

EYFS Curriculum 2020-2021		Newstead Primary School		INTENT
	EYFS – Nursery 3 to 4 year olds	EYFS - Reception		
Communication and Language	<p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		
Communication and Language ELG		<p><u>Listening, Attention and Understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p><u>Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	
Personal, Social and Emotional Development	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.</p>		

	<p>Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p>	<p>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p>		
<p>Personal, Social and Emotional Development ELG</p>		<p><u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><u>Building Relationships</u> Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
<p>Physical Development</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> • 		

	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene 	
<p>Physical Development ELG</p>		<p style="text-align: center;"><u>Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p style="text-align: center;"><u>Fine Motor Skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
<p>Literacy</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <ul style="list-style-type: none"> • 	

	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>		
<p>Literacy ELG</p>		<p><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p><u>Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Mathematics</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>		

	<p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>			
<p>Mathematics ELG</p>		<p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	
<p>Understanding of the World</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>		
<p>Understanding of the World ELG</p>		<p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events</p>	<p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</p>	<p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p>

		<p>encountered in books read in class and storytelling.</p>	<p>what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts and Design</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>		
<p>Expressive Arts and Design ELG</p>		<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	

		EYFS – Nursery 3 to 4 year olds	EYFS - Reception
Pedagogical approach and strategies		There are effective pedagogical approaches used within the EYFS setting, these include; <ul style="list-style-type: none"> • Children learning through play • By adults modelling • By observing each other • Through guided learning, including group work • Through direct teaching • A well planned learning environment both indoors and outdoors 	
Enabling environments (Indoor)		The environment is organised to enable high-quality play. Time and space is given to allow children to invent their own play. Adults join in play to sensitively support and extend learning. The environment is organised so all children know and can access resources independently that they require in play.	
Enabling environments (Outdoor)		The environment is organised to enable high-quality play. Time and space is given to allow children to invent their own play. Adults join in play to sensitively support and extend learning. The environment is organised so all children know and can access resources independently that they require in play.	
Characteristics of effective teaching and learning	Playing and Exploring	Children investigate and experience things and ‘have a go’. They will be learning to: <ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Reach for and accept objects. Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” • Make independent choices. Do things independently that they have been previously taught. • 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. 	
	Active Learner	Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. <ul style="list-style-type: none"> • Participate in routines, • Begin to predict sequences because they know routines. • Show goal-directed behaviour. • Use a range of strategies to reach a goal they have set themselves. • Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. • Keep on trying when things are difficult. 	
	Creating and	Children have and develop their own ideas, make links between ideas and develop strategies for doing things. <ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. 	

	thinking critically	<ul style="list-style-type: none"> Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. 	
Language Development Communication and Language		<p>Quality of conversations Language rich environment Daily reading to children, actively engaging children in stories, poems, non-fiction and rhymes. Enabling role-play environments Modelled language from adults and sensitive questioning that allows the child to elaborate. Tier 1 words – naming nouns</p>	<p>Quality of conversations Language rich environment Daily reading to children, actively engaging children in stories, poems, non-fiction and rhymes. Enabling role play environments. Modelled language from adults and sensitive questioning that allows the child to elaborate. Tier 2 – Educational words to access the curriculum Tier 3 words – Technical words</p>
Personal, Social and Emotional Development	Leuven Scales	<p>Assess for well-being and involvement as a baseline. Target – observe – review Parental discussions / meetings as appropriate Re-assess termly. Continue to target – observe and review.</p>	<p>Assess for well-being and involvement as a baseline. Target – observe – review Parental discussions / meetings as appropriate (Structured Conversations) Re-assess termly. Continue to target – observe and review. Links to PSHE curriculum</p>
Physical Development	Fine Motor	<p>Dough disco – 1 session per week Activities during phonics Continuous provision using the progression model eg, threading, painting, manipulation of small objects. Summer Term – holding a pencil with a pincer grip</p>	<p>Continuous provision using the progression model eg, scissors, pencil control, handwriting, activities involving control and manipulation of smaller objects.</p>
	Gross Motor	<p>Balance bikes / tricycles / scooters – 1 session per week Fun fit session daily 1 session weekly with an identified focus delivered by the school's Sports Coach</p>	<p>Balance bikes / tricycles / scooters – 1 session per week 2 sessions weekly with the school's sports coach – Striver PE Daily active session – Go Noodle, Funfit etc</p>
Literacy	Rhymes	<p>By the end of Nursery, children to have 10 nursery rhymes in their repertoire. 1x dedicated rhyme time session</p>	<p>Rhymes that link to curriculum. Charanaga Music Curriculum</p>
	Stories	<p>Four focused stories / books linked to the curriculum over a term Additional stories based on the 100 book list for EYFS children Making stories – 2 sessions a week Storytime 11:40am</p>	<p>Four focused stories / books linked to the curriculum over a term Additional stories based on the 100 book list for EYFS children Making stories – 2 sessions a week Talk for Writing strategies. Making stories – 2 sessions a week.</p>

			Storytime at the end of each day.
	Phonics	Daily phase 1 phonics – 9:10 – 9:20am	Daily phonics progressing from phase 2 to phase 4 throughout the academic year – 9:10 – 9:40am See the additional phonics documentation for the teaching sequence and lesson format.
	Decodable reading books		Rising Stars decodable reading books. Children are allocated one book per week to practice. Decodable reading books match the phonics knowledge the child has retained.
Mathematics		White Rose Maths Hub – Nursery Scheme of Work - 1 direct teach each week. Continuous provision using the progression model Early years typical progression charts for mathematical concepts – National Centre of Excellence for the Teaching of Mathematics. Numicon Frames Number blocks Nrich Links to books covering mathematical concepts	White Rose Maths Hub – Reception Scheme of Work – 3 direct sessions each week. Continuous provision using the progression model Early years typical progression charts for mathematical concepts – National Centre of Excellence for the Teaching of Mathematics. Numicon Frames Links to books covering mathematical concepts
Understanding of the World		Topic Fridays Visits and experiences Celebrations Outside access – natural environment	Topic Fridays Visits and experiences Celebrations
Expressive arts and design		Rhyme time sessions Painting Box modelling Small world play Musical instruments.	Charanga Music curriculum DATA D+T curriculum

Executive function skills allow us to retain and work with information in our brains, focus our attention, filter distractions, and switch mental gears.

There are three basic dimensions of these skills:

- 1) Working memory — The ability to hold information in mind and use it.
- 2) Inhibitory control — The ability to master thoughts and impulses so as to resist temptations, distractions, and habits, and to pause and think before acting.
- 3) Cognitive flexibility — The capacity to switch gears and adjust to changing demands, priorities, or perspectives

Executive functioning (memory)	<p>Knowledge of routines Learning rules and structures Building independence Supporting high-level imaginary play. Storytelling Songs and movement games Quiet games and activities. https://developingchild.harvard.edu/science/key-concepts/executive-function/</p>	<p>Knowledge of routines Learning rules and structures Building independence Plan – do – review Memory games Increased complex puzzles Storytelling with increased complexity, act out stories. https://developingchild.harvard.edu/science/key-concepts/executive-function/</p>
Muddy Monday	<p>Forestry England (forestry.gov.uk/earlyyears) Early Learning HQ Twinkl Continuous provision with the EYFS environment Structured activities planned in two weekly cycles</p>	<p>Forestry England (forestry.gov.uk/earlyyears) Early Learning HQ Twinkl Continuous provision with the EYFS environment Structured activities planned in two weekly cycles.</p>
Role Play enabling environments	<p>Links to curriculum map Aims and objectives link to the purpose of the role-play environment (language / social interactions / sorting / turn taking etc) Stimulating and inviting areas created. Area changed at least once a term but regularly enhanced.</p>	<p>Links to curriculum map Aims and objectives link to the purpose of the role-play environment (language / social interactions / sorting / money / writing links / turn taking etc) Stimulating and inviting areas created. Area changed at least once a term but regularly enhanced.</p>
Partnership with parents	<p>Class Dojo Transition into the nursery setting using 'Steady, Steady, Go' transition arrangements. Home visit. Stay and Play Parent conversations – informally and formally Sharing of the child's learning journey Celebration / sharing events Home-school book as required for individuals. Termly class newsletter School website</p>	<p>Class Dojo Transition arrangements at first admission for children moving into the school from other settings. Parent conversations – informally and formally Sharing of the child's learning journey Termly celebration / sharing events Questionnaires and feedback Home-school book as required for individuals. Termly class newsletter School website Parents evening, once a term Homework</p>
Sharing books / reading at home	<p>Library books changed and sent home weekly Story sack sent home on a rota basis. Newsletter / website encouraging the sharing of the focus books children are experiencing in session.</p>	<p>Rising Stars decodable reading books. Library session after school Newsletter / website encouraging the sharing of the focus books children are experiencing in session.</p>

Recording children's work (Learning Journeys)		<p>Each child within setting to have a learning journey Observations relating to milestones being met Pictures relating to milestone being met Pieces of particular work, quotes, paintings etc relating to milestones being met. Learning journeys must build up a picture of the whole child against milestone achievements.</p>	<p>Each child within setting to have a learning journey Observations relating to milestones being met Pictures relating to milestone being met Pieces of particular work, quotes, paintings etc relating to milestones being met. Learning journeys must build up a picture of the whole child against milestone achievements.</p>
EAL Provision		<p>Home Visits Transition Visits Conversations with parents – what language is spoken at home? EAL training sought as required. Resources available on request.</p>	<p>Transition Visits Conversations with parents – what language is spoken at home? EAL training sought as required. Resources available on request.</p>
Interventions inc SEND provision		<p>Early Talk Boost Referral to speech and language Structured conversations with parents</p>	<p>Talk Boost NELI Programme Referral to speech and language Structured conversations with parents Nurture group Phonics intervention - flashcards Maths intervention - WRMH</p>
Staff CPD		<p>Phonics – Early Impact – January 2020 Early Impact – Literacy and Storytelling Launchpad – February 2021 Professional Reading – Learning through Movement and Active Play in the Early Years by Tania Swift – February 2021.</p>	<p>Phonics – Literacy Hub Jan 2020 Early Adopter training – Jan 2021 Early Impact – Literacy and Storytelling Launchpad – February 2021 Professional Reading – Learning through Movement and Active Play in the Early Years by Tania Swift – February 2021. Pediatric First Aid – March 2021 NELI Programme – Dec 2020 to Jan 2021</p>

	EYFS – Nursery 3 to 4 year olds	EYFS - Reception
Assessment	<p>Phonic Phase 1 assessment sheet Ongoing formative assessment, including day to day observations. Photographs, observations, notes Each child has a 'Learning Journey' where all the information about their progress and development will be kept. This is shared with parents. Termly progress check ScholarPack is used to record termly summative attainment. Early Adopter Twinkl format used as summative assessment within each child's Learning Journey.</p>	<p>Phonics phase analysis sheet (letter sounds / names and phonemes / GPC's) Individual phonics tracker sheet Phonics screening Half termly phonics phase / book band tracker Common exception words On-going formative assessment, including day to day observations. Photographs, observations, notes Each child is has a 'Learning Journey' where all the information about their progress and development will be kept. This is shared with parents. Termly progress check ScholarPack is used to record termly summative attainment. Early Adopter Twinkle format used as summative assessment within each child's Learning Journey. Final, end of year assessment against the EYFS Profile.</p>
Monitoring	<p>Learning walks Observations Learning Journey moderation Termly summative assessments and discussion</p>	<p>Learning walks Observations Learning Journey moderation Book scrutiny Termly summative assessments Termly pupil progress meeting</p>