

Characteristics of Effective Learning:

Playing and Exploring - Engagement
Active Learning - Motivation
Creating and thinking critically - Thinking

Early Years Foundation Stage – Development Matters/Early Years Outcomes

Prime areas

Core stories:

Gregory the Terrible Eater, Swish and Squeaks Noisy day, My Stinky Dog, The Great Race: The Story of the Chinese Zodiac, Imagine, PenguinPig

Communication & Language

30-50 Builds up vocabulary that reflects the breadth of their experiences.
40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Listens and responds to ideas expressed by others in conversation or discussion. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Listens to stories from beginning to end.
Eye on the goal - They answer 'how' and 'why' questions about their experiences and in response to stories or events. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

SMSCD/IIP: Moral, Social and Cultural (SMSCD)

Stories will be used to initiate learning of new concepts/learning activities will be directly related to the core stories. Children will be encouraged to develop a good level of articulation which should stand them in good stead.

Understanding the world

30-50 Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40-60 Show interest in the lives of people familiar to them. Notice that other children don't always share same interests. Notice that others have different special days, e.g. birthdays.

Eye on the goal - 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.

SMSCD/ I.I.P: Social (SMSCD)

E-Safety posters displayed in the classroom and adults to encourage good practice (i.e. not sitting too close to the board) Children's natural interest in ICT reflected through provision. Children's familiarity and confidence with ICT promoted through nursery provision and opportunities provided through the curriculum to ensure all children access ICT.

Physical Development

30-50 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.

40-60 Handles tools, objects, construction and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Eye on the goal - They handle equipment and tools effectively, including pencils for writing.

Physical Fitness- children encouraged to move as much as possible including with movement songs such as Jack Hartman.

British Values:

Individual Liberty- children discussing and making the correct choices of the foods they eat at snack time. Why are these foods good for us? Which foods do we try and avoid? Able to express themselves about things they could do to keep themselves healthy and safe.

Personal, Social and Emotional Development

30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Eye on the goal - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

SEAL - GETTING ON AND FALLING OUT:

Friendship, Working Together, Managing Feelings, Resolving Conflict.

I can make up when I have fallen out with a friend. (S) I can think of ways to sort things out when we don't agree. (S) I can express my feelings when I am angry. (Sp) I can make myself feel better when I am angry. (Sp)

Wellbeing/SMSCD/IIP: Spiritual, Moral, Social, Cultural

Children supported in developing physically through daily outdoor activity and emotionally throughout the delivery of the nationwide SEAL program, encouraging development of social skills.

Children are made aware of the risks and hazards within the environment and are encouraged to be proactive and independent in addressing these, with adult supervision.

Achievement emphasised through promotion of ideas of setting realistic goals.

Role play environments are adapted on a regular basis to promote children's awareness of a variety of different occupations and to encourage the children to imagine themselves in those roles. Activities and equipment provided to ensure that children learn and develop to their potential.

British Values

Democracy – Children to be given opportunities to make choices about the things they believe are important. Children to choose where they would like to work.

How do we make sense of the world?



Mathematics

Counting

Recite numbers to 20, then 100. Count back from at least 10 to zero. Order numerals to at least 10. Count up to 20 objects. Ordinal numbers. Begin to estimate quantities, e.g. choose from 5, 10 or 20. Count actions and sounds.

Shape and space

Sort and describe 2D shapes. Symmetry. Name rectangles, squares, circles and triangles.

Data handling

Sort other objects using given criteria.

Adding (one and two more)

Say the next number (without counting from 1). Add 1 to any number. Add 2 to any number up to 10. Read the corresponding addition.

Pattern

Continue a repeating pattern with three colours/shapes/objects. Symmetrical patterns.

Also: Begin to recognise and create symmetrical patterns.

Addition (story of ten)

Find different ways to partition sets of ten objects. Read the corresponding addition. Early subtraction – Guess how many are hiding.

SMSCD/ IIP: Social (SMSCD)

Mathematical games and number rhymes used to teach & reinforce concepts.

Children will get the opportunity to apply mathematical skills through practical activities making the maths relevant and enabling them to see the need for Maths in real life e.g. through cooking, calculating number of children absent etc

Literacy

30-50 Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Understands 'sentences' have a beginning and an end. Use recognisable letters from own name.

40-60 Attempts to write short sentences in meaningful contexts. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Eye on the goal - They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

SMSCD/I.I.P: Moral, Social & Cultural

Stories will be used to initiate learning of new concepts and learning activities will be directly related to the core stories. Children will be encouraged to develop a good level of articulation which should stand them in good stead.

British Values

Mutual Respect and tolerance – Children will be taught about Chinese New Year.

Expressive Arts and Design

30-50 Developing preferences for forms of expression. Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, including rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences and builds stories around toys, e.g. farm animals needing rescue. Captures experiences and responds with a range of media, such as music, dance and paint and other materials or words.

40-60 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative. Eye on the goal - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

SMSCD/I.I.P: Social and Cultural (SMSCD)

Fine motor skills and hand-eye coordination developed through specifically planned creative activities Risk assessments will be completed to assess risks associated with activities. Emphasis will be on children making and creating things connected to the core stories. Children will be developing motor skills in addition to exp diff. vocations through the medium of role play.