Cheadle Village Primary School -Strong Foundations Overview

How children build foundational knowledge in the first years of school

Belonging – Setting, community and inclusion • Children are supported to feel safe, secure and welcomed from the moment they start school, developing respect for their classroom, school environment and each other. • We teach children about their local village and town, encouraging pride, care and a sense of connection to their community. • We teach children to value and celebrate diversity in race, gender, ability and background through stories, discussions and inclusive practice. • We aim to ensure all children achieve their full potential through early identification of SEND, close partnership with parents, adaptive teaching and strong pastoral support.	**Oracy** • We teach children to communicate clearly by expressing their needs, ideas and feelings in full, well-structured sentences. • Children's oracy is developed through purposeful talk, the teaching of emotional literacy, the use of stem sentences and high-quality conversations with adults and peers. • We teach oracy for learning across the curriculum through storytelling, ambitious vocabulary and rich daily language routines. • We build confidence in speaking through opportunities for performance, presentation and shared reading experiences.
Social and Emotional Wellbeing • We aim to build a strong sense of belonging through caring relationships and a nurturing, family-focused ethos • We teach emotional literacy by introducing and revisiting vocabulary for feelings through high-quality texts and daily interactions and through the Zones of Regulation. • We teach positive social skills by supporting peer relationships and encouraging confidence and independence in a safe environment. • We identify additional social and emotional needs early and provide graduated, tailored support to help children thrive.	**Health and Physical Development** • We teach children the importance of daily movement and outdoor play to support their physical health, cognitive function and overall wellbeing. • We teach good physical development through regular PE, movement to music and active learning opportunities. • Essential gross-motor skills activities (including Squiggle Whilst You Wiggle) build the strength, balance and control needed for secure pencil grip and early writing. • Oral health is promoted through PSHE lessons and links with health professionals. • We use active methods in our daily teaching, such as songs and performing actions linked to vocabulary, to keep children engaged and moving.
Learning Behaviours: Engagement, motivation and critical thinking • We create language-rich, stimulating environments and experiences that inspire children to explore and **engage** in learning • We nurture **motivation** and resilience by modelling perseverance, encouraging children to learn from mistakes and celebrating their achievements. • We develop **critical thinking,** including problem-solving and testing ideas, through adult interactions, purposeful talk and modelling talking through problems.	**Executive Function** • Children build executive function skills through consistent modelling, predictable routines, and play-based experiences. • We strengthen children's attention by using visual cues, clear expectations, and engaging, attention-building games. • Teachers develop working memory by giving small-step instructions, using visual reminders, and reinforcing learning through repetitive language and routines. • A calm, well-structured environment with strong relationships helps children feel safe to practise and strengthen these foundational skills.
Early English Mastery: Reading • We teach early reading through daily phonics lessons (Letters and Sounds in nursery and Bug Club Phonics from Reception onwards), using effective interventions to ensure all children make good progress. In Literacy sessions, children develop an understanding of rich vocabulary and learn to re-tell and understand stories in depth using chosen texts and 'Story Saplings'. • Engaging reading environments, daily story time, the reading areas and high-quality texts all help to create an early love of reading.	**Early English Mastery: Writing** • We teach early writing through progressive motor-skill development, daily handwriting (using Write Rules in EYFS and Write Well in KS1 and 2) and phonics-linked writing, with regular opportunities to practise writing across the curriculum and in EYFS provision. • We teach children to refine pencil grip, build fluency and apply taught vocabulary and story structures through structured writing lessons using the Literacy Tree scheme.
Early Maths Mastery • We teach daily maths through the NCETM Mastering Number programme (from Reception onwards), using practical, hands-on learning to build secure foundations and develop early reasoning. • Key mathematical skills are taught progressively, moving from concrete resources to pictorial and then abstract understanding. • We teach fluency, number bonds and subitising using repetition, maths-based games and songs, and frequent 'maths routines' throughout the day. • We teach children to 'talk like mathematicians' through stem sentences and rich mathematical vocabulary.	**Transitions** • We ensure a successful transition into school through early partnerships with parents and visits to nurseries to understand each child's background, interests and starting points. • We maintain regular parental engagement through workshops, stay-and-play sessions and ongoing communication. • We support smooth movement from EYFS to Year 1 through visits to their new teacher, PSHE sessions and continuing the EYFS curriculum for those who need it. • We continue to support transitions into Year 2, ensuring additional needs are identified and met.