

Queenswell EYFS Curriculum

Intent

Our EYFS curriculum forms the basis of what drives our provision and practice, and facilitates progress for all Foundation Stage children in our school. We aim to enjoy our time at school, achieve our best, always endeavour and work together. We aim to offer a co-constructed curriculum which means that practitioners have the freedom to deliver the curriculum in ways that motivate our children by following their interests and responding 'in the moment' to address their current needs. Children are key collaborators in their own learning journeys as we believe that the most significant learning and development occurs when children have opportunities to explore their own fascinations by being able to share ideas, debate, problem solve and have fun! Promoting opportunities for sustained shared thinking is at the heart of the Queenswell early years curriculum. Our curricular goals for each year group, for each area of learning, reflect the typical starting points and needs of our Queenswell children, and lead to aspirational outcomes for all.

The curriculum is designed to promote the Characteristics of Effective Learning which run alongside all areas of learning. When planning and guiding **what** children learn (skills and knowledge), it is important to reflect on the different rates that children are developing and adjust our practice accordingly. The Characteristics of effective learning are important as this is **how** children learn.

The 3 Characteristics of effective teaching and learning are:

- **Playing and exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Implementation

Our co-constructed curriculum is delivered through considering 3 key elements:

- **Individual children** (*A Unique Child*) – How they learn and what prior knowledge they have. This underpins the planning for our learning journeys.
- **Practitioners** (*Positive relationships*) – high quality adult interactions! Adults working in Early Years at Queenswell form partnerships with children that develop shared understanding and respect for each other's thoughts and ideas.
- **The Environment** (*Enabling Environments*) – this is crucial to ensure best progress for all children. We provide a learning environment that allows children the opportunity to discover and explore. We offer high quality continuous provision that provides challenge even in the absence of an adult.

We have a balance of directed, adult led teaching alongside the continuous provision learning environment that promotes independence and encourages children to lead their own learning through curiosity.

Impact

We measure impact in a number of ways:

- Practitioners form strong relationships with children; knowing them well and gaining an

understanding of their learning and development through conversations, observations and assessment for learning.

- Practitioners assess children's learning and development; to see if they 'know more and remember more'; against our curriculum goals and are aware of the needs of the children to ensure good progress is made.
- Observations of child's voice – children show confidence to talk about their learning to peers and familiar adults as well unfamiliar adults that visit the setting.
- Form good relationships with parents to gain a well-rounded view of the child.

Communication and Language

Intent

CAL is crucial for laying the foundations for *language development* and *cognitive development*. This is why CAL underpins all seven areas of learning and development. At Queenswell, a large proportion of children typically start with language skills below that expected for their age. This is why we put a large emphasis on the development of communication and language skills during the Early years of a child's education at Queenswell. We aim to significantly improve children's ability to use communication and language across all other areas of learning through a range of approaches.

Implementation

We provide a *language-rich environment*. This includes:

- Commenting on what children are interested in and what they are doing.
 - Back and forth interactions - conversations with adults
 - Sensitive questioning that invites children to elaborate on their ideas
 - Echoing back what children say with added new vocabulary
 - Reading to children and engaging them actively in stories, non-fiction, rhymes and poems.
 - Opportunities to embed new words in a range of contexts such as storytelling, roleplay and real-life experiences that follow children's interests and fascinations.
- We have written our EYFS Commitments for all Prime areas of Learning.

Supporting children with speech, language and communication needs.

We provide an enhanced curriculum based on the individual needs of these children with the support of the document 'Universally Speaking' developed by The Communication Trust.

We use *small group intervention programmes* such as 'Concept CAT', 'Early Talk Boost' and 'Language Enrichment Programme' to identify and provide intensive support for children who are significantly delayed in their communication and language skills.

| Pre-School → | Nursery → | Reception |
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| Grammar/spoken language | | |
| <ul style="list-style-type: none"> ● Adults provide a narrative of what a child does. ● Adults echo back what a child says using correct grammar e.g. "me want | Adults echo back what a child says using the correct grammar with added new vocabulary e.g. "the bus go fast" → "the <u>big</u> bus is <u>driving</u> | Adults model language that includes more complex grammatical components e.g. "the big bus is driving very <u>quickly</u> ", "the big bus is |

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| book" → "I want the book". | fast". | driving <u>faster</u> than the car". |
| Developing language and vocabulary | | |
| <ul style="list-style-type: none"> Focus on traditional nursery rhymes and simple high-quality texts including wordless books. | <ul style="list-style-type: none"> Continue to focus on traditional nursery rhymes, introduce some traditional tales, high-quality rhyming and repetitive texts and non-fiction books that link to a child's interest or fascination. | <ul style="list-style-type: none"> Introduce a wider range of texts including traditional tales, modern stories, non-fiction that include covering some scientific concepts and related vocabulary, rhymes and poems. |
| <ul style="list-style-type: none"> Daily planned nursery rhymes and action songs to support foundations for phonics. | <ul style="list-style-type: none"> Daily planned nursery rhymes and action songs to support foundations for phonics. | <ul style="list-style-type: none"> Daily planned nursery rhymes and action songs to support foundations for phonics. |
| <ul style="list-style-type: none"> Introduce vocabulary according to topics of learning or interest – names of colours, animals, transport etc | <ul style="list-style-type: none"> Introduce vocabulary according to topics of learning or interest with specific vocab e.g. if children are interested in dinosaurs, names of specific dinosaurs may be introduced (Tyrannosaurus Rex, Triceratops) | <ul style="list-style-type: none"> Introduce vocabulary according to topics of learning or interest with an increasing range of specific technical vocab and categorisation e.g. words like chrysalis, pupa, caterpillar, butterfly when learning about lifecycles. |

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| Using new language and vocabulary in a range of contexts | | |
| <ul style="list-style-type: none"> Opportunities for roleplay that reflect children's common real life experiences at this stage of development - home, shop, doctor. | <ul style="list-style-type: none"> Opportunities for roleplay that reflect children's common real life experiences as well as opportunities to explore scenarios they may not have had personal experience of, but may have experienced through books, other media or visitors to school e.g. hairdresser, vets, police, fire services | <ul style="list-style-type: none"> Opportunities for roleplay and storytelling that reflect the breadth of books that they have experienced e.g. Goldilocks house role-play. |

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| <ul style="list-style-type: none"> • Small world characters which reflect basic categories of objects e.g. animals, transport, people. | <ul style="list-style-type: none"> • Small world characters with a greater degree of categorisation e.g. farm animals, wild animals, dinosaurs, cars, trains. | <ul style="list-style-type: none"> • Small world characters including those from specific stories or rhymes e.g. The Three Billy Goats Gruff. |
| <ul style="list-style-type: none"> • Large loose part play objects such as wooden blocks, boxes, baskets and tubes which provide children with opportunities to use imaginative language in their play. | <ul style="list-style-type: none"> • Loose part play including curiosity objects such as pine cones, seed pods or other natural resources where children are encouraged to imagine what those objects could be. | <ul style="list-style-type: none"> • Children encouraged to build imaginative stories with their peers around loose part play. |
| | <ul style="list-style-type: none"> • Show and tell –Adult can talk for child if necessary while child standing up and showing picture/object. • Model for children how to ask questions – introduce vocab such as who? what? when? where? how? | <ul style="list-style-type: none"> • Show and tell – Children encouraged use own words to show other children. • Encourage children to ask own questions using vocab such as who? what? when? where? how? |
| Communication Friendly Classrooms | | |
| <ul style="list-style-type: none"> • Visuals to support children's understanding e.g. key concepts such as 'waiting', 'stop', 'toilet'. | <ul style="list-style-type: none"> • Introduction of visual timetables and communication board to share needs and wants e.g. 'I am hurt ', 'I need the toilet' | <ul style="list-style-type: none"> • More formal visual timetable, for sequence of activities taking part in the day. e.g. phonics, carpet time. |

Early Learning Goals: *(only to be used as assessment check point at end of reception year)

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

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when

appropriate. 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.

Curricular goals:

Pre-school: Children are confident to communicate with others to express things they need and want. They are happy to share their space with others and use a range of verbal and non-verbal communication when interacting with their peers. They use an increasing vocabulary to reflect their experiences and to support their imaginative play; and enjoy sharing books and singing songs with familiar adults.

Nursery: Children communicate with others effectively, using developing grammatical structures. They can collaborate with peers to build up ideas and respond to each other in appropriate ways. They use language and new vocabulary in increasingly imaginative ways. They have knowledge of a number of traditional tales and nursery rhymes.

Reception: Children have the ability to use communication and language across all areas of learning in order to fully participate and benefit from the wider curriculum. Children are confident communicators which is demonstrated through shared sustained thinking with others, including by asking questions. They use vocabulary that has been taught, in sentences and in context in a range of situations. Children share their own ideas about things they have learnt.

Moving on to KS1 – Links to National Curriculum: English, EAL and languages

By the end of EYFS children may know and sometimes use vocabulary such as:

| English | |
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| Speaking and listening | who? what? when? where? how? |

Personal, Social and Emotional Development

Intent

Children's PSED is crucial for children to lead healthy and happy lives and is fundamental to their *cognitive development*. By involving children in a co-constructed curriculum, we aim to build strong, warm and supportive relationships with children. The Characteristics of Effective Learning are intrinsically linked to PSED and these are reflected strongly in this area of learning as well as across all curriculum areas. Following the pandemic, we recognise that PSED has been affected for many children in our setting due to limited opportunities for social interaction, in particular for our youngest children in the pre-school.

Implementation

We provide a *safe and nurturing* environment. This includes:

- Strong, warm and supportive attachments with adults
- Supporting children to manage emotions through talk and finding calm resolutions
- Supporting children to form a positive sense of sense by celebrating achievements and

recognising significant steps in development.

- Helping children to set themselves simple goals; demonstrating perseverance and resilience on the road to achieving what they set out to do.
- We have written our EYFS Commitments for all Prime areas of Learning.

The Queenswell curriculum for personal, social and emotional development builds upon the provision of the previous stage, it does not replace it.

| Pre-School → | Nursery → | Reception |
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| Self-Regulation | | |
| <ul style="list-style-type: none"> ● Help children to develop sense of self – Self-registration with child's photo. Talk to them about 'who is that?', 'What are you going to do today? Look at photos of other children too and try to match the pictures to the children – can you name your friends too? | <ul style="list-style-type: none"> ● Help children to develop sense of self - Self-registration – 'Who is here today? who is not here?' ● Introduce feelings/emotions board for children to refer to so they can share with an adult if needed – using words like, happy, sad, angry, worried. | <ul style="list-style-type: none"> ● Self-registration – 'Who is here today? who is not here?' ● Use feelings/emotions board to share with an adult if needed (referring to Zones of Regulation) |
| <ul style="list-style-type: none"> ● Begin to notice and talk about differences between self and others – help develop positive attitudes towards diversity and inclusion by being open to what children say about differences and answer questions straight forwardly. Demonstrate an environment where all children are valued and belong. | | |
| <ul style="list-style-type: none"> ● Create some calm friendly spaces within the setting – modelling from adults about expectations in this area. | <ul style="list-style-type: none"> ● Introduce 'Calm corner' – Designated space for children to feel calm in with resources to support this. | <ul style="list-style-type: none"> ● Provide a 'Calm kit' – transportable resources to support children to manage their emotions when needed. |
| | <ul style="list-style-type: none"> ● Develop sense of membership and community – give children some responsibilities e.g. setting up self-registration for next day at tidy up time or washing up paint pots. ● Share 'All about Me' books with children. | <ul style="list-style-type: none"> ● Develop sense of membership and community – Leader jobs ● Enable children to see themselves as a valuable individual – get to know children – 'what makes them tick?' Spend time sharing 'All about Me' books. |

Managing self

- Help children to express preferences and decisions – take an interest in what the child is interested in – build conversations around this
 - Provide a child with 2 options to choose from as appropriate.
- Introduce visual timetable for focus activities in key worker groups. – child's photo next to activity they will take part in on that day.

- Provide a visual timetable with a range of options available for children to select from during child-initiated play.

- Provide a visual timetable with times built into the day for child initiated play allowing choice and focussed adult directed time.

- Provide an environment with opportunities for choice and self-selection appropriate to age – see continuous provision plans.

- Have clear expectations of and model rules within the setting.

- Introduce carpet time rules with visuals – good looking, good sitting, lips closed.

- Ensure class and school rules are established.

- Snack times to provide healthy food choices and introduce hygiene routines (wash hands before eating) – build some talk around these choices and relate to choices made at home.

- Provide a range of healthy snack choices and engage in conversations with children around this.
- Promote good oral health – talk about effects of eating too many sweet things and importance of tooth brushing.

- Discuss healthy food choices in comparison to not so healthy food choices and the effects this can have on our overall health. (Link to core text The Hungry Caterpillar and other text such as The Enormous Turnip, Olivers Vegetables.)
- Tooth brushing workshop for supervised tooth brushing demonstrations

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| | <ul style="list-style-type: none"> • Show and tell – building children's confidence to talk in front of others. Adult can talk for child if necessary while child standing up and showing picture/object. | <ul style="list-style-type: none"> • Show and tell – Encourage child to use own words to show other children. |
| | <ul style="list-style-type: none"> • Learn about road safety – through roleplay (using road safety props in bike area) | <ul style="list-style-type: none"> • Learn about road safety – through roleplay (using road safety props in bike area) |
| Building relationships | | |
| <ul style="list-style-type: none"> • Simple turn taking games with one other person – 'my turn, your turn'. | <ul style="list-style-type: none"> • Play games with short waiting times to support turn taking in small groups. | <ul style="list-style-type: none"> • Increase to games with slightly longer waiting times as appropriate. |
| <ul style="list-style-type: none"> • Sharing – is waiting for your turn (not getting it straight away). Support understanding of this with 'waiting' visual card as appropriate. | <ul style="list-style-type: none"> • Use of sand timers to help children manage expectations in terms of waiting times – they can begin to manage this themselves | <ul style="list-style-type: none"> • Strategies to record waiting so children can continue with other activities e.g. writing names on list on the board for taking turns with a piece of equipment. When a child has finished (timed with sand timer if appropriate), they can notify next child waiting. |

Early Learning Goals: *(only to be used as assessment point at end of reception year)

Self-Regulation: 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 focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas and actions.

Managing-self: Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain 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 choice.

Building relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others

needs.

Curricular goals:

Pre-school: Children are happy to be at school and can separate from their main carer. They have a developing sense of self and enjoy sharing their own interests and achievements with familiar adults. They are confident to explore their surroundings and 'have a go' at an increasing range of opportunities.

Nursery: Children are showing more awareness of others and are sensitive to the needs of other children. They have developed friendships and are more cooperative and inclusive in their play. Children are developing a sense of independence in their behaviour and can make choices about what they would like to do; sometimes planning ahead of time. Children are able to manage basic hygiene independently, including going to the toilet, changing clothes, and washing and drying hands.

Reception: Children have a clear sense of what is acceptable behaviour in a range of situations and manage their actions appropriately, adhering to and actively 'living' the school's golden rules. They have good relationships with other children and support and encourage each other in their play. They are able to independently make choices and be leaders of their own learning, working alongside others cooperatively. They know some of the ways that people can be healthy such as good hygiene and healthy food choices.

Moving on to KS1 – Links to National Curriculum: PSHE, DT (Healthy schools)

By the end of EYFS children may know and sometimes use vocabulary such as:

| PSHE | |
|---------------------------|--|
| Health & Well-being | Feelings (happy, sad, angry), clean, dirty, germs, healthy |
| Relationships | like, don't like, friend, same, different |
| Living in the wider world | Zebra crossing, stop, wait |
| DT | |
| Cooking and Nutrition | Healthy, unhealthy, fruit, vegetables |

Physical Development

Intent

It is important that children have opportunities to be active and develop coordination, through gross motor and fine motor experiences. This will enable their *all-round development*, to lead healthy, active lives. We aim to provide an environment that enables development of core strength, stability, balance, spatial awareness, co-ordination and agility. This in turn will have a positive impact on developing healthy bodies and social and emotional well-being. We work in partnership with parents to help promote an understanding of the importance of encouraging young children to walk to rather than being pushed in buggies wherever possible.

Implementation

We provide a *physically challenging* environment. This includes:

- Providing sensory explorations
- Assessing the physical development of children through observation and assessing grip development
- Physical development opportunities are meticulously planned to target children's developing physical needs.
- These physical development opportunities include challenges to develop targeted muscle groups in the upper body – shoulder pivot, elbow pivot and wrist pivot – on the journey to become an effective writer.
- Opportunities for fine motor strength are planned, using 'Funky Fingers' areas of the classrooms.
- Introduction of letter formation patterns, starting with gross motor movement ('writing like a Jedi', Alister Bryce-Clegg)
- We have written our EYFS Commitments for all Prime areas of Learning.

| Pre-School → | Nursery → | Reception |
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| Active and Healthy bodies | | |
| <ul style="list-style-type: none"> ● Begin to build stamina by going for longer walks around the school grounds. | <ul style="list-style-type: none"> ● Games and heart raising activities | <ul style="list-style-type: none"> ● Talk about the effects that activity has on our bodies. ● Develop climbing skills (e.g. Introduce PE lessons in hall using |

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| | | climbing apparatus) |
| Sensory play | | |
| <ul style="list-style-type: none"> • Opportunities to explore a range of sensory experiences, predominantly allowing development of shoulder pivot e.g. large trays of materials that move easily to develop 'swimming action' – such as couscous, porridge 'goo', shaving foam. • Allow some planned opportunities for children to become fully immersed in sensory play – e.g. body painting. | <ul style="list-style-type: none"> • Provide opportunities with materials that begin to provide more resistance and can be solid enough to allow children to squeeze or shape it e.g. cornflour, playdough, cloud dough, jelly. | <ul style="list-style-type: none"> • Offer a range of malleable materials for children working at a level that is developing elbow and wrist pivot as well as fine motor strength e.g. sand putty, bread putty, water beads. |
| <p>Many malleable material recipes are available in "Getting ready to write" by Alister Bryce-Clegg, including recipes for those with 'emergent skill', 'developing skill' and 'advanced skill'.</p> | | |

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| Gross Motor Development |
| <ul style="list-style-type: none"> • rocking and rolling • creeping, crawling, weight bearing • lifting, pushing and pulling • spinning, swinging and hanging • proprioception and balance |
| Fine Motor development |
| <ul style="list-style-type: none"> • small world activities • large peg puzzles, floor puzzle, small piece puzzles • arts and crafts • small tools appropriate to age • Woodwork |
| <p>Stages of grip development - Developing gross motor movement</p> <p>Identify which stage of their journey a child is at and plan opportunities accordingly. Some example activities:</p> |

Palmer Supinate grip:

with shoulder pivot:

- large spaces where children can use full shoulder movement
- Large boards at child height for mark-making (range of texture surfaces)
- develop proprioception and balance – large physical movements of arms and upper body whilst moving
- upside down mark-making (paper on underside of tables)
- encourage children to reach and stretch, using full circular motion of shoulder joint
- washing walls with soap and brushes
- big digging in sand and soil – long armed digging tools

Palmer Supinate grip:

with elbow pivot:

- *Emergent: elbow bends but shoulder is still in control e.g. sawing motion - encourage to move arms up and down and side to side*
- large rollers or brushes
- sweeping e.g. create tracks with washing up liquid
- sawing wood with a hacksaw (woodwork area)
- *Proficient: using muscles in upper and lower arms with circular motion from elbows - develop circular push/pull movement with upper and lower arm*
- drawing or painting to music
- sand, salt, glitter in large tray – make tracks with cars (making figure of 8 introduces wrist movement)

Digital pronate grip:

with wrist pivot:

- activities will be smaller in range
- small strips of paper to paint on (vertically or horizontally) – thin and short so movement stays in wrists not shoulders
- splatter painting
- twisting activities (nuts and bolts)
- threading/weaving – bendy willow sticks
- pouring

Stages of grip development - Developing fine motor movement

Identify which stage of their journey a child is at and plan opportunities accordingly. Some example activities:

Modified tripod grasp: Tripod grasp:



Activities should include opportunities to develop:

Pincer grasp or grip

Picking up small items using thumb and index finger.

First stage of this - Children may use all fingers to rake items into palm.

Next stage - They may pinch items with thumb against the side of the index finger.

Accomplished grip – Use end of thumb and fore finger in pincer grasp to manipulate small objects. Palm arches

There are several arches in the palm that enable the hand to grasp a range of different objects of various sizes and shapes. These arches direct the skilled movement of the fingers and control the power of the grasp. In-hand manipulation

To move and position objects within one hand without the assistance of the other hand. Children need lots of practise with items such as elastic bands and pencils, moving them in between their fingers. Also use round objects like conkers or marbles which they can rotate in the palm of one hand.

Thumb opposition

The ability to turn and rotate the thumb so that it can touch each fingertip of the same hand. Finger isolation

To be able to move each finger one and a time.

Knuckle, PIP and DIP joints

This refers to the joints in your hand, thumb and forefingers. To develop the last joint in your fingers (DIP) you need to work with things that are small and fiddly and malleable materials with a high level of resistance. Bilateral coordination

To control both sides of the body at the same time. The most complex level of this is where the body has two completely different movements on each side at the same time, such as cutting with scissors while holding and controlling the paper with the other hand.

Crossing the midline

The ability to cross your arms and legs over to the other side of your body. Activities to help develop this ability include drawing a horizontal line across a page in front of you without changing hands halfway through. Hand-eye coordination

The ability to control hand movement guided by vision.

Early Learning Goals: *(only to be used as assessment point at end of reception year)

Gross motor skills: 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.

Fine motor skills: 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, paint brushes and cutlery. Begin to

show accuracy and care when drawing.

Curricular goals:

Pre-school: Children are confident to take part in activities that involve whole body movements i.e. climbing and balancing. They are showing increasing control and coordination over their bodies when using smaller equipment such as puzzles and shape sorters.

Nursery: Children have active and healthy bodies and use a wide range of gross motor movement in their play (e.g. swinging, proprioception, weight bearing). They have developing core strength and are able to travel across simple balancing equipment, as well as sit on chairs and the floor, keeping themselves upright and able to sit for short periods of time. Children also have developing fine motor skills and are able to manipulate materials in order to achieve a desired outcome. Children have an improving grip development and are able to use some elbow and wrist movement.

Reception: Children are more independent and confident in their gross motor skills including taking part in some elements of 'risky play'. They show confidence and have good control of their bodies when climbing and balancing and are keen to challenge themselves physically. Grip development is more advanced and children are able to use pencils (and other tools) to form letters.

Moving on to KS1 – Links to National Curriculum: PE, English

By the end of EYFS children may know and sometimes use vocabulary such as:

| PE | |
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| Gymnastics | jump, balance, climb |
| Games | stop, go, freeze, throw, catch, |

Literacy

Intent

We recognise that there are many factors which contribute towards becoming a successful reader and writer: high self-esteem, lots of language developed through talk, gross and fine motor skills and phonological awareness. Our holistic approach to learning and development enables children to develop across all of these areas. We aim to create a life-long love of reading and children who are confident to use their writing skills for meaningful purposes. We have a book-based approach to planning when introducing new themes, topics or concepts.

Implementation

We provide a *Literacy-rich environment*: This includes:

- Signs and labels throughout continuous provision areas – including those made by children
- Displays – supporting children's developing self-esteem as mark-makers and writers
- A range of font and backgrounds
- Inviting book/reading corners with a range of high-quality texts (stories and non-fiction) that reflect the cultural diversity, interests and reading skill levels of the children
- Texts throughout continuous provision to support learning in all of areas of the curriculum (e.g. books about buildings around the world in block area).
- Modelled writing from adults for a range of purposes.
- A range of opportunities for children to apply literacy skills for a purpose that is meaningful to them.
- Displays demonstrating print in the environment including when at home and out and about in the community.
- Synthetic phonics programme – Little Wandle
- Continuous provision for writing is linked to assessment, matched to children's interest and contains challenge.
- Weekly writing challenges introduced in the Spring Term
- Daily early morning phrase/sentence writing introduced in Summer Term

We provide a *language-rich environment* – (See Communication and Language)

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| Pre-School → | Nursery → | Reception |
| Reading – Language comprehension | | |

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| <ul style="list-style-type: none"> • High quality adult interactions and talk with the children about the world around them. • Cosy quiet areas for sharing books <ul style="list-style-type: none"> • Scheduled song and rhyme times • A range of quality texts read and shared regularly including rhymes, songs and poems. | <ul style="list-style-type: none"> • Planned talk experiences that are firmly placed within children's current interests. • Time for sharing favourite books with adults and peers, including rhymes, songs and poems. • Story sacks/story baskets – wooden spoon characters for re telling favourite or traditional stories • Introduce verbal story telling with a story telling box of random objects. • High-quality texts used to introduce topics or themes in relation to children's interests. | <ul style="list-style-type: none"> • Helicopter stories – verbal story telling in collaboration with others. • Guided reading books that are rich in vocabulary – draw children's attention to new words and the meanings of these. <ul style="list-style-type: none"> • Re-tell familiar stories – introduce the concept of beginning, middle and end. (Link to core text fairy tales, Jack and the beanstalk, and others such as 3 Billy Goats Gruff) |
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| Reading – Word reading | | |
| <ul style="list-style-type: none"> • Letters and sounds Phase 1 – Aspect 1-3 General sound discrimination • Little Wandle Foundations for phonics games and activities | <ul style="list-style-type: none"> • Little Wandle Foundations for phonics games and activities <ul style="list-style-type: none"> • Strong focus on Oral blending - planned weekly activities | <ul style="list-style-type: none"> • Little Wandle Phase 2 – 4 – daily planned lessons |
| | <ul style="list-style-type: none"> • Introduction of Little Wandle for children who are secure with oral segmenting and blending towards the end of the summer term. | <ul style="list-style-type: none"> • Guided reading books that are in line with stage of reading a child is at. |
| Writing – Transcription | | |

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| <ul style="list-style-type: none"> • Provide opportunities for pre-writing skills such as creating patterns in sand (wavy lines, zigzags, straight line etc) | <ul style="list-style-type: none"> • Explore patterns and shapes linked to letter formation – straight lines, circular, retracing. • Letter formation cards from Little Wandle displayed and referred to as and when appropriate during child initiated play. | <ul style="list-style-type: none"> • Letter formation introduced with letter pattern rhymes from Little Wandle during discrete teaching times. • Letter formation cards from Little Wandle displayed and referred to as and when appropriate during child initiated play. |
| <ul style="list-style-type: none"> • Stages of grip development contribute to handwriting skills. – see physical development | | |
| | <ul style="list-style-type: none"> • Children encouraged to look at name cards when writing name to ensure that it is spelt correctly. | <ul style="list-style-type: none"> • Children encouraged to spell words by identifying sounds in them and representing the sounds with a letter or letters in line with the GPCs they have been taught. |
| | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • CVC word building (using phoneme frames) • Phrase and sentence building introducing finger spaces and full stops. |
| | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Spring term – introduce weekly independent writing challenges • Summer term – Daily morning phrases/sentences about a picture on the board. |
| <p>Writing – Composition</p> | | |
| <ul style="list-style-type: none"> • Some children may begin to give some meaning to marks they make. | <ul style="list-style-type: none"> • Planned talk experiences that are firmly placed within children's current interests. <ul style="list-style-type: none"> • Talk for drawing – encourage children to talk as they mark make and give meaning to marks | <ul style="list-style-type: none"> • Teach ambitious language that is linked to children's current interests and explore themes and topics related to these – fill their heads with lots of things to write about! |

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| | <p>they make – Action drawings – scribe what the child says.</p> <ul style="list-style-type: none"> • *Action drawing displays to value all mark making. | <ul style="list-style-type: none"> • Oral rehearsal of sentences before writing. • Adults to model writing sentences and demonstrate language for thinking as doing so. |
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Early Learning Goals: *(only to be used as assessment point at end of reception year)

Comprehension: 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.

Word reading: 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.

Writing: 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.

Curricular goals:

Pre-school: Children enjoy spending time sharing books and have favourites that they like to look at regularly. They are beginning to use mark making tools and notice the patterns and shapes they can make with them. Some will be able to give meaning to some of the marks they make.

Nursery: Children are showing an interest in the reading and writing of others and themselves. They have favourite stories and rhymes and recall elements of stories in their play. They are gaining control of mark making tools so that they can form patterns and shapes – some of which are recognisable letters, particularly those in their name. They use drawing to communicate and can talk about the images they create. They having growing confidence when orally blending and segmenting CVC words.

Reception: Children choose to read and write for their own purposes, demonstrating early skills of comprehension, application of phonics, composition and transcription. They use what they know from quality texts and adult modelling to show these newly emerging skills. They are proud of their developing literacy knowledge and skills.

Moving on to KS1 – Links to National Curriculum: English

By the end of EYFS children may know and sometimes use vocabulary such as:

| English | |
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| Comprehension | Story book, information book (some children will be using fiction, non-fiction), rhyme, |
| Word reading, writing | word, sentence, phoneme, digraph, trigraph, capital letter, finger spaces, full stop. |

Mathematical Development

Intent

It is essential for children to develop a *strong understanding of number* in order to develop the necessary building blocks to excel mathematically. We aim to provide an environment that allows children frequent and varied daily opportunities to use their understanding of number in real life-contexts. We intend to provide children with the secure base of knowledge and vocabulary that they will need to master mathematics. It is also important that there are rich opportunities for children to develop *spatial reasoning skills* across areas including *shape, space and measure*; and to develop positive attitudes and interests in maths; look for patterns and relationships; spot connections; 'have a go'; talk about what they notice; and not be afraid to make mistakes.

Implementation

We provide a *mathematically challenging* environment. This includes:

- a *number-rich environment* – number lines and other visuals showing the correlation between numerals and quantities.
- a range of loose part manipulatives available as part of continuous provision such as pebbles and tens frames for organising counting.
- Daily opportunities to practice counting and understanding of number e.g. counting children at register, sharing and sorting equipment, fruit and/or milk.
- Maths mastery scheme of work – White Rose Maths (in Reception).
- Resources and activities suggested by NRICH.
- Block areas in all year groups with varying degrees of challenge to help develop spatial reasoning skills and mathematical language around shape, space and measure.
- *Mathematical vocabulary rich* environment - vocab words, explicit questions and challenges displayed and referred to throughout continuous provision.
- Adults understand the 5 counting principles.

| Pre-School → | Nursery → | Reception |
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| Number and Numerical Patterns | | |
| <ul style="list-style-type: none"> ● Adults to model using counting language across a range of opportunities that corresponds with quantity e.g. sharing snack, counting children, steps | <ul style="list-style-type: none"> ● Show an awareness of their age and what this number represents in terms of quantity e.g. adding 4 candles onto their birthday cake when they are 4. | <ul style="list-style-type: none"> ● Count objects, actions and sounds in a range of situations ● Link the number symbol with its cardinal number value |

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| <ul style="list-style-type: none"> • Take part in finger rhymes with numbers e.g. rhymes that involve hiding and returning - '2 little dicky birds' | <ul style="list-style-type: none"> • Recite numbers up to and past 5 – counting songs and rhymes including those counting on and backwards – adults regularly say counting sequence in a range of playful contexts. | <ul style="list-style-type: none"> • Recite numbers up to and past 10 – counting songs and rhymes including those counting on and backwards – adults regularly say counting sequence in a range of playful contexts. • Read stories that involve counting. |
| <ul style="list-style-type: none"> • Compare amounts using language such 'lots', 'more' or 'same' when counting in varied contexts e.g. building towers with bricks. | <ul style="list-style-type: none"> • Discuss real world mathematical problems with numbers up to 5 and compare quantities using language such as 'more than', | <ul style="list-style-type: none"> • Build counting into everyday routines with number beyond 10 e.g. register time, tidy up, lining up, counting out fruit at snack time. • Compare numbers using |

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| | <p>'less than' e.g. there are 4 of you but there aren't enough chairs'</p> | <p>vocabulary such as, 'more than', 'less than', 'fewer', 'the same as', 'equal to'</p> |
| <ul style="list-style-type: none"> • Help children to match counting words with objects – move an object once counted so children learn that we say one number name per item. | <ul style="list-style-type: none"> • Say one number for each item when counting objects up to 5. | <ul style="list-style-type: none"> • Say one number for each item when counting objects to 10 and beyond. • Count verbally to 20 and beyond. |
| | <ul style="list-style-type: none"> • Begin to subitise up to 3 objects – adults to point out small groups 'look, there are 2!' | <ul style="list-style-type: none"> • Subitise numbers up to at least 5 • Put objects into 5 frames and 10 frames to familiarise children with tens structure of number system. |

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| | <ul style="list-style-type: none"> ● Begin to link numerals and amounts, selecting the correct quantity to match a given numeral e.g. show me 5 fingers, can I have 3 pencils please? ● Adults to emphasise the total number – thank you now I have 3 pencils. ● Use small numbers to manage learning environment e.g. a pot labelled 5 pencils – bring children's attention to this especially at tidy up time – how many should we have? | <ul style="list-style-type: none"> ● Say how many there are after counting e.g. "...6, 7, 8. There are 8 balls". ● Count out a smaller number from a larger group to show understanding of cardinal principle. ● Understand the 'one more than'/'one less than' relationship between consecutive numbers. |
| | <ul style="list-style-type: none"> ● Children to be encouraged to find their own ways of recording including symbols, marks and some numerals. ● Adults to provide numerals nearby for reference e.g. wooden numerals in a basket or number track on fence. | <ul style="list-style-type: none"> ● Discuss different ways that children might record quantities (e.g. tallies, dots, numeral cards) |
| | <ul style="list-style-type: none"> ● Begin to use some everyday language to add and subtract verbally (e.g. I need 2 more, then I will have 5; I took 2 away, now there are 3). | <ul style="list-style-type: none"> ● Explore the composition of numbers to 10 (emphasise parts within the whole) ● Use language related to addition and subtraction (plus, add, take away, minus, equals) ● Automatically recall number bonds to 5 (including subtraction facts) and some to 10 ● Show awareness of |

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| | | <p>difference between odd/even numbers</p> <ul style="list-style-type: none"> • Know some doubling facts |
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| Spatial reasoning – shape, space and measure | | |
| <ul style="list-style-type: none"> • Provide a range of resources for building and stacking. | <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes modelling language such as circles, rectangles, triangles and cuboids using language such as 'sides', 'corners', 'straight', 'flat', 'round'. | <ul style="list-style-type: none"> • Continue to explore 2D and 3D shapes using mathematical language and shape names. (including edges, faces, corners for 3D shapes) • Select, rotate and manipulate shapes to develop spatial reasoning skills (e.g. provide pattern and building sets, pattern blocks such as Numicon, as well as natural found materials) • Compose and decompose shapes so that children recognise a shapes can have other shapes within it. |
| <ul style="list-style-type: none"> • Combine objects like stacking blocks, building towers, putting shapes together e.g. boxes that fit into each other, shape sorters | <ul style="list-style-type: none"> • Adults to encourage children to talk informally about shape properties such as 'sharp corner' or 'pointy' – 'we need a piece with a straight edge' | |
| <ul style="list-style-type: none"> • During play, adults comment on interestingly shaped objects like vegetables, spoons, pans, balls. | <ul style="list-style-type: none"> • Understand positional language in real contexts e.g. how to sweep water 'down' the drain, the bag is 'under' the table. | <ul style="list-style-type: none"> • Understand and use positional language e.g. on top, next to, behind, under, in front of |
| <ul style="list-style-type: none"> • Adults to describe children's climbing, tunnelling and hiding using spatial words such as 'on top of', 'down' and 'through'. | <ul style="list-style-type: none"> • Explore language around describing a familiar route using words such as 'in front of', 'behind'. <ul style="list-style-type: none"> • Build routes with large blocks, train tracks, guttering etc. • Include using journey | |

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| | <p>stories such as 'Rosie's Walk', 'Going on a Bear Hunt'</p> | |
| <ul style="list-style-type: none"> • Provide a range of inset puzzles | <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. | <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity using mathematical language such as, 'heavier/lighter', 'shorter/longer/taller', 'empty/full/half full'. |
| <ul style="list-style-type: none"> • Provide objects with marked differences in size throughout continuous provision e.g. 3 different size jugs with water tray. | <ul style="list-style-type: none"> • Talk about and identify patterns in the environment e.g. stripes on clothes. • Use informal language such as 'pointy', 'spotty', 'blobs' etc | <ul style="list-style-type: none"> • Notice and talk about repeating patterns within the environment. |
| <ul style="list-style-type: none"> • Adults to use language of size and weight in everyday contexts, modelling language such as 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. | <ul style="list-style-type: none"> • Loose part manipulatives to explore and make patterns with e.g. sticks, stones, leaves. • Adults extend to modelling making ABAB patterns. | <ul style="list-style-type: none"> • Continue, copy and recreate patterns with varying rules e.g. AB, ABB, ABBC. |

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| | <ul style="list-style-type: none"> • Talk about patterns of events – 'first', 'then', 'next' • Use basic sand-timers to measure short periods of time e.g. when turn taking | <ul style="list-style-type: none"> • Recall and name days of the week, months of the year. • Understand different parts of the day at school – morning, afternoon • Begin to understand the concept of 1 minute – made up of 60 seconds |
| | <ul style="list-style-type: none"> • Provide coins for children to explore in real life contexts e.g. shop roleplay area. | <ul style="list-style-type: none"> • Introduce counting 1p coins to find the total cost of an object up to |

Early Learning Goals: *(only to be used as assessment point at end of reception year)

Number: 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.

Numerical patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 20 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.

Curricular goals:

Pre-school: Children use number names in their play and are beginning to compare quantities using language such as 'lots' or 'more'. They explore shape, space and measure through their play and can tell the difference between objects that are 'bigger' or 'smaller'.

Nursery: Children have some concept of number and numerals and their relation to quantity. They explore mathematics through a range of open-ended and natural resources and use these to demonstrate their understanding of number, shape, space and measures.

Reception: Children have a secure understanding of numerals and their relation to quantity. They confidently use maths throughout their play (e.g. using money in their role play; measuring when building or counting to measure time). They are able to make use of mathematical concepts to solve problems, including during sustained shared thinking with others.

Moving on to KS1 – Links to National Curriculum: Maths

By the end of EYFS children may know and sometimes use vocabulary such as:

| Maths | |
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| Number – place value | Number names up to 20 |
| Number - Addition | More than, less than, fewer, the same, equals, add, plus, takeaway |

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| and subtraction | |
| Number - Multiplication and division | Double, share |
| Geometry - Shape | 2D shape names e.g. circle, triangle, square, rectangle, Side, corner, face, edge, flat, curved, straight |
| Geometry – position and direction | on top, next to, behind, under, in front of |
| Measurement – length and height | Short/shorter, tall/taller, long/longer |
| Measurement – Weight, mass & capacity | Heavy/heavier, light/lighter, empty, full, half full |
| Measurement – Money | Coin, 1 penny, pence |
| Measurement - time | Seconds, minute, days of week, months of year, morning, afternoon, |

Understanding the World

Intent

It is important to us that all children have the opportunity to make sense of the world around them through first hand experiences. This includes their physical world as well as their community. Children begin to gain an understanding of the past, and present by exploring the lives of themselves and those around them. We are a culturally diverse school and we aim to educate children about and celebrate what is important to the children and families that we serve. Our physical environment at Queenswell allows children to connect with nature through our Environmental Education and Forest School approach. These first-hand experiences help to enrich and widen the children's vocabulary, supporting communication and Language; and later reading comprehension as well.

Implementation

We provide a *culturally, socially, technologically and ecologically* diverse environment. This includes:

- providing a broad selection of stories, non-fiction, rhymes and poems
- globes and maps in every class
- Forest School approach to learning across the curriculum
- Our onsite environmental features including pond, meadow and wooded areas.
- A range of off-site visits such as parks, museums and places of worship
- Celebrating a range of religious and cultural practices throughout the year.
- Planned visitors from important members of society such as Fire fighters, police officers, dentist, nurses.
- Continuous provision that makes the most of the weather as a learning resource and using this to support learning around seasons.
- Continuous provision that reflects that cultural diversity of the children
- Continuous provision that includes use of technological toys or devices

| Pre-School → | Nursery → | Reception |
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| Past and Present | | |
| <ul style="list-style-type: none"> ● Adults to notice and comment on changes over time e.g. if a child has new haircut or starts wearing glasses; plants growing or seasons changing. | <ul style="list-style-type: none"> ● Children begin to make sense of their own life story – Spend time with children talking about photos and memories. | <ul style="list-style-type: none"> ● Provide opportunities for children to explore artefacts, stories, pictures from the past. ● Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born (e.g. using a time line, learning about |

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| | | <p>dinosaurs, looking at baby photos - what changes?)</p> <ul style="list-style-type: none"> • Learning about their own past and present (Link with Key text Once there were giants and Double Trouble) |
| • | • | <ul style="list-style-type: none"> • Compare and contrast characters from stories, and non-fiction including figures from the past, e.g. compare Neil Armstrong, Tim Peak (Link to key text Astro Girl) |

People, Culture and Communities

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| <ul style="list-style-type: none"> • Help children make connections between features of their families and other families e.g. talk about similarities and differences. | <ul style="list-style-type: none"> • Invite different people from a range of occupations – plan and introduce new related vocabulary. Consider opportunities to challenge gender and other stereotypes. | <ul style="list-style-type: none"> • Name and describe people who are familiar within the community e.g. doctors, teachers, police (people who help us) - Visit from Fire fighters • Talk about own experiences with different people |
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| <ul style="list-style-type: none"> • Model positive attitudes about differences between people including race and religion. Have resources that reflect many differences. | <ul style="list-style-type: none"> • Ensure resources reflect diversity of modern Britain • Celebrate and value cultural, religious, community events and experiences of the children in the class throughout the year. | <ul style="list-style-type: none"> • Circle times to share pictures and talk about own family ('All about me' books). (Link with key text All are Welcome) • Encourage children to ask each other questions about their families. • Trips to places of worship - Church Spring Term |
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| <ul style="list-style-type: none"> • Talk to children about going on journeys – e.g. going to granny's house, going to the shop in a car, going on a Bear hunt! | <ul style="list-style-type: none"> • Provide books, displays, globes of the world to encourage children to talk about different places around the world. | <ul style="list-style-type: none"> • Draw information from a simple map • Talk about immediate/local environment including name of road, town in which our school is located – children understand that our school is in Whetstone, which is part of London. • Opportunities to draw maps from imaginary story settings as well as local environment. |
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Learn about similarities and differences between life in this country and life in other countries – reflect the countries that children in our school have personal links with (Link with celebrations of children in the class and how these are celebrated around the world.) • Compare what school is like in other countries |
| <p>The Natural World</p> | | |

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| <ul style="list-style-type: none"> ● Explore materials with different properties, including natural materials inside and outside. | <ul style="list-style-type: none"> ● Provide interesting natural environments for children to explore freely outdoors. ● Experiment with a range of different materials e.g. provide children with opportunities to change materials from one state to another (cooking, melting ice cubes); explore materials that float/sink; making shadows/explore transparency of materials. | <ul style="list-style-type: none"> ● Children to have regular access to outdoor play and exploration ● Hands on outdoor experiences using senses (touch, smell) ● All children encouraged to have welly boots and puddle suits at school so they can fully experience a range of outdoor weather ● Observe, interact with and comment on natural processes such as: <ul style="list-style-type: none"> o ice melting, o a sound causing a vibration, o light casting a shadow, o a magnet attracting an object, o a boat floating on water o Changes of state through cooking experiences |
| <ul style="list-style-type: none"> ● Real life experiences involving exploration of natural phenomena such as standing in the rain with wellies and | <ul style="list-style-type: none"> ● Make collections of natural materials to investigate and talk about with similarities and differences e.g. contrasting | <ul style="list-style-type: none"> ● Make observations, draw pictures of the natural world including animals and plants(use key words to label parts e.g. |

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| <p>splashing, walking through tall grass.</p> | <p>pieces of bark, different types of leaves or rocks.</p> <ul style="list-style-type: none"> • Plan for and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas. | <p>stem, leaf, roots or tail, feathers, fur)</p> <ul style="list-style-type: none"> • Encourage children to describe what they see, hear and feel whilst outside including names of some plants and animals • Notice and comment on similarities and differences. • Allow children to take supported risks – Risk management (see Forest School policy) • Recognise that some environments are different to where they live – use of non-fiction texts to explore different natural environments (Link to trip to Swan Lane - Autumn Term) |
| <ul style="list-style-type: none"> • Encourage children's exploration, curiosity, appreciation and respect for living things – e.g. looking for minibeasts, planting and growing, collecting natural items while out walking. | <ul style="list-style-type: none"> • Plant seeds/bulbs and care for growing plants – observe growth and decay over time • First hand scientific explorations of animal life cycles, such as caterpillars or chick eggs. | <ul style="list-style-type: none"> • Draw children's attention to weather and seasonal features (Link to trip to Swan Lane Park in Autumn term) • Develop growing areas of the garden – e.g. potato patch • Document the development of frog life cycle using pond in outdoor area – establish rules and ways of caring for them. |
| <p>How things work and Computing</p> | | |

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| <ul style="list-style-type: none"> • Provide mechanical equipment for children to investigate, make links and connections in relation to cause and effect e.g. wind-up toys, pulleys (transporting), sets of cogs. | <ul style="list-style-type: none"> • Children to explore and talk about different forces that they can feel – e.g. exploring magnets, bending materials - plan and introduce new vocabulary • Use touch screen or appropriate device to target and select options on a screen (when using IWB) A | <ul style="list-style-type: none"> • Use a range of technological programmable toys such as bee bots following simple algorithms • Children learn about online safety – suitable websites, what to do if you see something online that you don't like, what info not to share (www.thinkyouknow resources) - SEE ONLINE SAFETY SOW • Record short sentences on a recordable device (e.g. when writing) • Record sounds with different resources |
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Early Learning Goals: *(only to be used as assessment point at end of reception year)

Past and Present: 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.

People, culture and communities: 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, drawing on knowledge from stories, non-fiction texts, when appropriate, maps.

The natural world: 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 their natural world around them, including the seasons and changing states of matter.

Curricular goals:

Pre-school: Children show curiosity about the world around them and enjoy new experiences.

Nursery: Children show an interest in the world around them through a range of experiences to

explore and discover, particularly during outdoor learning. They are keen to find things out for themselves through trial and error and enjoy the process of discovery as much as the end result. Children talk about themselves and those closest to them (including events that have happened in the past) and show positive attitudes towards the diversity of the local community.

Reception: Children are confident and excited to engage with the real world. They use newly learnt vocabulary to make sense of and talk about the world around them. Children have developed positive attitudes towards the world around them including people and communities. They have sensitivity towards the impact of varying factors on the natural world and the need to live sustainable lives.

Moving on to KS1 – Links to National Curriculum: History, geography, science, environment and forest schools, RE, computing, DT, PSHE

By the end of EYFS children should know and sometimes use vocabulary such as:

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| DT | |
| Cooking and Nutrition | Change, melt, cook |
| PSHE | |
| Living in the wider world | Different, similar, names of people who help us e.g. doctor, police, firefighter, teacher |
| Computing | |
| Programming and computer science | Bee-bot, forward, backward, turn |
| Online Safety | Online safety, website |
| RE | |
| Beliefs and belonging | Some words relating to religion relevant to children in the class – e.g. Christian, Muslim, Jewish |

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| celebrations | Celebration, some names of celebrations relevant to children in class e.g. Eid, Hannukah, Christmas |
| Special places | Some names of places of worship relevant to children in that class e.g. church, synagogue, mosque |
| Environmental Education and Forest School | |
| Learning about the environment | Seasons, autumn, spring, summer, winter, change |
| Science | |
| Plants | leaf, stem, roots |
| Animals | Lifecycle, related stages of lifecycle of animals such as frogs, chicks/ducks, butterfly, (e.g. egg, chrysalis, caterpillar, butterfly), various animal names |
| Everyday materials | Magnet, float, sink, melt, ice |
| Seasonal changes | Seasons, autumn, spring, summer, winter, change, weather |
| Geography | |
| Locational and place knowledge | Map, various names of countries relevant to children in the class, London, Whetstone |
| Human and physical geography | Season, weather |
| History | |
| Chronological understanding | past, now, similar, different |

Expressive Arts and Design

Intent

At Queenswell we support children to develop their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. At Queenswell we encourage children to access resources in the classroom and outdoor learning area independently in order to express themselves freely and through their own preferred method. The quality of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Implementation

We provide an *artistically rich* environment. This includes:

- High quality continuous provision including workshop area, creative art area, malleable area, role play area and music area which children are encouraged to use independently to explore and experiment as well as with adult modelling and demonstration of key skills (e.g. tools and techniques).
- Reading to children and engaging them actively in stories, rhymes and poems – using and making props to support story telling
- Artist studies e.g. Andy Goldsworthy
- Listening to a range of music from around the world
- Role plays to reflect the cultural diversity and real-life experiences of children in the class.

| Pre-School → | Nursery → | Reception |
|---|--|--|
| Creating with materials | | |
| <ul style="list-style-type: none"> • Encourage children to make marks with a range of materials e.g. fingers in cornflour, sticks in mud, hands and feet in paint, on tablets, | <ul style="list-style-type: none"> • Talk with children about the meanings of the marks they make. • Encourage children to draw from their imagination and observation. • Help children to add detail by pointing out key features and discussing them. | <ul style="list-style-type: none"> • Encourage children to notice features in natural world • Help them to define colours, shapes, texture and smells • |
| | <ul style="list-style-type: none"> • Explore natural materials and experiment with transient art • Artist study - Henri Matisse (The snail) - Experiment with collage and tearing paper. | <ul style="list-style-type: none"> • Explore and learn about artists in particular those that use natural materials - Andy Goldsworthy. |
| <ul style="list-style-type: none"> • Introduce colour names and match to objects | <ul style="list-style-type: none"> • Explore the differences between colours – colour mixing | <ul style="list-style-type: none"> • Teach children to develop their colour mixing techniques to enable them to match the colours they see and want to replicate. |
| <ul style="list-style-type: none"> • Use senses to explore materials – make simple models with a range of textures e.g. clay, soft wood, card, fabrics, cardboard etc | <ul style="list-style-type: none"> • Offer opportunities to explore scale – long strips of wall paper, large boxes • Help children to develop their drawing and model | <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills • Provide a range of materials to construct with |

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| | making by encouraging them to have their | |
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| | own ideas. Spend sustained time alongside them during this process. | |
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| <ul style="list-style-type: none"> • Explore treasure baskets grouped by colour, texture, sound etc | <ul style="list-style-type: none"> • Join different materials (skills and techniques) and explore different textures • Provide a range of resources that children can access freely e.g. glue, masking tape, cardboard boxes, hammers and nails, fabrics | <ul style="list-style-type: none"> • Teach children different techniques for joining and how to choose when best to use different options. E.g. tape or glue • Provide opportunities to evaluate creations and think about how it could be made even better. |
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| Being imaginative and expressive | | |
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| <ul style="list-style-type: none"> • Provide a range of different types of singing, sounds and music from diverse cultures. • Play and perform music with different dynamics (loud/quiet), tempo, pitch and rhythms. | <ul style="list-style-type: none"> • Play, share and perform a wide variety of music and songs from different cultures. • Help children to develop listening skills through active listening e.g. painting to music or moving in response to sounds. • Clap or tap to the pulse of songs or music | <ul style="list-style-type: none"> • Introduce traditional and folk music from around the world including Britain. • Explore a range of percussion instruments |
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| <ul style="list-style-type: none"> • Introduce children to a broad selection of action songs from different cultures and languages. • Sing songs regularly so children learn songs and actions off by heart e.g. twinkle, twinkle, little star | <ul style="list-style-type: none"> • Remember and sing entire songs and nursery rhymes | <ul style="list-style-type: none"> • Sing call and response songs so children can echo phrases of songs you sing. • Encourage children to replicate choreographed dances e.g. just dance • Provide opportunities for choice of expression and freedom when performing music and dance. |
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| <ul style="list-style-type: none"> ● Introduce children to songs to go with routines e.g. "this is the way we wash our hands..." ● Provide children with instruments and 'found objects' e.g. tapping a bottle or running a twig along a fence. | <ul style="list-style-type: none"> ● Create own songs ● Play sound matching games (link to phonics phase 1) ● Encourage children to experiment with different ways of playing instruments. | <ul style="list-style-type: none"> ● Encourage children to keep a steady beat ● Play movement and listening games |
| <ul style="list-style-type: none"> ● Adults to encourage pretend play by modelling narrative and joining in role play. | <ul style="list-style-type: none"> ● Provide small world for children to access freely e.g. animal sets, dolls and dolls houses to encourage children to develop complex stories. ● Provide lots of flexible and open ended resources for children's imaginative play ● Help children to negotiate roles in their play and sort out conflicts. ● Encourage children who are not joining in with imaginative play. | <ul style="list-style-type: none"> ● Provide a wide range of props to encourage imagination. ● Support children to decide which role they may want to play (deconstructed roleplay) |

Early Learning Goals: *(only to be used as assessment point at end of reception year)

Creating with Materials: 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 props and materials when role playing characters in narratives and stories.

Being imaginative and expressive: 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 the music.

Curricular goals:

Pre-school: Children have learnt that they can find their own ways of being creative through movement and sensory experiences. They recognise that different objects can be used to make marks and have begun to do this with intention some of the time. They are happy to explore a range of textures, sounds, and colour and begin to show some preferences. Children use role-play which reflects their own personal experiences and sometimes engage in this play alongside other children.

Nursery: Children feel confident to explore a range of creative activities and open - ended props and resources (including those that they have found themselves in the natural environment). They use resources in their own way to represent their ideas, thoughts and feelings. Children are original in their interpretations of open-ended resources and sometime reflect their understanding of their real-life experiences. Children use developing skills to achieve a desired outcome.

Reception: Children are confident to take part in singing and movement activities and join in with a range of traditional rhymes, songs and dances. Children use their increasing communication and language skills to collaborate with others during pretend play, representing a range of real-life experiences and acting out familiar stories. They use props and open-ended materials to support their imaginative play in creative ways. Children use a range of skills with confidence to achieve a desired outcome, with some level of reflection and evaluation of what they have done.

Moving on to KS1 – Links to National Curriculum: Art, DT, Music

By the end of EYFS children should know and sometimes use vocabulary such as:

| Art | |
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| Drawing | Pencil, pen, crayon |
| Painting and collage | Cut, scissors, glue, stick, light, dark |
| 3D | Cut, stick, glue, model, join, bend, tape, |
| Artists | Andy Goldsworthy, nature, pattern |
| DT | |
| Make | Cut, stick, glue, model, join, bend, tape |
| Evaluate | Change, better |
| Music | |
| Performance | Music, sounds, listen, instrument |