



Early Years Foundation Stage at Wolsingham Primary School



Area of Learning	Statutory Outcome	What this will look like in our early years	What will the impact of this be? (Black text are current ELGs, blue text are the proposed ELGs in 2021)
Communication and Language – Listening, attention and understanding	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>Listening, attention and understanding is embedded into every element of our curriculum, through quality interactions with adults and peers. Children have opportunities to listen and attend in small and large group discussions, including key worker group times, circle time and following simple and more complex instructions. Children regularly play games and are involved in small group focussed activities which encourage and promote learning the conventions of conversations, listening and responding, taking turns. Speaking and listening opportunities are enhanced through visitors in school and in the community, including educational visits. Singing, performing and joining in with nursery rhymes encourages listening, attention and understanding of what has been said, as does daily story time, joining in with repeated refrains, introducing new words and vocabulary, questioning to ascertain understanding, promoting intonation and rhythm. Children will break up speech into sounds, segmenting and blending, becoming aware of syllables, hearing sounds in words, including initial and final sounds.</p> <p>Through all of this children’s listening, attention and understanding is built on effectively.</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><i>Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions;</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding;</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i></p>
Communication and Language – Speaking		<p>Speaking is embedded into every element of our curriculum, through quality interactions with adults and peers, providing a language rich environment. Daily story time exposes children to new vocabulary, which is explored, discussed and re-visited, regular visits to the local library enhance reading opportunities. Story shelves are linked to current topics, interests and learning including a range of fiction and non-fiction books.</p> <p>Children are encouraged to speak in a range of situations including; circle time, storytelling with puppets, hot seating, drama acting out a narrative, snack time roles and responsibilities, playing games, singing nursery rhymes, taking turns in conversations, speaking and listening to visitors in school and the community, all providing opportunities to listen to others, taking turns in conversations.</p> <p>New role play areas are always modelled by an adult to introduce new relevant vocabulary, exposing children to new words daily from home and in school.</p> <p>Throughout the day children exposed to a range of adult led and child led conversations, being encouraged to talk about past and present events, recalling, introducing correct use of past and present tense. Open ended question prompts are used</p>	<p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>

		<p>throughout, modelling and encouraging to the children how to use who, what, when, where, why and how questions effectively. Children will break up speech into sounds, becoming aware of syllables.</p> <p>Through all of this children's language is built on effectively.</p>	
<p>Personal, Social and Emotional Development – Self-Regulation</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These 15 attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>All areas of PSED are regarded as a key priority in the early years, helping to shape children's understanding of emotions, feelings and behaviour, shaping their future outlook on life. Sand timers and other resources are utilised to assist children in understanding waiting, turn taking and sharing. Children are encouraged to talk about their feelings daily, during group time. Feelings are also revisited many times during the day, where adults deem relevant and necessary. PSED topics are discussed in a sensitive manner using props and aids such as stories, puppets, role play modelling, circle time with adults modelling positive behaviour and expectations. Children are taught how to resolve conflicts through adult modelling and input, with a view to leading children to resolve their own conflicts independently. Rules and routines are discussed at the beginning of the academic year, and amended throughout as appropriate, with children being rewarded for adhering to these through positive praise, bucket fillers and bucket of kindness. Our aim is for children to have secure support in managing their emotions, and how to deal with new emotions, in a practical play based approach.</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>Personal, Social and Emotional Development – Managing Self</p>		<p>All areas of PSED are regarded as a key priority in the early years, helping to shape children's understanding of emotions, feelings and behaviour, shaping their future outlook on life. Children build and develop their confidence in key worker groups initially, working towards demonstrating levels of confidence in whole group situations. The key to children's independence is to model skills needed first, so children know what they are aiming towards. Staff utilise opportunities to model tasks initially, giving children the support and drive to practice and perfect these, building up their skills and resilience. Rules and routines are discussed at the beginning of the academic year, and amended throughout as appropriate, with children being rewarded for adhering to these through positive praise, bucket fillers and bucket of kindness. Self-hygiene and self-care is promoted and encouraged through adult interactions, again leading to independent use through activities such as; tooth brushing in Nursery, hand washing, promoting good hygiene, reward certificates for independence skills e.g. putting on and fastening own coats, putting on shoes and socks independently. Healthy eating is encouraged and discussed through topics e.g. superheroes eat fruit and vegetables to grow strong and healthy, children are then given opportunities to cook and make healthy foods and snacks, having discussions with adults about food choices. Children are taught about respect, respecting their environment and others,</p>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

<p>Personal, Social and Emotional Development – Building Relationships</p>		<p>including choices and feelings, and having an awareness that they may not always be the same as yours.</p> <p>All areas of PSED are regarded as a key priority in the early years, helping to shape children’s understanding of emotions, feelings and behaviour, shaping their future outlook on life. We value the importance of assigning children a key worker, who then works with their group of children, building initial positive relationships. Through this children are then taught to play co-operatively, take turns, share and understand how to wait. Through discussions, stories, current topics, issues in the community children develop an understanding that everyone is different, they may have some similarities and differences, which should be discussed, explored and celebrated. We believe relationships with parents is vital, to building relationships with children. Positive relationships with parents, and families are promoted, this may be daily, through stay and play sessions, sharing targets, successes and useful information to help the individual family and child. Modelling plays a crucial role in teaching children how to engage in others play, how to interact and play alongside other children, encouraging children to ask for help, solve conflicts and show care and concern for others</p>	<p>Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><i>Work and play cooperatively and take turns with others;</i></p> <p><i>Form positive attachments to adults and friendships with peers;</i></p> <p><i>Show sensitivity to their own and to others’ needs.</i></p>
<p>Physical Development – Gross Motor</p>	<p>Physical activity is important in children’s all-round development and to enable them to pursue healthy and active lives. Through opportunities to be active, children develop coordination, control and precision of movement. Children need to develop strength and the habit of exercise, as well as precision when using small tools correctly.</p>	<p>Physical development is incorporated into every aspect of our early year’s curriculum. Children have regular access to outdoor climbing equipment, scooters, balance bikes, pedal bikes, building blocks, loose parts construction, den building, mud/sand kitchen, water and sand play, all of which encourage the use of gross motor movements, building on strength, crossing midline, team work, confidence, control, concentration, determination, spatial awareness and coordination. We make use of our local community and often go on visits with the children to local businesses of interest, features of a rural area etc. Resilience walking is developed right from the start of our early years with children, walking in the village, building on to carrying shopping items back to school etc. In PE sessions children learn fundamental movement skills, which will allow them to access any sport later in life such as balancing, changing direction, spatial awareness, moving in a variety of ways, stopping and starting on demand and team work, children perform in dance festivals and competitions. Across the academic year our children also experience forest school sessions in the local woodland, developing gross motor skills, with more heavy, naturally found objects. A Yoga specialist works with the children across the academic year to develop gross motor skills, mind set and wellbeing.</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others;</i></p> <p><i>Demonstrate strength, balance and coordination when playing;</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p>

<p>Physical Development – Fine Motor</p>	<p>Physical activity is important in children’s all-round development and to enable them to pursue healthy and active lives. Through opportunities to be active, children develop coordination, control and precision of movement. Children need to develop strength and the habit of exercise, as well as precision when using small tools correctly.</p>	<p>Physical development is incorporated into every aspect of our early year’s curriculum. Early years continuous provision naturally provides opportunities to promote and reinforce fine motor skills for example, dressing to go outside, role play making tea, small world play and construction, writing area, helping to prepare snack etc. We also plan opportunities to practise, perfect and strengthen fine motor skills and muscles through activities such as; threading, play dough, dough disco, pencil control, pencil grip, finger rhymes, finger isolation activities, clay, cutting, sorting, tweezers, screws, nuts and bolts, mark making, sensory e.g. foam. Children are taught how to use and handle tools effectively e.g. paintbrush, scissors, and tweezers with an adult before independent use.</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>
<p>Literacy – Comprehension</p>	<p>Reading consists of two dimensions: word reading and comprehension (both listening and reading). It is important to develop both aspects. Good language comprehension, necessary for both reading and writing, draws from linguistic knowledge and knowledge of the world. By listening and talking about stories, rhymes and poems, and non-fiction books, children develop knowledge of themselves and the world in which they live. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is also crucial for children to develop a life-long love of reading; by reading books in class and demonstrating their own enjoyment, teachers will pass on the joy of reading.</p>	<p>Language is at the heart of our early year’s curriculum, we provide a language rich environment, with staff and children leading learning. Before children even enter our nursery, we send home a nursery rhyme cd that our children recorded, valuing the importance of early language, introducing new words, beats and rhythms as well as early rhyme. We then sing these songs in Nursery, plus many more. Stories are included in everyday learning, reading for pleasure, purpose and to learn facts. Children are encouraged to question stories for understanding and knowledge, explore new vocabulary, discuss meaning and have this modelled by adults in appropriate contexts. Children develop an understanding of the way stories are structures, using language involved accurately for example, beginning, middle, end, and characters. They are also involved in suggesting alternate endings, or their own versions either verbally, or with puppets and small world figures. Children are given opportunities to express themselves in a variety of ways for example articulating in speech and writing. Activities in our curriculum provide opportunities for children to enrich their language, comprehension and knowledge of the world such as baking, role play, music, and visits in the community.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<p>Literacy – Word Reading</p>		<p>Language is at the heart of our early year’s curriculum, we provide a language rich environment, with staff and children leading learning. Before children even enter our nursery, we send home a nursery rhyme cd that our children recorded, valuing the importance of early language, introducing new words, beats and rhythms as well as early rhyme. We then sing these songs in Nursery, plus many more. Stories are included in everyday learning, reading for pleasure, purpose and to learn</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p>

		<p>facts. Children are encouraged to question stories for understanding and knowledge, explore new vocabulary, discuss meaning and have this modelled by adults in appropriate contexts. Children develop an understanding of the way stories are structured, using language involved accurately for example, beginning, middle, end, and characters. They are also involved in suggesting alternate endings, or their own versions either verbally, or with puppets and small world figures. Children develop a love of reading, being exposed to a variety of accessible books, linked to topics and interests, which are rotated. Children are exposed to a range of books such as audio, on the IWB, through the phonics programme and reading books which are sent home. Children develop knowledge of the world they live in by being exposed to a variety of books. Nursery children regularly visit the village library, Reception children have family reading buddies every week in school. Early skills include syllable marking, name recognition, using puppets and masks to retell stories, rhyming, drama, role play performances which leads onto matches sound to symbol, blending and segmenting, decoding, recognising high frequency words, reading for fluency.</p>	<p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Literacy - Writing</p>		<p>Language is at the heart of our early year's curriculum, we provide a language rich environment, with staff and children leading learning. Before children even enter our nursery, we send home a nursery rhyme cd that our children recorded, valuing the importance of early language, introducing new words, beats and rhythms as well as early rhyme. All comprehension and reading skills mentioned above will have a huge impact on children imagination when writing, and will form the basis of the styles of writing, and the types of language that they will use. Mark making is promoted and accessible through continuous provision, through gross and fine motor opportunities, including sensory mark making and writing. Pre-writing skills involve all elements of fine and gross motor development, which are essential to develop strength, control and coordination needed to write effectively. Children are taught letter sounds using RWI, learning how to write recognisable letters, spell words phonetically, and write simple phrases and sentences, exposing children to writing for different purposes linked to topics and interests. This all stimulates writing for a range of purposes including, lists, letters, instructions, stories etc. In Reception children are awarded star writer in recognition of their progress and attainment.</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Mathematics – Number</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep conceptual understanding of the numbers to 10, the relationships between them and the patterns therein. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives – children will develop a secure base of knowledge from which</p>	<p>Counting opportunities happen every day in our early years for example, how many children are here, when lining up, counting out snack, counting objects that cannot be moved, clapping to represent counting to a specific number etc. Counting and number is taught both through play and with an adult focus, including developing a deep understanding of numbers, relationships and patterns between numbers, this is enhanced with Number Blocks. Children are taught how to count objects</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>

	<p>mathematical mastery is built. In addition, children’s curiosity about number, shape, space and measure should be encouraged and furthered through opportunities to apply their growing understanding of the mathematical world to the world around them.</p>	<p>using accurate 1-1 correspondence, leading on to recognising a group of objects without the need for counting, they match numeral to quantity in a range of play scenarios e.g. role play. We sing number rhymes, which introduces counting forwards, backwards, adding, subtraction, 1 more and 1 less. All of these number opportunities are exploited daily through continuous provision, adult interactions, peer discussions and direct teaching. Children are encouraged to recognise numbers in the environment, both school and community, often commenting on door numbers as they walk past. Children will develop an understanding of number bonds, doubling, halving, even and odd and the four operations in depth, all focussing on the numbers 0-10. Children will begin to represent numbers using their fingers, marks or pictures, before writing numbers. Children begin to understand the concept of solving problems through questioning and practical activities.</p>	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
<p>Mathematics – Numerical Patterns</p>		<p>Counting opportunities happen every day in our early years for example, how many children are here, when lining up, counting out snack, counting objects that cannot be moved, clapping to represent counting to a specific number etc. Counting and number is taught both through play and with an adult focus, including developing a deep understanding of numbers, relationships and patterns between numbers, this is enhanced with Number Blocks. Children are taught how to count objects using accurate 1-1 correspondence, leading on to recognising a group of objects without the need for counting, they match numeral to quantity in a range of play scenarios e.g. role play. We sing number rhymes, which introduces counting forwards, backwards, adding, subtraction, 1 more and 1 less. All of these number opportunities are exploited daily through continuous provision, adult interactions, peer discussions and direct teaching. Children naturally explore shape, size and comparisons through continuous provision and direct teaching. These include; block play, construction, money in role play/visits to the shops, problem solving, patterns, shapes in the environment, comparing weight, length, measures and capacity. Our curriculum involves discussing the days of the week and months of the year and the order they come in. Children develop a simple concept of time, anticipating and knowing key events that happen during the day and the order they come in. We also use sand timers to encourage sharing, an introduction to the concept of time and waiting.</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Count confidently beyond 20, recognising the pattern of the counting system;</p> <p>Compare sets of objects up to 10 in different contexts, considering size and difference;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding the World – Past and Present</p>	<p>The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of</p>	<p>To gain a sense of children’s experiences and understanding of the world, we work closely with parents at the beginning of the year to discover what experiences they typically access with their family. We are then able to plan in opportunities to fill in the gaps that we believe are important for our children. These</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between</p>

	<p>stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. And enriching and widening their vocabulary will support later reading comprehension.</p>	<p>may be whole class visits, whole eyfs visits, or small group visits. In everyday discussions in the early years we talk about daily life, events that have happened or that are coming up, both at home, in the community and at school modelling the use of correct tenses. Children are encouraged to recall events during daily play, circle time and story time through discussions with peers and adults. Across the academic year children develop a love of reading, including fiction and nonfiction books. Books are on offer in the early years all year, with some book titles changing depending on the topics or children’s interests. They are discussed with an adult or peers, and then revisited across the year, drawing on the children’s skills to recall past events, characters, memories that happened in the story. New vocabulary is discussed during stories and the meaning is explored, with adults and children then modelling use. Recall past events across the year, of these words in play. Parents are involved in sharing WOW moments from home, celebrating and sharing successes and events personal to their child/family, by sharing a WOW star with staff.</p>	<p>themselves and others, and among families, communities and traditions.</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Recall some important narratives, characters and figures from the past encountered in books read in class.</p>
<p>Understanding the World – People, Culture & Communities</p>		<p>To gain a sense of children’s experiences and understanding of the world, we work closely with parents at the beginning of the year to discover what experiences they typically access with their family. We are then able to plan in opportunities to fill in the gaps that we believe are important for our children. These may be whole class visits, whole eyfs visits, or small group visits. We regularly take children into the local community, to visit the library or shops, or to visit local features and landmarks at different times of the year. We make the most of every opportunity we have in a rural, farming community, often inviting parents into school to discuss key times of the year e.g. tractor visits, baby lambs and goats. Through stories fiction and non-fiction we teach the children that not all communities are the same, and we discuss and celebrate differences and similarities, with children learning and recalling facts. On visits out of our community these topics will then be brought back into conversations, comparing contrasting landscapes, towns and cities. We link this to our families, exploring different possible family set up and cultures, discussing who lives in our house, similarities and differences, reinforcing that it is ok to be different. Through a range on fiction and non-fiction books children begin to develop an understanding of what life is like in other countries, cultures and communities. Children will explore religions and festivals following an re curriculum. These</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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;</p> <p>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>

		<p>will include; harvest, Diwali, Christmas, Easter, bible stories, Raksha Bandhan, Shabbat, holy books and places of worship.</p>	
<p>Understanding the World – The Natural World</p>		<p>To gain a sense of children’s experiences and understanding of the world, we work closely with parents at the beginning of the year to discover what experiences they typically access with their family. We are then able to plan in opportunities to fill in the gaps that we believe are important for our children. These may be whole class visits, whole eyfs visits, or small group visits. Across the academic year our children experience forest school sessions in the local woodland, developing gross motor skills, exploring naturally found objects, encouraging our children to be inquisitive about the world around them, to make observations, and to share and discuss their findings with people important to them. We make the most of every opportunity we have in a rural, farming community, often inviting parents into school to discuss key times of the year e.g. tractor visits, baby lambs and goats. Through stories fiction and non-fiction we teach the children that not all communities are the same, and we discuss and celebrate differences and similarities, with children learning and recalling facts. On visits out of our community these topics will then be brought back into conversations, comparing contrasting landscapes, towns and cities. Across the academic year topics and children’s interests allow us to learn more about the seasons, typical weather in our country, how and why do plants grow at different times of the year, minibeasts that we might find in our outdoor areas, or in the community woodland, tapping into observation skills and using specific tools to enhance this. Depending on the topics and children’s interests we will invite visitors into school, to enhance learning opportunities, encouraging our children to be inquisitive explorers, who will question to develop their own understanding.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts and Design – Creating with Materials</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Our curriculum is designed around children being creative and using their imagination in the setting, through continuous provision such as role play, home corner, small world resources, dressing up, craft area, colour mixing station etc. There is a variety of media on offer to self-access, with children often using these to make props, substituting items in play, to take on the roles of characters and act out their own narratives and stories. Children are taught how to access and use tools safely in the creative, modelling area, using joining and assembling techniques, this is modelled and reinforced when needed. Children’s artistic and cultural awareness influences their creativity and imagination, and inspires their learning and play,</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p>

		<p>expressing themselves and their preferences through their own creativity, explaining the process involved. Children have the opportunity to draw and paint with a variety of tools for example paintbrushes, fingers, cotton buds, sponges, rollers and stamps, exploring, discussing and commenting on what happens.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Expressive Arts and Design – Being Imaginative and Expressive</p>		<p>Our curriculum is designed around children being creative and using their imagination in the setting, through continuous provision such as role play, home corner, small world resources, dressing up, craft area, colour mixing station etc. There is a variety of media on offer to self-access, with children often using these to make props, substituting items in play, to take on the roles of characters and act out their own narratives and stories. Children are given the opportunity to sing a variety of songs, including on a cd, with a piano and instruments, singing nursery rhymes, seasonal songs, tongue twisters etc with staff and music specialists across the year. Children are encouraged to perform in the setting, with a variety of props on offer to stimulate their imagination. Children have opportunities to perform to a wider audience throughout the year for example the Christmas nativity. Instruments are on offer for independent use, encouraging children to make up their own songs, perform in a band etc. The role play area is changed regularly to match topics or children’s interests, children are involved in planning and setting up, including gathering and making resources.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>