

Birkby Infant & Nursery

School

EYFS

Curriculum



The Characteristics of Effective Learning

There are three characteristics of effective teaching and learning:

- **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.
- **Thinking Creatively and Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Each Unique child is an active agent of their own development. The Characteristics of Effective learning represent the active role children adopt as they follow their curiosity and push themselves to become more competent, understand more and are rewarded by the inner satisfaction of mastering new skills and feeling their independence grow.

Whilst the Areas of Learning and Development outline different elements of what children may learn during their first years, The Characteristics of Effective Learning describe how children learn. These learning dispositions, behaviours and habits of mind are particularly important in the EYFS because they build the foundations needed to support children to become lifelong learners and independent thinkers.

Children's emotional wellbeing is the first necessity for effective learning. Children need to feel safe within warm, loving and caring relationships. Through co-regulation, over time effective learners develop self-regulation, the ability to regulate their feelings, thoughts and actions towards a goal.

Play and self-initiated activities are ideal opportunities to build Characteristics of Effective Learning. Adults provide an enabling environment for Playing and Exploring through experiences and interactions that respect children's ideas, autonomy and interests. In play children also have opportunities to engage in Active Learning as they are intrinsically motivated towards their goals. Sensitive adults can support resilience by helping children to develop a view that not getting the result they wanted is not a failure but an opportunity to try again, learn and develop and that they can keep on trying and persisting even in the face of challenge or difficulties. As children play they have rich opportunities for Thinking Creatively and Critically.

Adult planned activities can offer scope for children to reinforce and develop their self-regulation and learning powers. They need to be organised to include opportunities for children to explore, follow their interests and think for themselves – building on children's engagement, motivation and both creative and critical thinking.

Reference ; Birth to 5 Matters

The Curriculum

Intent	Implementation	Impact
Prime Area - Communication and Language		
<p>To discriminate and identify familiar, environmental, human, animal or transport sounds.</p> <p>Enjoys rhyming stories, songs and rhymes.</p> <p>Listens to familiar stories and joins in with repeated refrains.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Can follow instructions at a four-word level.</p> <p>Understands 'who, what, where, when and how questions'.</p> <p>Shows an understanding of prepositions such as 'under', 'on top' or 'behind'.</p> <p>Listens and responds to ideas expressed by others in conversation.</p> <p>Can retell a past event in the correct order.</p> <p>Uses talk to explain what is happening and anticipate what might happen next.</p>	<p>Vocabulary book of first 68 words *. All children assessed on entry to nursery/ school given that the majority of children have English as an additional language.</p> <p>Core books in nursery and reception with repetitive simple texts, progressing to books with more complicated vocabulary. Adults reading frequently to the children. (Literacy)</p> <p>Core songs and nursery rhymes.(Maths)</p> <p>Discussions about how to be a good listener, pointing out role models in the classroom.</p> <p>Use the colour coding programme as support for children who need help understanding who, what, where, when and why.</p> <p>Lots of practical activities involving prepositions.(Maths)</p> <p>Use of photographs to help children retell past events including those from home. (UW)</p> <p>Adults in the provision to model turn taking in conversation and commenting on what is happening during play to give children the vocabulary and sentence structure to talk about what they are doing. (PSED)</p>	<p>Targeted assessment of vocabulary on entry to the setting. Early identification of gaps in vocabulary.</p> <p>The children will make better progress and be specifically taught the first 68 words* that a child should learn.</p> <p>(*Taken from Calderdale & Huddersfield NHS Trust Children's Therapy, Speech and Language Department)</p> <p>Assessments sheets for the first 48 words will show progress.</p> <p>Tapestry will be used to record some observations made of children including the child's voice throughout the year showing progression.</p> <p>The children will have been exposed to a wide range of vocabulary and be able to express their feelings, ideas and concerns.</p> <p>The children will be able to hold conversations and encouraged to participate in group discussions.</p> <p>Pupil progress meetings will demonstrate progress for each child.</p> <p>Children who are successful learners and communicators grow up to be healthier adults.</p>

Intent	Implementation	Impact
<p>Ask questions to find out more and check they understand what has been said to them.</p> <p>Can take turns in conversations.</p> <p>Can speak in sentences.</p> <p>Begin to use a range of tenses.</p> <p>Can use vocabulary that reflects their experiences.</p> <p>Extend vocabulary, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Retell a story.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>A wide variety of books available for the children including non-fiction. (UW)</p> <p>Puppets and role play props available in the continuous provision. A home corner in each classroom to encourage children to recreate roles and experiences. (EAD)</p>	<p>“Strong communication and language skills in the early years are linked with success in education, higher levels of qualifications, higher wages and better health. (The Institute of Health Equity 2020)</p> <p>Educational endowment foundation found that at 5 years old, there is a 17 month gap between the vocabulary of the most and least disadvantaged children.</p>

The Curriculum

Intent	Implementation	Impact
Prime Area - Personal Social and Emotional Development		
<p>To develop strong relationships with their peers and adults in the classroom.</p> <p><u>Self-regulation and Executive function</u></p> <p>Executive function – develop the ability to; Hold information in their mind</p> <p>Focus attention, Regulate behaviour, Plan what to do next</p> <p>These abilities will contribute to the child's growing ability to self-regulate;</p> <p>Focus their thinking</p> <p>Monitor what they are doing and adapt</p> <p>Regulate strong feelings</p> <p>Be patient for what they want</p> <p>Bounce back when things get difficult</p> <p>*Working with the revised EYFS Principles into Practice by Julian Grenier</p> <p>To have a positive sense of self and have confidence in their own abilities.</p> <p>Show resilience and perseverance in the face of challenge. Have a can do attitude.</p>	<p>Talk about what makes a good friend. Stories to support this. Children will be taught how to co-operate with each other and resolve conflicts. (Lit, CLL)</p> <p>Staff to build strong relationships with the children to build up their confidence. To sensitively support children so that they are willing to have a go. Skilled staff to know how much support to give a child so that the child is being supported as well as challenged.</p> <p>Children will be encouraged to share personal milestones with the class. (CLL,Lit, UW)</p> <p>Staff will be aware of children who access the same areas of provision and encourage them to try new activities. Adapting the provision to spark interest.</p> <p>Children will be specifically taught the correct vocabulary for them to be able to express their feelings. Use of circle times, small group activities and feeling fans where children are unable to express themselves verbally. (CLL)</p> <p>Introduction of the school rules and clear explanations of why we have them. Modelling of correct behaviours and staff on hand to show children how to react in certain situations e.g</p>	<p>All of the children will have been given the vocabulary/ tools to enable them to express their feelings, be able to seek out help and resolve conflicts.</p> <p>Language development is central to self-regulation; children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.</p> <p>They will have knowledge of how to support their overall health including exercise and good oral hygiene.</p> <p>We want the children to have high aspirations and develop resilience to help them overcome any barriers they may face.</p>

Intent	Implementation	Impact
<p>Be confident to try new activities and show independence.</p> <p>Show high levels of involvement and are not easily distracted.</p> <p>Children challenge themselves and enjoy meeting those challenges.</p> <p>Shows satisfaction in meeting their own goals.</p> <p>Express their feelings and are sensitive to the feelings of others.</p> <p>To know the school rules and understand the reasons why we have these. To know that there are rules beyond school (laws). To know right from wrong and adjust their behaviour.</p> <p>To follow instructions at a four word level. Be able to seek out adult attention and articulate their need and wants. Recognise that they belong to different communities and that there are children who have different beliefs to theirs and are sensitive to this.</p> <p>*Also in Physical Development</p> <p>To know and talk about the factors that support their overall health:</p> <p>Regular physical exercise</p> <p>Healthy eating- also how to use a knife and fork</p> <p>Toothbrushing – good oral hygiene</p> <p>Sensible amounts of screen time, Having a good sleep routine, Being safe when crossing the road</p> <p>Toileting skills, Independently manage their own care need such as brushing their teeth, using the toileting and hand washing.</p> <p>Be able to eat independently using a knife and fork.</p>	<p>when someone else has a toy that they would like to play with. The term, 'sharing' to a lot of children means that if they see a toy that they want and the other child does not hand it over to them immediately then the child is not sharing.</p> <p>Adults in the provision to upskill the children on how to deal with conflicts. Modelling of how to ask for help. Specific phrases and vocabulary taught.</p> <p>Specific lessons taught around different celebrations.</p> <p>The use of Tapestry to share photos uploaded by parents of children celebrating different events.</p>	

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Prime Area - Physical Development		
<p>Gross Motor skills</p> <p>Explore tunnels, dens and large boxes.</p> <p>Develop fundamental movement skills such as crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Navigate stairs confidently using alternate feet.</p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Confidently and safely use a wide range of large and small apparatus indoors and outside.</p> <p>Develop movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Develop core muscle strength to achieve a good posture when sitting at a table or floor.</p> <p>To know and talk about the factors that support their overall health:</p> <p>Regular physical exercise</p> <p>Healthy eating- also how to use a knife and fork</p> <p>Toothbrushing – good oral hygiene</p> <p>Sensible amounts of screen time</p> <p>Having a good sleep routine</p>	<p>Large boxes available, tunnels used in the outdoor play equipment, den making in the outdoor classroom as well as opportunities in the classroom.</p> <p>Discrete physical education lessons in the large hall and outdoors in the ball court.</p> <p>Use of play equipment in the large playground, climbing ropes, stairs etc.</p> <p>Trikes, balance bikes and scooters available for children to practice their skills, along with the appropriate safety equipment. Discussions about how to keep safe.</p> <p>Balance bike training by outside agencies.</p> <p>Use of chairs and tables with children shown how to sit correctly.</p> <p>Through stories, specific lessons, sharing of different types of food that they children eat, discussions about school dinners.</p> <p>Toothbrush and toothpaste given out to every child in EYFS. Modelling by adults of how to brush their teeth. Stickers sent home to encourage regular brushing. Use of Tapestry to show photographs of children brushing their teeth at home.</p>	<p>Children will have improved fine and gross motor skills.</p> <p>The children will know how to keep themselves healthy.</p> <p>Monitoring by PE lead will show progression.</p> <p>Evidence of healthy home practices can be shared by parents on Tapestry.</p>

Intent	Implementation	Impact
<p>Being safe when crossing the road</p> <p>Toileting skills</p> <p>Independently manage their own care need such as brushing their teeth, using the toileting and hand washing.</p> <p>Be able to eat independently using a knife and fork.</p> <p>Fine Motor Skills</p> <p>Develop good hand eye co-ordination and use one handed tools and equipment.</p> <p>Confidently build structures with blocks or boxes.</p> <p>Use a tripod grip with good control when holding pens and pencils.</p> <p>Independently get dressed, putting on jumpers, coats, fastening buttons and doing up zips.</p> <p>Complete jigsaws of up to 20 pieces.</p>	<p>Lessons on how to use the toilets at school and correct handwashing procedures.</p> <p>Knives and forks used in the home corner and playdough areas.</p> <p>Lots of one-handed tools and equipment out in the provision. Different levels of scissors available to build up skills. Use of hole punches and treasury tags etc. Modelling by staff of how to use these and what they could be used for as many children will not have used such equipment.</p> <p>Rewards for those who can put on their own clothes.</p> <p>Challenges sent home for those needing further support.</p> <p>Adults to support in the classroom.</p> <p>Jigsaws of different challenges available in the provision.</p>	

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Intent	Implementation	Impact
Specific Area - Literacy		
<p>Launchpad for Literacy:</p> <p>Rhyming – To join in with rhyming stories and songs.</p> <p>Fill in gaps during songs and rhymes. Sing rhymes from memory. Match words that rhyme.</p> <p>Auditory Blending – Be able to blend compound words. Blend 2,3 and 4 syllable words. To blend and read phonetically decodable words.</p> <p>Auditory memory for Understanding – To follow instructions at 3,4 and then 5-word level.</p> <p>Auditory memory-</p> <p>Can discriminate between environmental, animal or transport sounds.</p> <p>Can carry out rhythmical, beat and simple body percussion activities.</p> <p>To copy two instruments from a choice of 6 in any order without visual support.</p> <p>To repeat 3 phonemes, numbers or words.</p> <p>Visual Attention and Discrimination – Notice detail in busy pictures in books and jigsaws. Can track lines of objects from left to right. Can find their name from a choice even when some start with the same letter.</p>	<p>Create work stations in classrooms (when needed) where children can work with an adult one to one where visual distractions have been reduced.</p> <p>(Recommended in Children’s Therapy services – Attention and Listening in the Early Years by Calderdale and Huddersfield NHS trust)</p> <p>Launchpad For Literacy should be integrated within the quality first teaching.</p> <p>A core set of nursery rhymes will be learnt in nursery (for those attending our nursery) and built upon in reception. (EAD)</p> <p>Introduce a variety of books with rhymes as well as digital recordings of them.</p> <p>Make up rhymes about daily routines or in activities in the continuous provision. (EAD)</p> <p>A variety of common everyday objects which make a sound as well as listening to environmental sounds in the school.</p> <p>Provide instruments for children to experiment with so that they are familiar with the sound each instrument makes. Use of upcycled resources to use as instruments. (EAD)</p>	<p>Diagnostic ability to identify early language problems.</p> <p>Clear skill progression steps to address the gaps in language.</p> <p>Staff are trained in Launchpad for Literacy and have a bank of ideas to support each skill step. Activities can be used within the provision during quality first teaching.</p> <p>Children’s early literacy skills will improve, gaps will be addressed.</p> <p>Discrete phonic sessions taught using an approved synthetic approach.</p> <p>Evidence of progress in children’s literacy books, pupil progress meetings and from formative assessments.</p> <p>Whole school monitoring.</p>

Intent	Implementation	Impact
<p>Inference and prediction – can lift less obvious meaning from pictures. Can discriminate between similar letters and numbers.</p> <p>Visual Memory – To recognise an object depicted in a photograph and then a coloured picture.</p> <p>To recognise something when shown an incomplete object.</p> <p>To play Kim’s game with a set of 6 similar objects.</p> <p>To play Kim’s game with a set of 4 then 6 dissimilar objects.</p> <p>To sequence 2 then 3 objects I have seen without auditory support.</p> <p>To recognise single graphemes and know the phonemes they make.</p> <p>To recognise and write their name.</p> <p>To recognise single graphemes and know the phonemes they make.</p> <p>To recognise some high frequency sight vocabulary.</p> <p>To recognise digraphs and numbers.</p> <p>Reading – Recognises signs and logos (supermarkets etc)</p> <p>Enjoys a range of books both fiction and non-fiction.</p> <p>Holds a book the correct way up, opens the book at the front cover.</p> <p>Shows anticipation of what is going to happen by turning the pages independently.</p>	<p>Include familiar environmental print in the role play area.</p> <p>Provide fact and fiction books that children can access in all areas.</p> <p>Provide books containing photographs that children can share with adults, peers and read on their own.</p> <p>Add child made books and adult-scribed children’s stories to the book area. (UW, CLL, EAD)</p> <p>Core stories to be taught in nursery and reception some containing repetitive text and others with more challenging vocabulary.</p> <p>Provide puppets / props for stories so that children can retell them.</p> <p>Provide playful, multi-sensory and creative experiences and games that promote children’s interest in reading and in developing phonic skills and knowledge.</p> <p>Ensure decodable texts are in the book area.</p> <p>Introduce systematic phonic sessions in fun ways that capture children’s interest, sustain motivation and reinforce learning.</p> <p>(References from Birth to 5 Matters document).</p> <p>Floppy’s Phonics has been chosen for a whole school approach to be implemented September 2022.</p> <p>A step-by-step and flexible DfE validated phonics programme that engages children in reading from the outset. Developed by highly respected phonics expert Debbie Hepplewhite MBE, is perfect for schools who want high-quality phonics teaching resources and professional development in a range of online formats, for full confidence in teaching phonics.</p>	

Intent	Implementation	Impact
<p>Can indicate correctly pictures of characters and objects in response to questions such as “Where is ..?”</p> <p>Use nouns and verbs to describe the picture.</p> <p>Repeat words or phrases from familiar stories.</p> <p>Can say a short sentence about the picture.</p> <p>Can retell a familiar story.</p> <p>Can name the different parts of a book.</p> <p>Read individual letters by saying sounds for them.</p> <p>To recognise digraphs.</p> <p>Reads CVC words.</p> <p>Match lower case and capital letters.</p> <p>Points to words on a page tracking from left to right.</p> <p>Understands page sequencing (left pages come before right)</p> <p>Recognises repeated words such as character names or common high frequency words.</p> <p>Reads a few common exception words matched to the school’s phonic programme.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p>	<p>A systematic and structured approach with built-in consolidation and revision to ensure every child succeeds</p> <p>Features the much-loved recurring characters of Biff, Chip and Kipper to engage children from the outset</p> <p>Professional Development is available to support the successful implementation of the programme</p> <p>Closely-matched, Floppy's Phonics Decoding Practice offers targeted reading practice at each stage of teaching</p> <p>Decodable reading practice throughout teaching resources and aligned decodable readers from Floppy’s Phonics Fiction and Traditional Tales.</p> <p>Provide a range of accessible materials and tools for writing as part of everyday play activity. Set up environments of offices, shop, home corner with greetings cards etc so the children engage in literacy events in which they spontaneously participate. (UW,EAD, CLL)</p> <p>Scribe children’s stories, re-read and enact their stories in small groups.</p> <p>Involve children when you make lists or write notes and messages.</p> <p>Adults to think out loud and talk through what they are doing when writing or typing on screen.</p> <p>Provide word banks, notebooks, clipboards, post its and other writing resources.</p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p>	

Intent	Implementation	Impact
<p>Reads simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few common exception words.</p> <p>Re-read books to build up their confidence in word eading, their fluency and their understanding and enjoyment.</p> <p>Re-read sentences that they have written to check if they make sense.</p> <p>Writing - Gives meaning to their drawings and paintings.</p> <p>Includes mark making and early writing in their play.</p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p> <p>To develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in a sequence such as in their own name.</p> <p>To write initial and final sounds in words.</p> <p>To write cvc words.</p> <p>Use their developing phonic knowledge to write things such as labels and captions progressing to simple sentences.</p> <p>To write for a range of purposes. To read their writing back to check that it makes sense.</p> <p>To form letters correctly.</p>		

The Curriculum

Intent	Implementation	Impact
Specific Area - Mathematical Development		
<p>Take part in number rhymes and songs.</p> <p>Count in everyday contexts.</p> <p>Complete jigsaws and inset puzzles.</p> <p>Notice patterns and arrange things in patterns. Is interested in what happens next using the pattern of everyday routines. Talk about patterns in the environment. E.g stripes on clothes, designs on rugs etc.</p> <p>Uses familiar objects to create and recreate repeating patterns.</p> <p>To sort objects into sets such as colour, size or shape.</p> <p>To recognise which set has more/less.</p> <p>To share amounts equally.</p> <p>Build with a range of resources.</p> <p>Compare length, distance, weight and capacity.</p> <p>To use the vocabulary related to time, sequencing events/timetables and knowing days of the week.</p> <p>To talk about and explore 2D and 3D shapes</p> <p>Understand and use positional language.</p> <p>To recognise numbers to 20 and some beyond.</p>	<p>Core number sings and rhymes will be introduced to the children along with puppets/ props for the rhymes.</p> <p>Core number songs: 5 speckled frogs, 5 little ducks, 5 currant buns, 5 little men in a flying saucer.</p> <p>A variety of jigsaws in the provision. Encourage perseverance and model how to manipulate pieces.(PSED)</p> <p>Pointing out patterns in the environment. (UW,EAD)</p> <p>Help children choose shapes for a purpose. Look at how shapes can be partitioned.</p> <p>Demonstrate arranging objects in spatial patterns when building, collaging or playing with loose parts.</p> <p>A variety of objects in the provision to create repeating patterns.</p> <p>Support children in their problem solving when they are creating rail tracks or block play.</p> <p>Use meaningful opportunities and those in play to compare by length, weight, capacity and time using comparative language. (LIT,CLL,EAD,UW)</p>	<p>Teaching will have provided the children with a deep understanding of foundational concepts such as subitising.</p> <p>The children will have an understanding of the composition of numbers to 10.</p> <p>Each child will have an individual assessment sheet for maths which will show progress throughout the year. The children will have made significant improvements in their mathematical understanding.</p> <p>Whole school monitoring to ensure the impact of the curriculum.</p> <p>We have chosen the White Rose because:</p> <p><i>“The White Rose Maths approach focuses on maths mastery – children are taught to fully grasp topics, not just scrape the surface, so by the time they move on to more advanced lessons they have a deep understanding of foundational concepts. As a result, children benefit from improved learning retention and they develop mathematical understanding, reasoning and problem-solving abilities that will stay with them for life.” White Rose Website</i></p>

Intent	Implementation	Impact
<p>To recognise numicon pieces to 10 and use them to solve problems. To recognise odd and even numbers.</p> <p>To use a 5 frame then 10 frame to organise counting etc.</p> <p><u>Subitising-</u></p> <p>Children will learn to see small amounts without counting. Not just the total but the amounts within.</p> <p>This will be used to recognise amounts up to 10.</p> <p><u>Part - whole model</u></p> <p>To learn the ability to partition numbers, splitting numbers into more than 2 groups so the begin to understand division</p> <p>Counting:</p> <p><u>Stable order</u> – Can sing some familiar number rhymes. Count forwards and backwards to 10. To count to 20 and beyond.</p> <p>1:1 counting – counting up to 10 objects, count out up to 10 objects by touch, moving and lining up.</p> <p>Match the number to quantity to 10.</p>	<p>Encourage children to describe position and give directions in play and everyday routines.</p> <p>Model and encourage counting and representing numbers within role play e.g making a telephone call using a list of numbers, writing numbers on birthday cards.</p> <p>Play games that involve counting forwards and backwards.</p> <p>In everyday activities ask children to count out a number of things from a group.</p> <p>Talk with children about the strategies they have used to solve a problem. Spot opportunities to playfully pose composition problems for children.</p> <p>Talk to children about the marks and signs they use to represent and communicate their thinking.</p> <p>Begin to model calculations in mathematical stories and number rhymes and in real life contexts, using a range of ways of representing, both informal and standard.</p> <p>Model wondering and talking about how you might solve a number problem.</p> <p>Whole staff training on maths mastery delivered by Maths co-ordinator.</p> <p>Numicon is used in school.</p> <p><i>The aim of Numicon is to make numbers real for children through them being able to see and touch them. It fits in with the Maths Mastery approach that's used in many schools, providing a concrete object to represent each number. It also has a multi-sensory approach that's known to help learning.</i></p>	

Intent	Implementation	Impact
<p>Begin to match teen numbers to quantities.</p> <p>Cardinality – can say the total amount without counting all the objects again.</p> <p>Order irrelevance – will realise that the quantity is the same when the arrangement is moved.</p> <p>Comparing – Comparing sets of objects, visual quantities then numbers.</p> <p>Ordering – Order numbers to 10 and begin to order numbers to 20.</p> <p>Composition:</p> <p>Shows an awareness that numbers are made up of smaller numbers.</p> <p>Partitions a number of things in different ways.</p> <p>Can add one and subtract one within ten.</p> <p>To recall number bonds and facts of 5 and then 10.</p> <p>Begin to recognise doubles.</p> <p>To add and subtract within 10.</p> <p>To know how to use a number track to add.</p> <p>To solve problems within 10.</p> <p>To count on and back from a given number.</p>	<p>Number blocks will be used to support teaching along with materials from the NCETM (National Centre for Excellence in the teaching of Mathematics) which support maths mastery concepts.</p> <p>We will also follow some of the schemes of learning from the White Rose Maths Hub.</p> <p>Staff to watch training videos from Karen Wilding particularly on the importance of Subitising.</p> <p><i>Karen Wilding is a UK and International NCETM- Accredited Early Years Maths Consultant, published author and conference speaker with over 25 years expertise as a practitioner and educational adviser.</i></p>	

Intent	Implementation	Impact
Specific Area - Understanding of the World		
<p>To explore a range of natural materials using all of their senses.</p> <p>To talk about the differences between materials and the change they notice.</p> <p>To talk about members of their own family.</p> <p>Understand that families differ between households.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</p> <p>To explore the community in which they live. Do children know what is in their area, parks, theatres, museums, different places of worship?</p> <p>To learn about people who help us in the community such as doctors, firefighters, police officers.</p> <p>To recognise that people, have different beliefs and celebrate special times in different ways.</p> <p>To plant seeds and care for growing plants.</p> <p>To understand the life cycles of animals such as a butterfly, frog and chicken.</p> <p>To talk about past and present events.</p>	<p>Science experiments - Open ended natural resources</p> <p>Explore children’s interests in the natural world.</p> <p>Small world toys.</p> <p>The children will make playdough to use in the provision commenting on changes they notice.</p> <p>Share pictures of their family on Tapestry. Read stories with different families.(PSED,CLL,LIT)</p> <p>Look at ‘Little human planet’ which explores families around the world. (CLL,LIT)</p> <p>Use photographs posted by children from their trips abroad. Use of the google maps to look at images and learn about countries that interest the children or have had experience visiting/living in.</p> <p>Walks in the local area. Use of google maps, photographs of places that children/staff have visited. Forest School trips. Visitors into school such as artists, firefighters, police, nurses etc.</p> <p>Videos of different professions. Books. To recognise and share in the diverse celebrations children in school experience. Use Tapestry so that parents can upload photographs to share with the class (with parents’ permission).</p> <p>Planting seeds individually to take home and as a whole class in the reception outdoor classroom. To look after chicks and caterpillars in the school.</p> <p>To recall past and present events using photographs etc.</p>	<p>To be able to share their own family experiences with others and recognise the differences between families.</p> <p>The children will know about different members of the community and have met some of them.</p> <p>They will have knowledge of some occupations and people that can help us.</p> <p>They will have first hand experiences of natural materials in the outdoor area and in the community.</p> <p>The children will be able to talk about past events in their own life.</p> <p>The children will have had first hand experience of how to look after chicks in the classroom which will enable them to talk about the life cycle.</p>

The Curriculum

Intent	Implementation	Impact
Specific Area - Expressive Arts and Design		
<p>Explores and experiments with a range of media, through multisensory exploration.</p> <p>Engages in imaginative play which contains a storyline or narrative. To collaborate with others and demonstrate early negotiation skills.</p> <p>To construct with a purposeful intent. To begin to think about ways to improve their model etc.</p> <p>Use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</p> <p>Children can sing simple songs and make up their own. They experiment and create movement in response to music, stories and ideas.</p>	<p>A variety of tools and materials for children to explore and be taught how to use both indoor and outdoor.</p> <p>Children to engage in making play dough. (CLL,LIT)</p> <p>Small world toys, puppets and props.</p> <p>Familiar and repetitive books, stories, songs and rhymes.</p> <p>A range of resources provided with children being encouraged to comment on their construction.</p> <p>A variety of resources for children to explore, readily available in the continuous provision.</p> <p>Wake up shake up dances and routines</p> <p>Listening to different types of music, Exploring musical instruments</p> <p>Body percussion, exploring the sounds</p> <p>The children will be introduced to a variety of songs and nursery rhymes</p> <p>Use Launchpad for Literacy skill progression – ‘Role Play and Creativity’</p> <p>Additional factors - Monitoring visits by the SIP, Senior leadership team etc</p> <p>Staff/ Team meetings</p> <p>Challenge and support from governors including some visits.</p> <p>Moderation meetings with other schools.</p> <p>Working in collaboration with external partners including speech and language therapists, educational psychologists, balance bike teachers, artists etc.</p> <p>Visits to forest school.</p> <p>External visits to farms, parks, libraries, leisure centres.</p>	<p>The children will have had opportunities to express themselves creatively and imaginatively in their play.</p> <p>They will have learned core rhymes/ songs in both reception and nursery.</p> <p>The use of wake up shake up will have taught children various dance moves, providing them with ideas to make up their own.</p> <p>Effective Pedagogy</p>