



EQUALS TRUST



EYFS Curriculum

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EYFS Curriculum Statement



Intent – What do we want for our children in EYFS?

In the early years at Crossdale we want children to be happy, confident, and well-rounded individuals who have a love for learning. We believe in providing all children with a safe and stimulating environment that builds on each individual's wants, needs, and interests. Children have the opportunity to learn through play with adults providing high quality interactions and a stimulating indoor and outdoor environment. Learning should be fun, engaging and suitably challenging and provide opportunities to develop their thinking and problem-solving skills to ensure that they can be the best that they can be!

We are committed to providing the best possible start to their school life, teaching them skills and experiences which will ensure their well-being now and success in the future.

At Crossdale we aim to ensure:

- That all children are happy and safe.
- Children become independent learners.
- Children are motivated to learn and to come to school.
- Children learn resilience and how to maintain relationships with others
- Provision is flexible, meets the needs of individual's and considers the personal interests of our children.
- Our Curriculum Offer provides the relevant knowledge and skills to aid transition.
- Our reception class is inclusive of all children regardless of race, gender, background, or sex.
- Children have access to a stimulating and engaging indoor and outdoor learning environment.
- Children have the opportunity to safely explore risks.
- Children learn how to challenge their own learning.
- We work collaboratively with our parents to ensure strong home-school links and excellent communication.
- Children leave our reception class equipped with a strong set of skills to enable them to be Key Stage One ready.

Implementation – How will we carry out our vision?

See below for details taken from the additional document- Our EYFS Practice and Provision (How we implement and deliver our curriculum)

Planning:

Our medium-term plan places sequencing at its heart in order to be truly effective. It builds knowledge, skills and vocabulary across different areas and subjects and relates back to prior teaching in order to form a fully cohesive unit of learning.

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

Above all we will assess children's learning by listening to what they tell us. Teachers will also monitor the impact of their teaching using the following tools and strategies.

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

- Planning scrutiny & book dips to evaluate the impact of what is known & remembered?
- Pupil Interviews/Learning Walks; assess impact of space retrieval, what is known & remembered?
- External & internal moderation within Equals Trust Groups for QA & to share best practise.
- SIL & Governor visits to monitor provisions and provide clear next steps.
- Planning and delivering CPD

The Subject Leaders also have responsibility for resources; storage & 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, the Head Teacher reports & the School Development Plan

Elements of our EYFS Curriculum

a) Our enabling environment and characteristics of effective teaching and learning

The Characteristics of Effective Learning describe behaviours children use in order to learn, i.e. how they learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

At Crossdale, we believe that an enabling environment, that allows children to develop their own ideas, will provide the context for children to experiences to practise their learning behaviours, and so reinforce the Characteristics of Effective Learning.

Below are tables to represent how we facilitate each of the three characteristics of effective teaching and learning:

Playing and Exploring

Being willing to have a go.

Finding out and exploring.

Using what they know in their play.

Building blocks that children will be learning to do	ENABLING ENVIRONMENTS Provision and environment to promote and develop the building blocks	Role and actions of the adult
Explore their environment and be curious to find out more.	Stimulating resources are freely available to children and they can access them when they wish	Play alongside children and show own interest in learning and identifying new things
Reach for and accept objects. Make choices and explore different resources and materials.	Resources are allowed to be used in different and creative ways by children	Help children to do what they are trying to do without taking over. explain aloud thinking that identifies how to overcome problems
Plan and think ahead about how they will explore or play with objects.	When appropriate guidance on how to engage with a resource or activity is available to pupils Make sure resources are relevant to pupils' interests and needs	Join in with play that children are undertaking, fitting in with their ideas and actively encouraging those who need it

Show curiosity about objects, events and people.

Guide their own thinking and actions by talking to themselves while playing.

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.

Use my senses to explore the world.

Indoor and outdoor space is flexible, and pupils can adapt it and take things from one area to another if needed/appropriate

Opportunities for role play are available and promoted with high quality resources and guidance

Some areas are calm and orderly to support pupils in concentrating when this is needed

First-hand experiences are planned for and are frequent element of children's experiences and activities

Small world resources and activities are varied and made attractive to all pupils

Exploration tables/areas are created, and these are used by adults to develop children's ability to explore and investigate

Game type activities and resources are a key feature/element of continuous provision.

Model pretending that objects are something else and how to develop stories and activities

Encourage children to try something new

Help children identify risks and dangers

Offer reassurance and reward when children lack confidence to try new things

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 and when things go wrong

Active Learning

Being involved and concentrating

Keep on trying

Enjoying achieving what they set out to do

Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
Maintaining focus on their activity for a period of time Showing fascination in things Not being easily distracted Paying attention to details Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties 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	Provide new and unusual things for the children to explore especially those that are linked to their interests Ensure a wide range of play and exploratory areas and activities are available to children Resource these areas with well-chosen resources that will stimulate focused activity and learning Notice what raises children's curiosity and provide stimuli and activities that match to this Ensure children have time and freedom to become deeply involved in activities To provide pictures and videos of the children persevering on tasks and previous activities to act as a motivator Keep significant and key activities and resources out for longer periods of time Ensure there is space for all children to contribute and take part in activities	Support children to choose their own activities and to identify how they will do them 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 Describe what you see children trying to do and encourage them to talk about their own approaches and successes Be specific with praise, note effort and concentration and praise persistence and problem-solving 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

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 that children will be learning to do	ENABLING ENVIRONMENTS Provision and environment to promote and develop the building blocks	Role and actions of the adult
<p>Thinking of their own ideas</p> <p>Finding ways to solve problems</p> <p>Finding new ways to do things</p> <p>Making links and noticing patterns and things that are similar</p> <p>Making predictions</p> <p>Testing their own ideas to find out</p> <p>Starting to identify cause and effect</p> <p>Planning: making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Checking how well things are doing part way through</p> <p>Changing their planned approach as necessary</p> <p>Reviewing how well something worked</p>	<p>When planning activity areas and individual activities ensure there is opportunity for children to find their own ways to represent and develop their ideas. Avoid children just reproducing and copying someone else's ideas completely</p> <p>Provide opportunities for children to play with materials and explore them before using them in focus to plan or undertake tasks</p> <p>Provide varied opportunities for play as these enable children to think creativity and flexibly to solve problems and to link ideas.</p> <p>Establish enabling conditions for rich high-quality play such as: space, time, flexible resources, child choice, child control, warm and supportive relationships</p> <p>Have established routines that can be flexible but are still always orderly and consistent</p> <p>Display visual mind maps that represent thinking and connections</p> <p>Display pictures and examples of previous learning to help children make relationships and remember prior success and strategies</p>	<p>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'</p> <p>Model being a thinker show that they don't always know an answer or what will happen</p> <p>Explain their curiosity and how sometimes they can be puzzled and need to find out to understand</p> <p>Encourage open-ended thinking by asking questions such as what else is possible</p> <p>Respect children's efforts and ideas and reward them so that they feel confident to take risk with a new idea</p> <p>Talk aloud to help children to think and control what they do. Model self-talk describing their own actions in play and exploration</p> <p>Give children time to talk and think and don't always provide them with them with an answer immediately if they don't contribute</p> <p>Value the questions and predictions children make</p> <p>Remind children of previous approaches that have been either successful or unsuccessful</p>

b) How we implement the seven features of effective practice:



Below shows how we implement each of the seven features of effective practice:

Seven Features of Effective Practice	Key strands of the feature of Effective Practice	What we do at Crossdale Primary School to implement the feature of effective practice (need to make these items school specific)
The best for every child	Effective transition into and out of our setting	<p>Liaise with pre-schools</p> <p>Meetings with parents</p> <p>Transition sessions/days</p> <p>Guidance booklets</p> <p>Work with specialist services for pupils identified with additional needs</p> <p>Initial provision and care plans for any individual pupils with appropriate staffing to enable access and provision for all</p> <p>Early identification and assessment of individual needs</p> <p>Specific units (All About Me) of work in the first half term focussed on developing detailed knowledge of the individual</p> <p>Development of relationships and routines</p> <p>Progressive approach to provision and expectations that near the end of EYFS prepares children for Yr1 and the national curriculum</p>
	Expectations and aims	<p>Open ended planning and tasks that allow personalisation</p> <p>Clear progression models for core skills and knowledge</p> <p>Knowledge of children and identification of gaps and next steps</p> <p>Effective use of additional funding such as EYFSPP to provide targeted support</p> <p>Any individual support and care plans are in place for the most vulnerable and these act upon the advice of specialist services</p> <p>Provision allows access for all and meets needs of all</p>
High quality care	Consistency of approach and expectations by all adults	<p>High quality professional development (ongoing cpd including appraisal) for all, with a focus on child development and the early stages of learning</p> <p>Clear boundaries and routines following school's behaviour and rewards systems and procedures</p> <p>Getting to know the individual and their preferences, needs and interests</p> <p>Modelling and rewarding calm and caring interactions</p> <p>Promotion and support of independence and self-care via slowly developing routines, expectations and provision/curriculum activities</p> <p>Food and drink provision supports a healthy lifestyle</p>

	Safeguarding and welfare arrangements and procedures	<p>Rigorous and proactive safeguarding work and procedures for matters such as medication and personal care</p> <p>Safe and secure environment with all health and safety and ratio requirements met</p> <p>Risk assessments</p> <p>Child protection arrangements in place, known and applied by all</p> <p>Behaviour expectations and systems for reward and sanction are known and applied by all adults</p> <p>Safer recruitment, conduct and induction processes applied for all adults including ensuring staff are suitably qualified and trained (including first aid).</p>
The curriculum, what we want children to learn		<p>Clarity over the detail of the knowledge we want pupils to learn and the skills they develop.</p> <p>Clarity and detail of how the knowledge and skills are reliant on each other and developed in unison.</p> <p>Clear and appropriate sequencing to the development of knowledge and skills so that it meets end of EYFS expectation.</p> <p>Curriculum design reflects key principles of learning such as:</p> <ul style="list-style-type: none"> . the need to revisit and retrieve/recall both knowledge and skills numerous times over a long period . the need to ensure cognitive load is not overwhelmed to prevent learning and the development of memory . focus on explicit instruction of knowledge and skills before moving onto application <p>Clear and explicit planning for the development of language and vocabulary</p> <p>Curriculum content and focus reflects the distinctiveness of the school's context and that of the children.</p>
Pedagogy: helping children to learn	Teaching and learning approaches	<p>Deploying and implementing the most appropriate pedagogical approaches dependent on the intended learning and area of development.</p> <p>Mixing different approaches: learning through play, learning by adults modelling, learning by observing each other, learning through guided support and learning via some direct instructional teaching.</p> <p>During the foundation stage there is a planned development and progression in the teaching and learning styles/approaches implemented. This acts to support children in their transition into Yr1 and the more formal approaches used there.</p>
	Role of adult	See detail within the 'Role and actions of the adult' column on the characteristics of learning document (pink) and the How we deliver each of the areas of the EYFS documents (blue).
	Enabling Environments (see turquoise columns of Characteristics of Effective Learning documents)	<p>Physical environment and timetabling enable each of the identified teaching and learning approaches to be implemented and delivered by adults.</p> <p>Environment (both inside and outside) is physically organised and presented to promote high quality play, independent access to resources and activities, opportunities for large and small group teaching/activities, and 1-1 interactions.</p> <p>This environment provides pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills.</p> <p>It is an environment in which pupils feel safe, secure and confident. They have a sense of place and ownership and it both celebrates their successes and inspires them to try new things and independently apply previous learning.</p> <p>Outdoor learning areas reflect indoor learning environments and act to provide pupils with scaffolds, inspiration and support for the development, learning and</p>

		application of new knowledge and skills. The additional space and equipment enable them to develop a wide range of gross motor skills.
Assessment: checking what children have learnt	Clarity over why we assess	<p>Training and cpd for staff.</p> <p>Whole team understanding of purpose, child development and benchmarks/expectations.</p> <p>Whole team understanding of what will be done with the assessment findings.</p> <p>Focus on what children can do and what they know</p>
	Clarity, expertise and consistency of how we assess	<p>Training and cpd for all members of staff</p> <p>Moderation</p> <p>Guidance and supporting documentation such as benchmarks (I can statement, etc)</p> <p>Agreed understanding over how we record and store information from assessments (this does not need to be extensive, laborious or electronic)</p> <p>Discussions related to borderline assessment decisions and sharing of assessment knowledge related to groups and individuals</p> <p>Clarity over assessment being an ongoing process as part of the wide range of teaching and learning interactions with children not just one-off focussed tasks or activities (assessment to be part of teaching and learning not taking adults away from this)</p>
	Making effective use the information we gather by responding effectively and precisely	<p>Ensure school's planning cycle uses assessment findings (our own, previous setting and parents) to identify what all children already know and what they can do. This to then informs planning to make sure teaching and learning activities build upon what children can already do (and are interested in) and provide opportunity to teach, and for children to develop, the next steps in all areas of learning and development.</p> <p>Use the range of assessment findings to consider if they are highlighting that a child may have a special educational need and there needs to be a planned response in partnership with others such as school SENCO and specialist agencies.</p> <p>All staff clear on the learning intentions our enabling environments and specific activities are designed to help pupils attain and develop.</p> <p>When working with pupils on focussed activities and playing alongside them we make continuous small assessments that help us identify knowledge and understanding. This 'in the moment' assessment is then used to respond in precise and individualised ways to aid pupils in learning new things, refining their actions and consolidating their existing knowledge and understanding.</p>
	Clarity over how we make, record and track formal summative assessment judgements	<p>On entry National baseline (September 2021)</p> <p>On entry and half termly maths skills and phonic assessments</p> <p>We use O track to record teacher judgements for each of the 17 ELG's to assess if they are on track to be at an expected level of development.</p>
Self-regulation and executive function	Self-regulation	<p>See detail within the characteristics of learning documents (pink) and also the How we deliver each of the areas of the EYFS "self-regulation" and "managing self" documents (blue)</p> <p>Language development is central to self-regulation, children use their language to guide their actions and plans. See detail within the How we deliver each of the areas of the EYFS "speaking" documents (blue). Also see details related to the 'role of adults' in all the characteristics of learning documents (pink) and also the How we deliver each of the areas of the EYFS documents.</p>
	Executive function	See detail within the How we deliver each of the areas of the EYFS "listening and attention", "self-regulation" and "managing self" documents (blue)
Partnership	Communication	Transition in: parent information meeting, welcome booklet, meetings with pre-

with parents	and sharing of information and valuing the knowledge parents have and the contribution they make	school settings, transition visits, sharing of school readiness leaflet. Ongoing throughout EYFS: sharing of learning intentions and what has been taking place, website blogs, parent meetings, newsletters, day to day communication and sharing of information, displays and notices outside of classroom, specialist parent meetings such as 'what is phonics and how we teach it.'
	Providing support and guidance to parents	Transition in: parent information meeting, welcome booklet. Ongoing throughout EYFS: sharing of learning intentions and what has been taking place, home learning activities, displays and notices outside of classroom, stay and play sessions, specialist parent meetings such as 'what is phonics and how we teach it', day to day communication and sharing of information and advice on how to support their child Meetings with parents to respond to individual needs and circumstances (including in partnership with other such as SENCO and outside agencies)

c) How we deliver each of the areas of learning of the EYFS

Communication and Language

ELG: Listening, Attention and Understanding

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 discussions and 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.

Building Blocks	Continuous provision	Role of adult
<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 	<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 • 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 	<ul style="list-style-type: none"> • To model good listening through circle time, only speaking when it is your turn • To model and encourage Talk Partners to listen and talk to each other. • Children to listen carefully to their Talk Partner and retell what their partner has told them. • Check new vocab has been understood through questioning and quiz games • To have high expectations of listening in larger

<ul style="list-style-type: none"> • Can retell a story in the correct sequence with detail • Can listen and understand a story told without pictures or props • Can hold a conversation, responding appropriately to others • Listen attentively and respond to what they hear with relevant questions <p>in small and large groups</p> <ul style="list-style-type: none"> • To join in and remember songs and rhymes 	<ul style="list-style-type: none"> • Timetabled sessions and quieter spaces provide opportunities for communication • 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 	<p>groups</p> <ul style="list-style-type: none"> • To give children the opportunity to work in different groups, pairs and one to one with adult
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ELG: Speaking

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.

Building Blocks	Continuous provision	Role of adult
<ul style="list-style-type: none"> • To learn and use new vocabulary • Use well- formed sentences • To ask questions to clarify meaning and check understanding • To know words can be put into groups and can give common examples in them: e.g., Animals: dog, cat, horse... 	<ul style="list-style-type: none"> • Language rich environment • Provision allows opportunities for children to listen and respond to each other e.g., home corner, role play, cosy corner. • Story telling opportunities e.g., small world play, puppet theatre • Variety of reading material available e.g., rhymes, story books, non-fiction books, comics 	<ul style="list-style-type: none"> • All curriculum plans include specific vocabulary to be taught • Vipers books, nursery rhymes 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.

- 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
- 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 pretend to be someone else talking.
- Uses language to ask, negotiate, give opinions and discuss ideas and feelings
- To know and say/sing 10 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.

- 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 (Vipers)
- Story telling opportunities extended e.g., resources available to draw own story map, adult available to record story

- 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
- Narrate own and children's actions
- Model talk routines through the day: good morning, what is the weather today, today is.....
- Model story- telling e.g., Story maps
- 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
- Model and promote talking and listening rules
- Model and support own children's story telling e.g., story 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

Personal, Social and Emotional Development

ELG: Self-Regulation

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.

Building Blocks	Continuous provision	Role of adult
<ul style="list-style-type: none"> • Understanding turn taking • Show resilience • Understanding the intent of an activity • Strategies for staying calm • Be able to see another's point of view • 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 • Follow set boundaries within environment • Ignore distractions and be able to focus attention on something else • Be able to cope with a change in routine • Follow several instructions 	<ul style="list-style-type: none"> • Organised environment to promote independence and opportunities to talk • Environment where children know making mistakes is OK • 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 and work of others. • Reading stories about characters facing challenges and talk about how they are overcome 	<ul style="list-style-type: none"> • Model positive behaviour to others • Model ways of calming self- e.g., Cosy Corner, yoga breathing • Modelling compromises and turn taking • Referring to rules regularly- praising and referring back • High expectations of children following the rules • 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 • Support children to set own goals • Offer constructive support

	and how character is feeling.	and recognition of child's personal achievements.
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ELG: Managing Self

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.

Building Blocks	Continuous provision	Role of adult
<ul style="list-style-type: none"> Respond to the routines of the day Aware of own feelings and being able to talk to an adult about it Show more confidence in new social situations Children learn how to solve conflict age appropriately and take turns Develop appropriate ways of being assertive Develop understanding of age-appropriate rules To be engaged in an activity for increasing periods of time Able to access activities independently Encourage children to tidy things away Become increasingly independent in meeting their own care needs Understand that some items can be shared but are others are personal belongings For children to see themselves as valuable Children to develop skill of evaluating own work Children developing skills of problem solving and overcoming challenge Children to realise the 	<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 Invite visitors to school to talk to the children Take children on walks/trips Rules displayed with visual prompts Books to enhance activities Dressing up clothes available Independent access to toilet and washing facilities 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 	<ul style="list-style-type: none"> 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. 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. High expectations of children following the rules Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was

importance of following rules

- Developing the ability to see another's point of view
- Understanding the importance of looking after themselves e.g., personal needs (dressing, toileting), sleep, eating healthily, drinking water
- To take responsibility to tidy up after self (choose it, use it, put it away).

for children to be able to evaluate and refine outcomes

- Books to enhance activities
- Opportunities for children to observe closely and make links

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. Encourage children to find other ways e.g., have another go, ask a friend, ask an adult (2 B4me) before offering support
- 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
- Direct teaching and reinforcing activities about how to stay healthy.
- Develop healthy attitude through it being a regular part of school day embedded in school routines e.g., washing hands, snack time.

ELG: Building Relationships

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.

Building Blocks	Continuous provision	Role of adult
<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/adult 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• Form positive relationships with adults and peers	<ul style="list-style-type: none">• Safe environment with consistent routines and expectations• Organised environment that children familiar and comfortable with e.g., home corner• 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• Provision moves children from playing alongside to working with others and offers challenges to solve problems together• Recognising and name emotions• Encourage children to work in different groups	<ul style="list-style-type: none">• Model positive behaviour to others• Set clear boundaries and routines• Be consistent• 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• 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

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.

Building Blocks	Continuous provision	Role of adult
<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 	<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 • Develop with resources that offer physical challenge e.g., children able to climb higher if want to • Regular access to outdoor space 	<ul style="list-style-type: none"> • 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 or song • Scaffold skill development activities and know when to gradually reduce the support offered for children to become independent. • Model vocab of movement and of instruction • Encourage children to use skills and knowledge in different situations • Encourage children to be independent. • Planned lessons to include teaching skills of precision and accuracy • Expect children to use correct vocabulary when talking about movement and position.

ELG: Fine Motor Skills

Fine Motor Control and Pre-writing skills

(The connection between the hands and the brain is one of the last connections to be fully developed, this usually happens at around the age of seven. So, activities need to be done to develop this connection and make it quicker.)

Children at the expected level of development will:

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

Building Blocks	Continuous provision	Role of adult
<p>Building blocks to develop control and sharpen dexterity</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> <ul style="list-style-type: none">• Handwriting sessions follow on from squiggle, they are taught in groups... forming the anti-clockwise letters c a o d g q Moving on to the tall letters l h t k Letters that go over m n b e r Letters that sit on the line with descenders p j y q g Letters that go underneath u v w ...• 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 dexterity <p>Building Blocks to develop the pincer grip</p> <ul style="list-style-type: none">• Using clothes pegs and tweezers in activities and games	<ul style="list-style-type: none">• Opportunity daily to access fine motor control• Resources to practice control, pressure and pincer grip.• Opportunities for children to play and explore, using construction materials.• Children given weekly challenges to practise skills• Provide familiar resources in order for children to practise skills and correct own mistakes• Use tools such as garlic presses with dough to build up strength.• 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.)	<ul style="list-style-type: none">• Teach skills and support children to achieve them.• Have a set time to model and ensure children complete fine motor control activities• Children are taught letter formation with a variety of tools e.g., fairy wands, lightsabre's, big paint brushes in water, finer in paint, sand or flour• Time set aside each day for dough disco / squiggle follow own programme with occasional videos from Spread the Happiness• Later on in the year the children move on from dough disco and squiggle to more formal handwriting sessions• Handwriting letter formation taught to fit in with phonics scheme.• At Crossdale we follow the Read Write Inc scheme• Extra sessions teach children on a one to one to form the letters in their name correctly.

- 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.

- Dressing up clothes available to practise fine motor skills
- Dolls and toys to dress in order to practise fine motor skills
- Dough table available to build up muscle strength and pressure
- Build with 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

- 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 is modelled with the pincer grip.

Literacy


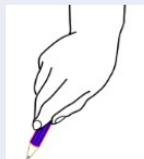
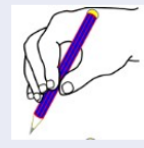
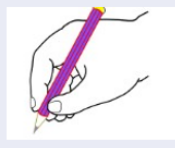
The stages of writing development For reference

16-26 months	22-36 months	30-50 months	40-60 months
 <p>This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.</p>	 <p>As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page — open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.</p> <p>We now see random letters and letter strings.</p>	 <p>Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.</p> <p>We now see letter strings, letter groups and print from the environment.</p>	 <p>We now see children beginning to experiment with sounds and the initial sounds of words represented.</p> <p>Then more consonant sounds are represented. We then see inventive spelling including vowels.</p> <p>Finally we have transitional writing with better attempts and some use of punctuation.</p>

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Physical Development

The stages of grip development For reference

16-26 months	22-36 months	30-50 months	40-60 months
 <p>Fisted Grasp and</p> <p>Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	 <p>Palmer Grasp and</p> <p>Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.</p>	 <p>Five finger Grasp and</p> <p>Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	 <p>Tripod Grasp (Three finger)</p> <p>Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>

Literacy

Reading - Word reading and comprehension (to be used with Speaking and Listening documents)

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.

Building Blocks	Continuous provision	Role of adult
<ul style="list-style-type: none">• Children continue to build phonic knowledge and skills by following Letters and Sounds programme• To have grapheme phoneme correspondence at phase 2 and 3• Blend cvc words• Blend ccvc and cvcc words• Read tricky words at phonic stages 2, 3 and 4 correctly• Read simple phrases or sentences at appropriate phase• To be able to say what happened at the beginning, middle and end of a story	<ul style="list-style-type: none">• Planned opportunities for children to apply phonic knowledge and skills• Range of high-quality reading material available in both reading areas and to enhance other areas• Small world opportunities for children to retell stories and create own• Role play opportunities for children to retell stories and create own	<ul style="list-style-type: none">• Timetabled story time daily.• Sharing books regularly with children in continuous provision• Timetable daily direct teaching of phonic, tricky words, and shared reading sessions• When reading, model how to handle a book, tracking text and draw attention to different parts of the book• Planned RWI Story Book reading sessions with books that are consistent with child's developing phonic knowledge• Ensure children have at least one book at correct phonic phase to take home to develop confidence and

<ul style="list-style-type: none"> To retell the story, once developed a deep familiarity with the text; some as exact repetition and some in own words. To be able to answer how and why questions about a text 		<p>fluency.</p> <ul style="list-style-type: none"> Engage with parents to support learning to read process. Using high quality texts as part of Vipers sessions to practice retelling the story to develop a deep familiarity with the text Playing with the children in small world and role play to support understanding of focus story and promoting use of specific vocabulary Encourage children to talk about books asking questions (why, how) Identify Tier 2 vocabulary in books to explain and use the vocabulary repeatedly through the week
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ELG: Writing (to be used with fine motor and pre-writing document, with Speaking and Listening documents)

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.

Building Blocks	Continuous provision	Role of adult
<ul style="list-style-type: none"> Children continue to build phonic knowledge and skills by following Letters and Sounds programme Form some recognisable letters e.g., 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 	<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, phoneme frames Planned opportunities for children to apply phonic knowledge and skills Small world opportunities for children to retell stories 	<ul style="list-style-type: none"> Timetable daily direct teaching of phonic, tricky words, handwriting and shared reading sessions Support children to segment words (modelling Fred Fingers) and use phonic mats Using high quality texts as part of Vipers sessions to practice retelling the story to develop a deep familiarity with the text Model how to draw story

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

and create own

- Role play opportunities for children to retell stories and create own

maps to retell story using time connectives e.g., 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 'recycle' 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 e.g., writing labels for saved models, recording score on a game
- Timetable daily opportunities for children to apply phonic knowledge and skills

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.

Building Blocks	Continuous provision	Role of adult
<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 	<ul style="list-style-type: none"> Sing counting songs – forwards and backwards songs Counting books in reading corner Counting games – e.g., 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 – e.g., self-registration, Objects to match – e.g., 	<ul style="list-style-type: none"> 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 – e.g., 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.

socks

- Objects to sort – e.g., 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 et

- 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.

Vocabulary

Numeral
Represent
Subitise
Numbers to 20
Composition
Numicon

ELG: Numerical Pattern

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.

Building Blocks	Continuous provision	Role of adult
<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 	<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 	<ul style="list-style-type: none"> 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 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 do they notice, how do they know, can they show

	as for shape description <ul style="list-style-type: none"> • Cards representing numbers in different ways to compare, order and sort • Double-sided counters • Dot plates • Chairs to set up as buses/trains 	another way etc <ul style="list-style-type: none"> • Bunny ears
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Vocabulary

More/fewer/same as/less than

Number names

Consecutive

Composition

Arrangement

Addition

Subtraction

Total

Shape space measures and spatial awareness

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.

Building Blocks	Continuous provision	Role of adult
<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. 	<ul style="list-style-type: none"> • Water areas with different containers to compare • Sand areas 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 • Pegs, cubes, beads, pens etc to copy continue and create repeating pattern 	<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

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|--|---|--|
| | <ul style="list-style-type: none"> • 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 | |
|--|---|--|

Vocabulary
 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

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.

Building Blocks	Continuous provision	Role of adult

- 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

- 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)

- 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
- Story maps (link to TFW)

Vocabulary

Language relating to passing of time:

before
after
now
then
today
the present
day
long ago
yesterday
the past
tomorrow
the future

Language connected to measuring of time:

Days of the week
Months of the year
calendar
seasons
new/recent

lifetime
similar/ different parent
old
great/grandparent
memory

Understanding the World

ELG: People, Culture and Communities

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.

Building Blocks	Continuous provision	Role of adult
<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.	<ul style="list-style-type: none">• Opportunity for children to draw maps of real things or from story settings• Photos of places of local importance• Resources across provision reflect different celebrations throughout the year	<ul style="list-style-type: none">• Talk about name of school and where it is.• Using photos of local community, prompt and encourage children to talk about what they notice using planned vocab• 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• Show interest in children's lives and prompt the children to talk about who

		<p>the people at home are and their memories by sharing own memories e.g., I remember when I celebrated..., At the weekend..., In the summer holidays I went to....</p> <ul style="list-style-type: none"> Using photographs from adults and children, films and books talk about different places in GB Using photographs, film and books talk about similarity and differences about children's lives in another country (travel, home, food)
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Vocabulary

- Map
- Directional Language
- Forward
 - Backward
 - Left
 - Right
 - over there

Physical vocab

Ocean, Island, Land, Soil, Rock, Beach, Wood, Season, Weather, Forest

Human Vocab

Types of houses, Shop, Park, Building, Farm, Railway, Bridge, Tunnel, Road, Station, airport

Understanding the World

ELG: The Natural World

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.

Building Blocks	Continuous Provision	Role of adult
<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, 	<p>These are examples of provision and does 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</p>	<ul style="list-style-type: none"> Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder what

<ul style="list-style-type: none"> • Know the concept of growth, change and decay <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, absorbent, 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>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.</p>	<p>will happen if...?”</p> <ul style="list-style-type: none"> • Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.
<p>VOCABULARY</p> <p>PLANTS: growth, evergreen, 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, habitat, fish, bird, mammal, offspring, skeleton, same, similar, different, sort, language to describe colour, shape, comparative language of size, health, names of body parts, exercise, sleep, water, healthy, unhealthy, food, teeth</p> <p>EVERYDAY MATERIALS: Object, material, wood, plastic, glass, metal, water, rock, paper, fabric, elastic, foil,</p>		

card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through

SEASONAL CHANGE: Autumn, Winter, Spring, Summer, grow, evergreen, flower, plant, tree, leaf, sun, wind, freeze, melt, ice, hibernate, migration, weather, same, similar, different, language to describe colour, shape, clothes.

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 (eg adding other things to the water or sand to cause a change) sieving(filtration) 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

Expressive Arts and Design

ELG: *Creating with 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.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Building Blocks	Continuous provision	Role of adult
<p>Drawing</p> <ul style="list-style-type: none"> • Hold a pencil and other 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, different thickness and shading. • Draw from imagination and observation. • Pupils draw complex forms using simple shapes such as circles, squares and triangles. <p>Painting</p> <ul style="list-style-type: none"> • Hold a paintbrush. Use brushes of different thickness to add detail and fill in shapes. • Look after paint brushes. • Paint using ready- mixed paints. Tell an adult what they are painting. • Name and recognise primary and secondary colours. • Mix secondary colours from primary colours. • 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. 	<ul style="list-style-type: none"> • Display children's work • Opportunities to explore a range of materials. • Opportunities to join materials. • Planned activities designed to develop specific skills, e.g., make and do, creative table. • 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. • Outdoor chalks • Observational drawing 	<ul style="list-style-type: none"> • Demonstrate and support the concept and skills being taught. • Model vocabulary when discussing their own children's and other artists work. • Supporting children to apply those skills independently. • 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 wonder... if I ...) encourage children to express own ideas. Recapping and clarifying ideas in order 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 making choices about outcomes. • Encourage children to work together to realise their ideas and share resources.

Printing

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

Collage

- Hold and use scissors correctly to cut papers and fabrics into simple shapes and strips.
- Stick two objects using glue.
- Sort materials by colour and texture using descriptive vocab.

Clay

- To experience different malleable materials including clay, plasticine and play dough.
- 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 to create models.
- To fold paper.
- To use tape, split pins, treasury tags, staples and glues to join materials.
- To use constructions kits to make artefacts/ models.

<ul style="list-style-type: none"> To stack 3d shapes to create temporary models. To use scissors to cut materials <p>Textiles</p> <ul style="list-style-type: none"> To thread objects into strings and wools or a purpose. To experiment with weaving techniques with paper, wools and fabrics. <p>Computing</p> <ul style="list-style-type: none"> Can take photographs and consider focus and position of what they have chosen. Talk about the work of other artist and how that work makes them feel. 		
Vocabulary Line Tone Shape Invent Texture Pattern Artist Primary colours Thick Thin		

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Building Blocks	Continuous provision	Role of adult
Music <ul style="list-style-type: none"> Listen with increasing attention. Moves and responds to music and a steady beat. 	<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 	<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

<ul style="list-style-type: none"> • 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. <p>Role-play/stories</p> <ul style="list-style-type: none"> • 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. 	<p>props.</p> <ul style="list-style-type: none"> • 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 e.g., different length of fabrics 	<p>stimuli</p> <ul style="list-style-type: none"> • 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.
<p>Vocabulary Sing Dance Perform Tempo Fast slow</p>		

2) Our EYFS Learning is a Foundation for National Curriculum Learning in Crossdale







How our EYFS provision and curriculum are organised and integrated/matched to school's Yr1-Yr6 curriculum to enable them to be the foundations of the KS1&2 curriculum

EYFS Strand/Area	National Curriculum Subject(s) this is a key foundation for	Explicit progression or coverage for EYFS only	EYFS is shown as a foundation/part of the school's National Curriculum progression or coverage documentation
Listening, Attention and Understanding	English: Speaking & Listening	✓	
Speaking	English: Speaking & Listening English: Grammar	✓	
Self-Regulation	PSHE/RSE		Jigsaw Planning
Managing Self	PSHE/RSE		Jigsaw Planning
Building Relationships	PSHE/RSE		Jigsaw Planning
Gross Motor Skills	PE		PE Skills Planning
Fine Motor Skills	English: Writing Art DT	✓ Pencil grip progression doc. Mark making progression	Art Plan
Word Reading	English: Reading	✓	RWI (sounds and story book)
Comprehension	English: Reading	✓	RWI / Reading comprehension using VIPERS symbols
Writing	English: Writing	✓ Mark making progression	
Number	Maths		White Rose Maths & NCTEM Mastering Number
Numerical Patterns	Maths		White Rose Maths & NCTEM Mastering Number
Past and Present	History		Whole school History Intent document
People, Culture and Communities	Geography RE PSHE/RSE		Whole school Geography Intent document
The Natural World	Science Geography	✓	Whole school Science Intent document
Creating with materials	Art DT	✓	Whole school Art & DT Intent documents
Being Imaginative and Expressive	Art Music PE		Whole school Art & DT Intent documents PE Skills Planning Whole school Sing Up
Computing (not an ELG or explicit area of EYFS but school has an EYFS computing curriculum. Additionally, it is expected that pupils will be introduced to, and learn to use, appropriate technology through provision that meets other elements of EYFS)			
	Shape (not an ELG but a key element of EYFS maths curriculum)		White Rose Maths

3) Our EYFS Curriculum Documentation

A) Topic overview and Long-Term Plan

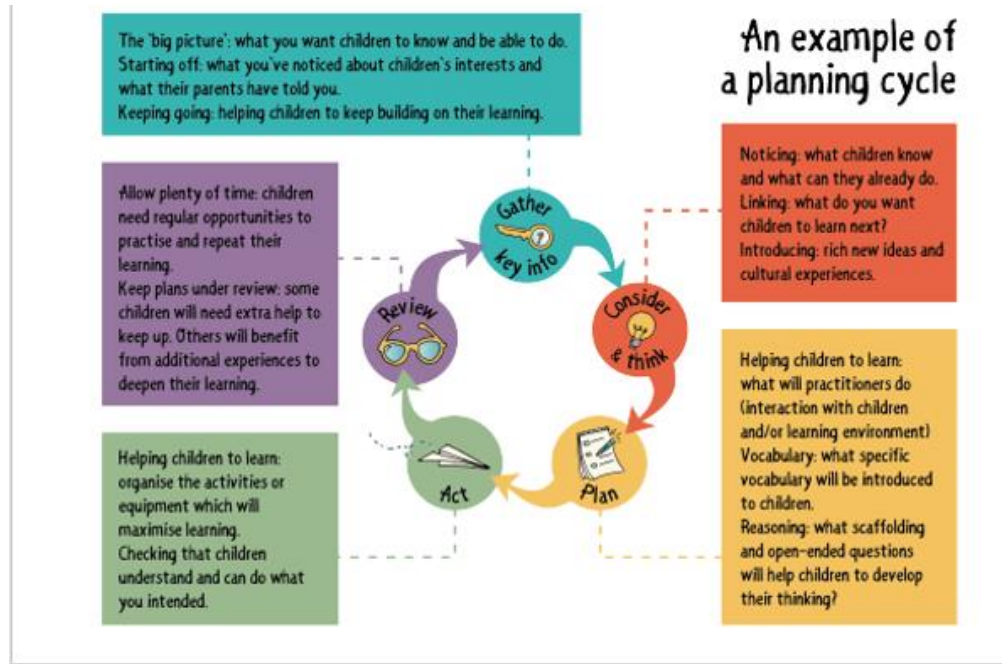
We will deliver the curriculum through topic, White Rose maths planning, Read Write Inc phonics, Jigsaw, P.E. and Forest School lessons. Our carefully selected topics aim to provide knowledge and skills and build a foundation for future National Curriculum learning. We ensure that there's both breadth and depth to the topic planning which we can adapt to follow the interests of the children:

Reception class topic overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	All About Me 	Celebrations 	People Who Help Us 	Growing 	Habitats 	Under the Sea 
Communications and Language	To choose and talk about objects that are important to me – children to create an all about me box.	To name things you can see outside in winter – to go for a winter walk and draw things I see.	To explain how something works – to create a new machine.	To explain different modes of transport.	To name different minibeasts – to construct a minibeast and talk about it.	To name what I need to take to the beach.
PSED	To name and describe different feelings – to create a feelings chart	To think how I can make someone feel special on their birthday – to create a birthday card.	To understand what it means to have a job – to role play my dream job.	To identify foods that are healthy and foods that are not healthy – to create a healthy lunch box.	To understand what I can do about climate change – to create a poster.	To persuade people to stop polluting the oceans – to create something to persuade people.
Physical	To identify key features of my appearance – self-portrait.	To make a Diya lamp.	To build a bridge, hospital, town or city.	To construct a beanstalk.	To recreate how different animals move – animal role play.	To understand some key features of our solar system – to draw some planets.
Literacy	To listen to a story and draw a story map.	To listen to the nativity story, draw a story map and retell the story.	To draw and label a fire engine.	To listen and join in with story book sessions.	To identify key parts of a Mosque – to label a picture of a mosque.	To reflect on the year that is finishing – reflection leaf.
Mathematics	To reflect on features of my own home – to build my home.	Exploring 2D and 3D shapes – to create a model firework.	To create a shape vehicle.	Measuring plant growth height.	To go on a minibeast safari and create a bar chart of which minibeasts are found and how many.	Comparing and ordering the size of sea creatures.
Understanding the World	To understand how life has changed overtime for members of my family – children to make a family wall hanging.	To understand how people celebrate different festivals (Bonfire Night, Diwali, birthdays, Hanukkah, Christmas)	To explore how people travel and use maps to find their way around.	To know what things grow and what a life cycle is.	To understand the issue of global warming on the polar habitat. - ice melting experiment.	To understand what floating and sinking is – experiment.
Expressive Arts and Design	To choose objects in nature to make a self-portrait.	To understand how people celebrate Bonfire Night, Diwali, birthdays, Hanukkah – to make a firework collage, Rangoli pattern, birthday cake, menorah.	To role play being a police officer in different situations.	To draw or paint a flower – use Van Gogh 'Sunflowers' for inspiration	To identify key features of a rainforest – to create a rainforest.	To name what I might see at the beach – to role play a beach day.
Engage activity	All About Me books Walk to the park from school.	https://www.bbc.co.uk/cbeebies/radio/my-cbeebies-special-day-fireworks https://www.youtube.com/watch?v=5Hi4xcvTROE	Visit from doctor, dentist, police officer, firefighter, engineer. Who are the people that help us at school? What are their jobs? Teddy Bear hospital visit Fire engine visit	Brainstorm - What is growing? What grows? How humans grow and change PowerPoint on Twinkl. Chicks? Life cycle	Visit to Rushcliffe Country Park https://www.bbc.co.uk/bitesize/clips/zjynvcw https://www.bbc.co.uk/programmes/p01114j7 https://www.bbc.co.uk/bitesize/topics/zx882hv To understand what a habitat is – to create a habitat for a teddy.	https://www.bbc.co.uk/programmes/p01114gy To identify different creatures that live under the sea – ocean sensory bottle.

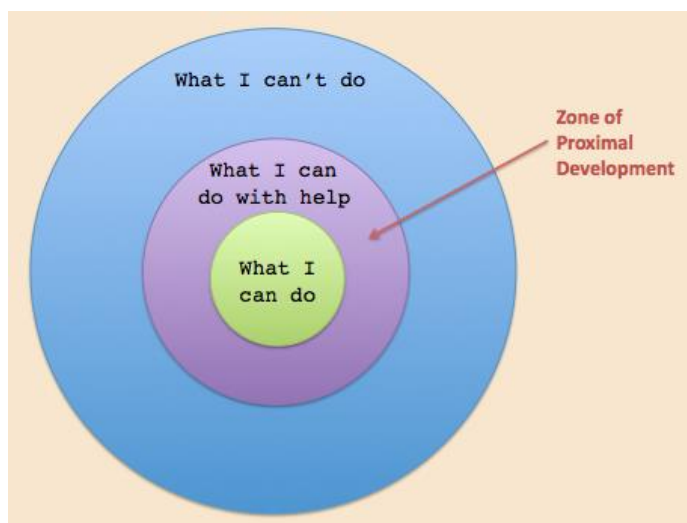
b) Half termly Medium-Term Planning (see separate folder)

d) Weekly Planning (see separate folder)

4) Our Baseline, Assessment, Moderation and Tracking towards ELG's



Through following the cycle above, we are able to begin with what we want children to know, starting with the Reception Baseline Assessment. A continuous cycle of observation, assessment and planning is embedded throughout our EYFS provision. In addition to the continuous cycle of observation and formative assessment which informs each child's next steps, summative assessments are carried out for phonic development (RWI) and an assessment of each child's stage of development for each of the 7 areas of learning. These take place termly and inform planning of subsequent teaching and learning. We assess whether children have met the 17 Early learning Goals in the summer term and information is passed to KS1.



Throughout 'continuous provision' observation forms a fundamental aspect of the pedagogy of EYFS at Crossdale Primary School. It is the role of the practitioner to decide how to drive the learning forward in line with the medium term plans and planned key knowledge. Observation and responding to children's thinking inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we build children's interests into the planned teaching of knowledge and vocabulary to ensure high levels of engagement alongside a progressive scheme of learning.

Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Before children start, we invite parents to visit the school with their child so we can get to know them. We ask parents to complete an 'all about me' scrap book with their child in preparation for starting school. We welcome regular communication with parents on the school gate in the morning and afternoon, encourage them to use the school email and share information about their learning regularly via the school blog. We firmly believe that as we are both the main teachers in the children's lives communication needs to be two-way. We meet with parents for two formal parents' evenings, once in Autumn and once in Spring (and also run specific information sharing evenings such as reading) but we have an open-door policy. We have positive feedback from parents on our parent questionnaires regarding partnerships.