

# EYFS Curriculum

2021-2022





# Play, Scaffolding, Modelling & Directed Teaching

## How do we teach children in the EYFS?

In Reception, you may see children playing alone or without their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child.

Adults may scaffold a children's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go from "what they know" to "what else they could know". Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond their abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skills levels using three key features; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing support.

The statutory framework does not prescribe a particular teaching approach. The DfE (2021) state on page 16 of the framework that: *"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."*

At Maidensbrige Primary School, the Reception Team decide what we want the children to learn, through our provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout the Reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus in teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of their Reception year.

# The Statutory EYFS Framework

The Early Learning Goals (ELG's) are the knowledge, skills and understanding which young children should have acquired by the age of five.

There are three prime areas of learning:

**Communication and Language**

**Development**

**Personal, Social and Emotional**

**Development**

**Physical Development**

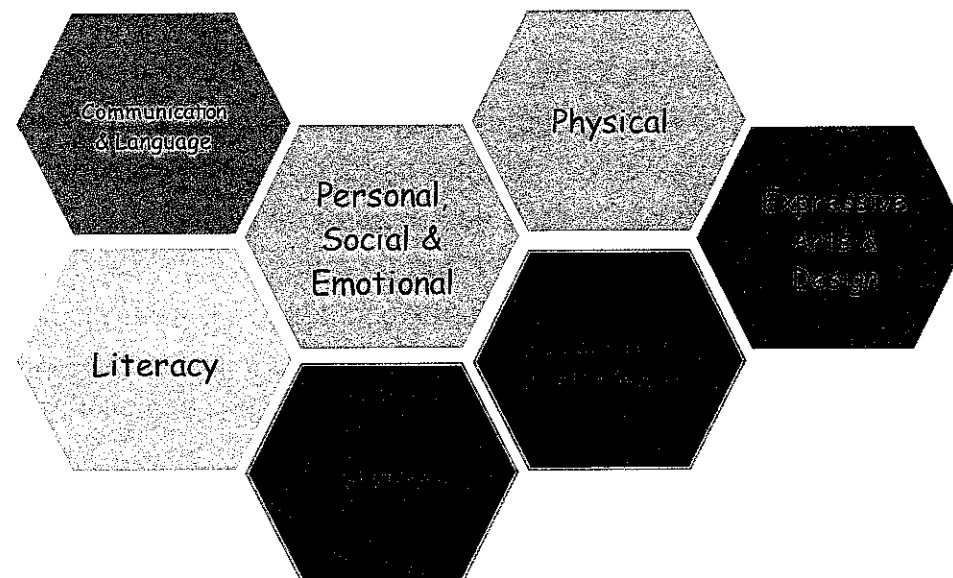
There are four specific areas of learning:

**Literacy**

**Maths**

**Understanding the World**

**Expressive Arts and Design**



In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The characteristics of Effective Learning are:

**Playing and Exploring- Engagement**

**Active Learning- Motivation**

**Creating and Thinking Critically- Thinking**

# Planning in the EYFS

Our planning focuses on the children's needs, their interests and their stages of development. We seek opportunities to make links between the areas of learning and plan next steps accordingly.

*pathway*

Coupled with a loose theme and core texts to stimulate interest, the planning successfully embeds the EYFS curriculum in an exciting and age-appropriate way.



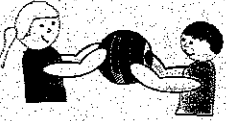
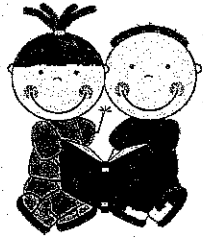
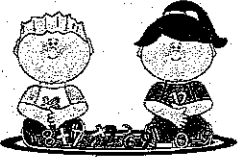


The EYFS curriculum is delivered through planned, purposeful play as well as adult-directed learning to enable the children to build on what they already know. In Reception, the children may be taught as a whole class, in small groups or individuals to ensure that all children are progressing from their own individual starting point.

## Effective Teaching and Learning

We encourage the children to guide us in shaping their learning experiences. The Reception Team discuss with the children about what they are interested in and which skills they would like to develop further. Children are encouraged to bring books and resources that interest them into school to share with their peers. In addition, we use parent observations on Tapestry to learn more about the children's likes and dislikes. We develop children's curiosity and encourage inquisitiveness and a thirst for learning and find ways to answer the children's many questions.

We provide a challenging, exciting and attractive learning environment that offers high-quality opportunities for the children to learn through play with the classroom and outdoor environment. Reception has continuous provision that is designed to offer practical, open-ended learning opportunities where children are enabled to think creatively and imaginatively. The children are supported to explore how resources can be adapted and use their skills in a variety of contexts. We develop problem-solving skills through open-ended tasks and encourage children to share their thinking with others.

# Reception Curriculum Goals

<p>COMMUNICATION &amp; LANGUAGE</p> 	<p>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</p> 	<p>PHYSICAL DEVELOPMENT</p> 	<p>LITERACY</p> 	<p>MATHEMATICS</p> 	<p>UNDERSTANDING THE WORLD</p> 	<p>EXPRESSIVE ARTS &amp; DESIGN</p> 
<p>BECOME A CONFIDENT COMMUNICATOR WHO CAN LISTEN CAREFULLY IN DIFFERENT SITUATIONS AND HOLD A CONVERSATION WITH FRIENDS AND ADULTS.</p> <p>ASK RELEVANT QUESTIONS AND USE NEW VOCABULARY TO EXPRESS IDEAS AND FEELINGS.</p>	<p>BECOME AN INDEPENDENT LEARNER AND A FANTASTIC FRIEND.</p> <p>SHOW DETERMINATION AND RESILIENCE WHEN LEARNING SOMETHING NEW.</p> <p>HAVE THE CONFIDENCE TO MAKE MISTAKES AND PERSEVERE EVEN WHEN SOMETHING IS DIFFICULT.</p> <p>SHOW EMPATHY AND RESPECT TOWARDS OTHERS.</p> <p>TALK ABOUT AND MAKE HEALTHY CHOICES.</p>	<p>BECOME AN AMAZING ATHLETE WHO TAKES PLEASURE IN PLAYING AND MOVING CONFIDENTLY, SHOWING STRENGTH, BALANCE AND CONTROL OVER BODY MOVEMENTS.</p> <p>RIDE A 2 WHEELED BIKE.</p> <p>TAKE PLEASURE IN MOVING ENERGETICALLY, SHOWING CONTROL OVER BODY MOVEMENTS.</p> <p>HOLD AND CONTROL A PENCIL EFFECTIVELY.</p> <p>USE CUTLERY WITH CONFIDENCE.</p>	<p>RETELL A STORY WITH WORDS AND ACTIONS.</p> <p>READ SENTENCES AND BOOKS CONTAINING REGULAR WORDS MADE UP OF KNOWN LETTER SOUNDS AND SOME EXCEPTION WORDS.</p> <p>INDEPENDENTLY WRITE WORDS AND SIMPLE SENTENCES THAT CAN BE READ BY OTHERS.</p>	<p>UNDERSTAND IN DEPTH NUMBERS TO 10.</p> <p>COMPARE QUANTITIES IN DIFFERENT CONTEXTS.</p> <p>RECOGNISE PATTERNS IN THE NUMBER SYSTEM.</p>	<p>SHOW CURIOSITY ABOUT THE WORLD IN WHICH THEY LIVE. SHARE OWN KNOWLEDGE AND ASK QUESTIONS OF OTHERS TO FIND OUT MORE.</p> <p>KNOW THEIR PLACE IN THEIR FAMILY AND UNDERSTAND THAT EVENTS HAPPENED BEFORE THEY WERE BORN.</p> <p>APPRECIATE SOME SIMILARITIES AND DIFFERENCES BETWEEN LIVES, CULTURES AND RELIGIONS, BOTH WHERE THEY LIVE AND AROUND THE WORLD.</p>	<p>MAKES UP STORIES AND ACT OUT WITH OTHERS, MAKING USE OF PROPS TO ENHANCE THE PLAY.</p> <p>TAKE PART IN A PERFORMANCE IN FRONT OF AN AUDIENCE.</p> <p>MAKE CHOICES OF WHICH MATERIALS AND TECHNIQUES TO USE WHEN CREATING, TAKING INSPIRATION FROM ARTISTS, EXPERIENCE AND THEIR OWN INTERESTS.</p> <p>SING A REPERTOIRE OF SONGS AND ENJOY MOVING TO MUSIC.</p>

# Communication & Language



Read and re-read selected texts      Model words and phrases

Model talk routines

Promote active listening skills

Ask open questions

Signal when we want children to listen

Link listening with learning

Repeat vocabulary regularly and revisit

Provide a large selection of objects, photos and pictures to talk about

Identify new vocabulary    Show genuine interest in knowing more  
Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions.

Daily story time

Provide traditional and modern books

Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.

Narrate your own and children's actions.

Remind of past events.

Repeat vocabulary regularly and revisit.

Model accurate irregular grammar such as past tenses plurals, complex sentences.

Make deliberate mistakes to highlight we can be wrong!

Think out loud, support to solve problems, use problem solving and phrases.

Take on different roles in imaginative play, to interact and negotiate with people in longer conversations

## ELG- Listening, Attention & Understanding

Children at the expected level of development 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.

## ELG- Speaking

Children at the expected level of development 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.

# Communication & Language

- Quality fiction and non-fiction texts for focused learning and story time
- Adult modelling, questioning and conversation
- Carpet time and timetabled sessions for attentive listening
- Daily story time and re-reading of texts
- Show and Tell
- Vocabulary displayed in the environment and revisited
- Observed interaction between peers
- Scaffold play and conversations with the Reception Team
- Daily nursery rhymes and songs to develop vocabulary and extend learning
- Daily routine songs
- Use of 'tell me more' to encourage conversations
- Use of peer talk strategies
- Use of Beat Baby to develop steady beat and rhyming skills.

*How do we facilitate learning and development at Maidensbridge?*

# Personal, Social & Emotional Development

Make time to get to know the child and their family.

Ask parents about the child's history, likes, dislikes, family member and culture.

Highlight children's interests. Encourage co-operation, sharing and kindness

**Encourage listening to peers as well as adults**

Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary.

Model practices and support good hygiene. Narrating your own decisions about healthy foods.

Express your approval when they help, listen and support each other.

Have high expectations for children following instructions.

Help children to set own goals and achieve them.

Allow children time in friendship groups as well as other groupings.

Model positive behaviour and highlight exemplary behaviour.

Undertake specific activities that encourage talk about feelings and their opinions.

Offer constructive support and recognition of children's personal achievements.

Provide opportunities for children to tell each other about their work and play.

Give children strategies for staying calm in the face of frustration.

Help them reflect and self-evaluate their work

Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel.

Give children space to calm down and return to an activity.

Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss challenges

Ask children to explain to others what they thought about a problem or an emotion and how they dealt with it

## ELG- Self-Regulation

Children at the expected level of development 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.

## ELG- Managing Self

Children at the expected level of development 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.

## ELG- Building Relationships

Children at the expected levels of development will:

- Work and play co-operatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.



# Physical Development- Gross Motor

Provide regular access to appropriate outdoor space

Experience of carrying things up and down on different levels  
(slopes, hills and steps)

Encourage children to be highly active and get out of breath several times everyday

Range of surfaces to feel, move and balance on, such as grass, earth and bark chippings

Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing

Provide a wide range of activities to support a broad range of abilities

Provide regular access to floor space indoors for movement

Ensure that spaces are accessible to children with varying confidence levels, skills and needs

Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.

Allow less competent and confident children to spend time initially observing and listening, without feeling pressurised to join in

Model precise vocabulary to describe movements and directionality, and encourage children to use it

Provide children with regular opportunities to practise their movement skills alone and with others

Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further

Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push

Provide different chairs and tables at the correct height for the range of children in the class

Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture

Provide opportunities to move that require quick changes of speed and direction

Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing into a chair, jumping into a hoop and running and lying on a cushion

Encourage precision and accuracy when beginning and ending movements

Encourage children to use a range of equipment. These might include wheeled toys, wheelbarrows, tumbling mats, ropes to pull on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and plants to balance on, A-frame and ladders, climbing walls and slides

## ELG- Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and co-ordination when playing
- Move energetically such as running, jumping, dancing, hopping, skipping and climbing.







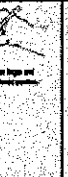
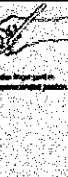
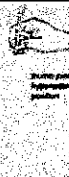





# Personal, Social & Emotional Development

- Daily modelling of school rules in-line with the school policy
- Positive reinforcement of expected behaviour
- Clear daily routines
- Daily Key Worker Groups sessions to deliver the specific SCARF PSHE lessons (making relationships, managing emotions, staying healthy and safe)
- Children enjoying playing and working within their friendship groups
- Scaffold social interactions to support social interactions
- Observations of children's interactions and social skills
- Use of puppets, songs, stories, social stories and interactive films to model feelings, emotions and problems and show children how to deal with them
- Constructive feedback
- Celebration assembly
- Good quality texts that reflect diversity
- Daily opportunities to promote well-being (Mindfulness, Cosmic Yoga, Guided Meditation)
- Calm down time/ quiet area for children that need it
- Parental involvement, All About Me, Tapestry, pupil voice to ensure that we get to know the children and their interests.

*How do we facilitate learning and development at Maidensbridge?*

# Pencil Grip Progression

ESTED GRIP	DIGITAL PENCIL GRIP	TRIPOD GRIP	CROSS THUMB	THUMB TUCK	HOOKED WRIST OR EXTENDED WRIST	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOIN IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS					6-7 YEARS			
											
Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder, the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.					Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.			

## ELG- Fine Motor Skills

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

# Fine Motor Development

- Daily fine motor activities planned into the provision such as: pegs, small world, threading, with pipe cleaners, beads, colouring, puzzles, buttons, dressing dolls, various construction kits, malleable materials and tools, water/ sand play, recycled materials and collage etc
- Daily letter formations included in phonics lessons
- Planned Write Dance, Squiggle whilst you wiggle and Dough Disco sessions
- Use of a range of tools at Forest School
- Songs and rhymes to support formation of numerals and letters
- Provision of left and right-handed scissors/ modelled support to make snips, cut in a line and cut around a shape
- Provision of chunky pencils, crayons and felt tips and, chunky chinks for making marks on the floor, easel and chalkboards
- Provision of pencil grips as required
- Use of sensory resources for mark making in a variety of ways such as: shaving foam, playdough, paint, printing, mud writing, making patterns with string/ pasta/ loose parts, glitter/ sensory trays etc
- Use of a range of tools and equipment such as: scissors, hole punches, paper fasteners, woodwork tools, cooking tools, gardening tools etc
- Supporting children to use a knife and fork effectively
- Use of progression map to monitor pencil control and progress.

*How do we facilitate learning and development at Maidensbridge?*

# Physical Development- Fine Motor

Before teaching children, the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- That children have developed their upper arm and shoulder strength sufficiently; they need to move their shoulders as they moved their hands and fingers
- That they can move and rotate their lower arms and wrists independently.

Help children to develop the core strength and stability they need to support their small motor skills.

Encourage and model tummy time, crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging.

Offer children activities to develop and further refine their small motor skills.

Suggestions- threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, making models with recycled materials, construction kits and malleable materials including clay.

Regularly review the equipment for children to develop their small motor skills:

- *Is it appropriate for the different level of skills and confidence of children in class?*
- *Is it challenging for the most dexterous children?*

Continuously check how children are holding pencils for writing, scissors and knives and forks.

Offer regular, gentle encouragement and feedback.

With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.

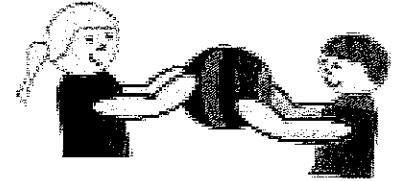
- Encourage children to draw freely.
- Engage children in structured activities; guide them in what to draw, write or copy.
- Teach and model correct letter formations.
- Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.
- Plan for regular repetitive so that correct letter formation becomes automatic, efficient and fluent over time,

## ELG- Fine Motor Skills

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.

# Gross Motor Development



- Daily access to outside and inside provision which includes
  - Own EYFS outdoor provision accessible all year round
  - Playground (Buccaneer ship and stage)
  - Large plastic building materials
  - Prams, wheeled carts, scooters, trikes and balance bikes
  - Boxes, hoops, tunnels, dens, large sheets of material
  - Sand pit/ water tray
  - Drainpipes, funnels and buckets
  - Dressing up clothes, ironing boards, role playhouse
  - Mud kitchen
  - Parachute, balls, bats, bean bags, hoops and cones
  - Access to steps, slopes and uneven surfaces
  - Appropriate chairs and tables for Reception children
- Weekly timetables PE sessions in the school hall to teach specific skills using the *Get Set 4* PE scheme (Gymnastics, Dance)
- Daily Music and Movement sessions
- Daily opportunities to promote well-being (Mindfulness, Guided Meditation and Yoga)
- Forest School sessions

*How do we facilitate learning and development at Maidensbridge?*

# Teaching of Phonics

At Maidensbridge Primary School, we follow the structure of the Read, Write Inc phonics programme to support the teaching of reading and writing. RWI phonics sessions are delivered daily in differentiated groups by trained staff.

## **Reading**

Children learning the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonics books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluence increases.

## **Writing**

The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.

They practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly.

Children's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

## **Parent Partnership**

The children have access to the RWI virtual classroom to consolidate the sounds that have been taught in school.

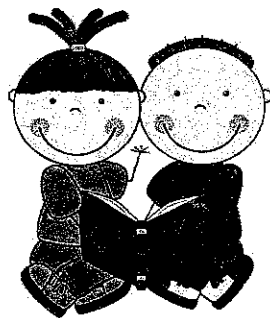
## **Assessment**

The children's phonics progress is continually monitored and assessed on a half termly basis.

# RWI Progression in the EYFS

Set 1																												
m m	a a	s s	d d	t t	i i	n n	p p	g g	o o	c c	k k	u u	b b	f f														
e e	l l	h h	sh sh	r r	j j	v v	y y	w w	th th	z z	ch ch	qu qu	x x	ng nk														
Set 2							Set 3																					
ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo peek at the zoo	oo look at a book	ar start the car	or shut the door	air that's not fair	ir with and without	ou shout it out	oy toy for a boy	ea cup of tea	oi spoil the boy	a-e make a cake	i-e ride a bike	o-e phone home	u-e huge blue	aw grow up down	are care and share	ur nurse with a nurse	er a better letter	ow brown cow	ai snail in the rain	oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure





# Literacy- Reading

Draw children's attention to a wide range of examples of print with different functions.

Choose books which reflect diversity.

Listen to children read aloud, ensuring that books are consistent with their developing phonic knowledge.

Consistently apply Fred Talk and Fred in your head strategies to support blending and reading fluency.

- Daily speed sounds phonics sessions
- Daily opportunities for blending and segmenting
- Daily shared and modelled reading during RWI- Planned sequence of opportunities for word and sentence reading and comprehension activities
- Tricky 'red words' taught progressively through the RWI phonics scheme.
- Provision of diverse books including some tradition and modern
- A variety of high-quality fiction and non-fiction picture books in the provision
- Phonetically decodable home reading scheme and home access to Oxford Owl for the children to apply their developing phonics skills
- Phoneme and grapheme mats and RWI working walls accessible at all time
- Meaningful reasons and opportunities for the children to read
- Child accessible reading areas and the opportunity to decide what they would like to read following their interests, including books shared from home
- Daily shared reading and story time
- Use of RWI trackers to access children's phonic and reading knowledge.

## ELG- Comprehension

Children at the expected level of development 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 story discussions, 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.

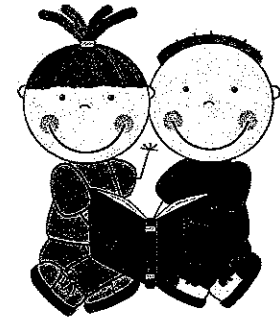
# Literacy- Writing

All writing stages are valued, and children's progress is recorded.

Children are supported to develop their gross motor skills and shoulder and arm strength if they are not ready to write.

Alongside fine motor activities to strengthen hand grip, we will provide:

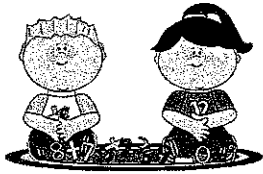
- Daily RWI phonics sessions- Planned sequence of RWI phonics and handwriting patterns
- Daily shared and modelled writing in RWI phonics sessions
- Daily support to write their name using a variety of tools and resources
- Letter formation rhymes, letter families and handwriting patterns
- A variety of writing tools in the provision, including crayons, pencils, chalks, felt pens, pastels and paints
- Phoneme and grapheme mats and working walls are available at all times
- Red words and high frequency words mats and keyrings for the children to access
- Meaningful reasons and opportunities for the children to write or different purposes
- Freely accessible writing areas with clipboards and resources for the children to follow their interests
- Opportunities to say out loud what they want to write, break the flow of speech into single words and use their phonics skills to record their thoughts.



## ELG- Writing

Children at the expected level of development 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.



# Maths

- Daily carpet maths teaching with modelled activities and guided learning
- Planned sequential progressive White Rose Maths scheme
- Use of NCETM and Numberblocks videos and resource to prompt deeper thinking
- Maths area and resources are freely accessible to stimulate children's interests
- Observations of children's mathematical thinking in the provision
- Use of progression map to build on previous skills and revisit learning
- Provision of manipulatives and resources daily such as Numicon, number frames, counters, number tracks etc
- Daily maths songs, rhymes and action rhymes throughout the day
- Planned activities which link to interests and extend vocabulary
- Mathematical challenges in the provision
- High quality story books which talk about or illustrate number/patterns to make learning meaningful
- Provide good quality construction/ pattern and building sets
- Focus on composition of smaller number before moving on
- Assessment through observation and questioning.

## ELG- Number

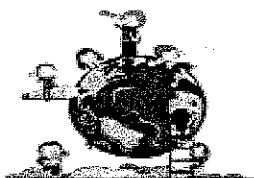
Children at the expected level of development will:

- 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.

## ELG- Numerical Patterns

Children at the expected level of development 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 even and odds, double facts and how quantities can be distributed equally.



# Understanding the World

- Planned directed learning as well as learning in the environment
- Observe the seasons and how the environment and weather changes
- Provide interesting natural environments for children to explore freely outdoors
- Make collections of natural materials to investigate and talk about
- Spend time with children talking about photographs and memories
- Invite different people to visit from a range of occupations
- Provide mechanical equipment for the children to play with and investigate
- Show and explain the concepts of growth, change and decay with natural materials. Plant seeds and observe over time.
- Investigate how animals and plants grow and learn about the life cycle of a chick, frog, ladybird and butterfly
- Plan and introduce new vocabulary related to explorations and investigations, Encourage the children to use the language in their discussions as they care for living things
- Draw children's attention to forces
- Provide children with opportunities to change materials from one state to another e.g., cooking- combining different ingredients, and then cooling or heating (cooking) them, melting
- Explore how different materials sink and float
- Explore how you shine light through some materials, but not others.
- Encourage children to refer to books, working walls and online resource
- Read high quality fiction and non-fiction books to support learning

## **ELG- Past and Present**

Children at the expected level of development will:

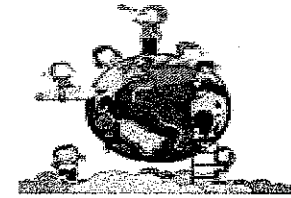
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events in books read in class and storytelling.

## **ELG- The Natural World**

Children at the expected level of development 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 season and changing states of matter.

# Understanding the World



- Follow the children's interests on these areas and provide a variety of real-life objects, photographs, videos, visits and visitors, We ensure that resources reflect the diversity of life in modern Britain.
- Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.
- Celebrate and value cultural, religious and community events and experiences.

Learn about different celebrations around the world such as Diwali (Hindu), Bonfire Night, Remembrance Day, Eid (Islam), Christmas, Luna New Year (Chinese), Mother's Day, World Book Day, Easter.

- Teach children that there are different countries in the world and talk about the differences they have experienced or seen in photo's.
- Learn about the local community of Wall Heath and the school grounds (use simple maps).
- Learn about London- a city and compare it with the village.
- School assemblies.

**ELG- People, Culture and Communities**  
Children at the expected level of development 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.



# Expressive Arts & Design

- Teach the children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Teach children the primary colours and share artist's work to discuss.
- Provide opportunities to work together to develop and realise creative ideas.
- Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.
- Encourage children to notice features in the natural world. Help them to define colours, shape, texture and smells in their own words. Discuss children's responses to what they see.
- Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.
- Invite musicians in to play music to children and talk about it.
- Encourage children to listen attentively to music. Discuss change/ patterns as the music develops.
- Provide related costumes and props for children to incorporate into their pretend play.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Provide a wide range of props for play which encourage imagination.
- Encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.
- Play movement and listening games that use different sounds for different movements. Model how to tap rhythms to accompany words.
- Play music with a pulse for children to move in time with and encourage them to respond, encourage children to create their own music.
- Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.
- Take part in the Nativity.
- Develop their drawing skills and self-portrait skills using a variety of media.
- Use colour and pattern to express mood.
- Perform a song/ dance/ poem or rhyme in front of an audience.

## **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.

## **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.

# Parent Partnership

We value the contribution that our parents make to their child's learning and take every opportunity to work in collaboration with them. We provide an opportunity for parents to complete an 'All About Me' document as children start school and arrange home visits to support their transition to school.

Families have online access to Tapestry to view and contribute to their child's learning journey. In the Autumn and Spring terms we hold parents' consultations and in the summer term, we host a celebration event alongside a detailed report.

Phonics, Maths and Seasonal workshops are provided throughout the year for families to attend so that they can learn more about how they can support their child at home.

The children and their families have access to their planners and the Teachers 2 Parents App for daily correspondence and to ensure that they are up to date with their current learning and activities taking place.

## Community Links & the Wider World

Over the year, we arrange visits from members of the local community to support our topic work and to enhance the children's interests.

We also arrange visits within the local community, for example visiting the bakery and post office.

Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts.

We aim to develop the children's awareness of other cultures by exploring different countries and

# Assessment

## Observation and Assessment

In Reception, the team use a range of strategies to gather information about the children's learning and development. We use observation as our main form of assessment, and 'wow' moments are recorded in the Tapestry online learning journey. Tapestry is a secure online journal which builds on children's experiences during their time in Reception. It enables families to view work from school and find out about how their child is progressing online.

Families can share pictures and videos with school which can provide an insight into their interests, talents and wider progress. Tapestry information is stored on a highly secure server which is monitored closely, and the software can be accessed from a desktop PE or via a smartphone app for Android and Apple devices. Keeping children safe online is extremely important to us at Maidensbridge Primary School.

The children's learning is monitored and sometimes observed through photographs, notes and videos. Some literacy or maths learning maybe record in books or files or on display in the classroom. The Reception Teams constantly use their professional judgement to decide what a child is achieving and what they need to do next. The staff observe the children interacting through their play and learning, we model and guide to support the children and assess the children using the non-statutory framework 'Development Matters 2021'. Observations are completed individually and in groups and by all team members.

During the first six weeks of the autumn term, the statutory Reception Baseline Assessment (RBA) will be completed by the teacher. Alongside the RBA, the Reception Team will complete an informal, unobtrusive play-based assessment to ascertain the children's starting point.

Towards the end of half term, Tapestry, teacher assessment and professional knowledge is used to assess how well the children are progressing in each area of learning and to identify next steps for learning. Tracking enables progress to be monitored closely and to check coverage in each area of learning.

In the summer term, the teacher reviews the ELG's in the EYFS Profile to decide whether each child is working below or at the expected levels. Judgements are based on observations, evidence in books and professional knowledge of staff. The results of the Profile are shared with parents and carers as part of the end of year report. After their, there is an opportunity to meet the class teacher to discuss the report.



Daily story time  
Sharing high quality texts  
throughout the provision

Extend children's vocabulary  
explaining unfamiliar words  
and concepts

High quality picture  
books  
Shared reading

Correcting grammar,  
modelling language,  
expanding phrases

## **Communication & Language**

Story corners- inside  
and outdoors  
Literacy displays

Promote active listening-  
carpet time, KWG time,  
show & tell

Small world play &  
outdoor provision

Home news  
Routine songs,  
rhymes & poems

Core books, songs  
and rhymes

Speaking in complete  
sentences, questioning,  
narrating

Get Talking & NELI  
Interventions

Rules & routines  
Clear boundaries and  
respectful school rules

Taking responsibility for  
resources and equipment  
Tidying belongings and  
resources after use

Child Initiated Play choices  
Model positive play and co-  
operation

Clear 'safe' rules  
Model safe play

High expectations of  
manners  
Consistent modelling

## **Personal, Social & Emotional**

Forest School  
sessions

Good hygiene practices-  
washing hands, toilet  
routines etc

Child Initiated Play  
indoors and outdoors  
Adult directed activities

KWG Time  
Positive behaviour  
reinforcement  
Strategies for staying calm

Finding out about  
families & home life  
Home Visits, Tapestry &  
Planners

SCARF  
programme

Develop gross motor skills  
Opportunities for large  
scale mark-making

Choice of a range of mark  
making materials and  
resources

Buccaneer Ship,  
performance stage, &  
wheeled toys

Forest School  
PE lessons  
Cooking in the Curriculum  
Sports Day

## Physical Development

Movement play  
Sand pit, water tray,  
mud kitchen,  
Malleable materials

Independent dressing,  
washing & toileting  
encouraged

Junk modelling,  
construction kits,  
parachute

Provision and modelling  
of one-handed tools-  
scissors, tweezers,  
pegs, tools etc

Healthy snack time

Write Dance, Funky  
Fingers, Dough Disco &  
Squiggle whilst you wiggle

Get Moving

Daily rhymes and songs  
RWI phonics sessions  
Story times & shared reading

Range of mark making tools  
and paper resources to  
choose from

Provision of clipboards,  
notebooks, chalkboards  
& whiteboards

Diverse range of high  
quality core texts and  
picture books

## Literacy

Modelled & shared  
reading & writing

RWI working wall  
HFW & phonics mats &  
key rings

Opportunities for  
role-play writing

Individual reading  
with Reception Team

RWI teaching  
Nursery rhymes &  
poems

Home reading books linked to  
RWI phonics scheme  
Oxford Owl online home  
readers

Child Initiated and adult  
directed writing  
Phoneme frames &  
phonics activities

Counting modelled in daily rhymes & routines

White Rose Maths planning based on progressive steps through the number system

NCETM & Numberblocks interactive teaching resources

Shape & pattern teaching linked to lessons on number

## Maths

Free access to blocks, shapes, multi-link, number frames, counters etc

Obstacle courses & hunts using positional language

Number story books, games & puzzles

Directed maths teaching with challenges & questioning

Provide a variety of patterns (including from different cultures)

Child Initiated Play  
Free access to Maths area & resources in provision

Natural environment provision  
Shells, mud, sand, sticks, log  
slices etc

Discuss forces outside,  
water, twigs snapping,  
push & pull

Photo's of children in the  
past, discuss memories  
Stories including past &  
present

Forest School  
Visits & visitors  
Special celebrations

People who help us visits  
Nurse, Fire Service, Farmer  
etc

## Understanding the World

Planting & growing  
Animals &  
Minibeasts

Explore mechanical  
equipment, electrical  
equipment, wind up toys,  
Beebots & ICT etc

Floating & sinking  
Shadows  
The changing weather &  
seasons

Our senses  
Changed during cooking  
Heating & melting

Maps, books around the  
world, non-fiction texts  
Learn about contrasting  
areas

Explore homes, schools,  
a local building or  
transport from the past

Role play areas  
Small world play  
Dressing up, props  
Puppets

Cutting & sticking resources  
in provision  
Scissors, glue, masking tape,  
cellotape, recycled materials,  
& collage materials

Free access to creative  
resources & loose parts

Skills taught such as  
colour mixing, assembling  
& drawing

## **Expressive Arts & Design**

Directed teaching of  
skills  
Focus on process not  
the end product

Charanga music teaching  
Call & response  
Pitch matching

Focus on specific  
artists &  
performers

Opportunities to  
watch to perform to  
an audience

Nursery rhymes &  
songs

Sculpture with malleable &  
resistant materials- clay  
Modelling with recycling  
materials & construction kits

Enjoy a variety of music  
and songs from different  
cultures  
Explore sounds of a range  
of instruments