



early years
development
curriculum
EYPS
nutrition
inspection
funding
school
skills
early intervention
health
SEN
nursery
play
foundation stage

EYFS: How we implement our curriculum at KPNS

Early Years Foundation Stage Curriculum Statement

At KPNS, we aim to:

Here at Keyworth Primary and Nursery School, we strongly believe that the ***'Early Years Foundation Stage'*** provides the building blocks and foundations for a child's educational journey and future. Our primary objective is to ensure that children entering our Early Years Foundation Stage undergo holistic development, encompassing physical, verbal, emotional, creative, intellectual, and spiritual growth, fostering a positive outlook towards school and becoming lifelong learners. We believe that all children deserve to be valued as individuals, and we are passionate about supporting all children to achieve their full, unique potential and set them on their journey to their future school careers. Our foundation unit (Nursery & Reception) follow the EYFS statutory framework.

Intent:

Our planning reflects our **intent**, what we want our children to learn and when. This is all outlined in our long-term plan overview, medium term plans, big idea posters and weekly planning documents.

Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

-more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND, pupils with English as an additional language (EAL).

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons and interactions during continuous provision.
- Spaced retrieval activities embedded into planning and practise- *'Big Idea Questions'* and vocabulary revisited after each topic to assess what knowledge and skills have been remembered.

The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

- Planning scrutiny and book dips to evaluate the impact of what is known and remembered (in EYFS, this may be observing teaching inputs or the children during their continuous provision).
- Pupil interviews/Learning walks; assess impact of spaced retrieval, what is known and remembered.
- External and internal moderation within Equals Trust Groups for QA and to share best practise.
- SIL and Governor visits to monitor provisions and provide clear next steps.
- Planning and delivering CPD.

The Subject Leaders also have responsibility for resources, storage and management. All of the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor monitoring visits
- Head Teacher reports
- The School Improvement Plan

Our EYFS Aims and Principles

An Enabling Environment

Characteristics of Effective Teaching & Learning

Creating and Thinking Critically

- Having their own ideas
- Using what they know to learn new things
- Choosing ways to do things and finding new ways

Active Learning

- Being involved and concentrating
- Keep on trying
- Enjoying achieving what they set out to do

Playing and Exploring

- Being willing to have a go
- Finding out and exploring
- Using what they know in their play

Features of Effective Practice

Best for every child

High quality care

Curriculum: What we want the children to learn.

Pedagogy: How we enable the children to learn.

Assessment

Self-regulation and executive function

Partnership with parents

How we deliver each of the areas of the EYFS

Communication & Language

Listening, Attention & Understanding

Speaking

Personal, Social and Emotional Development

Self-regulation

Managing Self

Building Relationships

Physical Development

Gross Motor Skills

Fine Motor Skills

Literacy

Reading
A combination of word reading and comprehension

Writing

Mathematics

Number

Numerical Patterns

*Shape, space and measures

Understanding the World

Past and Present

People, Culture and Communities

The Natural World

Expressive Arts and Design

Creating with materials

Being imaginative and expressive

All providing the building blocks, skills, and knowledge for children to access their learning throughout their journey at KPNS:

[see curriculum overviews on the school website](#)

Our EYFS Aims and Principles



| Aims | Principles | Key actions to achieve these |
|---|---|---|
| <ul style="list-style-type: none"> To lay the foundations of learning creating children that are curious, engaged and motivated to learn. To create an inclusive, safe environment that allows every child to flourish. To develop children who are kind, respectful and understand their own and other feelings and beliefs. To nurture children to become independent and resilient individuals. For children to know that keeping healthy means doing things that are good for your body and mind. To create a strong partnership with parents and the local community. To create a pathway that allows children to transition confidently into year 1 and become lifelong learners. To provide a secure foundation of education through planning for the learning and development of each individual child. Assessing and reviewing what they have learned regularly. | <p>Children learn through play and make meaning of the world through experiences. Children are unique and will progress at different rates.</p> <p>An enabling environment where children feel safe and secure, both indoors, outdoors and emotionally will promote their development.</p> <p>Children learn to be independent and strong individuals through positive relationships, empowering children to have the confidence to make their own choices while maintaining respect for others and recognising that all are entitled to develop as an individual, with their own cultural and spiritual beliefs.</p> <p>Children are prepared for living in the modern world.</p> <p>Positive parental and community engagement will help children to achieve their full potential.</p> <p>Children have the fundamental skills and knowledge to build on in the rest of their school career.</p> <p>All children to achieve their potential.</p> | <p>Children are at the heart of all we do.</p> <p>Staff tune into children, observe, and understand every child's development. All staff understand steps for children to achieve desired goals and support them to achieve these.</p> <p>Safeguarding procedures are in place.</p> <p>Provide a range of stimulating resources outside and inside that offer rich learning experiences, provide challenge and risk to cater for all individual needs and foster the characteristics of effective early learning (see document for more details)</p> <p>Exposing children to a range of different cultures, backgrounds and family dynamics will help establish strong values, morals and tolerance. Environment reflects diversity. Staff include all children and families so feel safe and valued.</p> <p>Children learning about healthy diets, regular exercise, having enough rest and positive thinking will help promote a long, healthy, happy life.</p> <p>Regular and consistent communication established and maintained (see how implement seven areas of effective practice)</p> <p>Working with adults for children to expand their knowledge and skills by enriching their cultural capital through experiences and vocabulary.</p> <p>School to have an aspirational specified curriculum which reflects the children's needs and is progressive and cohesive across the school. Language and vocabulary to be at the forefront of the EYFS curriculum.</p> |

An Enabling Environment



Our enabling environment can be split into three important factors:

- **The Emotional Environment** – the atmosphere of our setting and how it feels.
- **The Indoor Environment** – the resources available in the indoor space, how they are accessed and how activities are led.
- **The Outdoor Environment** – the resources available in the outdoor space, how they are accessed and how activities are led.

Our enabling environment plays a key role in supporting children's learning and development across all seven areas of the EYFS.

We believe that children learn and develop best in caring, supportive environments which respond to their individual needs.

Our enabling environment will ensure that children grow and develop to be 'resilient, capable, confident and self-assured'.

We believe that giving children the physical and mental space in which to enable learning in a safe environment is key to their growth.

Building blocks to an enabling environment

- Create an environment that is welcoming, warm and facilitates a sense of belonging.
- Ensure staff understand the importance of building warm and supportive relationships and nurturing the child's development.
- Provide interesting and familiar objects and resources for children to explore independently, allow children to decide what they play with, where they play and who with. It is also important to offer activities that are new to them.
- Ensure that the activities offer room for indoor and outdoor play if possible and that there is sufficient space for the children to move and explore.
- Provide a range of activities which serve different purposes and promote different areas of development, such as: inspire role play, problem solving, exploration of personal relationships and quiet time and reflection.
- Try to ensure activities focus on process more than the end result.
- Ensure that the environment and activities support the individual needs of the children. This includes making sure the resources are at a child-friendly height and easily movable.
- Focus on each individual child's progressing development and consider how you could incorporate their interests into activities. When could they have choice and control, and is the environment meeting their needs?
- Consider creating an area that is quiet and allows children the time and space to focus without noise distractions. This may be especially helpful for children with special educational needs (SEN).
- Involve the children as much as possible when you create the setting's ground rules for behaviour

The emotional environment

- Ensure our unit is inclusive and values all children by embracing all cultures, languages, ethnicity, religions and special needs and disabilities.
- Welcome children using their name and with warmth and familiarity – always with a smile!
- Encourage parents to stay and play a while to aid the transition from home to our early years setting (this can also help to reassure children when they observe the relationship between a parent and our staff).

- Develop 'Welcome Wednesday's' and allow parents to visit with their child/children and be a part of their child's learning journey.
- Make sure all staff and practitioners within the setting understand that their approach needs to be a positive one where they show empathy.
- Have a clear behaviour policy and that is applied consistently by all staff.

A good emotional environment will help children create more **positive relationships** with staff and other children.

The indoor environment

- Ensure the indoor environment feels comfortable, safe and homely.
- Make sure the setting and all the elements within it are clean and safe – each half term check equipment and clear out any resources that are old, tired or broken.
- Use displays of photographs, drawings and posters to encourage interest and inspire.
- Try to make as many play and learning resources as possible accessible to the children themselves, think about the environment from a child's height – can they reach things and easily see posters and displays?
- Create specific areas for different types of play so that children can easily access and distinguish between activities on their own –include a messy area, a book area, a mark making area, a construction area, a craft area, a quiet area, a role playing area, a senses area, a technology area etc
- Ensure resources for the children are accessible, age appropriate and clearly labelled –using Widgit pictures as well as words to mark boxes.
- Encourage children to find the things they want independently within the setting.
- Model, Include and encourage children when tidying and putting away equipment.
- Regularly review how areas are used by observing the children at play– if they are not being used think about why not and consider what you could do to either make the area more accessible and inviting/stimulating, or alternatively re-develop the area.

The outdoor environment

Outdoor spaces and learning environments provide contact with the natural world allowing children to use all of their senses.

Outdoor learning environments allow children to experience problem-solving, risk-taking and big-scale play in a safe environment. They can use all of their senses and be creative in a different way using an outdoor space.

- Make sure that children have the opportunity to be outside as much as possible throughout the year, even in the cold winter months. Experiencing different weather is a fantastic learning and play opportunity for children. Ensure they have the correct clothing/footwear/hats to allow stamping in puddles, playing with snow or playing safely out in the sunshine.
- Talk to children about personal safety and the safety of others to help them understand how to behave in an outdoor setting.
- Offer a multi-sensory environment by including areas for different types of outdoor play with different resources –sand play and wet play areas, wheeled toys, balls, areas for planting or with flowers and vegetables, areas with larger items such as boxes, crates or tyres, areas focused on animals and insects such as bird feeders or log piles.
- An outdoor environment gives you the space you need to plan activities that cannot take place indoors – larger scale activities held outdoors will encourage collaboration and cooperation between the children.
- Ensure the outdoor environment caters for all the children – think about those with mobility issues and how they will use the space.

COEL: Creating and Thinking Critically



Having their own ideas

Using what they know to learn new things

Choosing ways to do things and finding new ways

Building blocks to Active Learning:

- Thinking of their own ideas and solving real problems
- Finding new ways to do things
- Making links and noticing patterns and things that are similar
- Making predictions
- Testing their own ideas to find out
- Starting to identify cause and effect
- Planning: making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well things are doing part way through
- Changing their planned approach as necessary
- Reviewing how well something worked
- Introducing and understanding through different perspectives

Continuous Provision and Enabling Environment:

- When planning activity areas and individual activities we ensure there is an opportunity for children to find their own ways to represent and develop their ideas. Open ended activities, give a stimulus but not an idea. The creative table, transient art, construction area and small world play area all promote this.
- We provide opportunities for children to play with materials and explore them before using them in focus to plan or undertake tasks. For example, balance arms always need to be played with first before you can introduce weighing objects.
- We provide varied opportunities for play as these enable children to think creativity and flexibly to solve problems and to link ideas. Some good examples of this are the water wall, den making potion making...
- Establish enabling conditions for rich high-quality play such as: space, time, flexible resources, child choice, child control, warm and supportive relationships. A good environment is like a second teacher.
- Develop recognisable and predictable routines to help children to predict and make connections in their own experiences. For example children know to get their white board and pens after play because they know it is phonics.
- Have established routines that can be flexible but are still always orderly and consistent.
- Provide linked experiences for the year that follow the ideas children are thinking about and have shared in previous activities and days. See Termly and Yearly overviews.
- Display pictures and examples of previous learning to help children make relationships and remember prior success and knowledge.

Role of Adult:

- Adults use the language of thinking and learning words such as: *“think, know, remember, forget, idea, make sense, plan, learn, find out, confused, figure out, and, trying to do”*
- Adults model being a thinker show that you don’t always know an answer or what will happen. *“Lets find out together.”*
- Explain their curiosity and how sometimes they can be puzzled and need to find out to understand Model talk I wonder what will happen? I didn’t think that would happen.
- Encourage open-ended thinking by asking questions such as what else is possible. I wonder what will happen?
- Respect children’s efforts and ideas and reward them so they feel confident to take a risk with a new idea.
- Talk aloud to help children to think and control what they do. Model self -talk describing their own actions in play and exploration.
- Give children time to talk and think and don’t always provide them with an answer immediately if they don’t contribute.
- Value the questions and predictions children make.
- Remind children of previous approaches that have been either successful or unsuccessful and encourage them to make connections between what they are doing now and previous experiences.
- Use pretend play to think from someone else’s point of view. I wonder what Goldilocks was thinking when she went into the bear’s house?
- Model the creative process showing own thinking about some of the many possible things that could be done as a next step.
- Encourage children to describe problems they are encountering and to help others find solutions. Adults listen and join in with child led conversations. Adults don’t constantly fire questions at children.
- Give feedback and help children to review their own actions and learning: talk with them about what they are doing, how they plan to do it, what worked well, and what were they would change next time.
- Model the plan do review process to them and talk aloud I think this will happen, but I am not sure I am going to try this to find out...

Being willing to have a go
Finding out and exploring
Using what they know in their play

Building blocks to Active Learning:

- Explore their environment and be curious to find out more. Learning areas are set up for children to choose equipment and be able to use it independently.
- Children are able to plan and think ahead about how they will explore or play with objects. Plans are made and changed as their play evolves.
- Children are encouraged to show curiosity about objects, events and people.
- Guide their own thinking and actions by talking to themselves while playing.
- Use their senses to explore the world.
- Make independent choices. Do things independently that they have been previously taught. co
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

Continuous Provision and Enabling Environment:

- Stimulating and good quality resources are freely available to children, and they can access them independently.
- Resources are allowed to be used in different and creative ways by children.
- Resources and activities are modelled carefully before left out in free play, but children are praised for good ideas of how to use them differently.
- Resources are available to be used so that children can plan their learning as they play, transient art shelves, light boxes are used to allow pictures to be planned and changed without the fear of “doing it wrong.”
- Sensory experiences are planned in for all topics to engage the children’s curiosity. E.g. ice melting, baking, smell pots, videos.
- Indoor and outdoor space is flexible, and pupils can adapt it and take things from one area to another if needed/appropriate. They know where to put it back once they have finished with it.
- Opportunities for role play are available and promoted with high quality resources and adult modelling and playing with the children. Add enhancements to home corner e.g. Toy kitten, cat bed, cat bowl, food, litter tray.
- Some areas are calm and orderly to support pupils in concentrating when this is needed.
- We put resources and activities out in continuous provision once we have modelled and taught how they are used. Model a board game and play as class before putting in continuous.
- Children are invited to bring in items, photos, leaflets from home to talk to their peers about and share experiences.
- Change in seasons, change in living things caterpillars to butterflies. Listen to different styles of music and look at different styles of art.
- Opportunities to play freely and solve own problems are given. Loose parts old radios, natural objects.
- First-hand experiences are planned for and are frequent element of children’s experiences and activities. Trips out visitors in pets, parents to talk about their jobs, local charities.

- Small world resources and activities are varied and made attractive to all pupils, weekly story or theme and adults' model how to play in it.
- Exploration tables/areas are created, and these are used by adults to develop children's ability to explore and investigate science potion making, snail environments, magnets, variety of water science related toys.
- Game type activities and resources are a key feature/element of continuous provision.

Role of Adult:

- Play alongside children and show own interest in learning and identifying new things. Listen to the child and follow their lead.
- Help children to do what they are trying to do without taking over. Explain aloud thinking that identifies how to overcome problems. Adults give a running commentary on what they are doing. Adults talk to self and play next to children who will not engage.
- Join in with play that children are undertaking, fitting in with their ideas and actively encouraging those who need it. Adults listen to the children and go with their lead. Adults don't put children on the spot by asking leading questions. Adults give a running commentary of what child is doing and they will learn to talk out loud as they problem solve.
- Model pretending that objects are something else and how to develop stories and activities.
- Encourage children to try something new. We have weekly challenges in each area to encourage children to explore all areas.
- Adults help children identify their own risks and dangers Ask do you think that is safe? What might happen?
- Adults offer reassurance and reward when children lack confidence to try new things.
- Adults pay attention to how individual children are engaging in activities (the challenges they face, their effort, thoughts, approach, and enjoyment)
- Talk about and show examples of how we get better at things by practising them lots and learning from mistakes, when things go wrong. Adults encourage growth mind set.

COEL: Active Learning



Being involved and concentrating

Keep on trying

Enjoying achieving what they set out to do

Building blocks to Active Learning:

- Maintaining focus on their activity for a period of time. Periods of uninterrupted play are planned into the daily routine.
- Showing fascination in things. A variety of different topics and activities are planned for to encourage the children to show awe and wonder.
- Not being easily distracted and paying attention to details. Children are given the opportunity to leave models and craft out to come back at a later time in the day or the next day.
- Paying attention to details. Encourage more detail. What else can you add to make it even scarier or stronger?
- Persisting with activity when challenges occur. We know our children. All different some will give up and become frustrated without help. Some will need a model to copy. Others happy to learn through making their own mistakes.
- Showing a belief that more effort or a different approach will pay off.
- Bouncing back after difficulties. Encourage children not to give up. This is easier for them in self chosen activities.
- Showing satisfaction in meeting their own goal.
- Being proud of what they have accomplished and how they accomplished it
- Enjoy meeting challenges for their own sake not just for external reward or praise. They are intrinsically motivated.

Continuous Provision and Enabling Environment:


- Provide new and unusual things for the children to explore especially those that are linked to their interests. Use hooks like gloop left on a tree, or vegetables tied up Supertato.
- Ensure a wide range of play and exploratory areas and activities are available to children. We have a variety of areas potion making, light box, magnets, variety of sand and water toys. Loose parts. Add extra resources to the role play to keep it fresh.
- Areas are resourced with good quality resources that stimulate focused activity and learning. Resources are changed half termly or when appropriate.
- Notice what raises children's curiosity and provide stimuli and activities that match to this. Create hooks to get the children enthused.
- Ensure children have time and freedom to become deeply involved in activities. Adults try not to pull children away who are engrossed in an activity.
- Keep significant and key activities and resources out for longer periods of time. Adults know that children like the reassurance of knowing what will be out each day, and look forward to coming back to it.
- Always some form of familiar home corner, construction area and design and make table.
- Ensure there is space for all children to contribute and take part in activities.

Role of Adult:

- Support children to choose their own activities and to identify how they will do them. September Introduce a new area at a time and model it. Stimulate children's interest through shared attention and to calm overstimulated children.
- Help children to become aware of their own goal to make a plan and to review. This is done by open ended questioning. *What do you think will happen if... How can we make it better, different, stronger, heavier etc. Do you think that will work?*
- Adults describe what they see children trying to do and encourage them to talk about their own approaches and successes. Adults Give a running commentary e.g. I like the way you fastened those together it is much stronger now.
- Be specific with praise, note effort and concentration and praise persistence and problem-solving. Adults know that the end product is not always the main success. Encouraging children to reflect on their creations through questioning. *'I wonder how you could make it even better?'*
- We share successes at the end of some sessions. Encouraging children to identify how others have been successful and to work together and share ideas.
- Give reasons for doing things and talk about your own learning and the learning that is happening, not just direct children to do things *"I am going to work out how many more snails than spiders we have as I need to find out who needs the bigger home. I could really do with some help. What shall I do first?"* Works better than *"Tell me how many more spiders than snails we have?"*
- Encourage children to find solutions to their problems.

Seven Features of Effective Practice (Development Matters- September 2023)

Seven Features of Effective Practice



1 The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - think flexibly
 - inhibit impulsive behaviour.
- These abilities contribute to the child's growing ability to self-regulate:
 - concentrate their thinking
 - plan what to do next
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans.
- Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

7 Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

Personal Social and Emotional Development

ELG: Self-Regulation



ELG Children at the expected level of development at the end of reception will:

- 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.

F1 (Nursery)

Building blocks to self-regulation:

- Sorting out their own milk and straw at snack time
- Building up skills to toileting independently
- Understand instructions (less defiance)
- Able to tidy up with prompts
- Exploring the environment by themselves

F2 (Reception)

Building blocks to self-regulation:

- Understanding turn taking
- Show resilience
- Understanding the intents
- Strategies for staying calm
- Work with other adults and children
- Working in other area
- Valuing the experience not outcome always
- Turn taking, waiting (ongoing)
- Looking after equipment
- Expressing needs
- Able to set own goals
- Conflict resolution
- Ignore distractions with support

Continuous provision:

- Environment where children know making mistakes is okay.
- Establish routines.
- Calm me space/sensory room and resources to regulate emotions
- Giving children sense of responsibility (little jobs) front of line monitor/tidy up monitor/outside area
- Colour Monster resources to access in the environment to talk about feelings
- Social stories
- Visual prompts of expectations
- Provision offers children opportunity to achieve a goal set by themselves or one suggested to them.
- As progress so does demand of provision e.g. use of a tool
- Talking about feelings (understanding facial expressions- using visual prompt) even as an adult modelling- see Jigsaw curriculum.
- Involving children in decision making about resources/ room layout/ based on interests.
- When reading stories, talk about how the characters might be feeling.

Role of adult:

- Model positive behaviour to others
- Talking about feelings (in different everyday situations and modelling how to manage these)
- Model ways of calming self-e.g. *rainbow breathing*, *yoga breathing*
- Modelling compromises and turn taking
- Referring to 'The Keyworth Code' regularly, praising and referring back

Continuous provision:

- Environment where children know making mistakes is okay.
- Establish routines.
- Valuing children's interest and family culture to develop child seeing themselves as valuable.
- Provision moves children from playing alongside to with and offers challenges to solve problems together.
- Recognising and name emotions
- Encourage children to work in different groups.
- Plan specific activities that encourage talk about feelings and opinions- see Jigsaw curriculum.
- Opportunities for children to reflect and self-evaluate their own work/creations and work of others.
- Reading stories about characters facing challenges, talking about how they might overcome how the character is feeling.

Role of adult:

- As nursery
- High expectations of children following the rules - '*The Keyworth Code*'.
- Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour linked to the '*Keyworth Code*'
- Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset, or confused.
- Give children strategies of staying calm when frustrated.
- Support children to set own goals.
- Celebrate children's personal achievements and share with the class.

Personal Social and Emotional Development

ELG: Managing Self



ELG Children at the expected level of development at the end of reception will

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.

| F1 (Nursery) | F2 (Reception) |
|--|---|
| <p>Building blocks to managing-self:</p> <ul style="list-style-type: none"> • Respond to the routines of the day • Show more confidence in new social situations • Children learn how to solve conflict age appropriately (with support and modelling) • Develop appropriate ways of being assertive • Develop understanding of age-appropriate rules- linked to the 'Keyworth Code' • To be engaged in an activity for increasing periods of time • Able to access activities independently • Gaining responsibility of tidying things away (with support) • Becoming increasingly independent in meeting their own care needs. | <p>Building blocks to managing self:</p> <ul style="list-style-type: none"> • Respond to the routines of the day • For children to see themselves as valuable • Children to develop skill of evaluating own work/creations • Children developing skills of problem solving • Children to realise the importance of following rules • Developing the ability to see another's point of view • Understanding the importance of looking after themselves • To take responsibility to tidy up (<i>choose, use it, put it away</i>) |
| <p>Continuous provision:</p> <ul style="list-style-type: none"> • Resources labelled clearly and organised so children can access easily and independently • Opportunities for children to play and explore, learning to solve problems e.g. finding that the biggest brick needs to go on the bottom of the tower • Provide familiar resources for children to practise skills and correct own mistakes/problem solve • Rules displayed with visual prompts (Keyworth Code) • Books to enhance activities • Independent access to toilet and washing facilities. • Dressing up clothes available to encourage dressing skills independently. | <p>Continuous provision:</p> <ul style="list-style-type: none"> • As nursery • Opportunities for problem solving with support of adults and independently • Visual aids in the toilet, sink area and to support children when getting changed for PE • Opportunities to practise skills • Provide familiar resources for children to be able to evaluate and refine outcomes • Books to enhance activities |

Role of adult:

- Model positive behaviour to others
- Set clear boundaries and routines
- Interact calmly and sensitively with children
- Teach skills and support children to achieve them e.g. toileting, putting a coat on and doing the zip, using a knife and fork
- If appropriate, give children time to solve problems independently before offering support
- Modelling compromises and turn taking
- Referring to rules regularly- praising and referring back
- Narrate your problem -solving process e.g. *I'm going to put the biggest brick on the bottom, so my tower won't fall down.*
- Tune in to child's interest, having a conversation with children about what they have noticed, repeat and extend what the child has said to develop language

Role of adult:

- As nursery
- High expectations of children following the rules (referring to Keyworth Code daily)
- Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
- Talking with a child about their behaviour, how the other child feels and what could he/she do next time
- Talk with children about their interests, likes and dislikes
- Model skills and support children to achieve them e.g. using scissors
- Offer constructive support in recognition of child's personal achievements and for child to identify next step on how to improve.
- If appropriate, give children time to solve problems independently.
- Work alongside child to solve a problem by tuning in to their interest, using sustained shared thinking asking open ended questions (*I wonder what would happen if we...., Tell me more...*), encouraging children to generate own ideas and explanations. Re-capping and clarifying child's ideas to extend his/her thinking and language
- Talking about own decisions of how to stay healthy and being a regular part of the school day embedded into daily routines (e.g. washing hands)

Personal Social and Emotional Development

ELG: Building Relationships



ELG Children at the expected level of development at the end of reception will:

work and play cooperatively and take turns with others;

•form positive attachments to adults and friendships with peers;

•show sensitivity to their own needs and those of others.

| F1 (Nursery) | F2 (Reception) |
|---|---|
| Building blocks to building relationships: <ul style="list-style-type: none"> • Being engaged in tasks and activities alongside others • Respond to a familiar adult and seek him/her out • Engage in an adult led activity • Show interest in other children and what they are doing. • Respond to physical or verbal cue from another child when joining in an activity • Show physical or verbal cues to ask another child to join in activity • Can comment on what others are doing to extend play/keep play going | Building blocks to building relationships: <ul style="list-style-type: none"> • Respond to physical or verbal cue from another child when joining in an activity • Show physical or verbal cues to ask another child to join in activity • Have a conversation with others to elaborate play and build on what another child has said • Ask appropriate questions that link to activity or task • Developing the ability to see another's point of view • Understand turn taking and able to wait for a response |
| Continuous provision: <ul style="list-style-type: none"> • Safe environment with consistent routines and expectations (The Keyworth Code) • Organised environment that children familiar and comfortable with • Provision includes familiar and new activities supported and modelled by an adult to encourage engagement • Pretend play planned around children's interests and experiences • Quiet areas established | Continuous provision: <ul style="list-style-type: none"> • As Nursery • Provision moves children from playing alongside to working with others and offers challenges to solve problems together. • Recognising and naming emotions – using 'Colour Monster' resources to support • Encourage children to build multiple relationships- partner work in continuous provision challenges |

Role of adult:

- Model positive behaviour to others
- Set clear boundaries and routines
- Be consistent
- Support children to express their feelings appropriately, using tools to support (Colour Monster)
- Interact calmly and sensitively with children
- Tune in to child's interest, having a conversation with children about what they have noticed, repeat and extend what the child has said to develop language

Role of adult:

- As Nursery
- Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
- Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.
- Give children strategies of staying calm when frustrated

Physical Development

ELG Gross Motor Skills



ELG: Children at the expected level of development at the end of reception will:

- 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.

| F1 (Nursery) | F2 (Reception) |
|--|---|
| <p>Building blocks to achieve gross motor skills:</p> <ul style="list-style-type: none">• Move with increasing confidence• Increasing core strength• Improved balance on two feet, one foot and on 3 wheeled scooters/balance bikes• Can cross the midline to draw a line on a large vertical surface• Remembering sequence of movements• Manipulate large equipment• Upper arm and shoulder strength developing• Able to rotate lower arms and wrist independently• See self-regulation and managing self to develop collaboration skills to work with others to move equipment. | <p>Building blocks to achieve gross motor skills:</p> <ul style="list-style-type: none">• Move with increasing confidence, control and fluidity• Continue to develop core strength• Balance on two feet, one foot and on 2 and 3 wheeled scooters/balance bikes/ bikes without stabilisers• Developing own ideas for sequence of movements, remembering and completing the sequence.• Manipulate large and smaller equipment with increasing control• Using both hands and starting to prefer dominant hand to use both small and large equipment• See self-regulation and managing self building blocks to develop collaboration skills to work with others to move equipment |
| <p>Continuous provision:</p> <ul style="list-style-type: none">• Large- and small-scale equipment available for children to use indoor and outdoor provision• Opportunity for children to move and climb safely.• Routines and boundaries established so children understand how to be safe with visual prompts to support• Planned opportunities for children to develop age- appropriate skills• Provision allows all to access e.g. spaces are accessible for children with a broad range of abilities, balls made of softer material, level of adult support | <p>Continuous provision:</p> <ul style="list-style-type: none">• As Nursery and develop with resources that offer physical challenge e.g. children able to climb higher if want to• Regular access to outdoor space |

Role of adult:

- Establish safety rules and boundaries together and remind children regularly
- Play alongside children to support, challenge and enhance children's physical skills and development
- Lead movement – play activities when appropriate and sometimes with music and songs
- Scaffold skill development activities and know when to gradually reduce the support offered for children to become independent (e.g. fireman's pole on climbing frame)
- Model vocab of movement and of instruction
- Encourage children to use skills and knowledge in different situations
- Encourage children to be independent.

Role of adult:

- As Nursery
- Planned PE lessons to include teaching skills of precision and accuracy.
- Noticing children who struggle with gross motor control and planning targeted interventions to support skills (balancing, travelling etc)
- Model using correct vocabulary when talking about movement and position.

Physical Development

ELG Fine Motor Skills



ELG: Children at the expected level of development at the end of reception will:

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

F1 (Nursery)

Building blocks to achieve:

To build up strength in hands and develop dexterity

Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.

To do their own zip

- Teach squiggle and write dance sessions with ribbons, fabric wavers or like music, then move onto pens or crayons using fist grip.
- Movement with squiggle then crayons go left to right, up and down and then around in circles.
- Weekly Dough disco builds up strength as the dough is rolled into a sausage shape and ball, squeezed, flattened and pressed.
- Weekly 'let's get squiggling' sessions to model drawing simple shapes using control
- Building Blocks to develop the pincer grip.
- Using tweezers or tongs to pick up objects.
- Using the pincer grip to pick up small items like buttons.
- Using straws, string, and pipe cleaners to thread through holes
- Printing activities to make patterns and shapes.

F2 (Reception)

Building blocks to achieve:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Strengthening control and dexterity. Suggested tools: *pencils for drawing and writing, paintbrushes, chalks, scissors, knives, forks and spoons.*

- RWI 'handwriting' sessions linked to daily sound.
- Weekly Dough disco to control each finger at a time pressing one or two of them into the dough and keeping the rest away. Give each finger a name to make this easier, Tommy thumb, Peter pointer, Toby tall, Ruby ring, Baby small. Each finger to touch the thumb to build up dexterity

Building Blocks to develop the pincer grip

- Using clothes pegs and tweezers in activities and games.
- Using pincer grip to pick up even smaller items like sequins.

To develop proprioception (Knowing how much pressure is needed.)

- Using staplers and hole punches to learn how much pressure is needed.
- To use water and objects such as cotton buds and water to write over chalk on boards.
- Placing tinfoil underneath writing paper/book to make an indent to show pressure needed.

Building blocks to develop wrist Pivot:

- Hammering nails into melons/golf tees into clay
- Paint rollers and window cleaners on walls

Principles underlying good handwriting (at a table) – 'Perfect Handwriting position' during RWI sessions:

- *Hand ready in a tripod grip – teach children how to do this right from Day 1.*
- *Feet on the floor?*
- *Bottom at the back of the chair?*
- *Body one fist from the table?*
- *Shoulders down and relaxed?*

| | |
|---|--|
| | <ul style="list-style-type: none"> • <i>Lean forward slightly?</i> • <i>Left/right hand holds the page?</i> |
| <p>Continuous provision:</p> <ul style="list-style-type: none"> • Daily opportunities to access fine motor control (tailored to children's needs) • Resources to practice control, pressure, and pincer grip. • Opportunities for children to play and explore, using construction materials. • Provide familiar resources in order for children to practise skills and correct own mistakes • Build with big construction materials such as Duplo bricks. • Shape sorting boxes to complete and inset puzzles • Activities to hammer golf tees into pumpkins or clay. • Hammering pins into cork boards to make patterns/pictures. • Threading large beads, cotton reels onto straight objects like spaghetti (this also develops left to right sequence). • Dolls and toys to dress in order to practise fine motor skills. • Malleable table available to build up muscle strength and pressure. | <p>Continuous provision:</p> <ul style="list-style-type: none"> • As nursery • One of the children's weekly 'challenges' in continuous provision to link to mark making/fine motor development. • Build with smaller construction materials such as Lego. • Playing with peg boards • Complete jigsaw puzzles, gradually with smaller pieces. • Balance activities e.g. marbles onto golf tees. • Push straws into own milk carton. • Dexterity and pincer grip developed using a variety of activities such as peg boards, nuts and bolts, paper clips onto paper or fabric etc. • Threading smaller beads onto string and laces. • Opportunities to practise fine motor skills with age-appropriate resources e.g. Smaller beads to thread, smaller items to be picked up with the tweezers • Threading beads • Clay, Playdough and Therapy Putty concentrating on pinching and rolling • A box lid with a slot or a money box and coins • Pegs and pegboards • clothes pegs and washing line • Sponges, pipettes, small jugs in water play • Rice/ sand on a tray or in a container |
| <p>Role of adult:</p> <ul style="list-style-type: none"> • Teach skills and support children to achieve them. • Have a set time each week for dough disco. • Model and ensure children complete fine motor control activities • Children are taught letter formation with letters in their name using a variety of tools e.g, big paint brushes in water, finer in paint, sand or flour) | <p>Role of adult:</p> <ul style="list-style-type: none"> • As nursery • Have fine motor activities always accessible in continuous provision. Include in weekly challenges. • Handwriting letter formation linked to RWI picture card sayings. • Intervention groups are taught for children who are still not ready for writing with a pencil and instead they practise letter formation in a variety of ways. • Drawing and painting skills are taught using step by step techniques. • Pencil and paintbrush are modelled with the pincer grip. |

- Stages of grip development displayed for staff to see- helping support children with their pencil grip

- Intervention groups are taught for children who are still not ready for writing with a pencil and instead they practise letter formation in a variety of ways
- Drawing and painting skills are taught using step by step techniques.
- Pencil and paintbrush are modelled with the pincer grip.

Communication and Language

ELG: Listening, Attention and Understanding



ELG Children at the expected level of development at the end of reception will:

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

| F1 (Nursery) | F2 (Reception) |
|---|---|
| <p>Building blocks to achieve:</p> <ul style="list-style-type: none"> • Knows to look at who is talking • Think about what has been said • Respond when name is called • Understand one step instructions progressing to 2 step instructions and instructions with prepositions e.g. on, in, under, next to • Respond to simple questions e.g. what, where, why • To pay attention for longer periods of time e.g. building up to 10 minutes • Look at the person the child is talking to and show an interest • Is able to listen and follow familiar picture books identifying a character or talking about the story/the key parts (See Nursery 'Star books') • Retell story with beginning, middle and end • To join in and remember 10 nursery rhymes/songs (See 'Nursery Rhyme Spine') | <p>Building blocks to achieve:</p> <ul style="list-style-type: none"> • Able to play and listen at the same time • Able to understand a three -part instruction without delay • Responds to how and why question • To pay attention and focus for up to 20 mins • Able to listen to and talk about stories with understanding • Able to talk about non-fiction books using new knowledge and vocabulary • Can understand the humour in funny rhymes and jokes • Can retell a story in the correct sequence with detail using T4W strategies • Can listen and understand a story told without pictures or props • Can hold a conversation, responding appropriately to others • Can listen attentively and respond to what they hear with relevant questions in small and large groups • To join in and remember 20 songs and rhymes (see '<i>Reception Nursery Rhyme Spine</i>') |
| <p>Continuous provision:</p> <ul style="list-style-type: none"> • Provision allows opportunities for children to listen and respond to each other e.g., home corner, role play and small world play • Story telling opportunities e.g. small world play, puppet theatre | <p>Continuous provision:</p> <ul style="list-style-type: none"> • As F1 (nursery) • Variety of more challenging reading materials • Giving opportunities to develop deeper learning using vocab taught in topic in their role –play • Modelling good listening during role-play and small world play |

- Variety of reading material available e.g. rhymes, story books, non-fiction books, comics
- Give opportunity to talk about / ask and answer questions about books
- CD player to listen to stories, songs, rhymes
- Timetabled sessions and quieter spaces provide opportunities for communication

- Opportunities to re-tell and create own stories in continuous provision (large scale s maps, mark making s maps, props from T4W text).

Role of adult:

- Model and facilitate 'positive interactions' – giving children time to respond, listen more than you talk, adapt language to meet needs of children, get down to a child's level, have conversations with each child every day.
- To use visual aids to show what a good listener looks like
- Give children time to speak and listen to each other in quiet situations, small groups
- Curriculum plans include specific vocabulary to be taught
- Variety of reading material available e.g. rhymes, story books, non-fiction books, comics
- Give opportunity to talk about / ask and answer questions during carpet sessions and relating to stories shared
- Listen to music/stories on iPad and IWB

Role of adult:

- Model and facilitate 'positive interactions' – giving children time to respond, listen more than you talk, adapt language to meet needs of children, get down to a child's level, have conversations with each child every day.
- To extend children's language/understanding by modelling extending sentences
- To give children the opportunity to work in different groups, pairs and one to one with adult
- Talk partners used during carpet sessions so all children can share their ideas/have chance to speak

Communication and Language

ELG: Speaking



ELG: Children at the expected level of development at the end of reception will:

- 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.

F1 (Nursery)

Building blocks to achieve speaking:

- To use longer sentences of four to six words.
- To learn and remember new vocabulary (see curriculum intent plans)
- To start a conversation with an adult or a friend and continue it for several turns.
- To use talk to organise themselves and their play.
- To use talk to express an idea/ feeling or to explain what happened or may happen
- Understands how to group objects, such as foods or clothes.
- Uses most speech sounds, but may distort some of the more difficult sounds, such as l, r, s, sh, ch, y, v, z, th.
- Uses consonants in the beginning, middle, and ends of words.
- Uses verbs that end in "ing," such as "walking" or "talking"
- To ask questions and respond to questions using simple sentences.
- To start to link simple sentences.
- To know and say/sing 10 familiar nursery rhymes/songs (see Nursery Rhyme Spine)
- To join in with repeated refrains in stories.

F2 (Reception)

Building blocks to achieve speaking:

- To learn and use new vocabulary (see vocab intent on planning)
- Use well- formed sentences (speaking in longer sentences/using 'Stem sentence' starters (e.g., *the weather today is...*, *yesterday I...*)
- To ask questions (what, how, when, who)
- To know words can be put into groups and can give common examples in them: e.g. Animals: dog, cat, horse...
- To use words more specifically to make the meaning clearer: e.g. "*I saw a funny monkey. It was a spider monkey.*"
- To say most words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables
- Connect one idea or action to another using a range of connectives when speaking (and, because)
- To use sequential language when retelling an event or a story
- To understand a range of related words to describe concepts: e.g. soon, early and late; soft, hard, and smooth
- Starts and takes part in individual and group conversations.
- Joins in, organises and sustains co-operative role play with friends and can use talk to 'pretend' and take on roles
- Use language to ask, negotiate, give opinions and discuss ideas and feelings
- To know and say/sing 20 familiar nursery rhymes/songs
- To retell the story, once developed a deep familiarity with the text; some as exact repetition and some in own words (Talk for Writing)

Continuous provision:

- Language rich environment
- Provision allows opportunities for children to listen and respond to each other eg home corner, role play
- Story telling opportunities eg small world play, puppet theatre
- Variety of reading material available eg rhymes, story books, non-fiction books, comics
- Timetabled sessions and quieter spaces provide opportunities for communication, story- telling and sharing stories
- Talking rules established
- Linked activities to book read to allow children to practise and consolidate vocabulary and narrative structures

Continuous provision:

- As F1 (Nursery)
- Story telling opportunities extended e.g. resources available to draw own story map, adult available to record story
- 'Star' books in book corner for children to rehearse/re-tell as they know them so well from being shared frequently

Role of adult:

- All adults to model and facilitate 'positive interactions' – giving children time to respond, listen more than you talk, adapt language to meet needs of children, get down to a child's level, have conversations with each child every day.
- All curriculum plans include specific vocabulary to be taught
- Nursery 'star' books, nursery rhyme spine and other language rich resources read/sang at least daily to children
- Visual cue or action used to support children to learn and remember new vocabulary.
- Model words and phrases relevant to the area being taught, deliberately and systematically.
- Use the vocabulary repeatedly through the week.
- Keep a list of previously taught vocabulary and review it in different contexts.
- Give opportunity to talk about / ask and answer questions about books
- Share fortnightly poems that children learn and add actions to- helping to understand and apply vocabulary
- Narrate own and children's actions
- Model talk routines through the day: Good morning, What is the weather today, today is.....
- Model story- telling eg Story maps, talk for writing

Role of adult:

- As F1 (Nursery)
- Model and promote talking and listening rules
- Model and support own children's story telling eg S maps
- Work alongside child to solve a problem by tuning in to their interest, using sustained shared thinking asking open ended questions (I wonder what would happen if we..., Tell me more...), encouraging children to generate own ideas and explanations.
- Re-capping and clarifying child's ideas in order to extend his/her thinking and language 'I really want to know more...' 'Do you think that...'

- Tune in to child's interest, having a conversation with children about their play, what they have noticed, repeat and extend what the child has said to develop language

Literacy

ELG: Comprehension & Reading



ELG: Comprehension

Children at the expected level of development at the end of reception will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

F1 (Nursery)

Building blocks to achieve:

- Develop phonological awareness by:
 - using listening activities incorporating environmental sounds, instrumental sounds, body percussion, voice sounds, rhyme, rhythm and alliteration.
 - Use Talk for Writing routines – establishing vocabulary/repetitive refrains and storytelling.
 - Introducing RWI Nursery framework (picture cards in Spring Term)
- To understand print has meaning.
- To understand we read English text from left to right and from top to bottom.
- To be made aware of the different parts of a book
- To identify signs and symbols in the environment and recall what mean
- Recognise own name in print form
- To be able to recall the character in a story or an event in a fiction book read by an adult

F2 (Reception)

Building blocks to achieve:

- Children to build phonic knowledge and skills by following RWI structure of teaching
 - daily RWI speed sound lessons
 - at specific stages using word time RWI lessons
 - Introduction and progression using RWI blending books, ditty sheets, red ditty story books, green story books and purple story books.
- Say speedy sounds (set 1 then set 2)
- Blend sounds together to read CVC words
- Blend sound together to read CCVC and CVCC words
- Read tricky words within the relevant RWI ditties/storybooks
- Read simple phrases or sentences at appropriate phase- linked to RWI ditties & storybooks.
- To retell a story, once developed a deep familiarity with the text; some as exact repetition and some in own words (talk for writing)
- To be able to answer how and why questions about a text.
- To start to use a story voice/expression when reading a familiar story.

| | |
|--|---|
| <ul style="list-style-type: none"> • To be able to recall a fact from a non-fiction book read by an adult • To know and join in 10 rhymes/songs • To be able to say what happened at the beginning, middle and end of a story with prompts • Say what might happen next in a story • To be able to hear and push sounds together (orally blend) when an adult 'Fred Talks' (end of Nursery) | <ul style="list-style-type: none"> • To be able to say what happened at the beginning, middle and end of a familiar story. • To know and understand key vocabulary identified from both talk for write and big idea topics. |
| <p>Continuous provision:</p> <ul style="list-style-type: none"> • Range of everyday print displayed eg ASDA, symbol for a bus stop, construction signs • Range of high-quality reading materials available reading areas including familiar nursery '<i>star books</i>' for the children to access. • Small world opportunities for children to retell stories and create own • Role play opportunities for children to retell stories and create own narratives • Communication friendly spaces that allow children to interact with each other. • Quiet areas for children to share books and create their own stories with puppets/characters | <p>Continuous provision:</p> <ul style="list-style-type: none"> • Planned opportunities for children to apply phonic knowledge and skills – e.g. reading hunts outside • RWI desktop sound charts accessible for children to access • Range of high-quality reading material available across the unit including '<i>Reception star books</i>' • Small world opportunities for children to retell stories and create own • Role play opportunities for children to retell stories and create own • Opportunities for children to create own stories using talk for write strategies- story maps, story baskets etc. |
| <p>Role of adult:</p> <ul style="list-style-type: none"> • Weekly planned texts to be read over and over throughout the week- giving children familiarity • Encourage children to join in with rhyming refrains by using the rhyme of the week • Sharing books regularly with children in continuous provision • When reading, model how to handle a book, tracking text and draw attention to different parts of the book • Picking high quality texts -retelling them over and over to develop a deep familiarity with the text & vocab (Nursery '<i>star books</i>') • Interacting with the children in small world and role play to develop play situations/understanding and vocabulary (positive interactions). | <p>Role of adult:</p> <ul style="list-style-type: none"> • Weekly planned texts to be read over and over throughout the week- giving children familiarity and understanding of the story/vocab • Reading books sent home to match children's phonic ability. • Sharing books regularly with children in continuous provision – talk for writing text matched with resources in continuous provision to encourage storytelling. • Delivering high quality, systematic RWI phonics lessons- children grouped according to the sounds they know. • When reading, model how to handle a book, tracking text and draw attention to different parts of the book • Bronze, silver, gold reading awards as an incentive to read at home. • Engage with parents to support learning to read process. (phonic evening, Tapestry memo's, blog resources and school video training resources) |

- Encourage children to talk about books asking simple questions (who, what, where)
- Identify Tier 2 vocabulary in books to explain and use the vocabulary repeatedly through the week.
- Model a story telling voice
- Show a passion for reading and a love of books each day!

- Encourage children to talk about books asking questions (who, what, why, how, where)
- Identify Tier 2 and discuss Tier 3 vocabulary in books to explain and use the vocabulary repeatedly through the week- add actions to help remember words and 'word wizard' time for spaced retrieval of previous vocabulary covered
- Model intonation and expression when reading a story.
- Show a passion for reading and a love of books each day!

Literacy

ELG: Writing



Children at the expected level of development at the end of reception will:

- 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.

| F1 (Nursery) | F2 (Reception) |
|--|---|
| <p>Building blocks to achieve writing:</p> <ul style="list-style-type: none"> • Develop phonological awareness and tuning into sounds. • To access a range of mark making tools and use them for a purpose (paintbrushes, chalk etc) • Develop from making random marks on page to mark making with control and being able to talk about marks made. • Draw some simple shapes and pictures with support (let's get squiggling) • Copy letters from name with support • Write name independently with recognisable letters (end of Nursery) | <p>Building blocks to achieve writing:</p> <ul style="list-style-type: none"> • Children continue to build phonic knowledge and skills by following RWI programme • Form some recognisable letters eg ones in child's name • Children to write lower case correctly • Spell words at phonic phases 2, 3 and 4 by segmenting the word, hearing the phoneme, matching the phoneme to the grapheme, and writing the grapheme • Spell tricky words at phonic stage 2 and 3 correctly • Write labels • Write lists • Children to be taught how to think of a sentence, remember the sentence, write the sentence and re-read it to check it makes sense. • Children to write capital letters correctly • Write a sentence with a capital letter and full stop |
| <p>Continuous provision:</p> <ul style="list-style-type: none"> • A range of mark making tools and paper available both indoor and outdoor • Small world opportunities for children to retell stories and create own • Role play opportunities for children to retell stories and create own | <p>Continuous provision:</p> <ul style="list-style-type: none"> • A range of mark making tools and paper available both indoor and outdoor • Displays and resources to support children's writing e.g. model of phonemes taught, word and phonic mats, topic words, • Planned opportunities for children to apply phonic knowledge and skills • Mark making opportunities as part of role play area/construction area, giving children a purpose for writing (e.g. designing a building, writing a telephone message down) • Small world opportunities for children to retell stories and create own • Role play opportunities for children to retell stories and create own |

Role of adult:

- Help children tune into different sounds by making changes to rhymes and songs eg Twinkle, twinkle chocolate bar
- Play regular 'Fred Talk' games to help children orally blend sounds together
- Encourage children to join in with rhyming refrains
- Miss out word in a rhyme for children to complete it
- Using objects or pictures, play games where children have to match rhyming pairs or find items that start with the same phoneme.
- Model within play the purpose of writing
- Using high quality texts from school writing/ reading long term plan practice retelling the story to develop a deep familiarity with the text

Role of adult:

- Timetable daily direct teaching of RWI phonics- including handwriting/letter formation
- Support children to segment words (modelling 'Fred Fingers') and use of sound charts
- Using high quality texts -practice retelling the story to develop a deep familiarity with the text
- Model how to draw story maps to retell story using time connectives eg next, then and adverbs e.g. fortunately, unfortunately
- Support children to draw own story maps and listen to the retell prompting use of time connectives and adverbs to link parts of story
- Model how to substitute to change story
- Planned shared writing and guided writing sessions
- Model writing both in large and small groups and individually when needed.
- Model within play the purpose of writing involving children in the process
- Agree expected writing purposes in provision eg writing labels for saved models, recording score on a game, sign up sheets

Mathematics

ELG: Number

Children at the expected level of development at the end of reception will:

- 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.

| F1 (Nursery) | F2 (Reception) |
|--|--|
| Building blocks to achieve: <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (subitise) • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5 • Link numerals and amounts to 5 | Building blocks to achieve: <ul style="list-style-type: none"> • Count objects, actions and sounds in everyday situations • Subitise up to 5 • Understand number can be represented in a variety of ways • Match numeral to cardinal value • Recall number facts within 5 automatically |
| Continuous provision: <ul style="list-style-type: none"> • Counting books in reading corner • Number lines and number tracks – eg self-registration • Numbered resources (e.g., 4 pencils in a pot) • Numicon and Numicon boards • Objects to sort and count - compare bears/linking camels/small vehicles/pom poms etc. • Interactive number display (1-5) displaying numbers in different ways. • Large dice with both dots and numbers to play and create games with (e.g., jump this number of times) • Containers to empty and fill (e.g., egg boxes/empty chocolate boxes) • Stacking activities (cups/towers) | Continuous provision: <ul style="list-style-type: none"> • Sing counting songs – forwards and backwards songs • Counting books in reading corner • Counting games – eg hide and seek outside, What's the time Mr Wolf? • Dominoes • Dice games/board games with numerals • Pairs games • Cubes and other manipulatives • Numicon and numicon boards • 5 and 10 frames • Objects to count both natural and man-made • Games with buckets and throwing a number of bean bags or balls • Number displays in classroom showing ways to represent quantities to 10 • Number lines and number tracks – eg self-registration, • Objects to match – eg socks • Objects to sort – eg buttons, shapes, beads, compare bears etc • Cards representing numbers in different ways to compare, order and sort • Double-sided counters • Dot plates • Numbers on pots for scissors, hole punches, pencils etc |

Role of adult:

- Counting routines instilled into daily practice (children that are here/at tables/in the line/wearing red today/etc)
- Fruit/milk selection counted each day – how many people have apples/oranges/nothing?
- Model one to one counting, saying numbers in order
- Sing counting songs – forwards and backwards songs
- Ask children to give you..... 3 paint brushes.....etc
- Counting things that cannot be seen (e.g. bleeping the door to go outside)
- Playing and modelling simple counting games (hopsotch/board games/pairs etc)
- Referring to familiar numbers – e.g. 2 shoes/2 hands/5 fingers to aid subitising concept
- Subitising games – e.g 3 bowls with different amounts of objects under quickly show and ask ‘find the tricky 2’ ‘find the wonderful one’ ‘find the thrilling 3’
- Helping children become familiar with subitising- when playing e.g. ‘have you got 2?’ – thumbs up/thumbs down- model by counting how many at the end
- Adult modelling/verbalising numbers whenever possible e.g., ‘can you pick up those 4 cars please’

Role of adult:

- Count daily children in line, at tables, in groups, chairs at tables, etc saying the number in the count – cardinal number. Counting everyday routines
- Model one to one counting, saying numbers in order
- Ask children to give you..... 3 paint brushes.....etc
- Prompt children to subitise – eg I don’t think we need to count those we can see they are in a square shape, there are 4.
- Explore the composition of numbers to 10 using objects, fingers, dots on dice etc. Model on 5 frames and ten frames
- Model conceptual subitising: “Well, there are three here and three here, so there must be six.” Emphasise the parts within the whole: “There were 8 children in the room. Two have got their coats on and 6 haven’t yet.
- Model partitioning in practical games. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don’t?
- Weekly focus on one number to 10
- Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: “Seven went in the tent and 2 came out. I wonder how many are still in there?”
- Play card games such as snap or matching pairs with cards where some have numerals and some have dot arrangements.
- Ask children to explain how they have sorted or arranged objects.

Mathematics

ELG : Numerical patterns



Children at the expected level of development at the end of reception will:

- 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.

| F1 (Nursery) | F2 (Reception) |
|---|---|
| Building blocks to achieve: <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Compare quantities using language: 'more than', 'fewer than'. • Solve real problems up to 5 in the classroom | Building blocks to achieve: <ul style="list-style-type: none"> • Count and say numbers in order beyond 20 • Compare quantities and numbers using language of more/fewer/same/less than • Understand and know 1 more and 1 less for consecutive numbers to 10 • Explore the composition of numbers to 10, being able to represent numbers to 10 in a variety of ways |
| Continuous provision: <ul style="list-style-type: none"> • Counting books in reading corner • Cubes and other manipulatives • Objects to count both natural and man-made • Role play counting and sharing food, plates etc • Objects to match/sort and compare • Numicon and Numicon boards • Counting games – hopscotch/hide and seek/board games/dominoes • Labelled quantities (pencils in pots/babies in cot/plates on the table in the home corner) • Number apparatus – squishy numbers/dot cards/number cards for children to interact/match quantities to • Counting together (in 10 seconds we are going to start tidying up) • Objects to stack (cubes/cups/magnets) • Jack and the beanstalk measuring lines- children enjoy making towers and comparing heights by counting total. | Continuous provision: <ul style="list-style-type: none"> • Counting books in reading corner • Objects to match and sort • Counting games – e.g. hide and seek outside, What's the time Mr Wolf? • Dominoes • Dice games/board games with numerals • Cubes and other manipulatives • Numicon and Numicon boards • 5 and 10 frames • Objects to count both natural and man-made • Games with buckets and throwing a number of bean bags or balls • Number displays in classroom showing ways to represent quantities to 10 • Number lines, number tracks and 100 squares • Interactive games on the board • Role play sharing food, plates etc • Feely bag for different number of objects as well as for shape description • Cards representing numbers in different ways to compare, order and sort • Double-sided counters |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Dot plates • Chairs to set up as buses/trains |
| <p>Role of adult:</p> <ul style="list-style-type: none"> • Deliver maths focused carpet sessions linked to White Rose 3 times a week (Master the Curriculum) • Count children in line, at tables, in groups, chairs at tables, etc saying the number in the count – cardinal number. Counting instilled to everyday routines • Model one to one counting, saying numbers in order (counting finger) • Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words • Model comparing amounts/questioning children (e.g., who has more?) | <p>Role of adult:</p> <ul style="list-style-type: none"> • Deliver NCETM Mastering number programme and White Rose through daily maths sessions • Count children in line, at tables, in groups, chairs at tables, etc saying the number in the count – cardinal number. Counting part of everyday routines • Model one to one counting, saying numbers in order • Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. • Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well. • Make up stories of sharing – snacks, food, toys – model with objects • Model sharing odd number of objects between 2 • Ask questions – what they notice, how do they know, can they show another way etc • Subitising (on fingers/in the environment/5 & 10 frames) |

Mathematics

Shape space measures and spatial awareness to be 'dripped' throughout the year



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

| F1 (Nursery) | F2 (Reception) |
|---|---|
| <p>Building blocks to achieve:</p> <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes eg circles, rectangles, triangles and cuboids using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' • Understand position through words alone- no actions or pointing – in, on, under, up, down • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately eg for building models • Combine shapes to make new ones • Talk about and identify the patterns around them. eg: stripes, designs Use informal language like 'pointy', 'spotty' • Extend and create ABAB patterns • Begin to use first, then, after that appropriately • Comparison- what is the same? What is different? | <p>Building blocks to achieve:</p> <ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order 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. • Continue, copy and create repeating patterns. Notice errors in patterns • Compare length, weight and capacity. |
| <p>Continuous provision:</p> <ul style="list-style-type: none"> • Natural and man-made objects to create pattern • Construction resources- Lego/Duplo bricks/wooden blocks • 2D shapes to manipulate and explore • Water areas with different containers to compare • Sand areas inside and out where children can compare and talk about filling and emptying different sized containers • Dough to manipulate in different ways • Sensory play (cornflour/glitter/sand) to mark make/copy shapes and patterns • Jigsaws | <p>Continuous provision:</p> <ul style="list-style-type: none"> • Water areas with different containers to compare • Sand areas inside and out where children can compare and talk about filling and emptying different sized containers • Role play including post office, shops etc where children can compare size and weight of objects. • Cubes to measure length • Rulers • 3D shapes to build with. • 2D shapes to make pictures and patterns with |

| | |
|---|---|
| <ul style="list-style-type: none"> • Geo boards • Toys that encourage positional language (dolls house/teddy bears picnic etc) • Equipment to build obstacle courses (crates/wooden planks) • Patterned paper/clothes/rugs • Beanstalk to compare heights of children/objects/towers • 3D shapes to create with (box modelling/building) • Resources that encourage pattern creating (compare bears/numicon/beads) • Books that explore size in book corner (Goldilocks/superworm etc) | <ul style="list-style-type: none"> • Pegs, cubes, beads, pens etc to copy continue and create repeating pattern • IWB – create patterns • Record own height, hand/foot length and compare to peers and adults • 2D and 3D shape hunts around the unit • Jigsaws • Printing using shapes • Teddies and other toys to take on positional language journeys • Equipment for obstacle courses • Balance scales • Planting – measure growth of plants • Ribbon, string, dough snakes etc to compare and measure • Egg timers |
| <p>Role of adult:</p> <ul style="list-style-type: none"> • Model comparative language – bigger/smaller, heavier/lighter, full/empty • Model identifying patterns in clothes/wrapping paper/outside etc • Model repeating patterns with natural objects – eg stick, stone, stick, stone • Noticing shapes in the environment and describing their properties (look the clock is round it's a circle, can you find anymore circles?) • Modelling positional language – 'put your hands behind your back' • Questioning – what is the same? What is different (e.g. shapes/objects) | <p>Role of adult:</p> <ul style="list-style-type: none"> • Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that." • Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?" • Model continuing and creating a repeating pattern • Model language to compare and describe shapes |
| <p>Vocabulary</p> <ul style="list-style-type: none"> • 2D Shape names (circle/square/triangle/rectangle) • Positional language (in/on/under/behind/next to/between) • Heavy/light/heavier/lighter • Full/empty/overflowing • Describing shape vocab: straight/curved • Pattern • Same/different (compare) | <p>Vocabulary</p> <ul style="list-style-type: none"> • Heavy, light, heavier, lighter • Tall, short, long, taller, shorter, longer • Full, empty, overflow • Square, rectangle, triangle, circle, cube, cuboid, sphere, cone, cylinder • Side, corner, face, edge, vertices, flat, curved • Repeating pattern |

Understanding The World

ELG: Past and Present



ELG: Children at the expected level of development at the end of reception will:

- 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.

| F1 (Nursery) | F2 (Reception) |
|--|--|
| Building blocks to achieve Past and Present <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Children to know about different occupations • Being able to order events | Building blocks to achieve Past and Present <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Talk about pictures, stories, artefacts, real accounts of events that have happened in the past and identify what is similar and the differences • Being able to order events |
| Continuous provision: <ul style="list-style-type: none"> • Photos of the children's family and friends • Role play corner/ small world themes with different occupations • Visual timetable of the day | Continuous provision: <ul style="list-style-type: none"> • Photos of the children's family and friends • Role play corner/ small world themes with different roles in the community (police, firefighters, doctors, nurses) • Share stories, songs and pictures from things in the past and present from a range of cultures • Visual timetable of the day and year (add as year progresses with birthdays, celebrations, holidays, what we've been learning about) |
| Role of adult: <ul style="list-style-type: none"> • Show interest in children's lives and prompt the children to talk about who the people at home are and their memories • Adult model and encourage use of planned vocabulary related to theme/ occupation of role play eg opticians • Refer to visual timetable using language of time and correct tense • Reading and discussing stories and wordless books • Sequencing a story with actions, small world and role play | Role of adult: <ul style="list-style-type: none"> • Sequencing a story with actions, small world and role play • Reading and discussing stories and wordless books • Talking about why things happen in stories • Show interest in children's lives and prompt the children to talk about who the people at home are and their memories by sharing own memories e.g. I remember when I was.... • Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. Adult model and encourage use of planned vocabulary related to theme/ occupation of role play eg opticians, bakery |

- Story maps (link to TFW)
- Singing songs and nursery rhymes
- Make note of what the trees look like outside – when talking about the weather- take pictures and refer back to over the year

- Story maps (link to TFW)
- Refer back to visual timeline with the children '*Remember in September when we first started school, and in December when we went to the pantomime*' etc
- Print tapestry photos of children and their families for displays and children to refer to in continuous provision

Understanding The World

ELG: People, Culture and Communities



ELG: Children at the expected level of development at the end of reception will:

- 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.

| F1 (Nursery) | F2 (Reception) |
|--|--|
| Building blocks to achieve People, Culture and Communities <ul style="list-style-type: none"> • Develop positive attitudes about the differences between people (see Jigsaw planning) • Children to know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Building blocks to achieve People, Culture and Communities <ul style="list-style-type: none"> • Draw 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. • Look at features of own environment and compare to another region • Look at features of own life and compare to another child in another country. |
| Continuous provision: <ul style="list-style-type: none"> • Books, small world, role play, display reflect school community and range of cultures | Continuous provision: <ul style="list-style-type: none"> • Opportunity for children to draw maps of real things or from story settings- large paper added to small world play to encourage map making skills • Photos of places of local importance • Resources across provision reflect different celebrations throughout the year • Books and resources reflect diversity, a range of cultures and people |
| Role of adult: <ul style="list-style-type: none"> • Encourage and prompt talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. • Answer their questions and encourage discussion. • Show interest in children's lives and prompt the children to talk about places they have visited • Using books, maps and props adult model and encourage use of planned vocabulary related to theme about places | Role of adult: <ul style="list-style-type: none"> • Talk about Keyworth Primary & Nursery school where it is. • Using digital maps and photos of school setting, prompt and encourage children to talk about what they notice • Model how to draw a simple map from an aerial view • Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own and family's experiences where possible- Church Visit (Autumn 2) • Show interest in children's lives and prompt the children to talk about who the people at home are and their memories by sharing own memories e.g. I |

in the world to identify things that are the same and different

remember when I celebrated...., At the weekend..., In the summer holidays I went to....

- Using photographs from adults and children, films and books talk about different places in Great Britain
- Using photographs, film and books talk about similarity and differences about children's lives in another country (travel, home, food)

Understanding The World

ELG: The Natural World



ELG: Children at the expected level of development at the end of reception will:

- 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.

| F1 (Nursery) | F2 (Reception) |
|--|--|
| <p>Building blocks to achieve</p> <p>PLANTS</p> <ul style="list-style-type: none"> Noticing change in a plant growing To know what a plant needs to sun, water to grow. To know that plants are flowers, grass, trees. <p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> To group animals according to features and their environment EG farm animals/sea creatures. To know and be able to name a pig, cow, sheep and know they live on a farm To know and be able to name a tiger, elephant, giraffe, lion. Naming basic parts of the body To know the difference between food that is good for us and a treat. <p>EVERYDAY MATERIALS</p> <ul style="list-style-type: none"> Sensory experiences to explore textures and properties of materials. <p>SEASONAL CHANGE</p> <ul style="list-style-type: none"> Weather observations Linking clothes to seasons Sensory experiences to explore different types of weather. | <p>Building blocks to achieve</p> <p>PLANTS</p> <ul style="list-style-type: none"> Know that a flowering plant consist of roots, stem, leaves and flowers, Know the concept of growth, change and decay. Know daisy, daffodil, poppy and sunflower by sight. Know an oak tree by sight <p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> To know that a pig is a farm animal, a rabbit can be a pet, an elephant is a wild animal, and a whale is a sea creature, a ladybird is an insect To group animals according to features and their habitats. Must take care when observing and handling animals. To know what factors, contribute to a healthy lifestyle <p>EVERYDAY MATERIALS</p> <ul style="list-style-type: none"> To know an object is made from a type of material. Know that materials can be hard, soft, strong, weak, heavy, light, solid and runny, smooth, and rough. To know how to group materials according to own criteria. <p>SEASONAL CHANGE</p> <ul style="list-style-type: none"> To know a year is split into 4 seasons and the names of the seasons. From own observations and books, be able to name changes caused by seasons e.g. know that the weather changes, hotter in the summer, colder in the winter <p>Recall key vocabulary and big idea questions identified from planning through regular, planned spaced retrieval sessions.</p> |

These are examples of provision and do not cover everything that is provided in our Early Years classrooms as a number of areas are driven by children's interests and how children develop their learning through exploration and enquiry with the support of the adults around them.

Provision in both Nursery and Reception will be similar. However, through more direct teaching in reception and role of adult support provides opportunities for the children to further develop skills and knowledge.

| Continuous Provision | Opportunities for exploration and enquiry | Links to science curriculum |
|---|--|--|
| sand/water | Collect information through senses. how liquids and solids behave under different conditions (e.g. adding other things to the water or sand to cause a change) sieving dissolving floating and sinking movement How water pushes up when try to push boat underneath water | To understand animals and humans Forces Materials |
| Construction/ creative/ fine motor table | Properties of materials (rigid, flexible, stable, fragile) Mixing paint, viscosity in liquids Exploring how things work | Materials Forces |
| Cooking/baking | Heating, cooling, melting, dissolving, mixing, changing, healthy eating | To investigate living things To understand animals and humans |
| Outdoor large play | Climbing frame Pushing and pulling Friction of different surfaces Weight Use of wheels | To understand animals and humans Force materials |
| Outdoor garden | Planting, growing, seasonal change, changing materials (mud kitchen), mini beast hunts, looking at decay e.g. change in an apple core when left Exploring environment, comparing to other environments Observing and naming plants and animals Sound walks- distinguishing environmental sounds | Understanding plants Investigating living things Sound Earth, space and Seasonal change |
| Small world play | Animals Buildings Settings (pond, beach, swamp, forest, space, field, sea etc) Vehicles (magnetic attraction and repulsion with trains) Natural and man-made materials (pebbles, cones, shells, bark etc) Using magnifying glasses, torches (can the light shine through the material?) Exploring how things work | Investigating living things Earth, space and Seasonal change Materials Force |
| Mid morning snack, lunchtime | Different types of food, healthy eating | To understand animals and humans |

Role of adult:

- Encourage children to talk about what they see.
- Model observational and investigational skills. Ask out loud: “I wonder what will happen if...?”
- Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.

| <p>Vocabulary</p> <p>PLANTS: flower, tree, leaf, trunk, same, similar, different, sort, language to describe colour, shape, comparative language of size.</p> <p>ANIMALS INCLUDING HUMANS: fish, bird, same, similar, different, sort, language to describe colour, shape, comparative language of size, sleep, water, healthy, food, teeth.</p> <p>EVERYDAY MATERIALS: wood, plastic, water, paper, hard, soft, shiny.</p> <p>SEASONAL CHANGE: grow, flower, tree, leaf, sun, hot, cold, wind, rain, ice, weather, same, different, language to describe colour, shape, clothes.</p> | <p>Vocabulary</p> <p>PLANTS: grow ,flower, plant, tree, roots, stem, leaf, trunk, same, similar, different, sort, language to describe colour, shape, comparative language of size.</p> <p>ANIMALS INCLUDING HUMANS: growth, fish, bird, skeleton, same, similar, different, sort, language to describe colour, shape, comparative language of size, names of body parts (head, tail, claws etc), exercise, sleep, water, healthy, unhealthy, food, teeth</p> <p>EVERYDAY MATERIALS: Object, material, wood, plastic, glass, metal, water, rock, paper, fabric, elastic, foil, card/cardboard, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, float, sink, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p> <p>SEASONAL CHANGE: Autumn, Winter, Spring, Summer, grow, flower, plant, tree, leaf, sun, hot, warm, cold, wind, freeze, melt, ice, snow, weather, same, similar, different, language to describe colour, shape, clothes.</p> |
|---|--|

Expressive Arts and Design

ELG: Exploring Using Media and Materials.



Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- 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.
- Create collaboratively, sharing ideas, resources and skills.
- Children sing songs, make music and dance, and experiment with ways of changing them.

F1 (Nursery)

Building blocks to achieve:

Drawing

- Experiment with blocks, materials, colours, and marks.
- Make marks, draw circles and lines.
- Draw faces enclosed spaces with increasing detail. Give meaning to marks.
- Mark make to represent own ideas and feelings.

Painting

- Explores colour and how colours can be changed.
- Colour mixing

Printing

- Print with various resources -large blocks and sponges, natural objects, and body parts.

Modelling/Collage/textiles

- Beginning to be interested in and describe what things feel and look like
- Experiment to create different textures.
- Use glue spatulas and glue sticks with support.
- Manipulate materials to achieve a planned effect.
- Select materials and use simple tools appropriately e.g. snips paper
- Fastening materials together in different ways (mainly glue and Sellotape/masking tape)

F2 (Reception)

Building blocks to achieve:

Drawing

- Hold a pencil and other mark making materials with control and confidence.
- Draw a person with basic features in right place. Tell an adult what they are drawing.
- Draw and name different styles of line – straight, curved, wavy, zigzag, begin to add more detail to pictures.
- Draw from imagination and observation.
- Children draw using simple shapes such as circles, squares and triangles.

Painting

- Hold a paintbrush. Use brushes of different thickness to add detail and fill in shapes.
- Look after paint brushes. Know that we clean them with water.
- Paint using ready- mixed paints. Tell an adult what they are painting.
- Know that adding black or white can make colours darker or lighter.
- Can experiment with colours to make new colours.
- Begin to paint within lines to add colour rather than just outlines.
- Use colour to express ideas, thoughts and feelings.

Printing

Collage

- Use stamper prints to create patterns and pictures.
- Use of body parts to print / make marks on papers.
- Develop simple repeating patterns.

Clay

- Hold and use scissors correctly to cut papers and fabrics into simple shapes and strips.
- Stick two objects/materials using glue.
- Sort materials by colour and texture using descriptive vocab.
- To experience different malleable materials including clay, plasticine and play dough.
- To manipulate dough or clay for a purpose (e.g. making a diva lamp)
- To be able to use hands mould into a shape.
- To begin to roll clay.
- To make marks in clay using tools.
- To know that once dried it cannot be changed.

Modelling

- To be able to use junk/recycling materials to create models.
- To fold paper.
- To use tape, split pins, treasury tags, staples, and glues to join materials.
- To use constructions resources to make models.
- To stack 3D shapes/blocks to create temporary models.
- To use scissors to cut materials

Textiles

- To thread objects into strings and wools or a purpose.
- To explore different materials, talking about what they feel like and what they might be used for (e.g. a waterproof coat for a bear in the rain)
- To experiment with weaving techniques with paper, wools and fabrics.

Computing

- Can take photographs on the classroom iPads
- Operate different equipment in the setting purposefully (e.g. turning CD player on/off)

Artists

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| | <ul style="list-style-type: none"> • Comment about different artist creations- what they see and how it makes them feel. |
| Continuous provision: <ul style="list-style-type: none"> • Display children's work • Range of mark making resources to explore. • Range of natural objects to explore/build and create. • Opportunities to explore scale with a variety of materials and resources. • A variety of materials provided for children to explore and describe. • Outdoor chalks • Range of construction resources both indoors and outdoors | Continuous provision: <ul style="list-style-type: none"> • Display children's work • Opportunities to explore a range of materials inside and outside • Opportunities to join materials. • Planned activities designed to develop specific skills e.g. joining & fastening half termly skill to model different techniques to the children in make and do area • Indoor and outdoor opportunities to use natural and man-made materials. • Examine the works of a particular artist as designated by the school art and design curriculum. |
| Role of adult: <ul style="list-style-type: none"> • Use positive interaction strategies to listen and understand what children want to create before offering suggestions. • Model creating and making for a purpose- explaining out loud what you are doing any why. • Encourage children to draw from imagination and observation. • Model explicit drawing of simple pictures- pointing out key features, shapes of line- articulating step by step • Model vocabulary when discussing their own children's and other artist's work. • Invite outside professionals in to widen children's experiences and ideas (see enrichment overview) | Role of adult: <ul style="list-style-type: none"> • Model and articulate the skills being taught when creating/building/making • Support children to apply those skills throughout the year, allowing them to become confident and independent. • Model vocabulary when discussing their own children's and other artists work. • Focus on skills and process rather than outcome. • Model and support children to use a range of joining methods. • Work alongside children to solve problems, tuning into their interest, using sustained thinking asking open ended questions (<i>I wonder... if I ...</i>) encourage children to express own ideas. Recapping and clarifying ideas to extend their thinking and language. • Provide children with opportunities to make creative decisions about the content of their work, select appropriate media to work with and make their own choices. • Encourage children to work together to collaborate their ideas and share resources. |

Expressive Arts and Design

ELG: Being Imaginative:



Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Children at the expected level of development will:

- Begin to develop complex stories and storylines using small world equipment like animal sets, dolls and dolls houses etc.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

F1 (Nursery)

Building blocks to achieve:

Music

- Explore instruments and begin to name them. Tambourine, drum, shaker and triangle
- Listen with increasing attention to sounds.
- Talk about what they have heard and how they feel about it.
- Can identify and match an instrumental sound, Eg hear a shaker and indicate that they understand it is a shaker.
- Copies and moves to a simple beat.
- Sings simple songs, rhymes and clap along to a song.
- Know 10 rhymes.
- Makes up their own songs using songs they know.

Role-play/stories

- Engages in simple role and small world play using props and agreed roles.
- Create imaginative worlds using small world and construction kits. -Explores instruments and distinguishes sounds
- Builds dens and enclosures - role playing a simple story.
- Interacting with small world play resources and making up own narratives

F2 (Reception)

Building blocks to achieve:

Music

- Listen with increasing attention.
- Moves and responds to music and a steady beat.
- Sing in a group.
- Selects an instrument and plays it.
- Recognises instruments in music and talks about the changes they hear e.g., fast to slow.
- Change's tempo and keep a steady beat.
- Composes own simple tunes using pictures, own body and instruments.
- Perform to an audience.
- Follow rhymes and patterns using voice and instruments.
- Know 20 nursery rhymes.

Role-play/stories

- Takes part in a simple role play of a known story.
- Use own experience to develop storylines.
- Perform to an audience and talk about ideas and feelings.

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| <p>Continuous provision:</p> <ul style="list-style-type: none"> • Display children's work • Provide a range of listening activities and games to develop listening skills. • Planned activities and environments. • Role-play and small world areas. • Listening games and sound matching activities • Variety of instrument to explore. | <p>Continuous provision:</p> <ul style="list-style-type: none"> • Display children's work • Planned activities and environments to encourage role-play, musical expression such as instruments, dress up and props. • Small world play • Opportunities for children to perform and share such as the stage area and puppet theatre. • A variety of instruments to explore. • Having adaptable resources Eg different length of fabrics |
| <p>Role of adult:</p> <ul style="list-style-type: none"> • To value children's ideas • To help children to negotiate roles in play. • Have conversations with children about their play, what they have noticed, repeat and extend what the child has said to develop language. • Model singing slowly, repeats songs and allow children to hear the words. • To observe comment, question and interact with children's dance, music making and movement when appropriate. • To plan and provide opportunities for children to make music. • To provide opportunities for children to listen and respond to music and sound from a variety of cultures and time periods. • Encourage children to experiment with different instruments. | <p>Role of adult:</p> <ul style="list-style-type: none"> • To value children's ideas • Use call and response for children to copy. • To plan specific movement ideas from a range of stimuli • To be observe and interact with children's dance, music making and movement when appropriate. • To teach specific music lessons plan and provide opportunities for children to make music. • Support children to negotiate roles in their play and solve conflicts. • To provide opportunities for children to listen and respond to music and sound. • Introduce children to a variety of music from around the world from different cultures and genres and time periods. • Encourage imagination and children to make up their own songs and dances. • Tune into children's play and support the development of their own ideas. • Play listening games. • Encourage children to make up their own dances and sequences of movements. |

