

Our 'EYFS at Ashleigh' 2021-2022 CURRICULUM APPROACH

All Different, All Equal, All learning

'Quality and Consistency, a Secure Foundation, Partnership Working, Equality of Opportunity'

This document has been written to capture the long term plan for Ashleigh's EYFS Curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

The EYFS specifies requirements for learning and development. The learning and development requirements cover:

- *the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings*
- *the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)*
- *assessment arrangements for measuring progress (and requirements for reporting)*

Four guiding principles should shape practice in early years settings. These are:

- *every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured*
- *children learn to be strong and independent through **positive relationships***
- *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.*
- *importance of **learning and development**. Children develop and learn at different rates*

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning 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

Key Principles

Principle 1: 'The best for every child'

- High-quality early education.
- All children have equal opportunity to learning experiences, allowing them to succeed.
- Children's needs are quickly identified and provision is tailored to meet those specific needs.

Principle 2: 'High-quality care'

- A welcoming, nurturing environment is consistent for all individuals to feel that they are cared for and that they belong.
- High-quality care is consistent and all staff are responsive to individual needs.
- Children are taught to become independent in their self-care during their time in early years.
- Transitions are carefully planned and implemented as these are big steps for small children.

Principle 3 'The Curriculum – What we want the children to learn'

- The curriculum is carefully designed by the early years team and identifies what we want children to learn.
- It is an ambitious curriculum with careful sequencing to build learning over time.
- Learning is often driven by interests and plans are flexible.
- The curriculum ensures there is a depth to learning.
- Language and vocabulary are carefully planned throughout the curriculum.

Principle 4 'Pedagogy – Helping children to learn'

- The curriculum ensures that we use a mixture of different approaches to ensure all children can make progress.
- Well-planned, organised, enabling environments, indoors and outdoors, ensure high-quality play.
- Children learn through adults modelling, through observing each other and through guided learning and direct teaching.
- All adults understand child development and how their role is paramount to enabling effective learning; through facilitating, scaffolding and enhancing.

Principle 5 'Assessment: checking what children have learnt'

- Noticing what children can do and what they know
- Assessment is not about lots of data and evidence
- Understanding child development
- Accurate assessment highlights need
- Assessment does not take practitioners away from the children

Termly

Autumn (A), Spring Term (Sp) and Summer 1 (Su)

Children are given time to play, time to explore, time to practise and repeat, time to become secure in their learning, time to experience and achieve what we set out in our curriculum. Our EYFS team observe, scaffold and enhance learning.

Autumn 1

Statutory Reception Baseline is completed within the first 6 weeks and submitted (RBA)

A1 Week 4

In-school baselines are completed and inputted into Pupil Asset. JM to analyse baseline data for monitoring report and on entry analysis.

In the key areas of communication and language, physical development (fine motor skills), literacy and mathematics, targeted assessment tools will be used to identify specific gaps and enable planning for intervention to take place.

A1/A2/Sp1/Sp2 Week 6

EYFS teachers meet to discuss each child's progress:

- What are their strengths and what are their barriers/areas to develop? Record discussion for accountability.
- Identify children who require targeted assessment tools will be used to identify specific gaps and enable planning for intervention to take place. Plan further support/intervention to achieve GLD at the end of Reception. Plan intervention.
- Following these discussions, review the curriculum and teaching focus for the following term. This action will ensure we are focussing on areas that children need to develop and the barriers they have, which in turn will allow us to best meet the needs of our individual children.

Summer 2

Su 2 Week 2

Reception GLD data is completed and inputted into Pupil Asset ready for submission to County. JM to analyse data for monitoring report and to inform Action Planning for 2022-2023

Su 2 Week 4

Nursery data is completed and inputted into Pupil Asset for transition to Reception. JM to analyse data for monitoring report and to inform Action Planning for 2022-2023

Sum 2 Week 5

Transition discussions take place and children in need of intervention are identified with receiving teacher.

Use of Tapestry, Seesaw and Books

- In Nursery and Reception, Tapestry will be used to support parents as partners and to encourage them to share home learning. Photos may be shared via Tapestry of wow moments and children's experiences.
- In Reception, Seesaw will be used to share learning throughout the week and for any information sharing. In Nursery this will be done through Tapestry and a weekly newsletter.
- Floor books will be used in both Nursery and Reception to capture the learning of all children as a journey through their year.
- In Reception, 'My learning book' will be used to capture specific pieces of evidence and pupil voice.

Principle 6 'Self-regulation and executive function'

'Lovingly Strict' Expectations

All day, every day, every child in Nursery and Reception will be taught to, and then will be expected to

- follow instructions straight away
- look after themselves, everyone and everything
- show respect and good manners at all times

All day, every day, every child in Nursery and Reception will be taught resilience, patience, compassion, kindness, respect and communication skills to begin to understand how to self-regulate

On entry into the setting, every child in Nursery and Reception will be taught to, and then be expected to independently

- hang their coat on their peg
- put their water bottle in the tray
- put their lunch box on the trolley (if necessary)

During circle times, every child in Nursery and Reception will be taught to, and then be expected to

- sit on their carpet spot, with their legs crossed (when developmentally able)
 - look at the person who is speaking
 - put their hand up if they want to speak
 - keep their hands and feet to themselves
- speak to their carpet partner when asked to do so
- return their attention to the adult leading the session when the adult counts '1, 2, 3 and back to me'

During learning challenge time and enhancement time, every child in Nursery and Reception will be taught to, and then be expected to

- focus on their activity
- solve problems independently and ask for help when they need it
 - use an indoor, respectful voice
 - walk around the classroom safely
- treat the equipment and resources safely and carefully
- tidy their learning space before choosing a new activity
- stop a learning activity when they hear the clap signal

During adult led sessions in Reception, every child will be taught to, and then be expected to

- collect their whiteboard, pen and rubber from their tray before finding their carpet spot

- put their whiteboard in front of them on the carpet
- put their pen and rubber at the top of their board
 - hold their pen using a comfortable pen grip
 - put their lid on their pen when they are not using it
 - rub their writing from their board using a rubber
- return their whiteboard, pen and rubber to their tray before choosing a learning challenge

Our Curriculum – Educational Programmes - Everyday Experiences – Continuous Provision

- *What do we want our children to experience?*

- What essential knowledge do our children need to prepare them for their future?
- What experiences and opportunities do our children need?
- How do we create the awe and wonder of the world they live in?
- How does our curriculum and our pedagogy set the foundations for them to become a successful learner at Ashleigh?
- How does our curriculum ensure horizontal, vertical and diagonal links with other areas of the curriculum across the EYFS and wider school?

Areas of Learning	'All Different, All Equal, All Learning' Statutory Educational Programmes Summary (refer to Gov document above for full statements)	Everyday Experiences in Nursery and Reception 'Continuous Provision'	Role of the Adult
Communication and Language - Listening, Attention and Understanding Speaking	'Back and forth' interactions Quantity and quality conversations Language-rich environment Adding new vocabulary Frequent story time Use and embed words in a range of contexts Story-telling and role play Share ideas Teacher modelling Sensitive questioning Rich range of vocabulary and language structures	Two or more part instructions Enquiry based questions – why? Wide range of vocabulary – evident on weekly planning Stories High-quality picture books Story sacks and books linked to small world play	Model active listening skills Explicitly extending vocabulary Expand on phrases Model language that promotes thinking and challenge Open ended questions Narrating actions and daily phrases Recast instead of correct ungrammatical errors Language interventions where necessary
Personal, Social and Emotional Development - Self-regulation Managing self Building relationships	Playing with friends Leading healthy and happy lives Strong, warm and supportive relationships Understand their own feelings and those of others Develop a positive sense of self Set simple goals Be confident in their own abilities To persist and to wait Look after their bodies Make good friendships, co-operate and resolve conflicts	Snack time – children serve snack to peers and wash their own plates after snack Independently organise own belongings – water bottle, coat, hat Independently wash hands Continuous provision of social skill games Continuous provision of independent access to resources	Get to know the child's history and all about them during play TALK! Model patience, turn taking, sharing, relationship building, respect, manners, positive self-talk Model PATHS approaches throughout play Use language of feelings, acknowledge feelings Use the WIN approach to develop managing self, self-regulation and identification of feelings
Physical Development -	Vital for all round development Happy, healthy and active lives Sensory exploration Strength, co-ordination and positional awareness	Access to bikes and trikes, hand-eye coordination resources (throwing and catching, target practise)	Modelling and correcting pen grips Daily teaching of handwriting

<p>Gross Motor Skills Fine Motor Skills</p>	<p>Core strength, stability, balance, spatial awareness, co-ordination and agility Hand-eye co-ordination Proficiency, control and confidence</p>	<p>Access to tools; using scissors accurately and safely, form letters correctly (handwriting policy)</p> <p>Access to activities to develop core strength – climbing, different levels, balancing activities</p> <p>Access to fine motor resources</p> <p>Daily activate</p>	<p>Initiate play which supports gross motor development</p> <p>Model and scaffold correct positioning when using fine motor development resources</p>
<p>Literacy - Comprehension Word Reading Writing</p>	<p>Life-long love of reading Language comprehension and word reading Adults talk about the world around them Adults read stories Phonics, decoding and word reading Spelling and handwriting Articulating ideas and structuring them in speech Writing</p>	<p>Reading corners Language rich – areas, equipment and drawers are labelled with photograph and text Writing opportunities inside and outside – range of writing tools and equipment</p>	<p>Teach daily Read, Write Inc sessions</p> <p>Model correct phoneme pronunciation Ongoing phonic support through play e.g. can you see the t-r-ai-n? I wonder if you can pass me the r-e-d pencil crayon please? Modelling writing during play e.g. Let's make a list of ingredients for our cake S+L intervention Phonics intervention</p>
<p>Mathematics - Number Numerical Patterns</p>	<p>Count confidently Develop a deep understanding of numbers to 10 Relationship between numbers to 10 Patterns with numbers Secure base of knowledge and vocabulary Using manipulatives Spatial reasoning skills Patterns, relationships and connections</p>	<p>Open-ended access to counting resources, number cards</p>	<p>Daily mathematic opportunities e.g. number rhymes, counting children in the line, phrases such as 'I need one more brick on my tower' 'I wonder how many bricks are in my tower?' 'I wonder how I can find out how long my train track is?' 'I wonder which animals is the heaviest?'</p> <p>Modelling mathematical vocabulary</p>
<p>Understanding the World - Past and Present</p>	<p>To make sense of their physical world and their community Personal experiences Knowledge and sense of world around them Visits to parks, museums, libraries</p>	<p>Free-flow access to outside environment Regular forest school visits Regular farm visits</p>	<p>Teach new vocabulary</p> <p>Engage in discussion about the world around them</p> <p>Ensure texts are readily available</p>

People, Cultures and Communities The Natural World	Meeting important members of society e.g. nurses, firefighters Listening to a broad range of texts Understanding the culturally, socially, technologically and ecologically diverse world Enriching and widening vocabulary		
Expressive Art and Design - Creating with Materials Being Imaginative and Expressive	Developing artistic and cultural awareness Regular opportunities to engage with the arts Wide range of media and materials Quality and variety of experiences Understanding, self-expression, vocabulary and communication skills Frequency, repetition and depth of experiences Interpreting and appreciating what they hear, respond to and observe	Colour mixing with paints Making playdoh Building with loose parts play equipment Ongoing art resources available for independent choice	Model, scaffold and support engagement in expressive art and design activities Ask questions to allow for discussion, analysis and interpretation of the arts Return to learnt skills and activities to provide depth to their learning Allow space and time for self-expression Ensure activities are wide-ranging Teach about artists

What does this look like across the year in Nursery?

(linked to the Educational Programmes of Study summarised above and supported by the non-statutory Development Matters document)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Idea	'Me and My Family, My School, My World'		'Tell Me a Story...'		'Unique Places and Changing Times'	
Experiences	Picnic on the school field -	Cooking – mathematical	Puppet theatre workshop - it is	Visit from an author – it is	Caterpillars to butterflies –	A trip – personal experiences

	supporting children to make sense of their physical world and their community.	reasoning skills involved in shape, space and measure, language rich experiences.	crucial for children to develop a life-long love of reading.	crucial for children to develop a life-long love of reading	explore the natural world and make observations	increase their knowledge and sense of the world around them and to enrich and widen vocabulary.
Communication and Language - Listening, Attention and Understanding Speaking	<p>Understand how to listen carefully (5 ways to show you are listening repeated daily) and why this is important.</p> <p>Enjoy listening to a range of stories and remember/retell more of what is happening - daily story time, daily individual book time after lunch.</p> <p>Shift their attention, beginning to focus on more than one thing at once – stop signals, nursery routines.</p> <p>Extend vocabulary – staff will model extended sentence structure and vocab while supporting play, vocab explicitly talk through word aware and word of the week approach.</p> <p>Children begin to understand “how” and “why” questions – a range of investigative materials will be provided each week for children to engage in open ended observation and investigation. Staff to model questioning and to encourage children to listen to the question being asked.</p> <p>Children can understand an instruction or question with 2 parts – Instructions throughout the nursery year.</p> <p>Children are encouraged to speak in smaller and larger groups – talk boost intervention will support children who need more confidence in speaking in a larger group, in the spring and summer term children will begin to use simple talk partners to support their speaking and listening. Planned adult led activities in each room daily.</p> <p>Sing songs and rhymes – daily singing time, listen to nursery rhymes, learn new songs.</p>					
	Short circle times Daily story time Books after lunch	3 inputs daily Daily story time Books after lunch	3 inputs daily Daily story time Books after lunch Weekly speaking circle time	3 inputs daily Daily story time Books after lunch Weekly speaking circle time	3 inputs daily - longer Daily story time Books after lunch Weekly speaking circle time	3 inputs daily – longer Daily story time Books after lunch Weekly speaking circle time
Personal, Social and Emotional Development - Self-regulation Managing self Building relationships	<p>Select and use activities and resources, with help when needed – provision set up so that children can find what they need to meet a goal, or one that has been planned for them.</p> <p>Develop their sense of responsibility and membership of a community – whole class rewards “bugs in a jug”, trips and visitors, links to main school.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting – opportunities to work with staff across Nursery</p> <p>Show more confidence in new social situations – variety of situations planned across the year</p>					

	<p>Play with one or more other children, extending and elaborating play ideas -staff to support and model play ideas and friendly behaviour.</p> <p>Find solutions to conflicts and rivalries- PATHS, staff to model how to resolve conflicts, Nursery rules</p> <p>Increasingly follow rules, understanding why they are important – Nursery rules taught in September and referred to throughout the year</p> <p>Develop appropriate ways of being assertive – practice ways of solving problems or asking for what they need</p> <p>Talk with others to solve conflicts – PATHS curriculum, stories about feelings, staff encouraging talk to solve conflicts</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' – PATHS stories and talking time, staff supporting and modelling</p> <p>Understand gradually how others might be feeling – PATHS stories and talking time, staff supporting and modelling</p>					
	Nursery rules Modelling behaviours	Nursery rules PATHS stories	Nursery rules PATHS stories	Nursery rules PATHS stories	Nursery rules PATHS stories	Nursey rules PATHS stories
<p>Physical Development</p> <p>-</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>Develop their movement (balancing/riding trikes/bikes/scooters and ball skills) – access to these in a structured way outside, adults playing with children to develop the skills and setting up opportunities to practise.</p> <p>Go up steps and stairs or climb up apparatus – steps and wooden construction to build own obstacles available as continuous provision</p> <p>Skip/hop and stand on one leg – games such as musical statues and daily activate .</p> <p>Use large muscle movements to wave flags, streamers, paint and mark make – daily opportunities to use chunky chalk, easels, planned opportunities to make flags and streamers, parachute games.</p> <p>Start taking part in some group games –circle time games, team games in summer term outside</p> <p>Remember sequences of movements set to music – daily activate sessions, action rhymes.</p> <p>Choose resources to carry out a plan – resources available for children to access and choose from</p> <p>Collaborate with others to manage large items – carrying blocks/tyres/bricks and tidying away</p> <p>Use one handed tools – scissors, playdough tools, cutlery, gardening tools provided daily and planned opportunities to use these with an adult.</p> <p>Use a comfortable pen grip – use chunky pens and pencils, staff to model and support developing a comfortable grip.</p> <p>Eat independently with a knife and fork – lunch time</p> <p>Preference for dominant hand – opportunities to use tools/mark making materials/fine motor provided continuously</p> <p>Be increasingly independent as they get dressed and undressed – staff to support and encourage independence.</p> <p>Be increasingly independent with own care needs – work with parents to support children to become more independent</p>					
	Daily action songs Daily farm visits Playdough Self-care support Bikes and trikes Large scale blocks	Daily activate Action songs Music inputs Self-care support Bikes and trikes Large scale blocks	Daily activate Action songs Music inputs Self-care support Bikes and trikes Large scale blocks Ball skills Parachute games	Daily activate Action songs Music inputs Self-care support Bikes and trikes Large scale blocks Ball skills Parachute	Daily activate Action songs Music inputs Self-care support Bikes and trikes Large scale blocks Ball skills Parachute	Daily activate Action songs Music inputs Self-care support Bikes and trikes Large scale blocks Ball skills Parachute

					Team/group games	Team/group games
Literacy	<p>Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name</p> <p>Write some letters accurately.</p> <p>Daily story time, reading time after lunch daily. Daily phonics games and teaching based on SALT approved phonological awareness scheme. writing and mark making explicitly planned weekly.</p>					
	Daily story time Daily reading time Rhymes and songs	Daily story time Daily reading time Rhymes and songs Daily phonics Weekly mark making input	Daily story time Daily reading time Rhymes and songs Daily phonics Weekly handwriting patterns	Daily story time Daily reading time Rhymes and songs Daily phonics Weekly handwriting patterns	Daily story time Daily reading time Rhymes and songs Daily phonics Weekly handwriting patterns	Daily story time Daily reading time Rhymes and songs Daily phonics Weekly handwriting patterns
Mathematics - Number Numerical Patterns	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>					

	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'					
	Maths continuous provision planned weekly, daily maths input planned to support development.					
	Daily number rhymes	Daily number inputs	Daily number inputs	Daily number inputs	Daily number inputs	Daily number inputs
Understanding the World - Past and Present People, Cultures and Communities The Natural World	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work. Show interest in different occupations Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>All about me books, maps and photographs, daily access to garden and farm. Farm sessions, and planned investigative experiences. Interest table for nature finds from home/garden. Seasonal activities, caterpillar to butterflies in the summer term. Caring for school animals. Cooking activities</p>					
	Individual interests All about me books Autumn Farm	Individual interests Wow said the Owl Christmas Winter	Individual interests Book themed - cooking Spring Easter	Individual interests Science – mixing materials	Individual interests Caterpillar lifecycle Animals Growing	Individual interests Local area Holidays Change and new beginnings
Expressive Art and Design - Creating with Materials Being Imaginative and Expressive	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</p>					

	<p>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <p>Music sessions planned each week, daily singing and rhyme opportunities. Seasonal songs. Continuous and sequentially planned art provision and adult led activities each week.</p>					
	Daily song time	Daily song time Colour focus Music inputs	Daily song time Patterns Music inputs			

What does this look like across the year in Reception?

(linked to the Educational Programmes of Study summarised above and supported by the non-statutory Development Matters document)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Idea	'Me and My Family, My School, My World'		'Tell Me a Story...'		'Unique Places and Changing Times'	
Experiences	Picnic on the school field - supporting children to make sense of their physical world and their community.	Local area walk – supporting children to make sense of their physical world and their community.	Puppet theatre workshop - it is crucial for children to develop a life-long love of reading	Visit the local library – the library is a place we can go to borrow books and listen to stories. It is crucial for children to develop a life-long love of reading	Eggs to chicks – explore the natural world and make observations	A trip – personal experiences increase their knowledge and sense of the world around them and to enrich and widen vocabulary.
Communication and Language - Listening, Attention and Understanding Speaking	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary - new vocabulary is recorded on weekly planning based on WORD AWARE approach • Use new vocabulary through the day – new vocabulary is recorded on weekly planning based on WORD AWARE approach <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <ul style="list-style-type: none"> • Develop social phrases. • Engage in story times - stories used are recorded on weekly planning based on the Big Idea/Learning for the week. Some stories are chosen by the children during story times at the end of the day. <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding – stories used are recorded on weekly planning based on the Big Idea/Learning for the week • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words - stories used are recorded on weekly planning based on the Big Idea/Learning for the week 					

	<ul style="list-style-type: none"> Use new vocabulary in different contexts - new vocabulary is recorded on weekly planning based on WORD AWARE approach <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. <ul style="list-style-type: none"> Learn rhymes, poems and songs. Engage in non-fiction books - texts used are recorded on weekly planning based on the Big Idea/Learning for the week Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - stories used are recorded on weekly planning based on the Big Idea/Learning for the week 					
	Circle times to talk about self, family, the world around them Rhymes and songs	Retell stories by exact repetition or in own words	Non-fiction texts Poetry			
Personal, Social and Emotional Development - Self-regulation Managing self Building relationships	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. <ul style="list-style-type: none"> Think about the perspectives of others. Manage their own needs. - Personal hygiene 					
	PATHS Picture News	PATHS Picture News	PATHS Picture News	PATHS Picture News	PATHS Picture News	PATHS Picture News
Physical Development - Gross Motor Skills Fine Motor Skills	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <ul style="list-style-type: none"> Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <ul style="list-style-type: none"> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 					
	Forest School sessions PE	Forest School sessions PE	Forest School sessions PE	Forest School sessions PE	Forest School sessions PE	Forest School sessions PE
Literacy	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. 					

<p align="center">- Comprehension Word Reading Writing</p>	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. 		
	<p>Writing name Writing labels Forming letters correctly</p> <p>Read, Write, Inc.</p> <p>Guided Reading</p>	<p>Writing captions</p> <p>Read, Write, Inc.</p> <p>Guided Reading</p>	<p>Writing sentences</p> <p>Read, Write, Inc.</p> <p>Guided Reading</p>
<p align="center">Mathematics - Number Numerical Patterns</p>	<ul style="list-style-type: none"> • Count objects, actions and sounds. <ul style="list-style-type: none"> • Subitise. • Link the number symbol (numeral) with its cardinal number value. <ul style="list-style-type: none"> • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. <ul style="list-style-type: none"> • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. <ul style="list-style-type: none"> • Continue, copy and create repeating patterns. <ul style="list-style-type: none"> • Compare length, weight and capacity. 		
	<p>Linking number symbol with cardinal number value Subitise More/Less Compare numbers Bonds to 5 Patterning/repeating patterns</p> <p>2D shapes</p> <p>Methods: Five frames Number lines to 10</p>	<p>Count beyond 10 Bonds to 10 Composition of numbers to 10 Compare length More/less 3D shapes</p> <p>Methods: Tens frames Number lines to 10 Part-Part-Whole method</p>	<p>Weight and capacity</p>

<p>Understanding the World - Past and Present People, Cultures and Communities The Natural World</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. <ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 					
	<p>Me and My Body – my senses</p> <p>Map work - Local walk</p> <p>Autumn</p> <p>Harvest</p>	<p>Guy Fawkes</p> <p>Remembrance Sunday</p> <p>Hinduism – Diwali</p> <p>Christmas – Christmas here and around the world</p>	<p>Winter</p> <p>Chinese New Year</p>	<p>Stories from around the world</p> <p>Easter – Visit to the Abbey</p>	<p>Spring and Life cycles – woodlands and rainforests</p> <p>Different environments</p> <p>David Attenborough – animals in England, animals in Africa, animals in Australia etc</p>	<p>Summer around the world</p> <p>Isambard Kingdom Brunel – Bridges and Construction (linked to Maths – shape composition)</p>
	<p>Little People, Big Dream Books: David Attenborough, Marie Curie, Mary Anning, Rosa Parks, Martin Luther King, Florence Nightingale</p> <p>Construction and Design: Isambard Kingdom Brunel</p>					
<p>Expressive Art and Design - Creating with Materials Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. <ul style="list-style-type: none"> • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 					
	<p>Self-portraits – pencil drawing</p> <p>Painting with different tools</p> <p>Colour</p>	<p>Collage and texture</p> <p>Colour and shape</p>		<p>3D Sculpture</p>		
	<p>Charanga</p>	<p>Charanga</p>		<p>Charanga</p>		

Statutory Early Learning Goals – Define the level of development children should be expected to have attained by the end of the EYFS and support teachers to make a holistic, best-fit judgement about a child’s development, and their readiness for year 1.

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.

	<ul style="list-style-type: none"> • 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.
Personal, Social and Emotional Development	<p>Self-Regulation</p> <ul style="list-style-type: none"> • 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. <p>Managing Self</p> <ul style="list-style-type: none"> • 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. <p>Building Relationships</p> <ul style="list-style-type: none"> • 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.
Physical Development	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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	<p>Comprehension</p> <ul style="list-style-type: none"> • 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, nonfiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • 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.

	<p>Writing</p> <ul style="list-style-type: none"> • 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.
<p>Mathematics</p>	<p>Number</p> <ul style="list-style-type: none"> • 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • 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.
<p>Understanding the World</p>	<p>Past and Present</p> <ul style="list-style-type: none"> • 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.

	<ul style="list-style-type: none"> • 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.
Expressive Arts and Design	<p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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.

Principle 7 'Partnership with parents'

- Partnership with parents is strong and respectful.
- Parents are given clear information about progress through parent meetings and end of year reports.
- Parents are supported with home learning ideas shared on Tapestry and Seesaw.