

Communication and Language

EYFS Core Knowledge Document

Autumn		
Strand: Language, Attention and Understanding		
Core Taught	Core Provision	Development Matters CL
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - Focus on whole body listening and what this looks like – visuals, prompts and scaffolds from adults - During short whole class input, whole body listening prompts used regularly by adults. - During small group and 1:1 activities, whole body listening visuals and prompts used to remind children expectations when at focused activities. - Ask and answer who, what, where questions during whole class and small group reading. Model doing this to clarify own understanding of a story. - Modelling thinking of linking events in a story to wider life – eg LRR going to visit Granny, how do you get to your Nan's house? Do you take her flowers? - Whole class and small group activities with focus on understanding of instructions/interaction and attention eg. Simon Says, spot the mistake, nursery rhymes, stories, spot the difference, memory games. - Model appropriate responses to what happens in a story eg. 'gasp' when something happens suddenly, 'laugh at a joke in a story' 	<p>Classroom:</p> <ul style="list-style-type: none"> - Visuals of 'whole body listening' - Songs and visuals used to get children's attention during learning times. - Routines and ways of communicating these embedded and consistently used by all adults. - Adults prompt and scaffold whole body listening during whole class, small groups and 1:1 discussions. <p>Small world:</p> <ul style="list-style-type: none"> - Puppets and props provided for children to use to show understanding of stories - Who, what, where questions in area <p>Home corner:</p> <ul style="list-style-type: none"> - Puppets and props provided for children to use to show understanding of stories - Who, what, where questions in area - Memory games whilst playing – what ingredients did I need for the cake? What did I need to buy from the shop? <p>Reading area:</p> <ul style="list-style-type: none"> - Puppets and props provided for children to use to show understanding of stories - Adults reading stories in small groups prompting with visuals for whole body listening - Who, what, where questions in area - Appropriate jokes and riddles shared - Visuals of how you felt when you read the story (impact on reader) - Books with noise buttons <p>Outside:</p> <ul style="list-style-type: none"> - Visuals and songs used to get children's attention during outdoor play. Routines embedded by all adults. <p>Water:</p> <ul style="list-style-type: none"> - Pots and pans that make different noises when you hit them with water in <p>Construction:</p> <ul style="list-style-type: none"> - Taking turns to build a tower/wall - Some written instructions available to be read by an adult, to build. (E.G put the large blue brick at the bottom, add two small red bricks on top etc.) <p>Additional:</p> <ul style="list-style-type: none"> - Can you find the noise? Hidden speakers in the environment - Listening treasure chest – different items that make a noise in a bag - Musical instruments - Books with noise buttons - Ready, steady, go games with cars, racing, knocking down a tower, - Listening walks 	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in storytimes</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>

Communication and Language

EYFS Core Knowledge Document

Autumn		
Strand: Speaking		
Core Taught	Core Provision	Development Matters CL
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - Conversation skills taught and modelled – listen to each other, wait until the other person has stopped talking, look at each other, talk about the topic (1:1 learning partner, small groups (eg focused learning groups) and whole class (eg. snack time)) - Role play modelled by adults to whole class, using puppets or additional adults to support conversation skills use of new vocabulary - Children learn nursery rhymes, songs and stories off by heart. - Children encouraged to join in with repeated phrases in stories. - Questions: who, what, where - Modelling of answering how and why questions with full sentences eg. 'I think the Big Bad Wolf climbed down the chimney because he couldn't blow the brick house down.' - Vocabulary explicitly taught. Modelled using full sentences – focus on this when teaching – the difference between an unfinished oral sentence and a full oral sentence. NELI, Speechlink children identified. - Children encouraged to give their own ideas about stories they have read and what they have learned with continued modelling and prompts from adults. - <i>Modelling of things that happen in the past, present and future, eg. Before school, I ate my breakfast; I eat my lunch now; I will eat my dinner later.</i> 	<p>Classroom:</p> <ul style="list-style-type: none"> - Images of children modelling conversation skills learned - Small group and 1:1 Tier 2 and Tier 3 vocabulary used in activities - Tier 2 and Tier 3 vocabulary shared with parents - Adults encourage discussion through play using accurate verb tenses - Songs that children have learned on speakers/headphones for children to listen to - Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and return it to me.' Rather than overuse of pronouns, 'Pick that up and bring it to me.' - <i>Modelling correct use of past, present and future in play – point out when reading books set in the past or in the future.</i> - <i>Playing games to extend oral sentences – eg. finish my sentence, is it a sentence?</i> <p>Small world/ Home Corner</p> <ul style="list-style-type: none"> - Role play of characters having conversations with each other modelled by adults - New vocabulary with images - <i>Modelling correct use of past, present and future in play</i> <p>Reading area:</p> <ul style="list-style-type: none"> - Familiar stories that children are learning by heart available for children to read and look at with an adult or peers - Audio books available for children to hear. <p>Outside:</p> <ul style="list-style-type: none"> - Imaginative role play having conversations with each other modelled by adults - Images of children looking at each other, taking it in turns to speak, playing cooperatively. - Adults encourage discussion through play <p>Water:</p> <ul style="list-style-type: none"> - Adults modelling conversations with children about their learning - Images of children looking at each other, taking it in turns to speak, playing cooperatively. - <i>Modelling correct use of past, present and future in play</i> <p>Construction:</p> <ul style="list-style-type: none"> - Adults modelling conversations with children about their learning - Images of children looking at each other, taking it in turns to speak, playing cooperatively. - Role play props/activities set up outside - <i>Modelling correct use of past, present and future in play</i> <p>Additional:</p> <ul style="list-style-type: none"> - Songs that children have learned to be available on speakers outside. - Performances of poems, nursery rhymes, songs or stories to be encouraged and modelled. 	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in storytimes</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>

Personal, Social and Emotional Development

EYFS Core Knowledge Document

Autumn

Strand: PSED- Managing self

Core Taught	Core Provision	Development Matters PSED
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • Teach, model and scaffold learning on what a rule is, why we have rules (to keep ourselves and others safe, to help us learn) and what the class rules and expectations are. • Teach, model and scaffold what the rights and wrongs in the classroom environment are. • Teach, model and scaffold following instructions and working/playing with others. • Teach, model and scaffold learning on how to behave in a range of situations – playing with friends, sitting on the carpet, moving around the school, behaviour in lunch hall, behaviour in playground, behaviour in assembly. • Teach and model the classroom rules verbally. Refer to the traffic light behaviour system/consequences for negative behaviour and the process for the thinking space. • Teach different emotions and how each one feels and discuss coping mechanisms for each emotion. Colour Monster, Tom Percival texts • Teach and model joining in with others (whole class and small group), taking turns and how to negotiate/solve disputes. • Modelling of making the correct choices independently, without reminders • Model independently choosing and accessing the provision in the class • Model thinking out loud whether they need help with something, or not, and how to ask for help when needed. • Model beginning to try things again and make improvements to make things better • Model that taking risks is part of learning and scaffold taking risks in different areas of the provision • Teach, model and scaffold how to dress themselves without adult assistance (In school and at home) • Teach the importance of good personal hygiene – washing hands, wiping nose with tissue etc 	<p>Classroom:</p> <ul style="list-style-type: none"> -Rule and expectations established for each area. Clear reminders and modelling of the rules and expectations. Photos to illustrate each rule/value. - All adults use consistent strategies to support following rules and behaviour policy. -Challenges visible throughout provision. -Traffic light system for behaviour with children's names to be added. -Children to have allocated carpet spaces for talk partners and to be changed every half term. -Adults encourage children to be able to say what a classroom rule is (4 children in a certain area) and verbalise the reasons why eg. We have 4 children in this area because there is enough room for 4 people. -Adults encourage children to follow class routines independently (E.G: collecting bags/coats, going to the toilet etc.) -Adults support children to begin to understand that choices have consequences and how the thinking space will be used if wrong choices are repeated. -Adults support children to verbalise how I am feeling and what I can do for each emotion, how I can help my friends. -Adults support children to verbalise how to take turns and how to negotiate with support. -Provide opportunities for children to give things a go again and make improvements. <p>Displays:</p> <ul style="list-style-type: none"> -Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day. -Characteristics of effective learning display to refer to and display children's photos and speech bubbles. -Positive images of children sharing, helping each other etc in each area. <p>Small world/ Home Corner/ Reading Areas</p> <ul style="list-style-type: none"> -Clear rules and expectations established and modelled in area. -Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. -Models of children's work. -Photos and pictures to inspire engagement. <p>Reading area:</p> <p>AS ABOVE</p> <ul style="list-style-type: none"> -Books based on emotions/changes/rules/challenges/perseverance etc. <p>Outside/ Water/ :</p> <p>AS ABOVE</p> <ul style="list-style-type: none"> -water channelling and how to work together to build -opportunities for children to take 'risks' and adults model and scaffold risk taking <p>Bathroom:</p> <ul style="list-style-type: none"> -Visual reminders - 'How to wash your hands' -One person at a time in each cubical. - Routine for going to the toilet: eg, tissue in the toilet, flush the toilet, using soap, turn off the tap after washing hands, paper towel in the bin. <ul style="list-style-type: none"> • Nose wiping station to be set up with a mirror, tissues, labelled photos of the steps of how to blow your nose and clean your hands. 	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p> <p>Manage their own needs</p>

PSED – Self Regulation (tbc)
Personal, Social and Emotional Development
EYFS Core Knowledge Document

Autumn		
Strand: PSED- Building Relationships		
Core Taught	Core Provision	Development Matters PSED
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • With support to understand how to have a conversation and how to listen and participate in conversations. • Speaking with confidence: https://www.amazon.co.uk/Helping-Young-Children-Speak-Confidence/dp/1903670330 • To verbalise and talk to others during play (with support) • How to be kind to others and address unkind actions: https://www.amazon.co.uk/Filled-Bucket-Today-Bucketfilling-Books • To discuss different emotions and how each one feels and discuss coping mechanisms for each emotion. Use the emotions book: https://www.amazon.co.uk/How-are-you-feeling-today/dp/1472906098/ref • With support to verbalise how I am feeling and what I can do for each emotion, how I can help my friends. • With support to learn how to behave in a range of situations. • Taking turns: Music and singing sessions, parachute games, P.E., PSED input etc.) • Finding ways to resolve conflict • To know why rules are in place (to keep ourselves and others safe, to help us learn). Photos to illustrate each rule/value. • To verbalise why key rules are put in place. • To verbalise how to take turns and how to negotiate with support. • Modelling of making the correct choices independently, without reminders • Access the snack area independently and verbalise to peers about likes, dislikes and take turns in the snack area. • To begin to verbalise whether they need help with something, or not • How to ask for help when needed. 	<p>Classroom:</p> <ul style="list-style-type: none"> -Turn taking games available and modelled to the class -Adults to model good relationships within provision (using manners, taking turns etc. -Rules and expectations established for each area. Clear reminders and modelling of the rules and expectations. -Challenges visible throughout provision. -Traffic light system for behaviour with children's names to be added. -Children to have allocated carpet spaces for talk partners and to be changed every half term. -Positive images of children sharing, helping each other etc in each area. <p>Displays:</p> <ul style="list-style-type: none"> -Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day. -Characteristics of effective learning display to refer to and display children's photos and speech bubbles. -Positive images of children sharing, helping each other etc in each area. <p>Small world/ Home Corner</p> <ul style="list-style-type: none"> -Clear rules and expectations established and modelled in area. -Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. -Models of children's work. -Photos and pictures to inspire children to take turns, play together and help each-other. <p>Reading area:</p> <p>AS ABOVE</p> <ul style="list-style-type: none"> -Books based around friendship -Large board books -Books based on emotions/changes/rules/challenges/perseverance etc. <p>Outside:</p> <p>AS ABOVE</p> <ul style="list-style-type: none"> -Parachute games -Ball games -Puzzles <p>Water:</p> <ul style="list-style-type: none"> -Channelling water and using the equipment together. <p>Construction:</p> <ul style="list-style-type: none"> -Building blocks together, knocking them down starting again. <p>Additional:</p> <ul style="list-style-type: none"> -How to line up as a class, finding space in the line and not pushing in. -Taking turns in all areas 	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p> <p>Manage their own needs</p>

Physical Development

EYFS Core Knowledge Document

Autumn		
Strand: Gross Motor Skills		
Core Taught	Core Provision	Development Matters PD
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> Teach different ways of moving in and out of spaces – crawling, jumping, walking, running etc. What is a space? Stopping and starting safely. To know how to kick/catch/hit/throw a ball, climb, run, jump, skip, hop, crawl, slide. To begin using your body to do 2 actions at the same time. (E.G- jumping jacks- both arms and legs moving.) To look at equipment when using it. Teach importance of staying safe when moving – thinking about keeping balance when moving and still. Teach and model ways of staying safe when moving in different environments – holding on to rails, balancing on beams with arms outstretched. <p>Follow PE planning and support from M Sullivan https://peplanning.org.uk/the-staffroom/</p>	<p>Classroom:</p> <ul style="list-style-type: none"> Clear rules and visuals about how to move inside the classroom – consistently supported by all staff. Safe spaces for children to move around freely. Opportunities to do activities whilst standing and sitting, lying down etc. <p>'PE' lesson</p> <ul style="list-style-type: none"> Modelling finding a space Using different equipment to move around/avoid obstacles eg. cones, hoops, climbing equipment etc. Modelling different ways of moving – running, walking, skipping, crawling etc Link to being safe in other environments What does being active feel like? (heart beating fast, face is warm/sweaty) <p>Outside:</p> <ul style="list-style-type: none"> Building with 'heavy' equipment such as big wheels, blocks Obstacle courses to navigate their way around Bikes and scooters Climbing opportunities – over and under A-frames, steps, ladders Throwing, catching, kicking activities Moving to music 	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling- walking- jumping- running- hopping- skipping- climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</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, gymnastics, sport and swimming</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

Physical Development EYFS Core Knowledge Document
Autumn

Strand: Fine Motor Skills		
Core Taught	Core Provision	Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • Teach, model, scaffold tripod pencil grip during whole class writing activities eg. Phonics and handwriting. • Teach posture when writing at tables. • Teach, model, scaffold using paintbrushes and a range of mark making tools – using appropriate pressure to make marks. • Teach snipping and cutting large shapes out of paper. • Teach and model holding cutlery correctly – spoon is easiest, fork and knife. • Teaching accuracy when drawing – shapes and objects • Modelling of scissor skills (how to hold them correctly, making snips in paper) 	<p>Classroom:</p> <ul style="list-style-type: none"> • Activities to build fine motor skills incorporated into learning opportunities – e.g. phonics activities using tweezers, maths activities using scissors • Duplo and Lego construction • Marble and peg board games – kerplunk or operation • Making puppets out of tennis balls and telling stories/small world puppets • Move it Move it time to target specific skills – pincer grip etc • Directed fine motor skills activities every morning <p>Writing area:</p> <ul style="list-style-type: none"> • Images of how to hold pencil in tripod grip for both RH and LH. • Writing on sandpaper or aluminium foil • Tracing cards • Malleable materials for making shapes e.g playdough <p>Creative area:</p> <ul style="list-style-type: none"> • Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery • Hiding objects in putty, threading, <p>Home Corner:</p> <ul style="list-style-type: none"> • Images of people sitting at tables together, using cutlery correctly. • Activities to support using cutlery – eg finding marbles in playdough • ‘posting’ objects through small holes – eg. Posting letters in a post box, posting coins in a shop till • Encouraging children to do up zips/buttons, help to hang out the washing, opening jars and bottles <p>Outside:</p> <ul style="list-style-type: none"> • Paintbrushes with water to ‘clean’ or ‘write’ on walls and ground • Opportunities to draw and paint on vertical surfaces such as easels • Chunky chalk to write and draw on surfaces outside • Exploration area – finding objects with tweezers/grabbers • Diggers in sand • Washing small objects in water, using squirt bottles • Writing in foam, icing sugar, sand <p>Mud Kitchen:</p> <ul style="list-style-type: none"> • Cutlery included and images of how to hold cutlery 	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>

Literacy Comprehension TBC
Literacy
EYFS Core Knowledge Document
Autumn
Strand: Reading- RWI

Core Taught	Core Provision	Development Matters L
<p>Specific learning from taught sessions, focused on knowledge and skills</p> <ul style="list-style-type: none"> • RWI Set 1 sounds (initial sounds in words and beginning to blend) • RWI sounds: 1.1-1.5 • Set 1 red words <ul style="list-style-type: none"> • Key vocabulary associated with books (author, title, illustrator, character) • Practise listening attentively to stories • Recognising names in different situations. (Letters in names and the order of letters- registration and finding their names in the morning.) • Recognising familiar words eg, advertising logos and signs. • To say a missing word or phrase when joining in with familiar rhymes and stories and join in rhythmically. • Modelling reading skills eg, tracking left to right. • Modelling re-telling a familiar story using picture prompts and key vocabulary from the story. (e.g. Once upon a time; stories they will have heard several times e.g. fables, fairy tales etc.) • Modelling re-telling a familiar story in own words using picture prompts. • To talk about the beginning, middle and end of the story. • To begin to make up own endings for stories. • Modelling making justified predictions about what the story could be about. (Using hints from the front cover and parts of the story you have already read.) • Modelling and repetition of new vocabulary from familiar texts and rhymes, in different areas of the classroom. (E.G- I'll huff, and I'll puff, and I'll blow your house down- being used in the construction area after building a house.) • Children encouraged to join in with repetition in familiar texts/rhymes/songs. • Modelling of how to treat books. (Holding them up the correct way, turning the pages gently etc.) • Modelling and encouraging children to read all things around them (Symbols, Logos, song lyrics, books name tags, signs etc.) • Revisit familiar texts at key points to discuss simple retrieval questions. Modelling in full sentences. 	<p>Classroom:</p> <ul style="list-style-type: none"> -Wordless books -Fiction and Non-Fiction Books -Books that promote and value equality and diversity -New vocabulary with images -Red words displayed throughout classroom (On construction pieces, displays, reading area etc.) -Books relating to topics in each area (E.G- family/cooking books in home corner, maths books in maths area etc.) -Visuals of 'whole body listening' -Adults modelling use of new vocabulary/phrases in all areas of the classroom. -Adults reading with children regularly and displaying enjoyment of books -Adults modelling reading signs up around the classroom and wider school environment. <p>Displays:</p> <ul style="list-style-type: none"> -To display the children's master pieces and correlate to planning. Change every half-term. -To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging. -Include children's photos and speech bubbles to include their voices. -Words in the learning environment to highlight sounds, diagraphs and trigraphs. -All equipment to be labelled with photos and words. <p>Small world:</p> <ul style="list-style-type: none"> -New vocabulary with images -non-fiction books - Links to the natural world to promote exploration and curiosity. <p>Home corner:</p> <ul style="list-style-type: none"> -New vocabulary with images -children's photos with speech bubbles to include the child's voice. -cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading. - Family photos with labels <p>Reading area:</p> <ul style="list-style-type: none"> -non-fiction books -Wordless books -Puppets/story sticks/teddies -New vocabulary with images -Familiar stories that children are learning by heart available for children to read and look at with an adult or peers -Audio books available for children to hear. -Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc) - CD player with headphones and books on CD. -phonically decodeable books -visual story maps of familiar stories 	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>

EYFS Core Knowledge Document

Autumn		
Strand: Writing- RWI		
Core Taught	Core Provision	Development Matters L
<p>Specific learning from taught sessions, focused on knowledge and skills</p> <ul style="list-style-type: none"> • RWI Set 1 sounds (initial sounds in words and beginning to blend) • RWI sounds: 1.1-1.5 • Set 1 red words • Key vocabulary associated with books (author, title, illustrator, character) • Practise listening attentively to stories • Recognising names in different situations. (Letters in names and the order of letters- registration and finding their names in the morning.) • Recognising familiar words eg, advertising logos and signs. • To say a missing word or phrase when joining in with familiar rhymes and stories and join in rhythmically. • Modelling reading skills eg, tracking left to right. • Modelling re-telling a familiar story using picture prompts and key vocabulary from the story. (e.g. Once upon a time; stories they will have heard several times e.g. fables, fairy tales etc.) • Modelling re-telling a familiar story in own words using picture prompts. • To talk about the beginning, middle and end of the story. • To begin to make up own endings for stories. • Modelling making justified predictions about what the story could be about. (Using hints from the front cover and parts of the story you have already read.) • Modelling and repetition of new vocabulary from familiar texts and rhymes, in different areas of the classroom. (E.G- I'll huff, and I'll puff, and I'll blow your house down- being used in the construction area after building a house.) • Children encouraged to join in with repetition in familiar texts/rhymes/songs. • Modelling of how to treat books. (Holding them up the correct way, turning the pages gently etc.) • Modelling and encouraging children to read all things around them (Symbols, Logos, song lyrics, books name tags, signs etc.) 	<p>Classroom:</p> <ul style="list-style-type: none"> - clipboards - chalkboard and pens - range of mark making materials – pens, pencils, felts, -blank books -Fiction and Non-Fiction Books -Books that promote and value equality and diversity -New vocabulary with images - words displayed throughout classroom (On construction pieces, displays, reading area etc.) -Books relating to topics in each area (E.G- family/cooking books in home corner, maths books in maths area etc.) -Adults modelling use of new vocabulary/phrases in all areas of the classroom. -Adults writing with children regularly and displaying enjoyment of writing -Adults modelling writing signs up around the classroom and wider school environment. <p>Displays:</p> <ul style="list-style-type: none"> -To display the children's master pieces and correlate to planning. Change every half-term. -To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging. -Include children's photos and speech bubbles to include their voices. -Words in the learning environment to highlight sounds, diagraphs and trigraphs. -All equipment to be labelled with photos and words. <p>Small world:</p> <ul style="list-style-type: none"> -New vocabulary with images -non-fiction books - Links to the natural world to promote exploration and curiosity. - word labels <p>Role Play:</p> <ul style="list-style-type: none"> -New vocabulary with images -children's photos with speech bubbles to include the child's voice. -cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading. - Family photos with labels <p>Reading area:</p> <ul style="list-style-type: none"> -non-fiction books -Wordless books -Puppets/story sticks/teddies -New vocabulary with images -Familiar stories that children are learning by heart available for children to read and look at with an adult or peers -Audio books available for children to hear. -Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc) -phonically decodable books -visual story maps of familiar stories 	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p>

Mathematics EYFS Core Knowledge Document

Autumn		
Strand: Mathematics		
Core Taught	Core Provision	Development Matters
<p><i>Specific learning from taught sessions, focused on knowledge and skills:</i></p> <ul style="list-style-type: none"> • Teach, model and scaffold: • Teach, model and scaffold the one-one principle (<i>assigning one number name to each object that is being counted. Counting each object only once and ensuring every object is counted.</i>) • Teach, model and scaffold the stable order principle (<i>Understand that when counting, the numbers must be said in a certain order.</i>) • Teach, model and scaffold lining up objects in order to count them. • Teach model and scaffold the number names 1-10. • Number formation 0-10 • Teach, model and scaffold the cardinal principle (<i>understanding that the number name assigned to the final object in a group is the total number of objects in that group</i>) • Model counting different groups of objects • Teach, model and scaffold the order irrelevance principle (<i>understanding that the order we count a group of objects is irrelevant</i>) • Modelling counting objects in different ways (<i>Left to right, right to left, top to bottom, bottom to top etc</i>) • Know that the cardinal number indicates how many there are in a set • Know different ways to classify and sort objects (E.G- Colour, texture, size or shape) • Teach and model conservation (Recognising that the number stays the same if none have been added or taken away) • Teach, model and scaffold subitising (Instantly recognising a small quantity without having to count how many there are) • To identify and continue repeating patterns • To recognise different patterns in the environment • Model and scaffold the use of 5 and tens frames • Teach number nursery rhymes and provide props for children to use when singing • Understand and use key mathematical vocabulary taught • Model finding one more and one less, using various resources (number lines, tens frames, counters etc.) 	<p>Area Classroom:</p> <ul style="list-style-type: none"> -Number line displayed (Clearly visible during carpet inputs) -Adults encouraging, modelling and scaffolding counting throughout all areas of the provision. -Adults modelling use of mathematical language frequently throughout provision (lots, few, more, less, many etc) -Number cards for children to use at their own choosing -Five and Ten frames available -Images of shapes, five and ten frames and part-part whole models <p>Creative Area:</p> <ul style="list-style-type: none"> -Pattern activities incorporated into area (colour patterns, printing patterns, bead patterns, shape patterns) -Lolly sticks (Can be used to re-create shapes) <p>Role Play:</p> <ul style="list-style-type: none"> -Phone and contact list included in role play area (E.G- Can you dial the number to ring the fire station to let them know about the fire?) <p>Small World:</p> <ul style="list-style-type: none"> -Sorting activities (sorting animals/people by type, sorting the correct number of animals into numbered pens) <p>Reading Area:</p> <ul style="list-style-type: none"> -Counting/Number books available <p>Outside:</p> <ul style="list-style-type: none"> -Mathematical games that involve counting, patterns, matching numbers and amounts etc (<i>Skittles- counting how many they have knocked down, creating repeating patterns with the natural resources, ball games- did you score more or less goals than x?</i>) -Instruction included in mud kitchen to make different con-cocktions for the children to follow (E.G- Add 2 cups of mud and 5 flowers. Stir together and then add 1 cup of water.) -Sorting hoops <p>Additional:</p> <ul style="list-style-type: none"> -Visual timetables used daily in class - Days of the week song -Number formation visuals and practise available -Die and subitising images included in provision (E.G- On bikes and scooters in outdoors, dice in board games) -Subitising representations 	<p>Count objects, actions and sounds</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0–10</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity</p>

Understanding the World EYFS Core Knowledge Document

Autumn 1	People Culture and Communities	Past and Present	The Natural World
Strand: UTW			
Core Taught	Core Provision		Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • What a family is and what their role is within their family • Different roles and jobs within a family e.g. who cooks, cleans, what they do for work and family routines. • To talk about what activities they do with their families and where they go in the local area. • To talk about important people in their lives. • Understand what a special time/event is and describe significant events in their experience. • The concept of past and present. (Things that have already happened or things that are happening now) • Some vocabulary related to the natural world (weather, hill, forest, sky, wind, sun, pond.) • Names of some common local animals and plants (E.G pigeon, squirrel, fox, lily, daisy, sycamore, acorns, plane trees) • Know and describe local environment to the school through images, videos, visit. • Describe daily weather and link to the seasons (rain, snow, sun, fog, mist, cloudy, autumn, winter) • Different seasons throughout the year. To describe Autumn and the changes that take place • Name the days of the week and daily routines. Day and Night. • To describe Autumn (season, autumn, foliage, wind, amber, harvest, berry picking, what do animals/birds do in Autumn? Squirrels, foxes, rats, spiderlings, worms, geese, bees, wasps, temperature, September, October, November) 	<p>Classroom: Every half term, take a photo of the children in the outside area to look at similarities and differences and link changes overtime E.G, growing up, the natural environment, weather, seasons etc.</p> <ul style="list-style-type: none"> • Daily weather/ season chart • Birthday Chart • Resources that resemble different households. • Changing States Focus Cooking activities: making toast, boiling an egg, making playdough, cooking cakes, biscuits, melting chocolate to decorate etc. Writing opportunities to be linked. <p>Small world:</p> <ul style="list-style-type: none"> • Different people (Showing different religious outfits, jobs, disabilities etc.) • Variety of environments (forest, desert etc.) • Animals that are local to school <p>Home corner:</p> <ul style="list-style-type: none"> • Books displaying variety of families and people with different job roles • Enhancement to home corner during festival times to model how different religions/cultures celebrate • Food should replicate different cultures <p>Reading area:</p> <ul style="list-style-type: none"> • Books displaying variety of families/people with different job roles/people in the outdoors • Non-fiction books (nature/seasons/weather) • Nursery rhymes related to the outdoors <p>Outside:</p> <ul style="list-style-type: none"> • Forest School • Mud Kitchen • Plants • Equipment for planting (shovels, watering cans etc) <p>Water:</p> <ul style="list-style-type: none"> • Materials to help mimic weather (spray bottles for spitting, bubbles for clouds etc) • Large blocks of ice with objects frozen inside – what happens to the ice? <p>Construction:</p> <ul style="list-style-type: none"> • Pictures of different buildings/ homes (flats, bungalows, houses etc) • Making maps of our school, homes, local area. <p>Additional:</p> <ul style="list-style-type: none"> • Local walk around local area with a focus on what is there (making observations of environment) • Harvest Festival • Prophet Muhammad's Birthday • Yom Kippur • Guru Nanak Birthday 		<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p>

Understanding the World EYFS Core Knowledge Document
Autumn 2 People Culture and Communities ELG

Past and Present ELG

Strand: UTW

Core Taught	Core Provision	Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> The teacher's role in society, and others in school (LTA, caretaker, lunchtime staff), and know why they are important What are similarities and differences? To describe similarities and differences of their history – e.g. from birth to now To describe past and present events that happened in the lives of themselves and their families. Learning how people celebrate traditions differently and family customs. To talk about their own experiences. To know some characters from history, based on books read. Black History Month - <u>Women in History</u> Observational skills taught and modelled by an adult. (E.G- looking closely, making comments on what you can see, using different senses, concentration etc.) Know how to make observations of animals and plants (Grow, move, need food, change etc.) To begin looking at difference between plants and animals. (E.G- need food/make food) To describe their local environment (parks, flats, houses, schools, religious buildings, shops etc.) To draw comparisons between parts of their local environment (E.G. What is similar? What is different? homes, places of worship, shops) To describe winter and the changes that take place in winter. (season, winter, frost, fog, snow, chilly, icy, what do birds do? animals growing extra fur, hibernation, wind, rain, hailstones, temperature, December, January, February) To describe some states of change (E.G: ironing clothes/material, making toast) 	<p>Classroom: Every half term, take a photo of the children in the outside area to look at similarities and differences and link changes overtime E.G, growing up, the natural environment, weather, seasons etc.</p> <ul style="list-style-type: none"> Daily weather/ season chart Books displaying different celebrations/special events throughout the year Magnifying glasses Changing States Focus Cooking activities: making toast, boiling an egg, making playdough, cooking cakes, biscuits, melting chocolate to decorate etc. Writing opportunities to be linked. <p>Small world:</p> <ul style="list-style-type: none"> Different people (Showing different religious outfits, jobs, disabilities etc.) Variety of environments (forest, desert etc.) Animals that are local to school (fox, pigeon etc.) Variety of buildings (religious buildings, houses, flats etc.) <p>Home corner:</p> <ul style="list-style-type: none"> Books displaying variety of families and people with different job roles Enhancement to home corner during festival times to model how different religions/cultures celebrate Food should replicate different cultures <p>Reading area:</p> <ul style="list-style-type: none"> Books containing key historical figures Women in History Books containing plants and animals (including life cycles.) <p>Outside:</p> <ul style="list-style-type: none"> Magnifying glasses Clipboards and pencils Plants Equipment for planting (shovels, watering cans etc) <p>Water:</p> <ul style="list-style-type: none"> Variety of resources to help model changes (bubbles, food colouring, sugar, salt, spoons, whisks, jello-bath, oil, coloured sherbet, ice, pipits, spray bottles. Etc.) <p>Construction:</p> <ul style="list-style-type: none"> Pictures showing different buildings (including some local streets and buildings) Making maps of our school, homes, local area. 	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p>

Expressive Arts and Design

EYFS Core Knowledge Document

Autumn		
Strand: Creating with materials		
Core Taught	Core Provision	Development Matters EAD
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> Teach and model using a variety of different tools available. (stubby or thin paint brushes, crayons, paint sticks, pencils etc.) Teach and model simple techniques (E.G- sketching) Teach the primary colours. Teach and model how to mix primary colours Teach and model making a plan/design before beginning to paint, draw or construct. To feel and look at different textures. Teach and model thinking about why they are creating their art piece. (E.G- for their family, Mother's Day, poster to share information etc.) Teach and model appropriately using props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.) Teach and model exploring a range of props intended for specific narratives and stories (E.G-using the tea set to act out teddy bear's picnic). 	<p>Area:</p> <p>Classroom:</p> <ul style="list-style-type: none"> Adults encourage children to show their creations to peers and familiar adults. Adults encourage children to comment on their creations by stating some materials they have use. Adults model using props appropriately whilst playing/learning Area in classroom to display creations <p>Creative Area:</p> <ul style="list-style-type: none"> Variety of tools available Activities based on simple art techniques to practise and develop Have primary colours available with opportunities for colour mixing – images and visuals to support this Creating plans for drawings – making things in stages. Eg, making a rocket, waiting for glue to dry, then painting it, painting a background, waiting for it to dry then painting the foreground. Sketching portraits then painting. Different materials available for creative activities – aluminium foil, tissue paper, plastic, cardboard, sandpaper, leaves, textured paint (sand or flour) <p>Role Play</p> <ul style="list-style-type: none"> Adults model using props appropriately in the role play area – telephone, shop till. <p>Outside:</p> <ul style="list-style-type: none"> Variety of tools and materials outside – spades, rakes, boxes, material, sand, sticks, string etc to create art/structures Adults model using mud, leaves, stones, pebbles to create a recipe for mud pies/cooking in mud kitchen. Adults model making plans for construction/obstacle course/sandcastle town etc. 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

Expressive Arts and Design EYFS Core Knowledge Document

Autumn		
Strand: Being Imaginative and Expressive		
Core Taught	Core Provision	Development Matters EAD
<p><i>Specific learning from taught sessions, focused on knowledge and skills:</i></p> <ul style="list-style-type: none"> • Read and repeat familiar stories – using books and orally retelling stories. • Model sharing ideas for stories using puppets and images (comic books etc) • Model changing repeated motifs in familiar stories (E.G- Suggested another character for the little red hen to visit.) • Model using images and props to help them recount familiar narratives and stories • Model using story props (spoons, peg dolls, dice) to create their own story • Encourage joining in with saying and singing repeated phrases in familiar nursery rhymes and songs. • Teach range of songs, rhymes, poems and stories. • To move along to music. 	<p>Area</p> <p>Classroom:</p> <ul style="list-style-type: none"> • Adults encourage performance of songs, rhymes, poems and stories with familiar peers. • Adults encourage movement along with music. <p>Creative Area:</p> <ul style="list-style-type: none"> • Activities to encourage creating props for stories • Moving along to music <p>Role Play:</p> <ul style="list-style-type: none"> • Model use of props within in role play and story telling • Story board available to sequence known stories <p>Small World:</p> <ul style="list-style-type: none"> • Model use of props within in role play and story telling <p>Reading Area:</p> <ul style="list-style-type: none"> • Familiar stories that children are learning by heart available for children to read and look at with an adult or peers • Story props available for recounting familiar stories and creating own stories <p>Outside:</p> <ul style="list-style-type: none"> • Imaginative role-play with each other modelled and scaffolded by adults • Music/Performance area for poetry, song, dance performances • Storytelling area with familiar books and stories • Use of construction area to build structures to use in storytelling – eg, house made of sticks, house made of bricks, house made of straw • Clothing/material to use to dress up and scaffold role play <p>Additional:</p> <ul style="list-style-type: none"> • Children to attend singing assemblies • Nativity practise of songs and dances 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

Communication and Language

EYFS Core Knowledge Document

Spring

Strand: Language, Attention and Understanding

Core Taught	Core Provision	Development Matters CL
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> Whole body visuals used to remind children of expectations as needed. During longer whole class input, whole body listening prompts used when needed. During small group and 1:1 activities, whole body listening visuals and prompts used when needed to remind children expectations when at focused activities. Ask and answer who, what, where questions during whole class and small group reading. Encourage children to ask questions to clarify their understanding. Read stories with funny problems for children to ask questions about. Use interesting artefacts for children to ask questions about. Encourage children to make links between events in stories and their lives. Revisit learning and encourage children to make comments and ask questions. Model making comments on stories using specific vocabulary that has been learned. Whole class and small group activities with focus on understanding of instructions/interaction and attention eg. Simon Says, spot the mistake – nursery rhymes, stories, spot the difference, memory games. Model appropriate responses to what happens in a story eg. 'gasp' when something happens suddenly, 'laugh at a joke in a story' Encourage children to do this too. 	<p>Classroom:</p> <ul style="list-style-type: none"> Visuals of 'whole body listening' used to prompt children – on carpet and at tables Songs and visuals used to get children's attention during learning times. Routines and ways of communicating these embedded and consistently used by all adults. Adults prompt and scaffold whole body listening during whole class, small groups and 1:1 discussions. Adults prompt and scaffold children making comments about what they have learned using focused questioning <p>Small world:</p> <ul style="list-style-type: none"> Puppets and props provided for children to use to show understanding of structure of stories and what happens Who, what, where questions in area Linking events from stories to own lives in home corner and role play <p>Home corner:</p> <ul style="list-style-type: none"> Puppets and props provided for children to use to show understanding of stories Who, what, where questions in area Memory games whilst playing – what ingredients did I need for the cake? What did I need to buy from the shop? Linking events from stories to own lives in home corner and role play <p>Reading area:</p> <ul style="list-style-type: none"> Puppets and props provided for children to use to show understanding of stories Adults reading stories in small groups prompting with visuals for whole body listening Who, what, where questions in area Appropriate jokes and riddles shared Visuals of how you felt when you read the story (impact on reader) Books with noise buttons <p>Outside:</p> <ul style="list-style-type: none"> Visuals and songs used to get children's attention during outdoor play. Routines embedded by all adults. <p>Water:</p> <ul style="list-style-type: none"> Pots and pans that make different noises when you hit them with water in Interesting objects hidden in water and sand to promote questions. <p>Construction:</p> <ul style="list-style-type: none"> Taking turns to build a tower/wall Some written instructions available to be read by an adult, to build. (E.G put the large blue brick at the bottom, add two small red bricks on top etc.) <p>Additional:</p> <ul style="list-style-type: none"> Interesting artefacts found in 'discovery' area to promote questioning Planting seeds/bulbs to promote questioning of change over time Can you find the noise? Hidden speakers in the environment Listening treasure chest – different items that make a noise in a bag Musical instruments Books with noise buttons 	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in storytimes</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>

Spring

Strand: Speaking

Core Taught	Core Provision	Development Matters CL
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • Conversation skills continue to be practised and supported – listen to each other, wait until the other person has stopped talking, look at each other, talk about the topic (1:1 learning partner, small groups (eg focused learning groups) and whole class (eg. snack time)) • Role play modelled by adults to whole class, using puppets or additional adults to support conversation skills and use of new vocabulary • Small group discussions supported by adults, eg. Mini circle times based on PSED, discussion about the class book, news/show and tell, snack times with focus on using conversation skills previously learned. • Tier 2 and Tier 3 vocabulary explicitly taught (following school's guidance) Modelled using full sentences – focus on this when teaching – the difference between an unfinished oral sentence and a full oral sentence – linked to writing this term. • Children continue to learn nursery rhymes, songs and stories off by heart. • Children encouraged to join in with repeated phrases in stories. • Questions: who, what, where? • Children encouraged to give their own ideas about stories they have read and what they have learned with continued modelling and prompts from adults. Answering how and why questions with support. • Modelling of things that happen in the past, present and future, eg. Before school, I ate my breakfast; I eat my lunch now; I will eat my dinner later. 	<p>Classroom:</p> <ul style="list-style-type: none"> • Images of children modelling conversation skills learned • Small group and 1:1 Tier 2 and Tier 3 vocabulary used in activities and shared with parents • Adults encourage discussion through play using accurate verb tenses. • Songs that children have learned on speakers/headphones for children to listen to • Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and return it to me.' • Extending phrases and simple sentences using conjunctions Eg. Pupil: "She went to the park" Teacher: "because..." Pupil: "because she liked the swings" • Modelling correct use of past, present and future in play – point out when reading books set in the past or in the future. <p>Small world:</p> <ul style="list-style-type: none"> • Role play of characters having conversations with each other modelled by adults • New vocabulary with images • Modelling correct use of past, present and future in play <p>Home corner:</p> <ul style="list-style-type: none"> • Role play of characters having conversations with each other modelled by adults • New vocabulary with images • Modelling correct use of past, present and future in play <p>Reading area:</p> <ul style="list-style-type: none"> • Familiar stories that children are learning by heart available for children to read and look at with an adult or peers • Audio books available for children to hear. • Point out if something happened in the past or future in the book. <p>Outside:</p> <ul style="list-style-type: none"> • Imaginative role play of characters having conversations with each other modelled by adults • Images of children looking at each other, taking it in turns to speak, playing cooperatively. • Adults encourage discussion through play • Role play props/activities set up outside <p>Water:</p> <ul style="list-style-type: none"> • Adults modelling conversations with children about their learning • Images of children looking at each other, taking it in turns to speak, playing cooperatively. <p>Construction:</p> <ul style="list-style-type: none"> • Adults modelling conversations with children about their learning • Images of children looking at each other, taking it in turns to speak, playing cooperatively. <p>Additional:</p> <ul style="list-style-type: none"> • Songs that children have learned to be available on speakers outside. • Performances of poems, nursery rhymes, songs or stories to be encouraged and modelled. 	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in storytimes</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>

Spring

Strand: PSED- Managing self

Core Taught	Core Provision	Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • Revisit learning on what a rule is, why we have rules (to keep ourselves and others safe, to help us learn) and what the class rules and expectations are. • Revisit what the rights and wrongs in the classroom environment are and the consequences of behaviour. • Revisit following instructions and working/playing with others. • Revisit learning on how to behave in a range of situations and why rules may be different in different situations – on a school trip you must be accompanied by adults when going to the bathroom etc. • Give opportunities to develop confidence when speaking in front of the whole class. • Teach, model and scaffold how and when to ask for help, without compromising independence • Teach, model and scaffold ethos of learning- mistakes are okay, they help us learn, beginning to articulating what they have learned from a mistake; responding to feedback in a positive manner; practise will result in getting better at a skill. • Teach, model and scaffold how to dress themselves without adult assistance (In school and at home) • Revisit what a healthy diet is, why a healthy diet is important. • Revisit the importance of good personal hygiene – washing hands, wiping nose with tissue • Teach and model taking responsibility of their learning. 	<p>Classroom:</p> <ul style="list-style-type: none"> • Rule and expectations established for each area. Clear reminders and modelling of the rules and expectations. • All adults use consistent strategies to support following rules and behaviour policy. • Challenges visible throughout provision. • Traffic light system for behaviour with children's names to be added. • Children to have allocated carpet spaces for talk partners and to be changed every half term. • Adults provide opportunities to independently and regularly access all areas of provision • Adults encourage children to take risks and try new activities. • Adults model how to resolve disputes calmly. <p>Displays:</p> <ul style="list-style-type: none"> -Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day. -Characteristics of effective learning display to refer to and display children's photos and speech bubbles. -Positive images of children sharing, helping each other etc in each area. <p>Outside/ Water/ Construction/ Reading area/ Home corner/ Small world:</p> <ul style="list-style-type: none"> -Clear rules and expectations established and modelled in area. - Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. -Models of children's work. -Photos and pictures to inspire engagement. <p>Bathroom:</p> <ul style="list-style-type: none"> -Visual reminders - 'How to wash your hands' -One person at a time in each cubical. -Routine for going to the toilet: eg. tissue in the toilet, flush the toilet, using soap, turn off the tap after washing hands, paper towel in the bin. <p>Nose wiping station to be set up with a mirror, tissues, labelled photos of the steps of how to blow your nose and clean your hands.</p> <p>Additional:</p> <ul style="list-style-type: none"> -Expectations and how to behave when out on trips. Follow the expectations and our school rules. -Road safety talk 	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p> <p>Manage their own needs</p>

Personal, Social and Emotional Development

EYFS Core Knowledge Document

Spring

Strand: PSED- Building Relationships

Core Taught	Core Provision	Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • With support, to understand how to have a conversation and how to listen and participate in conversations. • Speaking with confidence: https://www.amazon.co.uk/Helping-Young-Children-Speak-Confidence/dp/1903670330 • How to be kind to others and address unkind actions: https://www.amazon.co.uk/Filled-Bucket-Today-Bucketfilling-Books • Asking questions and responding with ideas. • To think of my own ideas, extend a play idea and invite others to play and engage in the same activity. • To respond appropriately to others during play. • To verbalise and talk to others during play. • To independently and regularly access all areas of provision (sharing equipment and taking turns.) • To take risks and try new activities with peers • How and when to ask for help and negotiate with peers when accessing equipment and engaging in activities. • Ethos of learning- mistakes are okay, they help us learn • To begin articulating what they have learnt from a mistake • How to solve disagreements/disputes calmly • To know the given consequences in relation to certain choices. • To develop confidence when speaking in front of the whole class. • To listen to feedback from adults and peers and begin responding in a positive manner. • With support, to understand my mistakes help me learn and how to tackle things that may be difficult. • With support to understand that the more practise will result in getting better at each skills. 	<p>Classroom:</p> <ul style="list-style-type: none"> Turn taking games available and modelled to the class -Adults to model good relationships within provision (using manners, taking turns etc. -Rules and expectations established for each area. Clear reminders and modelling of the rules and expectations. -Challenges visible throughout provision. -Traffic light system for behaviour with children's names to be added. -Children to have allocated carpet spaces for talk partners and to be changed every half term. -Positive images of children sharing, helping each other etc in each area. <p>Displays:</p> <ul style="list-style-type: none"> -Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day. -Characteristics of effective learning display to refer to and display children's photos and speech bubbles. -Positive images of children sharing, helping each other etc in each area. <p>Small world/ Home Corner/ Outside/ Water/ Construction</p> <ul style="list-style-type: none"> -Clear rules and expectations established and modelled in area. -Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. -Models of children's work. -Photos and pictures to inspire engagement. <p>Reading area:</p> <ul style="list-style-type: none"> Books based around friendship -Large board books -Books based on emotions/changes/rules/challenges/perseverance etc. Photos of where all equipment belongs. -Photos and pictures to inspire engagement. -Class books of friendship and participating in activities in the classroom. -Photos and pictures to inspire engagement. <p>Additional:</p> <ul style="list-style-type: none"> -How to line up as a class, finding space in the line and not pushing in. -Taking turns in all areas 	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p> <p>Manage their own needs</p>

Physical Development EYFS Core Knowledge Document
Spring
Strand: Gross Motor Skills

Core Taught	Core Provision	Development matters
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • Teach different ways of moving in and out of spaces – crawling, jumping, walking, running etc. What is a space? What is personal space? Changing from different movements quickly and safely. • Teach moving whilst balancing – using lines on the floor, beams, jumping from different points. Balancing for longer periods of time. • Continue to teach importance of staying safe when moving. • Teach and model ways of staying safe when moving in different environments – holding on to rails, balancing on beams with arms outstretched. • Teach idea of 'strength' kicking a ball far, vs kicking a ball to a person who is near. • Using body to complete two actions at the same time (Jumping jacks etc) <p>Follow lesson plans/ supported by M. Sullivan https://peplanning.org.uk/the-staffroom/</p>	<p>Classroom:</p> <ul style="list-style-type: none"> • Clear rules and visuals about how to move inside the classroom – consistently supported by all staff. • Safe spaces for children to move around freely. • Opportunities to do activities whilst standing and sitting, lying down etc. <p>'PE' lesson</p> <ul style="list-style-type: none"> • Continue modelling finding a space – thinking about personal space. • Using different equipment to move around/avoid obstacles eg. cones, hoops, climbing equipment etc. • Using different body parts to balance eg. Two feet, one foot, one foot and two hands etc. Making different shapes with your body. • Modelling different ways of moving – running, walking, skipping, crawling etc • Link to being safe in other environments • What does being active feel like? (heart beating fast, face is warm/sweaty) <p>Outside:</p> <ul style="list-style-type: none"> • Building with 'heavy' equipment such as big wheels, blocks • Obstacle courses to navigate their way around – incorporate balancing into obstacle courses. • Digging and planting • Bikes and scooters • Climbing opportunities – over and under A-frames, steps, ladders • Throwing, catching, kicking activities • Moving to music • Balancing equipment such as stilts or scooters – swapping feet. • hopscotch 	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling- walking- jumping- running- hopping- skipping- climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</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, gymnastics, sport and swimming</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

Physical Development EYFS Core Knowledge Document
Spring
Strand: Fine Motor Skills

Core Taught	Core Provision	Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> Continue to model and scaffold tri-pod grip. Further small group focus for children as needed. Teach and model cutting along lines – following lines more closely. Teach and model using glue sticks and spreaders accurately when making Continue to model appropriate pressure when drawing and mark making Continue to model and scaffold accurate shapes when drawing. Modelling of scissor skills (how to hold them correctly, cutting different lines and shapes.) 	<p>Classroom:</p> <ul style="list-style-type: none"> Activities to build fine motor skills incorporated into learning opportunities – eg. phonics activities using tweezers, maths activities using scissors Duplo and Lego construction Marble and peg board games – kerplunk or operation Making puppets out of tennis balls and telling stories/small world puppets <p>Writing area:</p> <ul style="list-style-type: none"> Images of how to hold pencil in tripod grip for both RH and LH. Mazes and dot-to-dot pictures Writing on sandpaper or aluminium foil Stencil writing <p>Creative area:</p> <ul style="list-style-type: none"> Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery Hiding objects in putty, threading, <p>Home Corner:</p> <ul style="list-style-type: none"> Images of people sitting at tables together, using cutlery correctly. Activities to support using cutlery – eg finding marbles in playdough 'posting' objects through small holes – eg. Posting letters in a post box, posting coins in a shop till Encouraging children to do up zips/buttons, help to hang out the washing, opening jars and bottles <p>Outside:</p> <ul style="list-style-type: none"> Paintbrushes with water to 'clean' or 'write' on walls and ground Opportunities to draw and paint on vertical surfaces such as easels Chunky chalk to write and draw on surfaces outside Exploration area – finding objects with tweezers/grabbers Diggers in sand Washing small objects in water, using squirt bottles Writing in foam, icing sugar, sand <p>Mud Kitchen:</p> <ul style="list-style-type: none"> Cutlery included and images of how to hold cutlery <p>Additional:</p> <ul style="list-style-type: none"> Fine motor skill group/intervention for those that need it. 	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>

Literacy

EYFS Core Knowledge Document

Spring

Strand: Reading- RWI

Core Taught	Core Provision	Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills</p> <ul style="list-style-type: none"> • RWI Ditties blending reading simple sentences. Practising comprehension skills and retrieving information from text. • Review sounds 1.1-1.5 • Teach word Time 1.5-1.6 in correlation to Ditty/Photocopy Masters. • Continue to teach and review Set 1 sounds and focus on special friends/digraphs. • Practise Alien words • Set 2 sounds • Set 2 red words <p>Please note: -for phonics children are grouped on ability to read and regrouped appropriately every half term. -set 3 sounds to be taught to those that are confident and consistent with set 1 and 2 sounds.</p> <ul style="list-style-type: none"> • Key vocabulary associated with books (author, title, illustrator, character, setting/set, contents page) • To talk about settings, events and characters in the stories. Introducing new vocabulary when it arises and discussing meaning to aid understanding. • Modelling re-telling less familiar stories, with a different range of vocabulary (E.G- not once upon a time etc.) • To segment sounds in simple words and blend them together. • Linking graphemes to phonemes • Beginning to read simple words and sentences • Learning to retrieve information from books and computers. • To find common irregular words in books. • Modelling simple connections between familiar stories and new stories. (E.G- This story is like because the main character goes to find all the other characters. This story is like... because it keeps repeating the same vocabulary/phrases.) Modelling use of new vocabulary in all areas of the classroom. • What a prediction is. • Modelling making predictions and explaining why you have predicted that. • Some similarities and differences between genres. • To look through text/images to help find answers to retrieval questions about familiar stories (E.G- where is the story set? who is the main character?) • Modelling of how to treat books. (Holding them up the correct way, turning the pages gently etc.) Modelling and encouraging children to read all things around them (Symbols, Logos, song lyrics, books name tags, signs etc.) • Modelling how to browse books. (E.G- If looking for a book about space, they may look at the pictures on the cover or look for the word space. If they wanted to find a non-fiction book instead of a story they would be looking to see if the book had a contents page etc.) • To make a set of rhyming words and continue the rhyming string. 	<p>Classroom:</p> <ul style="list-style-type: none"> -Fiction and Non-Fiction Books - Books that promote and value equality and diversity -New vocabulary with images -Red words displayed throughout classroom (On construction pieces, displays, reading area etc.) -Visuals of 'whole body listening'. -Adults modelling use of new vocabulary/phrases in all areas of the classroom. -Adults reading with children regularly and displaying enjoyment of books -Adults modelling reading signs up around the classroom and wider school environment. <p>Displays:</p> <ul style="list-style-type: none"> -To display the children's master pieces and correlate to planning. Change every half-term. -To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging. -Include children's photos and speech bubbles to include their voices. -Words in the learning environment to highlight sounds, digraphs and trigraphs. -All equipment to be labelled with photos and words. -WOW word wall for the children to access new words with pictures to sentence build: to scaffold writing independently. <p>Small world:</p> <ul style="list-style-type: none"> - New vocabulary with images -non-fiction books - Links to the natural world to promote exploration and curiosity. <p>Home corner:</p> <ul style="list-style-type: none"> -New vocabulary with images -Family photos with labels - children's photos with speech bubbles to include the child's voice. - cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading. <p>Reading area:</p> <ul style="list-style-type: none"> -Wordless books -Story props -New vocabulary with images -Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc) -Books organised in a way that the children find it easy to browse the books, looking for a book/genre. Books should also be kept at child height. -Key vocabulary- author, illustrator, blurb, predict, setting, characters. - CD player with headphones and books on CD. -phonically decodeable books -story maps of familiar stories displayed <p>Outside/ Water/ Construction</p> <ul style="list-style-type: none"> -New vocabulary with images -Labels/questions/instructions using previously taught digraphs/trigraphs. - To include messages, notices, signs and simple sentences. 	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Additional:</p> <ul style="list-style-type: none"> -Storyteller to come into school -Parent reading sessions (1 morning a week) -Regular trips to school library -Parent workshop-phonics and reading -Trip to local park (minibeast hunting/pond dipping)

Spring
Strand: Reading- RWI

Core Taught	Core Provision	Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills</p> <ul style="list-style-type: none"> • RWI Ditties blending reading and writing sentences. • Practising comprehension skills and retrieving information from text. • Review sounds 1.1-1.5 for writing • Teach word Time 1.5-1.6 in correlation to Ditty/Photocopy Masters. • Continue to teach and review Set 1 sounds and focus on special friends/digraphs. • Practise Alien words • Set 2 sounds • Set 2 red words <p>Please note: -for phonics children are grouped on ability to read and regrouped appropriately every half term. -set 3 sounds to be taught to those that are confident and consistent with set 1 and 2 sounds.</p> <ul style="list-style-type: none"> • Use key vocabulary associated with books in lists, (author, title, illustrator, character, setting/set, contents page) • To talk about settings, events and characters in the stories. Introducing new vocabulary when it arises and discussing meaning to aid understanding. • Modelling re-telling less familiar stories, with a different range of vocabulary (E.G- not once upon a time etc.) • To segment sounds in simple words and blend them together. • Linking graphemes to phonemes • Beginning to write simple words and sentences • Learning to retrieve information from books and computers. • To find common irregular words in books. • Modelling simple connections between familiar stories and new stories. (E.G- This story is like because the main character goes to find all the other characters. This story is like... because it keeps repeating the same vocabulary/phrases.) Modelling use of new vocabulary in all areas of the classroom. • What a prediction is. • Modelling making predictions and explaining why you have predicted that. • Some similarities and differences between genres. • To look through text/images to help find answers to retrieval questions about familiar stories (E.G- where is the story set? who is the main character?) • Modelling of how to treat books. (Holding them up the correct way, turning the pages gently etc.) Modelling and encouraging children to read all things around them (Symbols, Logos, song lyrics, books name tags, signs etc.) • Modelling how to browse books. (E.G- If looking for a book about space, they may look at the pictures on the cover or look for the word space. If they wanted to find a non-fiction book instead of a story they would be looking to see if the book had a contents page etc.) • To make a set of rhyming words and continue the rhyming string. 	<p>Classroom:</p> <ul style="list-style-type: none"> -Fiction and Non-Fiction Books - Books that promote and value equality and diversity -New vocabulary with images -Red words displayed throughout classroom (On construction pieces, displays, reading area etc.) -Visuals of 'whole body listening'. -Adults modelling use of new vocabulary/phrases in all areas of the classroom. -Adults reading with children regularly and displaying enjoyment of books -Adults modelling reading signs up around the classroom and wider school environment. <p>Displays:</p> <ul style="list-style-type: none"> -To display the children's master pieces and correlate to planning. Change every half-term. -To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging. -Include children's photos and speech bubbles to include their voices. -Words in the learning environment to highlight sounds, digraphs and trigraphs. -All equipment to be labelled with photos and words. -WOW word wall for the children to access new words with pictures to sentence build: to scaffold writing independently. <p>Small world:</p> <ul style="list-style-type: none"> - New vocabulary with images -non-fiction books - Links to the natural world to promote exploration and curiosity. <p>Home corner:</p> <ul style="list-style-type: none"> -New vocabulary with images -Family photos with labels - children's photos with speech bubbles to include the child's voice. - cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading. <p>Reading area:</p> <ul style="list-style-type: none"> -Wordless books -Story props -New vocabulary with images -Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc) -Books organised in a way that the children find it easy to browse the books, looking for a book/genre. Books should also be kept at child height. -Key vocabulary- author, illustrator, blurb, predict, setting, characters. - CD player with headphones and books on CD. -phonically decodeable books -story maps of familiar stories displayed <p>Outside: water/ construction</p> <ul style="list-style-type: none"> -New vocabulary with images -Labels/questions/instructions using previously taught digraphs/trigraphs. - simple challenges to follow. <p>To include messages, notices, signs and simple sentences.-</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p>Additional:</p> <ul style="list-style-type: none"> -Storyteller to come into school -Parent reading sessions (1 morning a week) -Regular trips to school library -Parent workshop-phonics and reading -Trip to local park (minibeast hunting/pond dipping)

Mathematics EYFS Core Knowledge Document

Spring		
Strand: Mathematics		
Core Taught	Core Provision	Development Matters
<ul style="list-style-type: none"> • <i>Specific learning from taught sessions, focused on knowledge and skills:</i> • -Know the one-one principle • -Know the stable order principle • -To know how to line up objects in order to count them, but not need to line up objects when counting • -To know the number names 1-20. • -Number formation 0-20 • -To know the cardinal principle • -To independently and confidently count different groups of objects up to 10. • -To know the order irrelevance principle • -To independently count objects in different ways (<i>Left to right, right to left, top to bottom, bottom to top etc</i>) • -Know that the cardinal number indicates how many there are in a set • -Know different ways to classify and sort objects (E.G- Colour, texture, size or shape) • -To understand and explain conservation • -Begin subitising independently • -To identify and continue repeating patterns (AB, ABC, ABB, AAB etc) • -To recognise different patterns in the environment and begin explaining how they repeat • -To use five and ten frames independently • -To know 5 counting nursery rhymes by heart • -Understand and use key mathematical vocabulary taught • -Independently find one more and one less, using various resources (number lines, tens frames, counters etc.) • -To sequence key events using time connectives (Morning routine, events from the school day etc) • -Teach and model the name number zero and the matching symbol • -Teach, model and scaffold number bonds to 10 • -Represent and show number bonds to 10 using different resources (tens frames, 5 frames, part-part whole models, counters and a variety of objects, numerals etc) • -Teach, model and scaffold adding through combining groups through using a variety of resources • -Teach model and scaffold positional language and spatial awareness • -Teach, model and scaffold names and key information about 3D shapes • -Teach, model and scaffold names and key properties of 2D shapes • -Teach and model ordinal numbers (a number denoting the position in a sequence. 1st 2nd 3rd) • -To independently sort objects by amounts of categories 	<p>Area</p> <p>Classroom:</p> <ul style="list-style-type: none"> -Number line displayed (Clearly visible during carpet inputs) -Adults encouraging, modelling and scaffolding counting throughout all areas of the provision. -Adults modelling use of mathematical language frequently throughout provision (lots, few, more, less, many etc) -Number cards for children to use at their own choosing -Five and Ten frames available -Part part whole models <p>Creative Area:</p> <ul style="list-style-type: none"> -Pattern activities incorporated into area (colour patterns, printing patterns, bead patterns, shape patterns) <p>Role Play:</p> <ul style="list-style-type: none"> -Phone and contact list included in role play area (E.G- Can you dial the number to ring the fire station to let them know about the fire?) <p>Small World:</p> <ul style="list-style-type: none"> -Sorting activities (sorting animals/people by type, sorting the correct number of animals into numbered pens) <p>Reading Area:</p> <ul style="list-style-type: none"> -Counting/Number books available <p>Outside:</p> <ul style="list-style-type: none"> -Mathematical games that involve counting, patterns, matching numbers and amounts etc (<i>Skittles- counting how many they have knocked down, creating repeating patterns with the natural resources, ball games- did you score more or less goals than x?</i>) -Instruction included in mud kitchen to make different con-cocktions for the children to follow (E.G- Add 2 cups of mud and 5 flowers. Stir together and then add 1 cup of water.) -Sorting hoops -Shape wands (<i>For 2D and 3D shape hunts</i>) <p>Additional:</p> <ul style="list-style-type: none"> -Visual timetables used daily in class -Number formation visuals and practise available -Die and subitising images included in provision (E.G- On bikes and scooters in outdoors, dice in board games) -Subitising representations 	<p>Count objects, actions and sounds</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0–10</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity</p>

Understanding the World EYFS Core Knowledge Document

Spring People Culture and Communities ELG	Past and Present ELG	The Natural World ELG
Strand: UTW		
Core Taught	Core Provision	Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • Discuss and describe some similarities and differences in their family history. (E.G- birth countries, living arrangements etc.) • To know some local community leaders and their role within the community and society. • Name some different contrasting environments (E.G- rainforest, desert etc.) • To describe contrasting environments using key knowledge and vocabulary read in class. • The Life of a key historical character and be able to describe it in some detail (based on a text that has been read.) • Make comparisons between their life and the life of a key historical character (based on a text that has been read.) • Knowing names of different faith leaders and how they help people within the local community. • Observe the growth of a plant from seed and be able to describe the changes that are occurring. • To make an observational sketch of a plant, naming the key parts. (E.G- stem, leaf, flower, roots) • To observe the life cycle of a common animal and describe the stages of the life cycle. • To know the life cycle of a human being and describe the stages of the life cycle. • To describe Spring and the changes that take place in spring. • To describe some states of change (E.G: ironing clothes/material, making toast) • Describe different materials and their properties. • Discuss how people look after our local environment and what we can do to protect our environment, animals and plants. 	<p>Classroom: Every half term take a photo of the children in the outside area to look at similarities and differences and link changes overtime eg, growing up, the natural environment, weather, seasons etc.</p> <ul style="list-style-type: none"> • Daily weather/ season chart • Birthday Chart • Magnifying glasses • Clipboards and pencils • Changing States Focus Cooking activities: making toast, boiling an egg, making playdough, cooking cakes, biscuits, melting chocolate to decorate etc. Writing opportunities to be linked. • Form of life cycle in the class for the children to observe (Butterflies, chicks etc.) <p>Small world:</p> <ul style="list-style-type: none"> • Different people (Showing different religious outfits, jobs, disabilities etc.) • Variety of environments (forest, desert etc.) • Animals that are local to school (fox, pigeon etc.) • Variety of buildings (religious buildings, houses, flats etc.) <p>Home corner:</p> <ul style="list-style-type: none"> • Books displaying variety of families and people with different job roles • Enhancement to home corner during festival times to model how different religions/cultures celebrate • Food should replicate different cultures <p>Reading area:</p> <ul style="list-style-type: none"> • Books displaying different religions/communities/historical figures (Outside: • Seeds to plant. • Plants to observe, look after etc. • Resources to help with planting (shovel, watering cans etc.) • Clipboards and pencils • Magnifying glasses <p>Water:</p> <ul style="list-style-type: none"> • A range of resources available for children to explore (tubes, watering cans, funnels, pipits, food colouring, bubbles, etc.) <p>Construction:</p> <ul style="list-style-type: none"> • Pictures of different environments from around the world. (rainforest, city, country, farm, Antarctica etc.) • Making maps of our school, homes, local area. <p>Additional:</p> <ul style="list-style-type: none"> • Hogmanay/New Years Day • Visit to a different religious building. (or someone come in to share about their religion + religious practises) • Chinese New Year • World Religion Day • Shrove Tuesday • Lent • St David's Day 1st March • St Patrick's Day 17th March • Mothers Day • Easter (Holy Week, Palm Sunday) • St Georges Day 23rd April 	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p>

Expressive Arts and Design EYFS Core Knowledge Document
Spring
Strand: Creating with Materials

Core Taught	Core Provision	EAD Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> Teach and model choosing appropriate tools for the task. (E.G- knowing that they need to create small lines, so choosing the thin paint brush.) Teach and model using a range of colours to create different images. Teach and model mixing colours with a particular colour in mind. Teach and model using appropriate colours for a task. Teach and model planning/designing ideas before creating them. Teach and model using range of senses to comment on different textures. Teach and model experimenting with creating different textures using paint and drawing materials. 	<p>Area:</p> <p>Classroom:</p> <ul style="list-style-type: none"> Children encouraged to independently show their creations to peers and familiar adults. To comment on their creations by stating the materials they have used and encouraged/scaffolded to explain why. Encouraged and scaffolded to explain the steps they took to make their creation. Area in classroom to display creation <p>Creative area:</p> <ul style="list-style-type: none"> Create opportunities to begin using different techniques and different tools when working without an adult. Activities to use a range of colours made from primary colours Activities to use a range of different textured materials including sandpaper, fur, aluminium foil. <p>Role Play:</p> <ul style="list-style-type: none"> To appropriately use props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.) To begin to use props and materials in an imaginative way (E.G- the blue cloth is a river.) <p>Outside:</p> <ul style="list-style-type: none"> Variety of tools and materials outside – spades, rakes, boxes, material, sand, sticks, string etc to create art/structures Opportunities to use natural materials to create moveable/transitory art – eg. using sticks as a frame and leaves, stones, pebbles, grass to create a picture of their mum Opportunities to make plans for construction/obstacle course/sand castle town etc. 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

Spring**Strand: Being Imaginative and Expressive**

Core Taught	Core Provision	Development Matters
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • Teach, model and scaffold adapting narratives and stories by changing a variable. (E.G characters, setting, key events etc.) • Independently using images and props to help them recount familiar stories and narratives in detail. • Continue to teach a range of songs, rhymes, poems and stories that they can perform/tell orally. • Teach and model using instruments and simple songs - showing an awareness of beat within a piece of music. 	<p>Area</p> <p>Classroom:</p> <ul style="list-style-type: none"> • Adults encourage performance of songs, rhymes, poems and stories with familiar peers. • Adults encourage movement along with music – showing an awareness of the beat within a piece of music. <p>Creative Area:</p> <ul style="list-style-type: none"> • Activities and opportunities to independently create props for stories. • Moving along to music – encouraging awareness of beat in the music. <p>Role Play:</p> <ul style="list-style-type: none"> • Model use of props within in role play and story telling • Model and scaffold creating own stories and narratives and share this with others. • Model and scaffold changing a variable in a familiar story – eg providing/creating different characters, different setting, different ending. <p>Small World:</p> <ul style="list-style-type: none"> • Model use of props within in role play and story telling. • Opportunities to create new characters or settings for their stories. • Visuals for different beginning/middle/endings to a familiar story <p>Reading Area:</p> <ul style="list-style-type: none"> • Familiar stories that children are learning by heart available for children to read and look at with an adult or peers • Visuals of simple story structures. Visuals to support changing a character/setting/part of the story. <p>Outside:</p> <ul style="list-style-type: none"> • Imaginative role-play with each other modelled and scaffolded by adults – changing parts of familiar stories. • Music/Performance area for poetry, song, dance performances • Storytelling area with familiar books and stories • Use of construction area to build structures to use in storytelling – eg, house made of sticks, house made of bricks, house made of straw – or house made of feathers/leaves/pebbles? • Clothing/material to use to dress up and scaffold role play <p>Additional:</p> <ul style="list-style-type: none"> • Children to attend singing assemblies 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

Communication and Language EYFS Core Knowledge Document
Summer
Strand: Language, Attention and Understanding

Core Taught	Core Provision	ELG
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • Whole body visuals used to remind children of expectations as needed. • During longer whole class input, whole body listening prompts used when needed. • During small group and 1:1 activities, whole body listening visuals and prompts used when needed to remind children expectations when at focused activities or when learning as a whole class. • Ask and answer who, what, where questions during whole class and small group reading. Encourage children to ask questions to clarify their understanding. Read stories with funny problems for children to ask questions about. Use interesting artefacts for children to ask questions about. • Encourage children to make links between events in stories and their lives and prior learning. • Revisit learning and encourage children to make comments and ask questions. • Model making comments on stories using specific vocabulary that has been learned. • Whole class and small group activities with focus on understanding of instructions/interaction and attention eg. Simon Says, spot the mistake – nursery rhymes, stories, spot the difference, memory games. • Scaffold and encourage appropriate responses to what happens in a story eg. 'gasp' when something happens suddenly, 'laugh at a joke in a story' 	<p>Classroom:</p> <ul style="list-style-type: none"> • Visuals of 'whole body listening' used to prompt children – on carpet and at tables • Songs and visuals used to get children's attention during learning times. • Routines and ways of communicating these embedded and consistently used by all adults. • Adults prompt and scaffold whole body listening during whole class, small groups and 1:1 discussions. • Adults prompt and scaffold children making comments about what they have learned using focused questioning <p>Small world:</p> <ul style="list-style-type: none"> • Puppets and props provided for children to use to show understanding of structure of stories and what happens • Who, what, where questions in area • Linking events from stories to own lives in home corner and role play <p>Home corner:</p> <ul style="list-style-type: none"> • Puppets and props provided for children to use to show understanding of stories • Who, what, where questions in area • Memory games whilst playing – what ingredients did I need for the cake? What did I need to buy from the shop? • Linking events from stories to own lives in home corner and role play <p>Reading area:</p> <ul style="list-style-type: none"> • Puppets and props provided for children to use to show understanding of stories • Adults reading stories in small groups prompting with visuals for whole body listening • Who, what, where questions in area • Appropriate jokes and riddles shared • Visuals of how you felt when you read the story (impact on reader) • Books with noise buttons <p>Outside:</p> <ul style="list-style-type: none"> • Visuals and songs used to get children's attention during outdoor play. Routines embedded by all adults. <p>Water:</p> <ul style="list-style-type: none"> • Pots and pans that make different noises when you hit them with water in • Interesting objects hidden in water and sand to promote questions. <p>Construction:</p> <ul style="list-style-type: none"> • Taking turns to build a tower/wall • Some written instructions available to be read to follow along and build. (E.G put the large blue brick at the bottom, add two small red bricks on top etc.) <p>Additional:</p> <ul style="list-style-type: none"> • Interesting artefacts found in 'discovery' area to promote questioning • Planting seeds/bulbs to promote questioning of change over time • Can you find the noise? Hidden speakers in the environment • Listening treasure chest – different items that make a noise in a bag • Musical instruments • Listening walks • Ready, steady, go games with cars, racing, knocking down a tower, 	<p>Listening, Attention and Understanding ELG Children at the expected level of development will:</p> <p>-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</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding</p> <p>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

Communication and Language EYFS Core Knowledge Document
Summer

Strand: Speaking		
Core Taught	Core Provision	ELG
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • Conversation skills continue to be practised and supported – listen to each other, wait until the other person has stopped talking, look at each other, talk about the topic (1:1 learning partner, small groups (eg focused learning groups) and whole class (eg. snack time)) • Whole class discussions scaffolded by adult. • Role play modelled by adults to whole class, using puppets or additional adults to support conversation skills and use of new vocabulary • Tier 2 and Tier 3 vocabulary explicitly taught (following school's guidance) Modelled using full sentences including conjunctions where appropriate. • Children continue to learn nursery rhymes, songs and stories off by heart. • Children encouraged to join in with repeated phrases in stories. • Questions: who, what, where? • Children encouraged to give their own ideas about stories they have read and what they have learned with continued modelling and prompts from adults. Answering more complex how and why questions with support. Extending phrases and simple sentences using conjunctions Eg. Pupil: "She went to the park" Teacher: "because..." Pupil: "because she liked the swings" • Modelling of things that happen in the past, present and future, eg. Before school, I ate my breakfast; I eat my lunch now; I will eat my dinner later. 	<p>Classroom:</p> <ul style="list-style-type: none"> • Images of children modelling conversation skills learned • Small group and 1:1 Tier 2 and Tier 3 vocabulary used in activities and shared with parents • Small group discussions supported by adult, eg. Mini circle times, snack times, conversation starters with focus on conversation skills • Adults encourage discussion through play using accurate verb tenses. • Songs that children have learned on speakers/headphones for children to listen to • Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and return it to me.' Rather than overuse of pronouns, 'Pick that up and bring it to me.' • Extending phrases and simple sentences using conjunctions Eg. Pupil: "She went to the park" Teacher: "because..." Pupil: "because she liked the swings" • Modelling correct use of past, present and future in play – point out when reading books set in the past or in the future. <p>Small world:</p> <ul style="list-style-type: none"> • Role play of characters having conversations with each other modelled by adults • New vocabulary with images • Modelling correct use of past, present and future in play <p>Home corner:</p> <ul style="list-style-type: none"> • Role play of characters having conversations with each other modelled by adults • New vocabulary with images • Modelling correct use of past, present and future in play <p>Reading area:</p> <ul style="list-style-type: none"> • Familiar stories that children are learning by heart available for children to read and look at with an adult or peers • Audio books available for children to hear. • Point out if something happened in the past or future in the book. <p>Outside:</p> <ul style="list-style-type: none"> • Imaginative role play of characters having conversations with each other modelled by adults • Images of children looking at each other, taking it in turns to speak, playing cooperatively. • Adults encourage discussion through play • Role play props/activities set up outside <p>Water:</p> <ul style="list-style-type: none"> • Adults modelling conversations with children about their learning • Images of children looking at each other, taking it in turns to speak, playing cooperatively. <p>Construction:</p> <ul style="list-style-type: none"> • Adults modelling conversations with children about their learning • Images of children looking at each other, taking it in turns to speak, playing cooperatively. <p>Additional:</p> <ul style="list-style-type: none"> • Songs that children have learned to be available on speakers outside. • Performances of poems, nursery rhymes, songs or stories to be encouraged and modelled. 	<p>Speaking ELG Children at the expected level of development will:</p> <p>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>-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.</p>

Personal, Social, Emotional Development

EYFS Core Knowledge Document

Summer

Strand: PSED- Managing self		
Core Taught	Core Provision	ELG
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> Teach game that have set rules and follow the rules to complete games. Understand how to cope with winning and losing games. To know how game rules are different to other rules Revisit a wide range of rules related to situations in and out of school. To understand the reasons behind rules and why they may change in different situations (E.G- school trip)The Rule of Law & Society, The Rule of Law. Teach what morals are – understand the impact of choices and how responses affect others. Revisit how to negotiate and solve problems calmly – children should be solving most disputes with peers independently. Continue to model and scaffold children taking responsibility of their own learning – choosing their own learning, setting challenges and goals. Continue to model and scaffold understanding that mistakes help me learn and how to tackle things that may be difficult. Continue to model and scaffold understanding that the more practise will result in getting better at each skill. Revisit learning on healthy diet and personal hygiene. 	<p>Classroom:</p> <ul style="list-style-type: none"> Rule and expectations established for each area. Clear reminders and modelling of the rules and expectations. All adults use consistent strategies to support following rules and behaviour policy. Challenges visible throughout provision. Traffic light system for behaviour with children's names to be added. Children to have allocated carpet spaces for talk partners and to be changed every half term. Nose wiping station to be set up with a mirror, tissues, labelled photos of the steps of how to blow your nose and clean your hands. Adults encourage children to try new activities and how to judge risk in situations – going slowly when climbing a ladder, avoiding obstacles when running. <p>Displays:</p> <ul style="list-style-type: none"> Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day. Characteristics of effective learning display to refer to and display children's photos and speech bubbles. Positive images of children sharing, helping each other etc in each area. <p>Small world:</p> <ul style="list-style-type: none"> Clear rules and expectations established and modelled in area. Photos of where all equipment belongs. All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. Models of children's work. Photos and pictures to inspire engagement. How to share equipment and negotiate with others. <p>Home corner/ Reading area/ Outside/ Water/ Construction:</p> <ul style="list-style-type: none"> Clear rules and expectations established and modelled in area. Photos of where all equipment belongs. All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. Models of children's work. <p>Bathroom:</p> <ul style="list-style-type: none"> Visual reminders - 'How to wash your hands' One person at a time in each cubical. Routine for going to the toilet: eg, tissue in the toilet, flush the toilet, using soap, turn off the tap after washing hands, paper towel in the bin. <p>Additional:</p> <p>Expectations and how to behave when out on trips. Follow the expectations and our school rules.</p>	<p>Managing Self ELG</p> <p>Children at the expected level of development will:</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

Personal, Social, Emotional Development

EYFS Core Knowledge Document

Summer		
Strand: PSED- Managing self		
Core Taught	Core Provision	ELG
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> Teach game that have set rules and follow the rules to complete games. Understand how to cope with winning and losing games. To know how game rules are different to other rules Revisit a wide range of rules related to situations in and out of school. To understand the reasons behind rules and why they may change in different situations (E.G- school trip/ The Rule of Law & Society, The Rule of Law. Teach what morals are – understand the impact of choices and how responses affect others. Revisit how to negotiate and solve problems calmly – children should be solving most disputes with peers independently. Continue to model and scaffold children taking responsibility of their own learning – choosing their own learning, setting challenges and goals. Continue to model and scaffold understanding that mistakes help me learn and how to tackle things that may be difficult. Continue to model and scaffold understanding that the more practise will result in getting better at each skill. Revisit learning on healthy diet and personal hygiene. 	<p>Classroom:</p> <ul style="list-style-type: none"> Rule and expectations established for each area. Clear reminders and modelling of the rules and expectations. All adults use consistent strategies to support following rules and behaviour policy. Challenges visible throughout provision. Traffic light system for behaviour with children's names to be added. Children to have allocated carpet spaces for talk partners and to be changed every half term. Nose wiping station to be set up with a mirror, tissues, labelled photos of the steps of how to blow your nose and clean your hands. Adults encourage children to try new activities and how to judge risk in situations – going slowly when climbing a ladder, avoiding obstacles when running. <p>Displays:</p> <ul style="list-style-type: none"> Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day. Characteristics of effective learning display to refer to and display children's photos and speech bubbles. Positive images of children sharing, helping each other etc in each area. <p>Small world:</p> <ul style="list-style-type: none"> Clear rules and expectations established and modelled in area. Photos of where all equipment belongs. All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. Models of children's work. Photos and pictures to inspire engagement. How to share equipment and negotiate with others. <p>Home corner/ Reading area/ Outside/ Water/ Construction:</p> <ul style="list-style-type: none"> Clear rules and expectations established and modelled in area. Photos of where all equipment belongs. All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. Models of children's work. <p>Bathroom:</p> <ul style="list-style-type: none"> Visual reminders - 'How to wash your hands' One person at a time in each cubical. Routine for going to the toilet: eg, tissue in the toilet, flush the toilet, using soap, turn off the tap after washing hands, paper towel in the bin. <p>Additional:</p> <p>Expectations and how to behave when out on trips. Follow the expectations and our school rules.</p>	<p>Managing Self ELG</p> <p>Children at the expected level of development will:</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

Physical Development EYFS Core Knowledge Document
Summer

Strand: Gross Motor Skills		
Core Taught	Core Provision	ELG
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> • Teach different ways of moving in and out of spaces – crawling, jumping, walking, running etc. What is a space? What is personal space? Changing from different movements quickly and safely. • Teach moving whilst balancing – using lines on the floor, beams, jumping from different points. Balancing for longer periods of time. • Continue to teach importance of staying safe when moving. Teach and model ways of staying safe when moving in different environments – holding on to rails, balancing on beams with arms outstretched. • Teach idea of 'strength' kicking a ball far, vs kicking a ball to a person who is near. • Using body to complete two actions at the same time (Jumping jacks etc) • Hand-eye coordination – kicking a ball, hitting a ball with a tennis racket, dribbling a ball with a hockey stick • Continue to teach moving appropriate to the space • Continue to teach moving whilst balancing – using lines on the floor, beams, jumping from different points – negotiating obstacles safely. • Continue to teach importance of staying safe when moving. Teach and model ways of staying safe when moving in different environments – holding on to rails, balancing on beams with arms outstretched. <p>Follow PE planning and support from M Sullivan https://peplanning.org.uk/the-staffroom/</p>	<p>Classroom:</p> <ul style="list-style-type: none"> • Clear rules and visuals about how to move inside the classroom – consistently supported by all staff. • Safe spaces for children to move around freely. • Opportunities to do activities whilst standing and sitting, lying down etc. <p>'PE' lesson</p> <ul style="list-style-type: none"> • Continue modelling finding a space – thinking about personal space. • Using different equipment to move around/avoid obstacles eg. cones, hoops, climbing equipment etc. Relay races using different equipment. • Using different body parts to balance eg. Two feet, one foot, one foot and two hands etc. Making different shapes with your body. • Modelling different ways of moving – running, walking, skipping, crawling etc • Dribbling ball with a hockey stick, hitting a ball with a tennis racket, kicking a ball • Link to being safe in other environments • What does being active feel like? (heart beating fast, face is warm/sweaty) <p>Outside:</p> <ul style="list-style-type: none"> • Building with 'heavy' equipment such as big wheels, blocks • Obstacle courses to navigate their way around – incorporate balancing into obstacle courses. • Digging and planting • Bikes and scooters • Climbing opportunities – over and under A-frames, steps, ladders • Throwing, catching, kicking activities • Moving to music • Balancing equipment such as stilts or scooters – swapping feet. 	<p>Gross Motor Skills ELG Children at the expected level of development will:</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.

Physical Development EYFS Core Knowledge Document
Summer
Strand: Fine Motor Skills

Core Taught	Core Provision	ELG
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> Continue to model and scaffold tri-pod grip for extended periods of time. Further small group focus for children as needed. Continue to model cutting along lines with accuracy Continue to model using cutlery correctly Continue to model using a range of paintbrushes. Continue to model appropriate pressure when mark making Model and scaffold more complex shapes when drawing eg. Different shapes of noses, hands with fingers. Modelling of scissor skills (how to hold them correctly, cutting different lines and shapes.) 	<p>Classroom:</p> <ul style="list-style-type: none"> Activities to build fine motor skills incorporated into learning opportunities – eg. phonics activities using tweezers, maths activities using scissors Duplo and lego construction Marble and peg board games – kerplunk or operation Making puppets out of tennis balls and telling stories/small world puppets <p>Writing area:</p> <ul style="list-style-type: none"> Images of how to hold pencil in tripod grip for both RH and LH. Mazes and dot-to-dot pictures Writing on sand paper or aluminium foil Stencil writing <p>Creative area:</p> <ul style="list-style-type: none"> Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery Hiding objects in putty, threading, <p>Home Corner:</p> <ul style="list-style-type: none"> Images of people sitting at tables together, using cutlery correctly. Activities to support using cutlery – eg finding marbles in playdough 'posting' objects through small holes – eg. Posting letters in a post box, posting coins in a shop till Encouraging children to do up zips/buttons, help to hang out the washing, opening jars and bottles <p>Outside:</p> <ul style="list-style-type: none"> Paintbrushes with water to 'clean' or 'write' on walls and ground Opportunities to draw and paint on vertical surfaces such as easels Chunky chalk to write and draw on surfaces outside Exploration area – finding objects with tweezers/grabbers Diggers in sand Washing small objects in water, using squirt bottles Writing in foam, icing sugar, sand <p>Mud Kitchen:</p> <ul style="list-style-type: none"> Cutlery included and images of how to hold cutlery <p>Additional:</p> <ul style="list-style-type: none"> Fine motor skill group/intervention for those that need it. 	<p>Fine Motor Skills ELG</p> <p>Children at the expected level of development will:</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

Literacy EYFS Core Knowledge Document
Summer
Strand: Reading- RWI

Core Taught	Core Provision	ELG
<ul style="list-style-type: none"> • Specific learning from taught sessions, focused on knowledge and skills • RWI Red Story Books: All set 1 sounds and alien words to be read speedily. Review sounds 1.1-1.5 • Green Story Books: All set 1 sounds and alien words to be read speedily. Review all set 1 sounds. Teach set 2 sounds. Green story books and Get writing Green Books. • Purple story books All set 1 sounds and alien words to be read speedily. Review all set 1 sounds. Continue to teach set 2 sounds. Purple story Books and Get writing Books. • Continue to teach and review Set 1 and set 2 sounds and focus on special friends/digraphs. • Practise Alien words • Please note: for phonics children are grouped on ability to read and regrouped appropriately every half term. -set 3 sounds to be taught to those that are confident and consistent with set 1 and 2 sounds. • Please note: -for phonics children are grouped on ability to read and regrouped appropriately every half term. -set 3 sounds to be taught to those that are confident and consistent with set 1 and 2 sounds. • Key vocabulary associated with books (author, title, illustrator, character, setting/set, contents page, plot, problem, solution) • Practising retrieving information from text to answer questions. • Practising reading simple sentences from books that are consistent with their phonics knowledge. • Modelling retelling stories in your own words, using vocabulary that has been introduced recently. • Modelling answering many retrieval questions about familiar stories. Showing how to look back at the text to help find answers if needed. (E.G- How do the characters feel? What is the problem/solution? What is the plot?) • Modelling answering some retrieval questions about unfamiliar stories, using previously taught strategies. (E.G- good listening, looking back at the text to help find answers etc.) What a sensible prediction is through prior knowledge of the text or familiar texts. (E.G-Using the knowledge that the story is set on a farm to predict that next we will meet some farm animals. Using the title of the book to predict there will be spiders in the story. Etc.) • Modelling making a prediction mid-way through a story, using the prior knowledge of the story to help with predictions. • Knowing that a prediction can change as you read more of the text and modelling explaining why the prediction has changed. • Reading messages, notices, signs and simple sentences and learning to talk accurately about what has been read. 	<p>Classroom:</p> <ul style="list-style-type: none"> -Fiction and Non-Fiction Books - Books that promote and value equality and diversity -New vocabulary with images -Red words displayed throughout classroom (On construction pieces, displays, reading area etc.) -Visuals of 'whole body listening'. -Adults modelling use of new vocabulary/phrases in all areas of the classroom. -Adults reading regularly with children and displaying enjoyment of books -Adults modelling reading signs up around the classroom and wider school environment. <p>Displays:</p> <ul style="list-style-type: none"> -To display the children's master pieces and correlate to planning. Change every half-term. -To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging. -Include children's photos and speech bubbles to include their voices. -Words in the learning environment to highlight sounds, digraphs and trigraphs. -All equipment to be labelled with photos and words. - Have a WOW word wall for the children to access new words with pictures to sentence build: to scaffold writing independently. <p>Small world:</p> <ul style="list-style-type: none"> - New vocabulary with images - non-fiction books - Links to the natural world to promote exploration and curiosity. <p>Home corner:</p> <ul style="list-style-type: none"> -New vocabulary with images -children's photos with speech bubbles to include the child's voice. -cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading. - Family photos with labels <p>Reading area:</p> <ul style="list-style-type: none"> -Story props -New vocabulary with images -Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc) -Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc) -Books organised in a way that the children find it easy to browse the books, looking for a book/genre. Books should also be kept at child height. -Key vocabulary- author, illustrator, blurb, predict, plot, setting, characters, problem, solution. -CD player with headphones and books on CD. -Story maps displayed of familiar stories <p>Outside:</p> <ul style="list-style-type: none"> -New vocabulary with images -Labels/questions/instructions using previously taught digraphs/trigraphs. 	<p>Word Reading ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending; -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Additional:</p> <ul style="list-style-type: none"> -Trip to the local library -Parent reading sessions (1 morning a week) -Regular trips to school library -Parent workshop- phonics and reading.

Literacy EYFS Core Knowledge Document
Summer
Strand: Writing- RWI

Core Taught	Core Provision	ELG
<p>Specific learning from taught sessions, focused on knowledge and skills</p> <ul style="list-style-type: none"> • RWI Red Story Books: All set 1 sounds and alien words to be read speedily. Review sounds 1.1-1.5 • Green Story Books: All set 1 sounds and alien words to be read speedily. Review all set 1 sounds. Teach set 2 sounds. Green story books and Get writing Green Books. • Purple story books All set 1 sounds and alien words to be read speedily. Review all set 1 sounds. Continue to teach set 2 sounds. Purple story Books and Get writing Books. • Continue to teach and review Set 1 and set 2 sounds and focus on special friends/digraphs. • Practise Alien words • Please note: for phonics children are grouped on ability to read and regrouped appropriately every half term. -set 3 sounds to be taught to those that are confident and consistent with set 1 and 2 sounds. Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Key vocabulary associated with books (author, title, illustrator, character, setting/set, contents page, plot, problem, solution) • Practising retrieving information from text to answer questions. Practising reading simple sentences from books that are consistent with their phonics knowledge. Modelling retelling stories in your own words, using vocabulary that has been introduced recently. • Modelling answering many retrieval questions about familiar stories. Showing how to look back at the text to help find answers if needed. (E.G- How do the characters feel? What is the problem/solution? What is the plot?) • Modelling answering some retrieval questions about unfamiliar stories, using previously taught strategies. (E.G- good listening, looking back at the text to help find answers etc.) What a sensible prediction is through prior knowledge of the text or familiar texts. (E.G-Using the knowledge that the story is set on a farm to predict that next we will meet some farm animals. Using the title of the book to predict there will be spiders in the story. Etc.) • Modelling making a prediction mid-way through a story, using the prior knowledge of the story to help with predictions. • Knowing that a prediction can change as you read more of the text and modelling explaining why the prediction has changed. • Reading messages, notices, signs and simple sentences and learning to talk accurately about what has been read. 	<p>Classroom:</p> <ul style="list-style-type: none"> -Fiction and Non-Fiction Books - Books that promote and value equality and diversity -New vocabulary with images -Red words displayed throughout classroom (On construction pieces, displays, reading area etc.) -Visuals of 'whole body listening'. -Adults modelling use of new vocabulary/phrases in all areas of the classroom. -Adults reading regularly with children and displaying enjoyment of books -Adults modelling reading signs up around the classroom and wider school environment. <p>Displays:</p> <ul style="list-style-type: none"> -To display the children's master pieces and correlate to planning. Change every half-term. -To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging. -Include children's photos and speech bubbles to include their voices. -Words in the learning environment to highlight sounds, digraphs and trigraphs. -All equipment to be labelled with photos and words. - Have a WOW word wall for the children to access new words with pictures to sentence build: to scaffold writing independently. <p>Small world:</p> <ul style="list-style-type: none"> - New vocabulary with images - non-fiction books - Links to the natural world to promote exploration and curiosity. <p>Role Play:</p> <ul style="list-style-type: none"> -New vocabulary with images -children's photos with speech bubbles to include the child's voice. -cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for reading. - Family photos with labels <p>Reading area:</p> <ul style="list-style-type: none"> -Story props -New vocabulary with images -Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc) -Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc) -Books organised in a way that the children find it easy to browse the books, looking for a book/genre. Books should also be kept at child height. -Key vocabulary- author, illustrator, blurb, predict, plot, setting, characters, problem, solution. -CD player with headphones and books on CD. -Story maps displayed of familiar stories <p>Outside:</p> <ul style="list-style-type: none"> -New vocabulary with images -Labels/questions/instructions using previously taught digraphs/trigraphs. 	<p>Writing ELG</p> <p>Children at the expected level of development will:</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

Mathematics EYFS Core Knowledge Document
Summer

Strand: Mathematics		
Core Taught	Core Provision	ELG
<ul style="list-style-type: none"> • <i>Specific learning from taught sessions, focused on knowledge and skills:</i> • -To know the number names 1-20. • -To form numbers from 0-20 clearly • -To independently and confidently count different groups of objects to 20 and beyond • -To independently count objects in different ways (<i>Left to right, right to left, top to bottom, bottom to top etc</i>) • -Independently classify and sort objects in different ways (E.G- Colour, texture, size or shape) • -To understand and explain conservation • -To subitise independently up to 5 • -To identify, continue and create repeating patterns (AB, ABC, ABB, AAB etc) • -To recognise different patterns in the environment and explain how they repeat • -Use ten frames independently • -To know 10 counting nursery rhymes by heart and use these to support with counting activities • -Understand and use key mathematical vocabulary taught • -Independently find one more and one less, using various resources (number lines, tens frames, counters etc.) • -To sequence key events using time connectives (Morning routine, events from the school day etc) • -Know the name number zero and the matching symbol • -To know and represent number bonds to 10 • -Independently represent and show number bonds to 10 using different resources (tens frames, 5 frames, part-part whole models, counters and a variety of objects, numerals etc) • -Independently add through combining groups through using a variety of resources • -Independently subtract through taking away • -To understand and use positional language and spatial awareness • -To know names and key information about common 3D shapes • -To know names and key properties of common 2D shapes • -Know and use ordinal numbers in everyday situations (E.G- lining up, racing) • -To independently sort objects by amounts of categories • -To understand the abstraction principle (anything can be counted including things that cannot be touched, including sounds and movements) • -Model and scaffold more complex patterns (E.G- musical patterns, patterns following spirals and zig zags) • -To count forwards and backwards with numbers between 0 and 20 • -To count on or back from given numbers between 0 and 20 • -Teach, model and scaffold doubling numbers • -Teach, model and scaffold halving numbers • -Teach model and scaffold finding odd and even numbers • -To know which numbers are odd and which numbers are even - To add two groups together to find the total amount. • -To add two groups together to find the total amount. - To double numbers to 10. - To halve quantities by sharing items into 2 equal groups. - To investigate odd and even numbers. 	<p>Area Classroom</p> <ul style="list-style-type: none"> • Numicon • Counters • Opportunities for sharing quantities of food etc (<i>How can we tell if we have an even or odd amount? Can it be shared equally? Etc</i>) • After local walk, add small number stickers into the construction area (<i>Can the children build their own street of houses? Can they remember what they saw on the walk?</i>) • Numicon feely bag activities. (<i>Can the children identify if it is odd or even just through touch? How?</i>) • <i>Equipment for children to access to make their own patterns and arrangements.</i> <p>Creative Area:</p> <ul style="list-style-type: none"> • Subitising • Sharing • Halving amounts mats available to use in provision • Adults modelling sharing equally throughout provision (<i>E.G- food in the home corner, bricks in the construction area, people in the small world etc.</i>) • Sharing games/activities to help understand idea of sharing equally <p>Small World:</p> <ul style="list-style-type: none"> • Missing Numbers • Arranging equipment/resources • Timing turns • Number challenges • Role Play: Pizza, cake etc (<i>Foods easy to split in half used in home corner</i>) <p>Reading Area:</p> <ul style="list-style-type: none"> • Number the books in areas using numicon. • Maths books • Sharing <p>Outside:</p> <ul style="list-style-type: none"> • Large hoops and counters, beans bags etc for halving amounts • Planks of wood to create large balancing scales in outdoor area • Timing each-other and keeping score • Number challenges <p>Additional:</p> <ul style="list-style-type: none"> • Visual timetables used daily in class • -Number formation visuals and practise available • -Die and subitising images included in provision (E.G- On bikes and scooters in outdoors, dice in board games) • -Subitising representations • Exploring Complex Patterns through focus activities • Number challenges • Doubling through focus activities • Halving through focus activities • P.E. Challenges 	<p>Number ELG Children at the expected level of development will:</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; -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>Numerical Patterns ELG Children at the expected level of development will:</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; -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the World EYFS Core Knowledge Document

Summer		
People Culture and Communities ELG	Past and Present ELG	The Natural World ELG
Strand: UTW		
Core Taught	Core Provision	ELG
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> How to make careful observations (watch object over a given time period, use senses, look closely with a magnifying glass etc.) The importance of bees and their important part in maintaining our planet. To discuss ways to help local people and their local community (E.G- recycling, visiting care homes etc.) Understand why trees are important and how to look after our natural world to preserve it. To look at different habitats of local animals, mini beasts, and make connections and observations to our immediate world around us. Make a mini beast hotel, plant bee friendly flowers, make shelters for bees, bird baths etc to observe our own natural habitat. Explain and describe the changes observed in plants and animals throughout different seasons. To make observational sketches/drawings of changes observed in a plant across different seasons. How to explore the natural world. (What to look/listen for?) To describe Summer and the changes that take place in Summer. <ul style="list-style-type: none"> (Grow, change, blossom, June, July, August, growing, flowers, temperature, sun, honey, making hay, growing, pond dipping, butterflies, moths, bees) To compare the seasons, noting the changes that occur and similarities and differences between them. To understand differences and similarities between how we live now and the past. How we do things differently E.G, how phones look different, the use of computers, cookers and microwaves, how have toys changed? (Using evidence from past experiences and books they have read.) To independently discuss the past making comparisons with the present. Explain likes and dislikes and the reasons why. Explain similarities and differences in regards to: families, beliefs, customs, traditions. To describe their community and their own experiences. To describe changing states of things pertinent to them (food, seasonal weather etc.) To understand and discuss where our food comes from (juice, milk, cereal, fruits, vegetables, pasta). Discuss facts about fruits and vegetables. 	<p>Classroom:</p> <p>Every half term, take a photo of the children in the outside area to look at similarities and differences and link changes overtime E.G, growing up, the natural environment, weather, seasons etc.</p> <ul style="list-style-type: none"> Daily weather/ season chart Birthday Chart Home corner with resources that resemble different households. Changing States Focus Cooking activities: making toast, boiling an egg, boiling a kettle, blowing out a candle, making playdough, cooking cakes, biscuits, melting chocolate to decorate etc. Writing opportunities to be linked. <p>Small world:</p> <ul style="list-style-type: none"> Different people (Showing different religious outfits, jobs, disabilities etc.) Variety of environments (forest, desert etc.) Animals that are local to school (fox, pigeon etc.) Variety of buildings (religious buildings, houses, flats etc.) <p>Home corner:</p> <ul style="list-style-type: none"> Books displaying variety of families and people with different job roles Photos labelled of homes now and in the past. Photos/equipment labelled of equipment now and in the past Photos labelled of toys now and in the past. Photos of the local area of now and in the past to make comparisons. Enhancement to home corner during festival times to model how different religions/cultures celebrate Food should replicate different cultures <p>Reading area:</p> <ul style="list-style-type: none"> Variety of books around different topics Seasons/weather/food <p>Outside:</p> <ul style="list-style-type: none"> Seeds to plant. Plants to observe, look after etc. Resources to help with planting (shovel, watering cans etc.) Clipboards and pencils Magnifying glasses <p>Water:</p> <ul style="list-style-type: none"> A range of resources available for children to explore (tubes, watering cans, funnels, pipits, food colouring, bubbles, etc.) Changing states of matter: ice added to warm water. <p>Construction:</p> <ul style="list-style-type: none"> Pictures of different environments from around the world. (rainforest, city, country, farm, Antartica etc.) Pictures showing different buildings (including some local streets and buildings) Photos of the local area to make comparisons of current modern and past. Making maps of our school, homes, local area. <p>Additional:</p> <ul style="list-style-type: none"> Visit to a local forest/pond dipping area etc. 	<p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society; -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities ELG Children at the expected level of development will:</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 from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World ELG Children at the expected level of development will:</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

Expressive Arts and Design

EYFS Core Knowledge Document

Summer		
Strand: Creating with Materials		
Core Taught	Core Provision	ELG
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> Continue to teach and model choosing appropriate tools for the task. (E.G- knowing that they need to create small lines, so choosing the thin paint brush.) Continue to teach and model choosing an appropriate technique for the task, from a range of known techniques. Continue to teach and model using a range of colours to create different images. Continue to teach and model mixing colours with a particular colour in mind. Continue to teach and model planning/designing ideas before creating them. Teach and model using a range of senses to explain why they like a certain texture compared to another. Teach and model creating different textures. (E.G- Using a stubby paint brush up and down to create a rough bumpy texture.) Teach and model thinking about art pieces to create, create them and be able to explain why they are creating them. (E.G- to cheer someone up, for their birthday etc.) 	<p>Area:</p> <p>Classroom:</p> <ul style="list-style-type: none"> Children encouraged to independently show their creations to peers and familiar adults. To comment on their creations by stating the materials they have used and encouraged/scaffolded to explain why. Encouraged and scaffolded to explain the steps they took to make their creation. Area in classroom to display creation <p>Creative area:</p> <ul style="list-style-type: none"> Create opportunities to begin using different techniques when working without an adult. Create opportunities to choose appropriate tools for activity <p>Role Play:</p> <ul style="list-style-type: none"> To appropriately use props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.) To use a wide range of props and materials to enhance their role play of narrative and stories. To use props and materials in an imaginative way. (E.G- pretending that objects are something else.) To change the use of a prop dependent on the narrative or story. <p>Outside:</p> <ul style="list-style-type: none"> Variety of tools and materials outside – spades, rakes, boxes, material, sand, sticks, string etc to create art/structures Opportunities to use natural materials to create moveable/transitory art – eg. using sticks as a frame and leaves, stones, pebbles, grass to create a picture of their mum Opportunities to make plans for construction/obstacle course/sandcastle town etc. To use a wide range of props and materials to enhance their role play of narrative and stories. To use props and materials in an imaginative way. (E.G- pretending that objects are something else.) To change the use of a prop dependent on the narrative or story. 	<p>Creating with Materials ELG Children at the expected level of development will:</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.

Expressive Arts and Design

EYFS Core Knowledge Document

Summer		
Strand: Being Imaginative and Expressive		
Core Taught	Core Provision	ELG
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> Continue to teach, model and scaffold using own ideas to independently create narratives and stories. Continue to teach, model and scaffold independently adapting narratives and stories by changing a variable (E.G characters, setting, key events etc.) Continue to teach verbally recounting familiar narratives and stories in detail, using visual cues. Continue to teach a range of well-known nursery rhymes and songs. Continue to perform a range of songs, rhymes, poems and stories with others. Teach listening for the beat and the rhythm within a piece of music. 	<p>Area</p> <p>Classroom:</p> <ul style="list-style-type: none"> Adults encourage children to create imaginatively as well as allow time for children to be expressive and perform to others. <p>Creative Area:</p> <ul style="list-style-type: none"> Activities and opportunities to independently create props for stories and role play. Moving along to music – encouraging awareness of beat and rhythm in music. <p>Role Play:</p> <ul style="list-style-type: none"> Encourage children to independently decide on what props they need in role play area and create opportunities for them to plan and make them. Continue to model and scaffold creating own stories and narratives and share this with others. Continue to model and scaffold changing a variable in a familiar story – eg providing/creating different characters, different setting, different ending – could children make new costumes/settings for these? <p>Small World:</p> <ul style="list-style-type: none"> Continue use of props within in role play and story telling. Opportunities to create new puppets or settings for their stories. Visuals for different beginning/middle/endings to a familiar story. Visuals to encourage changing characters or settings in the story, or what happens at a different stage in the story. <p>Reading Area:</p> <ul style="list-style-type: none"> Familiar stories that children are learning by heart available for children to read and look at with an adult or peers. Visuals of simple story structures. Visuals to support changing a character/setting/part of the story. <p>Outside:</p> <ul style="list-style-type: none"> Imaginative role play with each other modelled and scaffolded by adults – changing parts of familiar stories. Music/Performance area for poetry, song, dance performances – beat and rhythm in songs. Storytelling area with familiar books and stories Use of construction area to build structures to use in storytelling – eg, house made of sticks, house made of bricks, house made of straw – or house made of feathers/leaves/pebbles? Clothing/material to use to dress up and scaffold role play <p>Additional:</p> <ul style="list-style-type: none"> Children to attend singing assemblies 	<p>Being Imaginative and Expressive</p> <p>ELG Children at the expected level of development will:</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