



Open Morning

November 2025

Welcome to Myton Gardens

- Myton Gardens is part of Stowe Valley Multi Academy Trust
- The first Reception class was taught in 2024-2025 at Oakley School
- A new Reception class started alongside the Year 1 class in the new building on 1st September 2025
- In September 2026, it is proposed that we take two forms of entry (i.e. 60 children)
- Sarah Sheepy –Executive Head – works across Myton Gardens and Coten End Primary School
- Rosie Chenault – Assistant Head – has worked with Sarah Sheepy for 15 years at Coten End
- All new staff have been very carefully selected and recruited to achieve the highest quality of education for pupils in the local community of Myton Green and The Priors



Our School

- State of the art two-form entry primary school with a Specialist Resource Provision for pupils with Communication & Interaction needs
- 14 classrooms
- Practical Room
- Library
- Music & Drama Studio
- Hall
- Fields
- MUGA (Multi Use Games Area)
- Playground
- Group rooms



Relationships and Behaviour

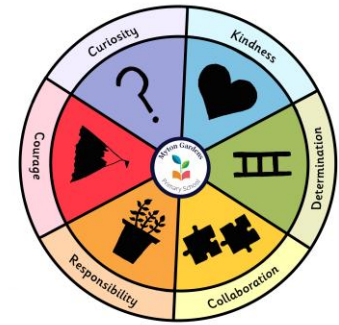
At Myton Gardens, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Our vision is that everyone is valued, treated with respect and fulfils their potential - through an ambitious and inclusive curriculum.

Be Respectful
Be Safe



- Relationships and Behaviour Policy is available on school website.
- Positive behaviours are encouraged by all staff.
- Praise is given regularly and attributed to specific behaviours (e.g. 'Thank you for listening and showing respect whilst I am talking.')
- Staff 'positively notice' and choose to highlight positive behaviours (in an attempt for these to be copied by others).
- Staff are constant role models - offering stability, by being measured and consistent, to create a calm, safe and supportive environment.
- Natural consequences and restorative conversations when rules are not followed.

Relationships and Behaviour



- The school's values play an integral role in promoting positive behaviour choices in school. They are referred to when offering praise; children are rewarded with stickers and certificates related to the values – and the values are directly referenced when having restorative conversations with children.
- The school's restorative approach encourages pupils to take responsibility for their actions and understand the consequences of their behaviour on others. 'Repair' may be through actions or an apology (sometimes this is supported/facilitated by an adult).
- As well as the relationships that staff build with children, the relationship between teachers and parents/carers is equally as important. Just as parents/carers may look to the school for support, the school may also reach out to parents. Having an open relationship, where any issue can be discussed, is key to a successful year.
- All staff offer the same consistent messages to children – so that children know that all staff have the same expectations of behaviour and that behaviour choices are dealt with in the same way.
- The use of 'Zones of Regulation', and other self-regulation strategies, are explicitly discussed with children to help children regulate their emotions (with the support from adults), so they are ready to learn.



Laying the Foundations

The Early Years Foundation Stage (EYFS) is a distinct stage with its own identity. We hope to continue the positive start your child has already had in their pre-school setting by offering learning experiences that are both adult-led and child-initiated. We offer a safe, caring and stimulating, but also challenging, environment where your child can reach their full potential.

Early Years Foundation Stage



The EYFS Profile



	Area of Learning	Early Learning Goals
Prime Areas	Personal, Social and Emotional Development	Self-Regulation / Managing Self / Building Relationships
	Communication and Language	Listening, Attention and Understanding / Speaking
	Physical Development	Gross Motor Skills / Fine Motor Skills
Specific Areas	Literacy	Comprehension / Word Reading / Writing
	Maths	Number / Numerical Patterns
	Understanding the World	Past and Present / People, Culture and Communities / The Natural World
	Expressive Arts and Designs	Creating with Materials / Being Imaginative and Expressive

The EYFS framework identifies three characteristics of effective teaching and learning:

playing and exploring

active learning

creating and thinking critically

I investigate and experience things.

I 'have a go'.

I concentrate and keep on trying, even when I encounter difficulties.

I enjoy learning.

I am learning to develop my own ideas, make links between ideas and develop strategies for doing things.

A Typical Day in Reception



8.45 - Doors open for all
8.55 - Registration
12.15-1.15 - Lunchtime
3.15 - Home time

*Drop off and collection from
classroom door*



- **Circle time** – communication and language, social interaction
- **Story time** – high-quality texts, focus on vocabulary and spoken language
- **Play** – child initiated and adult supported
- **Phonics** and learning to read
- **Early Maths**
- Hands-on learning
- Outdoor learning
- Memorable Experiences

**Home-School
Partnership** –
home learning,
reading,
communication

- Children receive fruit and milk each day (until the age of 5 – can be paid for after this)
- Universal Infant Free School Meal Scheme
- School lunch ordering system

Cool Milk
www.coolmilk.com



“Children are not things to be molded but are people to be unfolded.” (Jess Lair)

What is Continuous Provision?

Continuous provision provides children with carefully planned opportunities to learn through play and exploration, building on skills taught by the teacher.

Why in Year 1?

It supports a smooth transition from Reception, nurtures independence, and allows children to practise and deepen learning in a meaningful, engaging way. The concept has been widely agreed upon through extensive research.

"Children learn by being active, by using language, by organising their own learning experiences, by interacting with others."

(Julie Fisher)

"Children are more motivated when they have a sense of autonomy and a sense of agency in their learning and as a result are more engaged."

(Cambridge PEDAR Project)

Year 1: Continuous Provision

*Values-driven,
research-backed*

Year 1: COOL Curriculum

Choosing Our Own Learning

- C – Choice
 - O – Ourselves
 - O – Ownership
 - L – Learning and Links
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- Structured opportunities for playful, exploratory learning and flexible routes to learning.
 - High expectations of pupil independence and ownership of their learning journey.
 - Autonomy and accountability.
 - Our intent is to create independent and highly engaged learners.
 - Carefully planned teaching through direct-instruction, group and 1-to-1 activities.



Year 1: Curriculum

The children experience a varied curriculum at Myton Gardens.
An overview of the year's curriculum content will be available on the school website.

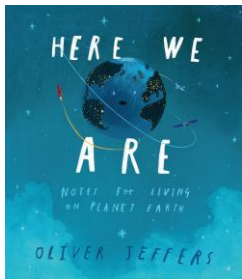


The learning themes in Year 1 are:

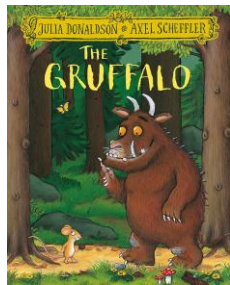
AUTUMN

SPRING

SUMMER



Here We Are
History
Art



Through the Deep, Dark wood
Geography
DT



One Small Step
Art
History



Land Ahoy
Geography
DT



The Inventurers
History
DT



Journey Down Under
Art
Geography

The following subjects are also taught weekly:

- PSHE
- PE
- Religious Education
- Science
- Computing
- Music

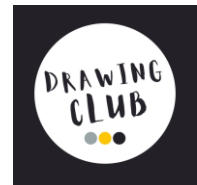


Phonics – Little Wandle scheme

Maths – Mastery Approach

Handwriting

Writing – Drawing Club/Curious Quests



Maths

- We follow a **mastery approach** to Maths, securing strong foundations through fluency, reasoning and problem-solving.



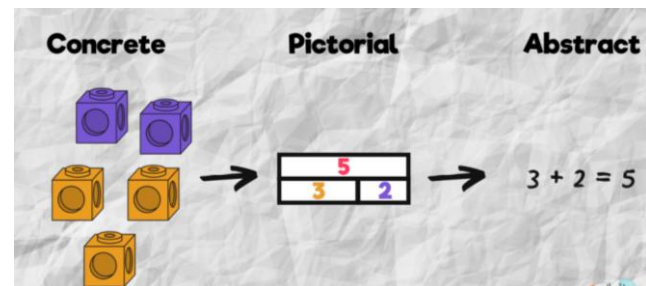
- Our teaching is based on **White Rose Maths** and the **Mastering Number Programme** (created by The National Centre for Excellence in the Teaching of Mathematics –NCETM), ensuring consistency and progression.

- Lessons are carefully sequenced in a **clear scheme of learning**, building on prior knowledge and introducing new skills step by step.

- We prioritise **key mathematical skills**, including vital objectives from previous year groups, to support progression and confidence.

- Children learn through a blend of **Concrete, Pictorial and Abstract (CPA)** representations, making concepts accessible for all.

- Teachers make explicit use of **mathematical vocabulary** and real-life contexts to deepen understanding and application.



- We use a variety of strategies including **interleaved learning**, **key skill lessons**, and **ongoing assessment** to support and challenge every child.

- Our goal is for **all children to achieve year-group objectives**, equipping them with secure foundations for future mathematical success.

Curriculum Enrichment

Children take part in a range of curriculum enrichment experiences throughout the year. This includes:

- Christmas Theatre Trip
- Theme Days, e.g. Captain Raggy Beard / Australia Day
- Sports Day
- British Science Week
- World Book Day
- Mobile Planetarium
- Summer Trip
- Visitors from different faith groups
- Children's Mental Health Week
- Internet Safety Day
- Local walks and fieldwork
- Anti-Bullying Week
- Inter-Faith Week
- Professional dance coach
- Sports coaching and competitions



Any
Questions?



Stowe Valley
MULTI ACADEMY TRUST