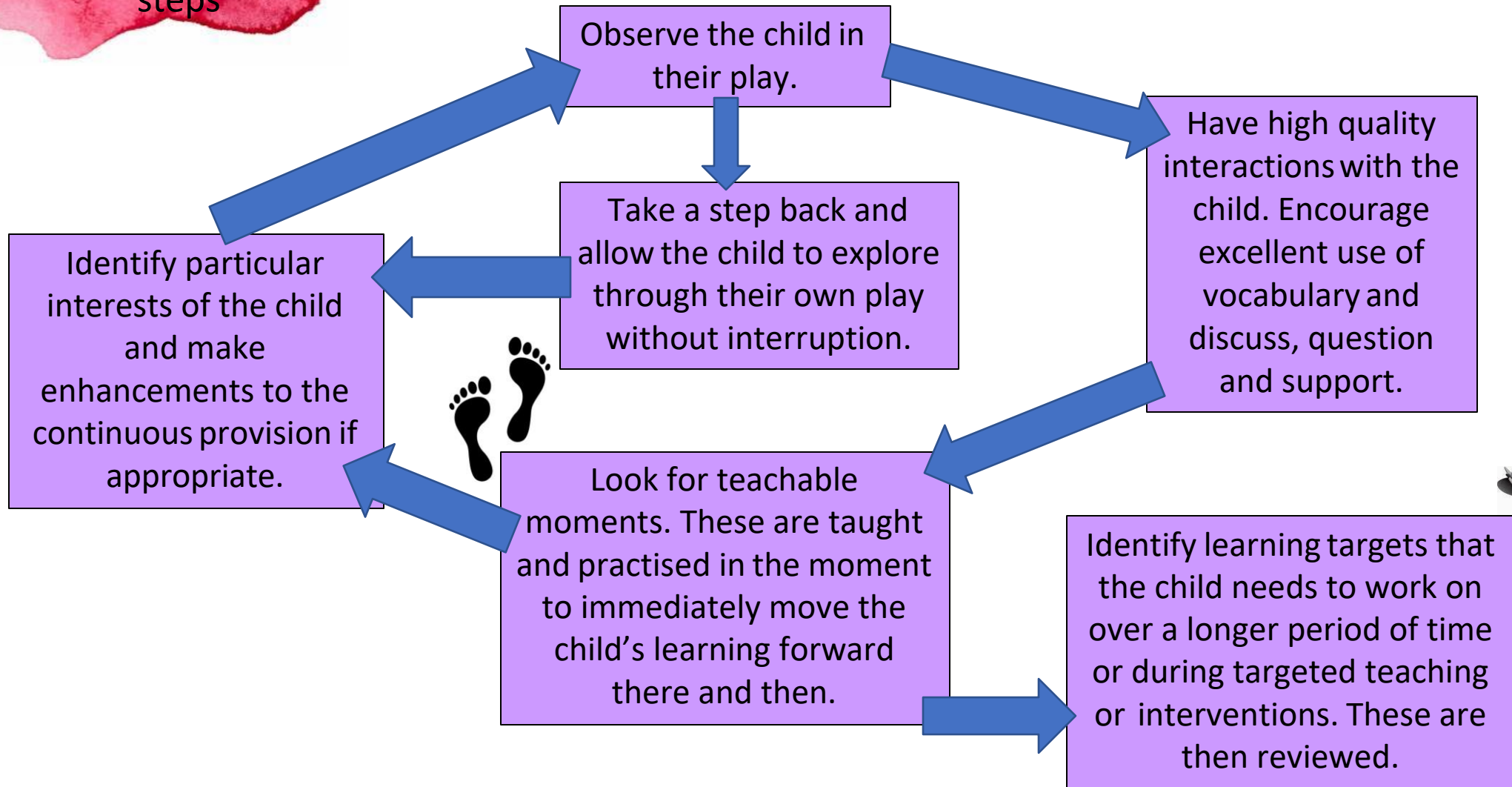


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Teachable moments and next steps

It is important that as practitioners we know each child's level of achievement and interests which then shapes the teaching and learning experiences for each child. In our interactions we respond to the day-to-day observations that we make on the children's progress. We also take into account the observations that parents and carers share.



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Pupil Groups at Pirton

Eco Warriors

Our Eco-Warriors raise awareness about sustainability and encourage everyone to be good at recycling and saving energy. We encourage good habits for the future.

They actively promote:-

- Recycling
- Saving energy
- Conserving energy
- Care for the environment

Throughout the week the Eco-warriors take a look around every classroom and area to check if the area or classroom have their lights, projectors and computers off. They also look at the amount of colour photocopying and the amount of waste in recycling bins. They award the classroom or area we feel have been the most eco-friendly throughout the week the Eco Pigeon to keep in their class for the week.

Wellbeing Warriors

Pirton's Wellbeing Warriors are a group of children who all believe that the wellbeing of everyone in the school is fundamental to their happiness and good mental health. They meet on a regular basis to ensure that any concerns are highlighted as well as to discuss how they are going to promote the 5 Ways to Wellbeing which cover the following themes:

- Connect - Talk, listen, be there, feel connected.
- Be Active - Do what you can, enjoy what you do, move your mood.
- Take Notice - Remember the simple things that give you joy.
- Keep Learning - Embrace new experiences, seek opportunities, surprise yourself.
- Give - Your time, your words, your presence.

Our Wellbeing Warriors have a special duty to fulfil within school. At break and lunch times, they ensure they are present and visible to

all, this enables children to actively seek them out if they need to talk to them or simply want some quiet time.

The Wellbeing Warriors aim to:

- Change the way we all think and act about how we feel - this is our mental health.
- Understand and accept that we ALL have different feelings and it is okay to not be okay!
- support others make good choices but won't be able to solve every problem.
- Listen to others so that they can talk about how they are feeling.
- Be non-judgemental

Creative Crew

Our Creative Crew consists of children who like arts and creative activities. They meet together to make sure that children in our school take part in creative opportunities both within the classroom and as extra curricular activities such as competitions in the local community. They organise whole school creative activities including an Arts Week.

At Pirton, we value the positive contributions children can make to school life. We encourage our pupils to play an active role in decisions and empower them to have an impact on the school community. Pupil Groups are formed of elected children who take responsibility for different aspects of our school's provision.

What are the benefits?

- Children's voices are listened to and acted upon.
- Adults and children collaborate for school improvement.
- Pupils develop leadership and organisational skills which benefit them in later life.
- A sense of ownership, pride and self-esteem is fostered.
- Children learn what it means to be an active citizen and how to positively contribute to their community.

We have 10 different pupil groups where children have opportunities for leadership:

- Reading Ambassadors
- Eco Warriors
- Wellbeing Warriors
- Little Linguists
- Play Leaders
- Whole School Helpers (Owls only)
- School Council
- House Captains (Owls only)
- Creative Crew
- Digital Leaders

Children in Reception can become a Wellbeing warrior, member of the Creative Crew or an Eco Warrior!