

EYFS Curriculum at Edenham C of E Primary School

At Edenham C of E Primary School our staff work incredibly closely to ensure that there is meaningful progression through out our school starting with Reception.

	History
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • 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 their ideas and develop strategies for doing things (<i>take part in simple pretend play, sort materials, use pretend play to find beyond the 'here and now'</i>)
Educational Programme	<p style="text-align: center;">Understanding the World – statutory framework</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>
Development Matters Reception Statements (<i>Examples of what this could look like</i>)	<p style="text-align: center;">Talk about members of their immediate family and community Term 1 – connections 'what makes me, me? Weeks 1-6 (<i>dedicated talk time, sharing information and photographs, use a range of texts to show different families</i>)</p> <p style="text-align: center;">Name and describe people who are familiar to them Comment on images of familiar situations in the past</p> <p>(<i>present children with pictures, stories, artefacts and accounts from the past drawing upon similarities and differences, offer hands-on experiences that deepen understandings, show images of familiar situations from the past e.g homes, schools, transport, toys etc, offer opportunities for children to begin organising events using basic chronology recognising things that happened before they were born</i>) Term 3 – What was life like Once upon a time? Comparing contrasting ovens, modes of transport, houses.</p> <p style="text-align: center;">Term 5 – Why is water wonderful? – comparing how clothes were washed before washing machines and electricity were invented – looking at a tin bath, a mangle</p> <p>Compare and contrast characters from stories, including figures from the past Term 2 – What makes me, me?-Diwali and Nativity stories, Guy Fawkes and the Gunpowder Plot, Term 6 – Where can I travel to? – historical images of seaside resorts – discuss changes, bathing costumes. (<i>frequently share texts, images, and tell oral stories that help children to develop and understanding of the past, offer stories, poems, rhymes, puppets, role play and other storytelling methods to expose children to the past</i>)</p> <p style="text-align: center;">Throughout the year – a class timeline to demonstrate the passing of time throughout the reception year, pictures to demonstrate events that happened in each month.</p>

End of Year Expectations: (ELG)	<p style="text-align: center;">Understanding the World ELG: Past and Present <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Talk about the lives of people around them and their roles within 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 setting characters and events encountered in books read in class and storytelling
Vocabulary	<p style="text-align: center;">Vocabulary – enriching and widening (subject specific relating to overarching topics) Historical vocabulary children will be exposed to:</p> <p style="text-align: center;"><i>Present, past, now, old, new, materials, then, yesterday, today, time, day, week, month, year, remember, same, different, events, sequence, order, familiar, change, notice, observe,</i></p>

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Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • 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 their ideas and develop strategies for doing things <i>(take part in simple pretend play, sort materials, use pretend play to find beyond the 'here and now')</i>
Educational Programme	<p style="text-align: center;">Physical Development – statutory programme</p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p style="text-align: center;">Personal, Social and Emotional Development – statutory programme</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a</p>

	<p>positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
<p>Development Matters Reception Statements (Examples of what this could look like)</p>	<p>Revise and refine the fundamental movement skills they have acquired: Rolling, drawling, walking, jumping, running, hopping, skipping, climbing</p> <p><i>Throughout the year regular weekly P.E lessons, planned trim trail time, use of outdoor provision and opportunities provided for building using different materials, transporting from mud kitchen/sand pit/ construction area. Use of wheelbarrows in planting and sand areas, balance bikes and regular bikes outside, balls to practice throwing/catching, target games linked to active maths</i></p> <p><i>(provide regular opportunities for appropriate outdoor space on a range of surfaces to feel, move and balance on such as grass, bark, concrete etc, provide experience for children carrying things up and down on different levels such as slopes, hills and steps. 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 regular access to floor space for indoor movement. Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening without feeling pressure to join in. Create low-pressure zones where less confident children can practice movement skills on their own, or with one or two others. Model precise vocabulary to describe movement and directionally, and encourage children to use it)</i></p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p><i>(Provide children with regular opportunities to practice their movement skills alone and with others. Offer children further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky or sitting or lying in a den).</i></p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastic sport and swimming.</p> <p><i>(Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.</i></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><i>(Ensure that children can move and rotate their lower arms and wrists independently. Help the children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills)</i></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><i>(Give children regular, sensitive reminders about correct posture).</i></p> <p>Combine different movements with ease and fluency</p> <p><i>(Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements)</i></p>

	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p><i>(Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars)</i></p> <p><i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming)</i></p> <p>Develop confidence competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><i>(Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and target when they have consolidated their ball skill).</i></p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing</p> <p><i>(Carefully explain some of the rules of lining up and queuing, such as not standing too close or toughing others. Give children simple verbal and visual reminders)</i></p> <p>Personal, Social and Emotional Development - we use the Jigsaw PSHE scheme that is comprehensive in covering many aspects of PSED</p> <p>Build constructive and respectful relationships</p> <p><i>Jigsaw lessons weekly, circle time, reflecting on texts that have been read, class expectations discussed and modelled from term 1.</i></p> <p><i>(Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary)</i></p> <p>Show resilience and perseverance in the face of challenge</p> <p><i>Collective worship – Edenham values</i></p> <p><i>(Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them)</i></p> <p>Identify and moderate their own feelings socially and emotionally</p> <p><i>(Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave accordingly)</i></p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity</p> <p><i>Healthy food choices – term 2 what makes me, me? Doctors and dentists visit</i></p> <p><i>Dentists role play area – term 5 – oral hygiene</i></p> <p><i>Water and hydration – why is water wonderful? Term 5 connections link – discuss hydration</i></p> <p><i>Term 6 – where can I travel to – connections – discuss sun safety and hydration</i></p> <p><i>(Talk to the children about exercise and the benefits on their body during P.E lessons and other physical activities. Explain to children and model how to travel safely in their local environment including, holding hands, stopping quickly when scootering and cycling etc)</i></p>
End of Year Expectations: (ELG)	Physical Development

	<p>ELG: Gross Motor Skills</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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. <p>ELG: Fine Motor Skills</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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. <p>Personal, Social and Emotional Development</p> <p>ELG: Managing Self</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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.
Vocabulary	<p>Physical Development vocabulary children will be exposed to:</p> <p><i>Bend, stretch, balance, hop, crawl, skip, climb, obstacle, jump, side step, rolls, forwards, backwards, side to side, tiptoe, tall, wide, short, long, tuck, pike, straddle, fast, slow, start, stop, throw, catch, bounce, roll, pass, underarm, overarm, score, points, partner, team, over, under</i></p>

	Music
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things
Educational Programme	The development of children’s artistic and cultural awareness supports 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. The quality and variety 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.
Development Matters Reception Statements (Examples of what this could look like)	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. <i>Throughout the academic year the children have weekly music lessons – Kapow. In the provision throughout the year there are opportunities for the children to access dressing up clothes to retell familiar stories or create their own play. The roleplay area is changed every half term and props and costumes are used to enhance this area as well as encourage discussion amongst the children about their existing knowledge and then build on this</i></p> <p><i>The children have access to musical instruments that they can then explore in the provision and perform with on the stage</i> <i>(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 to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.)</i></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. <i>(Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play.) Term 2 – what makes me, me? Children watch the pantomime at Christmas time. Term 6 Where can I travel to? Children watch the y5/6 performance</i></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. <i>(Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words. Sing call and response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat regularly. Sing slowly, so that children can listen to the words and the melody of the song.)</i></p>
End of year Expectations: (ELG)	<p>Expressive Arts and Design ELG: Being Imaginative and Expressive <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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. <p>Every week the children are given opportunities for role play, retelling stories, imaginative play, using puppets etc.</p>
Vocabulary:	Sing, perform, rhythm, pitch, music, voice, beat, clap, body percussion, click, tap, bang, pat, stamp, names of instruments, fast, slow, high, low, lyrics, chorus, repeat, pattern, sound, loud, quiet, feeling, emotions, pop, classical, dance, costume

	Science
Educational Programme	<p>Understanding the World – statutory framework</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>
Development Matters Reception Statements (Examples of what this could look like)	<p>Name and describe themselves and people who are familiar to them <i>Term 1 – what makes me, me? Connections -week3 – How have I grown? Children bring in photographs of themselves as a baby – we discuss things they did then that they don’t now and how they have changed.</i> <i>(describe changes to their growing bodies, look at pictures of themselves as babies and notice and describe changes that have taken place;</i></p> <p>Compare and contrast characters from stories <i>(Frequently share fictional and non-fictional texts, images and tell oral stories that help children begin to deepen their understanding)</i></p> <p>Explore the natural world around them <i>(provide children with frequent opportunities for outdoor play and exploration, encourage interactions with the outdoors, to foster curiosity and give children freedom to touch, smell and hear the natural world around them. Create opportunities to discuss how we care for the natural world, offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation draw pictures of the natural world including animals and plants. Observe and interact with natural processes such as ice melting, sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.) Weekly outdoor learning session where the children explore all elements of the world around them and the weather. Science lessons covering gravity, growing, materials. Term 5 – connections -Why is water wonderful – who sank the boat? Children explore floating and sinking materials and build their own boats. Describe what they see, hear and feel whilst outside</i> <i>(Encourage focused observation of the natural world. Listen to children describing and commenting on things that have seen whilst outside including plants and animals. Encourage positive interaction with the outdoor world, offering children a chance to take supported risks, appropriate to themselves and the environment in which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.)</i></p> <p>Recognise some environments that are different to the one in which they live <i>(Teach children about a range of contrasting environments within both their local or national region. Model the vocabulary needed to name specific features of the natural world both natural and man-made. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their own understanding of contrasting environments through conversations and play e.g. role play/small world play.) Term 6 Where can we travel to? Contrasting coastal environments and hot and cold countries.</i></p> <p>Understand the effects of changing seasons on the natural world around them. <i>(Guide children’s understanding by drawing childrens attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding through play.) Term 2: Seasonal changes, Autumn focus. Term 3 How is Autumn changing to winter. Term 5 Plants and the natural world around us, Spring focus and how spring changes to summer. Looking at new life,</i></p>

	<p><i>tadpoles, caterpillars, growing beans, sunflowers, cress and other plants. Term 6 observing the season of summer. At Edenham we use the school oak as a marker for seasonal change.</i></p>
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<p>End of year Expectations: (ELG)</p>	<p style="text-align: center;">Understanding the World ELG: People, Culture and Communities <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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 <p style="text-align: center;">ELG: The Natural World <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p>Vocabulary:</p>	<p style="text-align: center;">Vocabulary – enriching and widening (subject specific relating to overarching topics) Scientific vocabulary children will be exposed to:</p> <p>Question, answer, explore, test, experiment, investigate, observe, compare, describe, predict, sort, group, record, magnets, magnetic, freeze, melt, boil, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life cycle, caterpillar, butterfly, chrysalis, transform, frogspawn, tadpole, froglet, frog, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, soft, rough, smooth, mix, combine</p>

	<p>Maths</p>
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Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • 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 their ideas and develop strategies for doing things
Educational Programme	<p style="text-align: center;">Maths – statutory framework</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>

<p>Development Matters Reception Statements</p> <p>(Examples of what this could look like)</p>	<p style="text-align: center;">Counts objects, actions and sounds</p> <p><i>(Develop the key skills of counting objects including saying numbers in order and matching one number name to each item.</i></p> <p><i>Say how many there are after counting to help children appreciate that the last number of the count indicates the total number of the group – cardinal counting principle.</i></p> <p><i>Say how many there might be before counting to give a purpose for counting “I think there are 8, shall we count to see?”</i></p> <p><i>Count out a smaller number from a larger group, knowing when to stop shows that children understand the cardinal principle.</i></p> <p><i>Build counting into everyday routines such as register, snack, tidying up, lining up etc.</i></p> <p><i>Sing counting songs and number rhymes and read stories that involve counting.</i></p> <p><i>Play games which involve counting.</i></p> <p style="text-align: center;">Subitise</p> <p><i>(Show small quantities in familiar patterns and random arrangements.</i></p> <p><i>Play games which involve quickly revealing and hiding numbers of objects.</i></p> <p><i>Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.</i></p> <p><i>Prompt children to subitise first then count to check.</i></p> <p><i>Encourage children to show a number of fingers ‘all at once’, without counting.)</i></p> <p style="text-align: center;">Link the number symbol (numeral) with its cardinal number value</p> <p><i>(Display numerals in order alongside dot quantities or tens frames arrangements.</i></p> <p><i>Play card games such as snap or matching pairs with cards where some have numerals and some have dot arrangements.</i></p> <p><i>Discuss the different ways children might record quantities for example scores in games, such as tallies, dots and using numeral cards.)</i></p> <p style="text-align: center;">Count beyond 10</p> <p><i>(Count verbally beyond 20, for example when playing hide and seek or to time children getting ready.</i></p> <p><i>Provide images such as number tracks, calendars and hundred squares so children become familiar with two-digit numbers and can start to spot patterns within them.)</i></p> <p style="text-align: center;">Compare numbers</p> <p><i>(Provide collections to compare, starting with a very different number of things.</i></p> <p><i>Use vocabulary ‘more than, less than, fewer, the same as, equal to. Encourage children to use these words as well.</i></p> <p><i>Distribute items evenly, make deliberate mistakes to provoke discussion.</i></p> <p><i>Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same.)</i></p> <p style="text-align: center;">Understand the ‘one more than/one less than’ relationship between consecutive numbers</p> <p><i>(Make predictions about what the outcome will be in stories, rhymes and songs if one is added or taken away.</i></p> <p><i>Provide staircase patterns which show that the next counting number includes the previous number plus one.)</i></p> <p style="text-align: center;">Explore the composition of numbers to 10</p> <p><i>(Focus on composition of 2,3,4 and 5 before moving onto larger numbers.</i></p>
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	<p><i>Provide a range of visual models of numbers, for example six as double three on dice, or the fingers on one hand and one more or as four and two with ten frame images.</i></p> <p><i>Model conceptual subitising – there are three here and three here so there must be six.</i></p> <p><i>Emphasise the parts within the whole.</i></p> <p><i>Plan games which involve partitioning and recombining sets.)</i></p> <p>Automatically recall number bonds for numbers 0-10</p> <p><i>(Have a sustained focus on each number to and within 5. Make visual and practical displays in the classroom showing the different ways of making numbers to 5.</i></p> <p><i>Help children to learn number bonds through lots of hands on experiences of partitioning and combining numbers in different contexts and seeing subitising patterns.</i></p> <p><i>Play hiding games with a number of objects in a box, under a cloth, in a tent, cave etc – “6 went in the tent and 3 came out, I wonder how many are still in there?”</i></p> <p><i>Spot and use opportunities for children to apply number bonds.</i></p> <p><i>Place objects into a five frame and talk about how many spaces are filled and unfilled.)</i></p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning</p> <p><i>(Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles as well as found materials.</i></p> <p><i>Challenge children to copy increasingly complex 2D pictures and patterns.</i></p> <p><i>Teach children to solve a range of jigsaws of increasing challenge.)</i></p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p><i>(Investigate how shapes can be combined to make new shapes: for example two triangles can be put together to make a square.</i></p> <p><i>Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many different ways there are to make a hexagon using pattern blocks.</i></p> <p><i>Find 2D shapes within 3D shapes, including through printing or shadow play.)</i></p> <p>Continue, copy and create repeating patterns</p> <p><i>(Make patterns with varying rules (including AB, ABB, ABBC) and objects and invite children to continue the pattern.</i></p> <p><i>Make a deliberate mistake and discuss how to fix it.)</i></p> <p>Compare length, weight and capacity</p> <p><i>(Model comparative language using ‘than’ and encourage children to use this vocabulary. For example, this is heavier than that.</i></p> <p><i>Ask children to make and test predictions – What if we pour a jugful into the teapot, which holds more?)</i></p>
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End of year Expectations: (ELG)	<p style="text-align: center;">Mathematics ELG: Number</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; <p>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p style="text-align: center;">ELG: Numerical Patterns</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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; <p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Vocabulary:	<p style="text-align: center;">Vocabulary – enriching and widening (subject specific relating to overarching topics)</p> <p style="text-align: center;">Mathematical vocabulary children will be exposed to:</p> <p>Subitise, groups, equal, more, less, fewer, greater, long, short, big, small, compare, sorting, rules, heavy, light, shapes, 2D, 3D, circle, square, triangle, oblong, pentagon, hexagon, sides, corners, straight, curved, faces, sphere, cylinder, cube, cuboid, pyramid, cone, share, double, same, number, count, pattern, repeating, composition, numicon,</p>

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Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • 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 their ideas and develop strategies for doing things

<p>Educational Programme</p>	<p style="text-align: center;">Understanding the World – statutory framework</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p style="text-align: center;">Personal, Social and Emotional Development – statutory framework</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
<p>Development Matters Reception Statements (Examples of what this could look like)</p>	<p style="text-align: center;">Understanding the World</p> <p style="text-align: center;">Understand that some places are special to the members of their community</p> <p><i>(name and explain the purpose of places of worship and places of local importance to the community to children, drawing upon their own experiences possible. Take children to places of worship and of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with the children) Term 2 – what makes me, me connections looking at different religions and what is important to people that practice those religions. Visitor in for Diwali workshop day (term 2), Father Ed in, visits to our Church, trip to a Mosque (term 3)</i></p> <p style="text-align: center;">Recognise that people have different beliefs and celebrate special times in different ways</p> <p><i>(Weave opportunities for children to engage with religious and cultural communities and their practices at appropriate times of the year e.g Christmas, Diwali, Easter, Chinese New Year, Harvest, Mother’s Day, Ramadan, Hannukah. Help children begin to build a rich bank of vocabulary with which they can describe their own lives and the lives of others. Term 2 – R.E why do Christians celebrate Christmas week 4 compare and contrast Diwali and Christmas)</i></p> <p style="text-align: center;">Recognise some similarities and differences between life in this country and life in other countries</p> <p><i>(Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, what they believe and so on) Term 5 why is water wonderful? – how water is used differently across the world? Term 6 Where can I travel to? Looking at lifestyles in different countries</i></p>

	<p style="text-align: center;">Personal, Social and Emotional Development</p> <p><i>We use Jigsaw pshe and this encompasses almost all elements listed below. We use circle time to discuss any incidents that may have occurred, we encourage parents to upload observations on to tapestry so that the children can build their confidence sharing this with their peers. Also this allows us an insight into the child's family life and culture outside of the classroom and to understand the social dynamics.</i></p> <p style="text-align: center;"><i>See themselves as a valuable individual</i></p> <p style="text-align: center;"><i>(Make time to get to know the child and their family, ask parents about the child's history, likes, dislikes, family members and culture)</i></p> <p style="text-align: center;">Build constructive and respectful relationships</p> <p><i>(Make sure children are encouraged to listen to each other as well as the staff celebrating and understanding similarities and differences between themselves and others, encourage sharing, co-operating within the school and classroom. Children to listen to and support each other)</i></p> <p style="text-align: center;">Express their feelings and consider the feelings of others</p> <p><i>(Model positive behaviour and highlight exemplary behaviour of the children in class by narrating what was kind and considerate about the behaviour. Encourage children to express their feelings using descriptive vocabulary. Help and reassure them when they are upset and confused, encouraging other children to show these behaviours. Undertake specific activities that encourage talk about feelings and their opinions)</i></p> <p style="text-align: center;">Show resilience and perseverance in the face of challenge</p> <p><i>(Recognise children's personal achievements, provide opportunities for children to share their work and play. Help children to reflect and self-evaluate their own work. Help children to develop problem solving skills by talking through how they ,you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and that trial and error is not failure. Help children to set their own goals and how to help them achieve them)</i></p> <p style="text-align: center;">Think about the perspective of others</p> <p><i>(Children to attend and join in with whole school collective worships. Children to engage with a wide range of bible and other religious stories. Using dialogic Storytime e.g talking about the ideas arising from the story whilst reading aloud. Discuss books that deal with challenges and explore how the different characters feel about these challenges and overcome them. Ask children how to explain to others how they thought about a problem or an emotion and how they deal with it)</i></p>
End of year Expectations: (ELG)	<p style="text-align: center;">Understanding the World</p> <p style="text-align: center;">ELG: People, Culture and Communities</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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 <p style="text-align: center;">Personal, Social and Emotional Development</p> <p style="text-align: center;">ELG: Self-Regulation</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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;

	<p>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p style="text-align: center;">ELG: Managing Self</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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; <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p style="text-align: center;">ELG: Building Relationships</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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.
Vocabulary	<p style="text-align: center;">Vocabulary – enriching and widening (subject specific relating to overarching topics)</p> <p style="text-align: center;">Religious vocabulary children will be exposed to:</p> <p>Religion, bible, morals, relationships, culture, community, vicar, Diwali, celebration, Christmas, Easter, Ramadan, diverse, similarities, differences, worship, Qu 'Aran, celebrate, beliefs, tradition, resilience, perseverance, independence</p>

	Geography
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • 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 their ideas and develop strategies for doing things

Educational Programme	<p style="text-align: center;">Understanding the World – statutory framework</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>
Development Matters Reception Statements (Examples of what this could look like)	<p style="text-align: center;">Talk about members of their community</p> <p><i>Term 2 – connections ‘what makes me, me?’ Future aspirations – across this term parents/local people come into school to talk about their careers including our school linked PCSO, a local doctor and the local fire brigade</i> <i>(Dedicated talk time, share information about local community heroes and people who help us, invite local heroes into school)</i></p> <p style="text-align: center;">Draw information from a simple map</p> <p><i>Connections – Term 1 What makes me, me? Children bring in a picture of their home, we use digimaps to look at the area in which we all live, introduction of village, town and city. Use maps to compare these, we looked at a city compared to Bourne and then Edenham compared to both.</i> <i>(look at environment, introduce new vocabulary, familiarise children with road/village the school is located, look at aerial views of school setting and wider areas and recognise feature, compare and contrast similarities and differences of areas)</i></p> <p style="text-align: center;">Understand that some places are special to members of their community</p> <p><i>Term 1 – Term 1- R.E Lincolnshire syllabus – Myself- Children are introduced to people that belong to a religious group and this includes where they go to worship</i> <i>(Name and explain purposes of different buildings, take children on visits of our local area)</i></p> <p style="text-align: center;">Recognise some similarities and differences between life in this country and life in different countries</p> <p><i>Term 5 – Connections why is water wonderful? Look at countries that don’t have running water – we incorporate videos from Lyfta alongside images and nonfiction texts</i> <i>(Teach children about places of the world that contrast with locations they know, use relevant, specific vocabulary to describe contrasting locations, use images/video-clips/shared texts and other resources to bring the wider world into the classroom, dedicated talk time and sharing observations)</i></p> <p style="text-align: center;">Explore the natural world around them</p> <p><i>(provide frequent opportunities for outdoor play and exploration, create opportunities to discuss how we care for our natural world around us, offer opportunities to sing songs and join in with rhymes, draw pictures of the natural world e.g animals and plants)</i> <i>Term 5 – Science growing- planting and observing growth, observational drawings</i> <i>Weekly outdoor education</i> <i>R.E - Term 3 Lincolnshire syllabus - our beautiful world learning about our duty to care for the environment</i></p> <p style="text-align: center;">Describe what they see, hear and feel whilst outside</p> <p><i>(encourage observations of the natural world, listen to children describing things they have seen outside, name and describe different plants and animals that they might see in different areas)</i></p> <p style="text-align: center;">Recognise some environments that are different to the one in which they live</p>

	<p><i>(teach children about a range of contrasting environments both local or national, model vocabulary needed to name specific features of the natural world and man-made, share non-fiction texts that share an insight into contrasting environments, children communicate their understanding through play, role-play etc)</i></p> <p>Understand the effect of changing seasons on the natural world around them</p> <p><i>Science term 4 – What is happening outside my window? Seasonal change, use of weather stations to explore the different aspects of weather</i></p> <p><i>D.T - children to make a windmill</i></p> <p><i>Throughout the year children are read poems by Shirley Hughes relating to different seasons, non-fiction books about weather.</i></p> <p><i>(guide children's attention to weather and seasonal features, provide opportunities for children to record the weather, select texts to share about changing seasons, throughout the year give children many opportunities to observe these changes first hand)</i></p>
End of year Expectations: (ELG)	<p>Understanding the World</p> <p>ELG: People, Culture and Communities</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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 <p>ELG: The Natural World</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Vocabulary:	<p>Vocabulary – enriching and widening (subject specific relating to overarching topics)</p> <p>Geographical vocabulary children will be exposed to:</p> <p>Village, town, city, country, world, globe, Earth, near, far, map, symbol, key, path, street, road, bridge, field, farm, animals, shops, building, sea, river, lake, stream, forest, woods, weather and seasons, park, beach, jungle, desert, rainforest, polar region, landmark, man-made, natural, aerial, location, area, similarities, differences)</p>

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Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p>

	<ul style="list-style-type: none"> • 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 their ideas and develop strategies for doing things
Educational Programme	<p style="text-align: center;">Expressive Arts and Design – statutory framework</p> <p>The development of children’s artistic and cultural awareness supports 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. The quality and variety 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.</p>
<p>Development Matters Reception Statements</p> <p>(Examples of what this could look like)</p>	<p style="text-align: center;">Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p style="text-align: center;"><i>(Teach 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.)</i></p> <p style="text-align: center;">Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p style="text-align: center;"><i>(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.)</i></p> <p style="text-align: center;"><i>Throughout the year within the provision the children have opportunities to create and make things such as term 4 – Connections why is water wonderful – who sank the boat? The children make boats.</i></p> <p style="text-align: center;"><i>We also build on this by having a focussed adult led design and creating activity each term.</i></p> <p style="text-align: center;"><i>Term 1 – Soup – links to Harvest festival</i></p> <p style="text-align: center;"><i>Term 2 – Felt Christmas decoration – links to R.E ‘why do Christians perform nativity plays at Christmas?’</i></p> <p style="text-align: center;"><i>Term 3 – Building a house – linked to connections ‘what was life like Once upon a time?’</i></p> <p style="text-align: center;"><i>Term 4- Build a windmill – links to connections ‘What is happening outside my window?’</i></p> <p style="text-align: center;">Create collaboratively sharing ideas, resources and skills</p> <p style="text-align: center;"><i>(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 how to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Some skills that could be taught but not limited to colour mixing, pencil drawings, portraits, use of mixed media e.g. collage, scissor skills, different joins e.g split pins, Sellotape, masking tape, PVA glue, staples, paper clips, treasury tags, hole</i></p>

	<p><i>punch. Evaluate and improve their designs, deciding which materials/joins etc are most appropriate, select and use materials safely and sensibly, provide opportunities for children to construct dens, building blocks, playdough, magnetic blocks, polydron, large construction e.g tyres, guttering. Creating recipes in the mud kitchen using a variety of natural resources, use of moulding tools for playdough and clay. Children to be exposed to textiles and basic sewing, children to prepare simple recipes with food)</i></p> <p><i>Throughout the year within the provision the children have opportunities to create and make things such as term 4 – Connections why is water wonderful – who sank the boat? The children make boats.</i></p> <p><i>Provision opportunities for the above – playdough table, large construction outdoors, water challenges term 4/5/6 with guttering</i></p> <p><i>We also build on this by having a focussed adult led design and creating activity each term.</i></p> <p><i>Term 1 – Soup – links to Harvest festival</i></p> <p><i>Term 2 – Felt Christmas decoration – links to R.E ‘why do Christians perform nativity plays at Christmas?’</i></p> <p><i>Term 3 – Building a house – linked to connections ‘what was life like Once upon a time?’</i></p> <p><i>Term 4- Build a windmill – links to connections ‘What is happening outside my window?’</i></p>
End of year Expectations: (ELG)	<p>ELG: Creating with Materials</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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.
Vocabulary:	<p>Vocabulary – enriching and widening (subject specific relating to overarching topics)</p> <p>Design Technology vocabulary children will be exposed to:</p> <p>Appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe, materials, purpose, texture, function, stable, durable, improve, safe, secure, develop, attach, thread,</p>

	Computing
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things and have a go

	<ul style="list-style-type: none"> • 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 their ideas and develop strategies for doing things
What will computing look like within EYFS?	<p>The new EYFS framework does not cover technology, however, the children at Edenham will still have ample opportunities to engage with technology through their learning and provision.</p> <p><i>Kapow IT scheme followed the year – technology sed in areas of provision beebots, phones, walkie talkies, ipads</i></p> <p>This could be shown through:</p> <p>A range of technological resources e.g phones, keyboards, microwave, over, torches, beebots, access to interactive SMART board, cameras, microscopes, range of toys, stopwatches, laptops, iPads, calculators</p> <p>Children will build up computing skills through:</p> <p>Individual log on to Rising Stars Reading Platform, individual pupil log ins to pupil laptops, use of iPads, unplugged algorithms through giving directions and use of beebots</p> <p>Children to understand the wider use of technology and participate in school learning walks to identify different technological uses and their purposes.</p> <p>Parents will be encouraged to share how children engage with technology at home through tapestry</p> <p>Key texts and stories will be used to expose the children to different technologies and moral stories about online safety.</p> <p>Children will develop an awareness of how to keep themselves safe online through E-safety Day and classroom teaching.</p>
Vocabulary	Technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

	Art
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things and have a go

	<ul style="list-style-type: none"> • 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 their ideas and develop strategies for doing things
Educational Programme	<p style="text-align: center;">Expressive Arts and Design – statutory framework</p> <p>The development of children’s artistic and cultural awareness supports 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. The quality and variety 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.</p>
Development Matters Reception Statements (Examples of what this could look like)	<p style="text-align: center;">Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p style="text-align: center;"><i>(Teach 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.)</i></p> <p style="text-align: center;">Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p style="text-align: center;"><i>(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.)</i></p> <p style="text-align: center;">Create collaboratively sharing ideas, resources and skills</p> <p style="text-align: center;"><i>(Provide a range of materials and tools and teach children how to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Some skills that could be taught but not limited to colour mixing, pencil drawings, portraits, use of powder paints, wax crayons, pastels, observational drawings, use of mixed media e.g. collage)</i></p>
End of year Expectations:	<p style="text-align: center;">Expressive Arts and Design</p> <p style="text-align: center;">ELG: Creating with Materials</p>

(ELG)	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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.
Vocabulary:	<p>Vocabulary – enriching and widening (subject specific relating to overarching topics)</p> <p>Art vocabulary children will be exposed to:</p> <p>Paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, texture, improve, design,</p>

	Writing
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • 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 their ideas and develop strategies for doing things <i>(take part in simple pretend play, sort materials, use pretend play to find beyond the 'here and now')</i>
Educational Programme	<p>Literacy – statutory programme</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>

	<p style="text-align: center;">Communication and Language – statutory programme</p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>
<p>Development Matters Reception Statements (Examples of what this could look like)</p>	<p style="text-align: center;">Literacy</p> <p><i>RWI followed throughout the year, including ‘get writing’. Writing opportunities in areas of provision, opportunities for different genres of writing to be explored for example term 3 – connections what was life like Once upon a time – story the jolly postman, children are exposed to letter writing.</i> <i>Term 6 – connections – where can I travel to? Children are exposed to postcard writing</i></p> <p style="text-align: center;">Read individual letters by saying the sounds for them <i>(Help children to read the sounds speedily. This will make sound-blending easier (phonics flashcards etc)</i></p> <p style="text-align: center;">Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Ask children to work out the word you say in sounds: for example, h-a-t>hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them)</p> <p style="text-align: center;">Read some letter groups that each represent one sound and say sounds for them (Help children to become familiar with letter groups (digraphs and trigraphs), such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘igh’ ‘air’ etc. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’)</p> <p style="text-align: center;">Read a few common exception words matched to the school’s phonics programme (Note the correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’)</p> <p style="text-align: center;">Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p style="text-align: center;">Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment (Make the books available for children to share at school and at home)</p> <p style="text-align: center;">Form lower-case and capital letters correctly (Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pencil grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.</p> <p style="text-align: center;">Spell words by identifying the sounds and then writing the sound with letter/s Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’ help children identify the sound that is tricky to spell.</p> <p style="text-align: center;">Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>

	<p>Support children to form the complete sentence before writing. Help children to memorise the sentence before writing by saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>Re-read what they have written to check, that it makes sense</p> <p>Model how you read and re-read your own writing to check it makes sense</p> <p>Communication and language</p> <p>Understand how to listen carefully and why listening is important</p> <p>(Promote and model active listening skills: e.g “wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.” Signal when you want children to listen. Link listening with learning “I could tell you were going to say the right answer, you were listening so carefully.”)</p> <p>Learn new vocabulary</p> <p><i>We focus on key texts each week, we have chosen older and more modern texts to expose the children to a wide range of vocabulary. We ask the children to query any words that they do not know. We also teach vocabulary relating to science, connections, music for example term 5 Music – tempo, pitch</i></p> <p>(Identify new vocabulary before planning activities, for example, changes in materials: ‘dissolving’, ‘drying’, ‘evaporating’ in music: ‘percussion’, ‘tambourine’ etc. Bring in objects, pictures and photographs to talk about, for examples vegetables to taste, smell and feel. Discuss which category the word is in, for example: “A cabbage is a kind of vegetable. It’s a bit like a sprout but much bigger”. Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: “What colour is it? where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? Etc”</p>
End of Year Expectations: (ELG)	<p>Literacy</p> <p>ELG: Comprehension</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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. <p>ELG: Word Reading</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs;

	<ul style="list-style-type: none"> - 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. <p>ELG: Writing</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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. <p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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. <p>ELG: Speaking</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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.
Vocabulary	<p>English vocabulary children will be exposed to:</p> <p><i>Story, role play, characters, fiction, non-fiction, poetry, rhyme, sentence, capital letter, full stop, punctuation, letters, word,</i></p>