



## **Cornerstone Multi Academy Trust**

### **EYFS Policy**

## **Introduction**

This policy describes how the Cornerstone Academy Trust implements the requirements of the Early Years Foundation Stage Statutory Framework (DfE, 2017). It sets out how the Academy takes a holistic approach to children's well-being, education and health. The EYFS refers to children from birth to five years of age. At Cornerstone Academy Trust, this policy refers to children between the ages of 2 and 5.

This policy is to be read in conjunction with the full range of policies for the Academy Trust.

## **Aims of the Early Years Foundation Stage**

At Cornerstone Academy trust we aim to:

- Deliver the standards for the learning, development and care of young children as set out in the Statutory Framework for the Early Years Foundation Stage
- Support the development of active and inquisitive learners encouraging children to be imaginative, creative, curious and critical thinkers.
- Ensure teaching nurtures, engages and motivates children
- Ensure the provision offers rich, varied and imaginative learning experiences
- Ensure that learning and development is planned around the needs and interests of the children and informed by the use of on-going observational assessment.
- Ensure that every child makes good progress and no child is left behind
- Create the framework for partnership by working with parents, professionals and other settings that the child attends

The Early year's experiences we offer our children are based on the following four guiding principles:

- Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## **Unique Child**

We meet the needs of all our children:

- By providing a safe, secure and supportive learning environment in which the contribution of all children is respected and valued
- Ensure all staff have the necessary skills and understanding of child development
- Using observational assessment to plan opportunities that build upon and extend children's knowledge, skills, experiences and interests
- Confidence to develop a positive sense of their own identity and culture
- Providing a welcoming environment where all children and their families feel valued and respected
- Using age appropriate ways to seek the views of all children through observing, listening and sensitive discussion
- Monitoring children's progress and providing additional support when identified
- Seeking advice from external agencies where appropriate



## **Positive Relationships**

We meet the needs of all our children by:

- Ensuring parents/carers are aware of who their child's key person is when starting at our school/setting
- Working with parents/carers right from the start to find about their child's needs. Feelings and interests
- Ensuring effective induction and transition processes to support the child and their family
- Developing effective partnerships with families by offering regular opportunities for them to talk about their child's learning and development and the progress they make both at the setting and at home
- Providing an environment that is supportive, sensitive and responsive to each child
- Setting clear processes for age-appropriate behaviour management



## **Enabling Environment**

We meet the needs of all our children by:

- Providing an environment that is underpinned by the characteristics of effective learning
- Developing children's independence and decision making by providing an environment where children can freely access resources and select from the experiences on offer
- Using the outdoor environment on a regular/daily basis to enhance learning and development
- Using materials and equipment that reflects both the community that the children come from and the wider world
- Encouraging children to communicate and talk about their experiences

The result of these three guiding principles interacting together is the child's learning and development



## **Learning and Development**

'Children develop and learn in different ways and at different rates.'

'There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.'  
(Statutory Framework for the Early Years Foundation Stage)

The seven areas of learning and development are made up of three prime areas and four specific areas:

### **Prime Areas**

- Personal, Social, and Emotional Development
- Communication and Language
- Physical Development

### Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

'The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school.' (Statutory Framework for the Early years Foundation Stage)

In planning and guiding children's activities, practitioners must also ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning and consider the different ways in which children learn and reflect these in their practice:



### The three characteristics of effective teaching and learning are:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things. (Statutory Framework for the Early Years Foundation Stage)

At Cornerstone Academy Trust, we ensure that that requirements of the EYFS are met through the prime and specific areas, underpinned by the characteristics of effective learning in order for children to make progress towards the early learning goals, which are the expected outcome for most children to reach by the end of the EYFS. We also recognise that play is essential for children's development, building their confidence as they learn to explore, think about problems and relate to others. Children are given the opportunities to learn by leading their play, and by taking part in play which is guided by practitioners.




## Planning

- EYFS 2 Year Plan

EYFS 2 YEAR PLANNER 2020-21 and 2021-22					
<b>Autumn Term 1</b> Settling in All About Me Colours Rainbow Fish Shapes Kandinsky Winnie the Witch – colours Toys Old and New	<b>Role Play</b> Home corner Aquarium Art Gallery	<b>Spring Term 1</b> People who help us Keeping Healthy Fruit and Vegetables Chinese New Year World Book Day	<b>Role Play</b> Doctors Surgery Chinese Restaurant Smoothie Bar	<b>Summer Term 1</b> Eric Carle Stories The Very hungry Caterpillar The Bad Tempered Ladybird Minibeasts Growing and Lifecycles Eric Carle Art	<b>Role Play</b> Garden Centre Minibeast laboratory
<b>Autumn Term 2</b> Light and Dark Festivals Diwali Halloween Pumpkin Soup Night Monkey Day Monkey Owl Babies Percy the Parkkeeper Christmas	<b>Role Play</b> Percy's Garden Dark Room/Witches Workshop Santa's Grotto	<b>Spring Term 2</b> Traditional Tales Goldilocks 3 Billy Goats 3 Little Pigs Easter	<b>Role Play</b> 3 Bears Cottage Theatre (Puppets)	<b>Summer Term 2</b> Around the World Under the Sea Commotion in the Ocean The Snail and The Whale	<b>Role Play</b> Travel Agent Train Station <a href="#">Sea side</a>
<b>School Trips/Visitors</b> Toys from Museum Kilberton		<b>School Trips/Visitors</b> WBD Authors		<b>School Trips/Visitors</b> Butterflies Chick incubator The Bear Trail - Soup	
<b>Autumn Term 1</b> Settling in All About Me Colours Shapes We're going on a bear hunt Toys Old and New	<b>Role Play</b> Home corner Bear Cave Art Gallery	<b>Spring Term 1</b> Castles, Knights and Dragons Zog Cinderella Zog and the Flying Doctors World Book Day	<b>Role Play</b> Castle Chinese Restaurant Doctors Surgery	<b>Summer Term 1</b> Lifecycles and growing Jack and the beanstalk Jaspers beanstalk Healthy eating Fruit and Vegetables Olivers Vegetables Handa's Surprise Yvonne Coomber art	<b>Role Play</b> Garden Centre Jack's Home
<b>Autumn Term 2</b> Light and Dark Festivals Diwali, Halloween Harvest - Little Red Hen Seasons Pumpkin Soup Night Monkey Day Monkey Owl Babies Little Red Hen Christmas	<b>Role Play</b> Farmyard Little Red Hen Santa's Grotto	<b>Spring Term 2</b> Julia Donaldson Stories The Gruffalo Scarecrows Wedding Easter Room on the Broom	<b>Role Play</b> Gruffalos Tree top cafe Theatre (Puppets)	<b>Summer Term 2</b> Animals and Habitats Rainforests Minibeasts Pets	<b>Role Play</b> Vets Surgery Minibeast Lab Rainforest
<b>School Trips/Visitors</b> Toys from Museum Kilberton Farm – bread making		<b>School Trips/Visitors</b> WBD Authors Castle Doctor visitor Haldon Forest Gruffalo Trail		<b>School Trips/Visitors</b> Sunflower garden The Bear Trail - Soup Pennywell Farm	

- Curriculum Plan

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision
<b>These targets will cover the first 3 weeks of the project</b>				
Week 1-2  Weds 6th Jan 2021 to Friday 15th Jan 2021	Settling in  <b>Project:</b> People who help us Doctors Nurses Paramedic Dentist Vet  WK1 - Story Avocado Baby By Julie <b>Butterham</b>  WK 2 - Story Lost and Found By Oliver Jeffers	<b>PSED (16-26)</b> <ul style="list-style-type: none"> <li>Explore new environments</li> <li>Responds to a few appropriate boundaries</li> </ul> <b>PSED (22-36)</b> <ul style="list-style-type: none"> <li>Tries to help or give comfort when others are distressed</li> <li>Recognises familiar sounds</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background.</li> <li>Separates from main carer with support and encouragement from a familiar adult.</li> <li>Interested in other's play and starting to join in</li> </ul> <b>PSED (30-50)</b> <ul style="list-style-type: none"> <li>Demonstrates friendly behaviours, initiating conversations with peers and adults</li> <li>Can select and use activities and resources with help</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations</li> <li>Forming good relationships with peers and familiar adults</li> </ul>	<b>N1 Activity: WK 1</b> <ol style="list-style-type: none"> <li>Introduce the rhyme 'Miss Polly had a Dolly', using dolls as well as actions.</li> <li>PE – see separate plan</li> <li>Who helps us, when we are ill or have had an accident? Or need an injection?</li> </ol>   <b>N1 Activity: WK 2</b> <ol style="list-style-type: none"> <li>Singing/talking/actions Head, shoulders, knees and toes</li> <li>Who helps us? Can you make the noises of the emergency vehicles.</li> <li>Who has a pet who lives in their home? Use simple pictures to record then count.</li> <li>PE – see separate Plan</li> <li>Matching mummy and baby animals</li> </ol>	<b>Role Play:</b> Doctors Surgery/Making appointments/writing prescriptions Dressing up clothes- Dr, Nurse, Paramedic Emergency First Aid Case with accessories Dolls to care for Can be changed into a vet's, adding soft toy animals to care for.  <b>Small World Area:</b> WK 1-Emergency Vehicles sorting and counting WK-2 Sorting farm animals- adults and babies  <b>Malleable:</b> Playdough WK-1 Animal cutters/rolling pins WK-2 Creating our own pets in dough  <b>Creative Area:</b> WK- 1 Making Labels for the Role Play Area WK-2 Drawing our pets or our favourite

### The EYFS Areas of Learning

Each member of the EYFS teaching team is allocated an area of learning to ensure that progression and key skills are planned for and that the breadth and depth of curriculum is evidenced. They will represent the Faculty Drive teams for their area across the school (not ECT's)  
 For the year 2021-22, this will be as follows:

<b>Area of Learning</b>	<b>Staff Responsible</b>	<b>Year Group Highlighted ECT's</b>	<b>Links to school Faculty Teams</b>
Communication and Language Literacy (Phonics)	Laura Mercy Jemma Raby Paula Ruddall	Deputy Phase Lead Teacher MCPS Year R Teacher YVPS Year N	English Faculty Team
Physical Development	Paige Mitchell Sarah England Megan Simmonds Claire Honeywill Karenza Cordery	Teacher WCPS Year R Teacher BCPS Year R Teacher YVPS Year R Deputy Lead MCPS N Keyworker WCPS N	PE and Outdoor Education Faculty Team
Personal, Social and Emotional Development GCP P4C	Katie Shutt Molly Sobey Laura Mercy	Teacher MCPS Year R Teacher WCPS Year N Deputy Phase Lead	Ethos and Values Faculty Team
IT and EdTech	Amy Harris Paige Mitchell Emma Reeves	Teacher BCPS Year N Teacher WCPS Year R Teacher BCPS Year R	EdTech and Computing Faculty Team
Understanding the World Cooking MFL RE	Amy Harris Julie Milgate Paula Ruddall	Teacher BCPS Year N Teacher YVPS Year R Teacher YVPS Year N	STEM Faculty Team Humanities Faculty Team
Mathematics	Rachel Hichens-Orr Julie Milgate Jemma Raby	Teacher MCPS Year N Teacher YVPS Year R Teacher MCPS Year R	Maths Faculty Team
Expressive Arts and Design	Emma Reeves Caoimhe Tapper Sophie Lands	Teacher BCPS Year R Teacher WCPS Year R Teacher WCPS Year N	Creative and Performing Arts Team

### Personal, Social and Emotional Development

Early Learning Goals- Personal, social, emotional development	Work and play <i>cooperatively</i> and <i>take turns</i> with others	Form <i>positive attachments</i> to adults and <i>friendships</i> with peers	Show sensitivity to their own and to others' <i>needs</i>	Be <i>confident</i> to try new activities and show <i>independence, resilience</i> and <i>perseverance</i> in the face of challenge.	Explain the reasons for rules, know <i>right from wrong</i> and try to behave accordingly.	Manage their own <i>basic hygiene</i> and <i>personal needs</i> , including dressing, going to the toilet and understanding the importance of healthy food choices.
EYFS Coverage	Role play area- cooperative play and nurturing friendships.  Show and Tell  Circle Time	Global friendships project with Japan/ India.  Autumn term 1- All about Me- Elmer focus.  Mentor Meetings	Spring Term 1. People Who Help Us  Summer term 1- Minibeasts, respect for animals and nature.  Summer term 2- Around the world project- respect cross-culturally  RE- Developing understanding and respect for world religions. Autumn Term 2- Diwali and Christmas	Spring Term - Perseverance and Growth Mindset Assembly themes  Weekly challenge table  Nativity  EYFS News  Independent choosing during continuous provision time	E-safety  Assembly Bible stories  Spring Term 2- Traditional Tales	Autumn Term 1- PE changing and toileting needs  Spring term 1- Keeping Healthy project: Sleep Healthy Eating Exercise  School Nurse Visits Term 1- Handwashing Term 3- Sun Safety  Student Voice  UN Rights of the Child

Early Learning Goals- Personal, social, emotional development	Show an understanding of their own <i>feelings</i> and those of others, and begin to <i>regulate</i> their behaviour accordingly.	Set and work towards simple <i>goals</i> , being able to wait for what they want and <i>control</i> their immediate impulses when appropriate.	Give focused <i>attention</i> to what the teacher says, responding appropriately even when engaged in activity, and show an ability to <i>follow instructions</i> involving several ideas or actions.
EYFS Coverage	PASS Assessment  Story of the week- Weekly discussion around story themes and character emotions  Spring Term 1- Mental Health Week  Spring Term 2- Traditional Tales- character feelings  Play at breaktime	New Year Resolutions and Assembly 'reflections'  'Next steps' for improvement  Rolling snack	Visual timetable  Developing listening skills during carpet and group time  Stop and listen when engaged in continuous provision

## Physical Development

All pupils will participate in both a PE and a Games session over the course of the school week, participating in a broad range of activities relevant to their age and sporting experience.

In Nursery and Reception pupils will participate in a range of activities focusing on their Physical Development learning to move their body in a variety of ways including Running, Hopping, Jumping and Skipping. Pupils will begin to also familiarise themselves with a range of apparatus developing skills including kicking, rolling and throwing.

We will use the Leap into Life programme and include Dough Disco and Wake and Shake throughout our week.

- 2 Lessons of PE each week – 1 in the hall & 1 outside
- Changing for PE
- Morning activities that focus on fine motor skills
- Separate Nursery and Reception Plans

	Children to practise using both hands and just one hand to roll their ball. Introduce different sized balls.	Colour and the children must stand inside a hoop of the corresponding colour. Encourage children to move around in different ways.
Week 2: 9 <sup>th</sup> - 13 <sup>th</sup> Nov	<b>FOCUS: BALL SKILLS: KICKING</b> -Children practise kicking their ball, balls can be kicked into an open space, into a target (like a box) or to knock something down (like skittles) encourage children to kick using the inside of their foot rather than their toes. Introduce different sized balls.	<b>'We're going to the zoo'</b> -Tell the children a story about going to the zoo, each time you visit a different animal, ask the children to move in the way that animal would. After a while, see if the children can suggest animals/ ways of moving.
Week 3: 16 <sup>th</sup> - 20 <sup>th</sup> Nov	<b>FOCUS: BALL SKILLS: THROWING AND CATCHING</b> - Children to work on their throwing and catching skills. Practise throwing into a	<b>Collecting cones</b> -Lay out a selection of cones around the space, making sure only two colours are used. Place a box/ stand on either side of the

## Literacy

### Phonics – Reading and Writing

Children are introduced to the Letters and Sounds Programme at 2 years old in our Nurseries, where there is a focus on reading stories and Nursery rhymes to children and developing their language. Teaching grammar and vocabulary by building sentences orally will be an integral part of the day. Children will move onto the Read Write Inc Programme when they are ready. They will initially be taught to practice using pure sounds and use Fred talk for oral blending. In the term before starting Reception a new sound will be learnt every day for about 15 minutes. Children will start to blend in small groups once they can read all the single letter Set 1 sounds speedily. Children will learn to form the letters in the air during the Speeds Sounds lessons. We will teach them the correct pencil grip and sitting position from the very beginning.

- In Reception Phonics is taught through the RWI programme where the children are initially taught to say and recognise single letter sounds. We also focus on the children being able to oral blend, we do this by playing 'Fred Talk' games.
- The children take part in daily phonics lessons where a new sound is taught every day. Our aim is for the children to recognise them speedily and then they will begin to segment and blend the sounds to read words. They will then move on to reading books with longer words and sentences.
- 
- Assessment (every 6 weeks), 1:1 phonics tutoring if needed.
- 
- Provision and opportunities: Borrowing books from the library, key texts – story of the week, fun reading opportunities during continuous provision

Children should always sit at tables for writing, so we set these habits early on. R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once all Set 1 sounds have been taught, assessments will take place to determine groupings. Sessions will take place daily. Within this time a 15-minute speed sounds session will occur with follow-up handwriting sessions.

- Children will learn to form the letters in the air during the Speeds Sounds lessons. We will teach them the correct pencil grip and sitting position from the very beginning.
- Children should always sit at tables for writing



- Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. This understanding begins in EYFS through daily, high quality phonics lessons.
- In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis (see handwriting policy).
- A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.
- This happens during English lessons and within guided writing groups. During this style of teaching, the teacher thinks aloud while writing and models strategies in front of the children, communicating the strategies being used. Teachers may model writing skills and also demonstrate how to create or use success criteria and marking ladders to self or peer assess. This may be the starting point for independent or guided writing.
- *Independent Writing* We want children to enjoy writing from an early age. Our ultimate intention is to enable children to independently and effectively communicate in writing for a wide range of audiences. In the EYFS, children are encouraged to write independently using their own emergent writing from the time they come into school.
- Using the RWI programme the children will learn to form the letters in the air during the Speeds Sounds lessons. As well as other key writing skills: correct pencil grip and sitting position.
- The children initially learn to write the sounds – developing their awareness of the relationship between the sound and the letter. As their awareness develops they will begin to apply this knowledge when writing short words and then sentences.
- Assessment: pencil grip/control, termly writing moderation, weekly guided writing tasks in small groups, independent writing opportunities.
- As the children's phonic knowledge increases, so does their ability to write independently. We provide the children lots of opportunities to engage in purposeful writing activities.

Teachers' complete phonics assessments every Half Term to monitor progress and determine groupings are always accurate and the right pace and challenge for the children.

- Children are introduced to the Letters and Sounds Phase 1 Programme at 2 years old, where there is a focus on reading stories and Nursery rhymes to children and developing their language.
- Teaching grammar and vocabulary by building sentences orally will be an integral part of the day.
- Children will move onto the RWI Programme when they are ready. They will initially be taught to practice using pure sounds and use Fred talk for oral blending. In the term before starting Reception a new sound will be learnt every day for about 15 minutes. Children will start to blend in small groups once they can read all the single letter Set 1 sounds speedily.
- Children will learn to form the letters in the air during the Speeds Sounds lessons. We will teach them the correct pencil grip and sitting position from the very beginning. Children should always sit at tables for writing, so we set these habits early on
- R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught.
- Once the sounds have been taught, assessments will take place to determine groupings.

Sessions will take place daily. Within this time a 15-minute speed sounds session will occur with follow-up handwriting sessions

Vocabulary and Developing Oracy

## **PROVISION AND OPPORTUNITIES**

- Weekly Story Books -Keytexts
- Songs of the Week
- Library
- Chatterbooks
- Show and Tell
- EYFS Weekly News Resource
- Special Person Book
- Geoffrey Travelling Bear
- Student Voice
- Studio

	<b>NURSERY Stories and Rhymes</b>	<b>RECEPTION Stories and Rhymes</b>
<b>PROJECTS:</b>	All About Me, Colours, Shapes, Kandinsky, Toys Old and New	
<b>Autumn 1 2020</b>		
<b>Week 1</b>	Rainbow Fish, By Marcus Pfister. If You're Happy and You Know It.	We're going on a Bear hunt. Hickory Dickory Dock
<b>Week 2</b>	Guess How Much I Love You, By Sam McBratney	Guess how much I love you, By Sam McBratney. Head, Shoulders, Knees and toes.
<b>Week 3</b>	Round and Round the Garden.	Elmer, By David Mckee.
<b>Week 4</b>		Baa Baa Black sheep
<b>Week 5</b>	The Cat in the Hat, By Dr. Seuss. Humpty Dumpty.	The day the crayons quit, By Drew Daywalt. 1,2,3,4,5.
<b>Week 6</b>	Funnybones, By Janet and Allan Ahlberg. I'm a Little Teapot.	The Rainbow fish, By Marcus Pfister. Humpty Dumpty.
<b>Week 7</b>	They All Saw A Cat, By Brendan Wenzel. Hickory Dickory Dock. Gorilla, By Anthony Browne. The Wheels on the Bus.	Kippers toy box, By Mick inkpen. The Wheels on the Bus
	Odd Dog Out, By Rob Biddulph	There's a monster in your book, by Greg Abbott. Old Macdonald had a farm.
	Five Little Ducks	

<b>PROJECTS:</b>	Light and Dark, Festivals, Diwali, Halloween, Christmas	
<b>Autumn 2 2020</b>		
<b>Week 1</b>	Pumpkin Soup, By Helen Cooper: Twinkle,	Pumpkin soup, By Helen Cooper. Incey Wincey Spider
<b>Week 2</b>	Twinkle Little Star.	The little red hen, By Allen
<b>Week 3</b>	Night Monkey Day	Jonathan. Dingle Dangle
<b>Week 4</b>	Monkey, By Julia	Scarecrow
<b>Week 5</b>	Donaldson: Dingle	Whatever next, By Jill
<b>Week 6</b>	Dangle Scarecrow.	Murphy. Hey Diddle Diddle
<b>Week 7</b>	Owl Babies, By Martin Waddell: Row, Row, Row Your Boat. A Dark Dark Tale, By Ruth Brown: Rain, Rain Go Away. Spinderella, By Julia Donaldson: Incey, Wincey Spider. Meg and Mog, By Helen Nicoll: Wind the Bobbin Up. The Gingerbread Man: Christmas Songs.	Owl Babies, By Jill Murphy. Twinkle, Twinkle Little star Day Monkey, Night Monkey, By Julia Donaldson. Wind the bobbin up Stickman, By Julia Donaldson. Rudolph the red nosed reindeer Christmas stories. Jingle bells
<b>PROJECTS:</b>	People who helps us, Keeping Healthy, Fruit and Vegetables, Chinese New Year, World Book Day	
<b>Spring 1 2021</b>		
<b>Week 1</b>	Avocado Baby, By John Burningham: Pat-a-Cake, Pat-a-Cake.	Peace at last, By Jill Murphy. 1,2,3,4,5. Dear Zoo, By Rod Campbell. 5
<b>Week 2</b>	Lost and Found, By Oliver Jeffers: Little Bo-Peep.	little Frogs Oi Dog, By Claire Gray. 5 Little
<b>Week 3</b>	Oh, The	Ducks
<b>Week 4</b>	Places You'll Go!	Each Peach pear
<b>Week 5</b>	By Dr. Seuss: Jack and Jill.	plum, By Allan Ahlberg. 5 Little
<b>Week 6</b>	Oi Frog! By Kes Gray: Five Little Speckled Frogs.	monkeys Fuunnybones, By Allan Ahlberg. 5
<b>Week 7</b>	The Tiger Who Came to Tea, By Judith Kerr: Polly Put the Kettle On. Each Peach Pear Plum, By Janet and	little men in a flying Saucer There was an old lady who swallowed a fly, By Rose Bonne. 5 Currant buns.

	<p>Allan Ahlberg: Peter Piper.          There's a Monster in Your Book, By Tom Fletcher: One, Two, Three, Four, Five.</p>	
<b>PROJECTS:</b>	Traditional Tales, Easter	
<b>Spring 2021</b>	<p>Goldilocks: Little Miss Muffet.          Three Billy Goats Gruff:          The Grand Old Duke of York.          The Three Little Pigs:          Old MacDonald.          Cinderella: One, Two, Buckle My Shoe.          Little Red Riding Hood:          Round and Round the Garden.          The Ugly Duckling: Five Little Ducks.          Jack and the Beanstalk:          Dingle Dangle Scarecrow.</p>	<p>We're going on a bear hunt, By Michal Rosen. Little Miss Muffet          The tiger who came to tea, By Judith Kerr. Jack and Jill          The Gruffalo, By Julia Donaldson. One Two buckle my shoe          The gruffalo's child, By Julia Donaldson. Polly put the Kettle on.          Where the wild things are. Peter Piper          We're going on a egg hunt. Round and Round the Garden</p>
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>PROJECTS:</b>	Eric Carle Stories, Minibeasts, Growing and Lifecycles, Eric Carle Art	
<b>Summer 1 2021</b>	<p>The Very Hungry Caterpillar, By Eric Carle: Incey, Wincey Spider.          The Bad          Tempered Ladybird, By          Eric Carle: Little Miss Muffet.          Dear Zoo, By Rod Campbell: Five Little Speckled Frogs.          Stick Man, By Julia Donaldson: Hickory Dickory Dock.</p>	<p>The very Hungry Caterpillar, By Eric Carle. Mary had a little lamb          Mr Gumpys outing, By John Burningham. 10 Green bottles          The bad tempered ladybird, By Eric Carle. Mary, Mary          What the ladybird heard? By Julia Donaldson. Miss Polly had a Dolly.          Superworm, By Julia Donaldson. I went to the animal fayre.</p>
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		

	<p>The Gruffalo, By Julia Donaldson: Little Bo Peep.          We're Going on a Bear Hunt, By Michael Rosen: Jack and Jill.</p>	<p>Spinderella, By Julia Donaldson. I'm a Little tea pot.</p>
<b>PROJECTS:</b>	<p>Around the world, Under the sea,</p>	
<p><b>Summer 2 2020</b>  <b>Week 1</b>  <b>Week 2</b>  <b>Week 3</b>  <b>Week 4</b>  <b>Week 5</b>  <b>Week 6</b>  <b>Week 7</b></p>	<p>The Snail and the Whale, By Julia Donaldson: Rain, Rain, Go Away.          Commotion in the Ocean, By Giles Andreae and David Wojtowycz: I'm a Little Teapot.          Where the Wild Things Are, By Maurice Sendak: Row, Row, Row Your Boat.          Mr Grumpy's Outing, By John Burningham: The Wheels on the Bus.          Five Minutes' Peace, By Jill Murphy: Twinkle, Twinkle Little Star.          Tiddler, By Julia Donaldson: Humpty Dumpty.          Wherever You Go, By Pat Zietlow Miller: Wind the Bobbin Up.</p>	<p>Zog, By Julia Donaldson.          Row Row Row your Boat          Zog and the flying doctors, By Julia Donaldson. This Little pig Oh the places you'll go, By Dr Seuss. Down in jungle          Tiddler, By Julia Donaldson. Children to choose favourite rhyme.          The singing mermaid, By Julia Donaldson. Children to choose fav rhyme.          Commotion in the Ocean, By Giles Andreae. Children to choose fav rhyme</p>





## Maths

### 1. Calculation





#### 2. Addition

Teachers model addition using a range of practical resources. Children in Reception record in pictures, words or symbols of addition activities already carried out. Children are encouraged to develop a mental picture of the number system in their heads. As well as practical objects, children should use number tracks then progress onto number lines.

Children will learn to construct number sentences to go with practical activities.

Addition
<ul style="list-style-type: none"> <li>Teachers will model addition using a range of practical resources.</li> </ul>  <p><math>5 + 1 = 6</math></p> <p>When counting on the link with calculating must be made explicit: EG: 0 add 1 equals 1, 1 add 1 equals 2 etc.</p> <ul style="list-style-type: none"> <li>Children will also experience counting in tens, fives, and twos.</li> <li>Make a record in pictures, words or symbols of addition activities already carried out. Children are encouraged to develop a mental picture of the number system in their heads. As well as practical objects, children should use number tracks then progressing onto number lines.</li> <li>Construct number sentences to go with practical activities. Children will first count all to combine two groups of objects. Then they will move onto full number sentences. Children should understand the = symbol as 'the same as'.</li> </ul> <p>STEP 1  "add"  "equals" 4</p>  <p>STEP 2 2 "add" "equals" 4</p> <p>STEP 3 <math>2 + 2 = 4</math></p> <ul style="list-style-type: none"> <li>Solve simple word problems using their fingers</li> <li>Begin to relate the addition of doubles to counting on as well as showing the inverse eg <math>6 - 3 = 3</math>.</li> </ul>

### 3. Subtraction

Subtraction
<ul style="list-style-type: none"> <li>Teachers will model subtraction using a range of practical resources.</li> </ul>  <p><math>5 - 1 = 4</math></p> <p>Relate subtraction to taking away and counting how many objects are left.</p> <p> I have 3 toy cars but want 6. How many more cars do I need?</p> <ul style="list-style-type: none"> <li>Construct number sentences to go with practical activities</li> </ul> <p><math>8 - 3 = 5</math></p>  <p>Bead strings can be used to illustrate subtraction</p> <p><math>4 - 1 = 3</math></p> <ul style="list-style-type: none"> <li>10 subtract 1 equals 9/1 less than 10/10 take away 1 equals 9</li> <li>Children will also experience counting in tens, fives and twos – Starting and finishing at different numbers is important.</li> <li>Make a record in pictures, words or symbols of subtraction activities already carried out. Children are encouraged to develop ways of recording calculations with pictorial representations.</li> </ul>  <p><math>9 - 4 = 5</math></p> <p>9 take away 4 = 5 9 is 4 more than 5</p> <p>age of difference using daily routines as a context for learning. Eg comparing blocks for packed lunches/school dinners.</p>

### 4. Vocabulary

<b>Number</b>	Zero number one, two, three ... to twenty and beyond teens numbers, eleven, twelve ... twenty none how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair
<b>Place Value</b>	Ones, Tens the same number as, as many as more, larger, bigger, greater fewer, smaller, less, less than, fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare, order size first, second, third...

	twentieth last, last but one before, after next, between
<b>Estimating</b>	Guess how many ...? Estimate Nearly close to about the same as just over, just under too many, too few enough, not enough
<b>Addition and Subtraction</b>	add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between
<b>Multiplication and Division</b>	Sharing/share Doubling Halving number patterns one each, two each
<b>Fractions</b>	parts of a whole half quarter
<b>Measurement</b>	Measure size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as just over, just under
<b>Length</b>	Metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, near, close
<b>Weight</b>	weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales
<b>Capacity and Volume</b>	Full, Empty, half full holds container
<b>Time</b>	Time days of the week, Monday, Tuesday ... day, week birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after next, last now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time hour, o'clock clock, watch, hands
<b>Money</b>	Money Coin penny, pence, pound price, cost buy, sell spend, spent pay
<b>Properties of shape</b>	shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetrical pattern, repeating pattern match
<b>2D shape</b>	corner, side rectangle (including square) circle triangle pentagon hexagon octagon
<b>3D shape</b>	face, edge, vertices cube pyramid sphere cone cylinder
<b>Position and Direction Position</b>	over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite, apart between, middle, edge corner direction, left, right, up, down forwards, backwards, sideways, across next to, close, near, far along, through to, from,

towards, away from movement, slide, roll, turn  
stretch, bend whole turn, half turn



Typical+Progression  
+-+Comparison.pdf



Typical+Progression  
+-+Shape+and+Spac+-+Cardinality+and+



Typical+Progression  
+-+Measures.pdf



Typical+Progression  
+-+Pattern.pdf



## Understanding of the World

EYFS children will complete scientific investigations and challenges within projects throughout the academic year. The main themes of teaching science are testing, researching, observing, pattern seeking, identifying, grouping and classifying and problem solving.

### General Recording

- Drawing with labels
- Simple Venn diagram for sorting
- Lists

### Written Investigation

- Drawing to show what they did with a sentence
- Table to record results **provided**.
- Children record measure/observations in table

### Comparative / fair testing

Changing one variable to see its effect on another, whilst keeping all others the same.



We might start talking about comparative or fair testing with children by first talking about what can be changed (the 'variables') and whether this might make a difference to the outcome.

For example, consider a car rolling down a ramp.

Ask the children: **What will affect how far the car travels?**

**Possible variables:** the height of the ramp, the surface of the ramp, what the wheels of the car are made from, the shape of the car, the mass of the car, whether the car is pushed.

**Comparative test:** If I change the car (the independent variable), what will happen to the distance the car travels (the dependent variable)?

Note: it is unlikely that you will have cars of different mass that are exactly the same shape, or cars of different shapes that are exactly the same mass, so this is a *comparative* test. You can compare different cars by keeping other variables the same. It is not a 'fair test' because at least two variables are being changed (e.g. mass and shape).

**Fair test:** If I change the surface of the ramp (the independent variable), what will happen to the distance the car travels (the dependent variable)?

### Identifying, grouping and classifying

Making observations to name, sort and organise items.



Young children (ages 4 -5 years) perform simple grouping tasks, sorting items by simple observable features such as colours, shape and size. As children develop their knowledge of plants, animals and materials, they will sort and classify living things and materials using specific criteria. Older children may make charts or keys to help identify different animals and plants according to their observable features, and materials according to their properties.

Examples of identifying, grouping and classifying:

**Can you sort these materials? Explain how you have grouped them.** Young children (ages 5-7 years) may identify simple observable properties of materials such as hard/soft, rough/smooth, shiny/dull, whereas older children (ages 7-11 years) could compare and group materials according to transparency, electrical or thermal conductivity or solubility.

**How are sounds made by musical instruments?** Pupils could explore sounds made by string and wind instruments and identify and group the ways in which sounds are made. They could identify patterns, such as the thicker strings on a guitar produce the lower notes or shorter strings produce higher-pitched notes.

**How can we sort animals into groups?** Younger children (5-7 years) may group animals according to their appearance (e.g. number of legs, presence of fur or scales), their habitat (e.g. live in nest or a burrow), or their diet (carnivore, herbivores, omnivores). Older children (ages 7-11 years) with a greater knowledge of the features of vertebrate and invertebrate groups could identify and classify animals as fish, amphibians reptiles, birds, mammals or snails, slugs, worms, spiders and insects.



## Observation over time

Observing changes that occur over a period of time ranging from minutes to months.



All sorts of questions can be answered through observation over time. The period of time might be seconds, minutes, days or even months depending on the question asked.

Examples of observation of time:

**How do some materials change when they are heated?** Children may investigate what happens to chocolate when it is heated for a few minutes and then cooled.

**How do shadows change throughout the day?** Pupils might observe the shadow they cast at different times of the school day.

**Which drinks are bad for your teeth?** Pupils might observe egg shells in different liquids for a few days.

**What happens to frog spawn?** Children might observe tadpoles developing for a few weeks.

**What changes happen to a tree?** Pupils might visit the same tree every month for a complete year.

## Pattern-seeking

Identifying patterns and looking for relationships in enquiries where variables are difficult to control.



Pattern seeking often starts with a question about a possible link between two events or phenomena (variables).

You may start by asking the children 'I wonder whether the smallest ...!' or 'I wonder if the largest...!'

To answer these types of questions, children will need to collect data: observing, measuring and recording events or systems. Or, they could collect data from secondary sources such as images or texts. Pattern-seeking enquiries provide excellent opportunities for children to learn about habitats, adaptation, growth, staying healthy (diet, exercise, disease), the weather, rocks and soils and the the solar system.

Sometimes, pupils will identify a **direct relationship** between two variables. For example, a shadow is taller when a light source is moved closer to the object. In this case, the tall shadow exists because the light has moved nearer the object: this is an example of a **causal relationship**. There are no other factors that can explain the relationship between the cause (the distance between the light and the object) and the effect (the size of the shadow).

Note: it is important that children understand that a direct relationship between two variables does not always mean a causal relationship exists. It is more common to find a direct relationship between two things that is not completely the result of one variable directly affecting the other.

## Problem-solving

Applying prior scientific knowledge to find answers to problems.



To help children develop independence in scientific enquiry, pupils should be encouraged to use their own initiative in problem solving. You might challenge your pupils directly with a question or show a particular phenomena and ask them to explain it. Often, posing problems with a real life context will stimulate children's interest and thinking. [Practical Action](#) provide resources that focus on global issues such as climate change, energy and food security. Several PSTT resources are also available which offer children problem solving challenges: [Titanic Science](#), [Chain Reaction](#), [Learning Science Together](#) and [Standing On The Shoulders Of Giants](#).

Examples of Problem Solving:

**How do chemical rockets work?** This problem allows children to investigate a chemical reaction which produces gases and is described in the [Titanic Science](#) resources.

**Design a device that creates a mechanical chain reaction.** This problem allows children to explore forces and is described in [Chain Reaction](#).

**Who wrote the ransom note?** This is one of the questions asked in [Learning Science Together](#) and encourages children to use chromatography to compare and contrast different inks.

**What would you do next?** This questions is asked in every chapter of [Standing on the Shoulders of Giants](#) to challenge children to consider what further questions they may want to ask and research after learning about a famous scientist's work.

Comparative / Fair Testing	Research	Observation Over Time	Pattern Seeking	Identifying, Grouping & Classifying	Problem Solving
Investigating how far a car will travel down a slope	How do whales keep warm? Blubber	Plastics in the ocean. What happens to the water experiment	The taller you are the further you can jump	Investigating, opening up different fruits and vegetables. Comparing differences and similarities	Making apple juice, using the apple press
Build castles and rolling balls and blowing them down with straws and hairdryers	Why do crocodiles sleep with their mouth open	Layers of the ocean.	Rainbow skittles in water	'Explorify' zoom in and zoom out activity, guessing the image	Eggy Challenge. Designing boats for moving across the water
Growing cress seeds and other plants and see if they are affected by light	Plastics in the ocean.	How to recycle our Halloween pumpkins. We made pumpkin muffins		Identifying minibeasts and their habitats	Make a parachute for Jack (and the beanstalk)
Putting celery and or carnations in water with different food colours	How to recycle our Halloween pumpkins. We made pumpkin muffins	Signs of Spring, Summer, Autumn and Winter	Sorting and classifying materials	Looking at pets and their needs	Investigating light sources. Building dark dens
Building houses for the three pigs – straw, bricks and twigs. Which one is best?	Why is important to wash our hands	Looking at ice melting, changes of state Cooking – cakes Playdo	All about me – data collection on colour of hair		What's in the box, describing features by touch
	Investigating senses Experiment – what smells, tastes do we like etc	Chicks in an Incubator	Minibeast hunt and pictograms		Making smoothies
	Fact files about woodland animals	Hatching Butterflies from eggs			Build castles with blocks. What makes a good base?

In the Foundation Stage, pupils develop crucial knowledge, skills and understanding that help them to make sense of the concept of time, forming a foundation for the historical work in Key Stage 1.

Reception children will develop a sense of time through events in stories, in their own lives and their family relationships, using appropriate vocabulary.

They also develop an awareness of time and change - learning about seasons and life cycles through photographs and artefacts.

The 3 projects we include within our 2-year Curriculum Plans linked to History are: 'Recent Times' (Family Trees) 'Smuggler's Britain' (exploring the life of Pirates) and 'Toys Through Time.'

Historical Era		Local Project		Chronology Understanding	
EYFS	Characters from the Past	Content	Family Trees (Recent History)	Content	Toys throughout time
		Compare and contrast characters in stories (including figures from the past). Range of cultures.  Little People, Big Dreams series		Who is my family? Personal photographs Similarities and differences Talking about past and present in their own lives as well as those of family members - <b>'Who am I?'</b>  Pupils should understand how Black culture from the US, Caribbean & Africa has influenced British culture over the last 80 years.  Use music, dance and cooking to illustrate how British culture has adopted Black culture from a variety of places in the world	ENQUIRY QUESTION: <b>'What is different about my toys from those in the past?'</b> Comment on images of familiar situations in the past. African toys Draw comparisons between all toys and similarities they have. Explore the different toys from periods of history. Hopscotch - using chalk or coal if poor Small toys like boats and horses Jacobs ladder and building blocks Pull back toys - farm animals and exotic

						Jacks, tops, marbles, hoops Present day toys How have they changed? <b>Link with:</b> computing - creating TV programme about how their life has changed.
--	--	--	--	--	--	---

In EYFS, children will learn to make simple observations about the Geography of the classroom and school. Children make comparisons between features of different places. Describe the location of familiar places. They will spend time looking at the project 'Who am I?'  
Geographical similarities and differences, for example, deserts are hot and sandy. Arctic is cold and snowy. What is it like in Broadclyst or Devon or England? Identify seasonal changes in the U.K.  
In Reception we will teach children about locational and directional features to describe landmarks or natural features, for example, above, below, under, over....

Human		Physical		Geographical Skills		
<b>Our School</b>	Make simple observations about the geography of the classroom and school.	<b>Geographical Similarities</b>	Geographical similarities and differences. E.g. Deserts are hot, sandy. Arctic is cold and snowy.	<b>Locational Language</b>	Locational and directional features to describe landmarks or natural features. Eg. Above, below, under, over...	
	Make comparisons between features of different places.		What is it like in Broadclyst/Barnstaple or Devon or England?		<b>Map Reading</b>	Draw information from a simple map
	Describe the location of familiar places.		Identify seasonal changes in the UK.			Where is the school? Road Safety walk?
	<b>Link with: Who am I?</b>					

### Global Communities Project (GCP)

In Reception, children across the Trust take part in the GCP. Our outcome is to share information, ideas and projects with schools in Japan, Taiwan and Lebanon. The project is called 'The Friendship Project' and it simply focuses on making friends with children around the world by sending each other information about each other's schools.

Autumn Term	Introduce ourselves. Take photographs of our school, children, a typical day in the life of a child in England, Japan, Taiwan and Lebanon. Engage in conversation by messaging.
Spring Term	Share with other schools the Project we are learning about and photographs of our lessons, activities, displays. Outcomes of what we have learnt.

	Take photographs of the class in our World Book Day costumes. Film ourselves telling a story/sharing a story and send to other schools in the Friendship Project to enjoy.
Summer Term	Arrange a Skype call. Send the schools a British recipe, following on from a cooking lesson we do, for making scones and strawberry jam for example. Ask them to have a go at making them? Ask if they have any favourite foods in their countries that we could try and make. Discuss upcoming Summer Holidays – share what we do during our Summer Holidays. Ask about their holidays.

## RE

In the Foundation Stage, pupils develop an awareness of who they are and what makes them special. They encounter religions and worldviews through a range of people, books, special times, places and objects. They listen to and talk about stories, they use all their senses to explore the world around them and they ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. This happens through planned, purposeful play and through a mix of adult-led and child-initiated activities.

Children in the Early Years will:

- Use role play and imagination to explore cultural traditions and celebrations, recognising differences and similarities.
- Learn to communicate their own feelings and recognise those of others, forming positive relationships.
- Develop an awareness of the changing world around them - Learning about seasons and life cycles through photographs, artefacts and 'hands-on' experiences.
- Begin to know about their own cultures and beliefs and those of other people.

Learning <u>about</u> Religion <i>Substantive Knowledge</i>	Learning <u>from</u> Religion <i>Ways of Knowing &amp; Personal Knowledge</i>	British Council Themes for "Global Citizens"
<p><i>Christianity, Islam &amp; Non-Belief</i></p> <p><i>Why is the word 'God' important to Christians?</i></p> <p><i>Being Special: Where do we belong?</i></p> <p><i>Which places are special and why?</i></p> <p><i>Compare and Contrast characters in stories.</i></p>	<p><i>How do different religions and communities celebrate?</i></p> <p>Pupils will explore festivals key to Christianity and other major beliefs. They will also consider non-religious celebrations in their own communities.</p> <p><b>Example Enquiries:</b> Why is Christmas special for Christians? Why is Easter special for Christians? Why is Eid important to Muslims? What is Chinese New Year? Why are birthdays important?</p>	<p><b>People who help us</b></p> <ul style="list-style-type: none"> <li>• Visits from people who help us, understanding what they do and how they help (PSED).</li> <li>• Firefighters, Doctors, Teachers, Police.</li> <li>• Drawing on personal experiences and recounting them (CLL).</li> <li>• What do we do that's helpful? (KUW).</li> <li>• Acting out scenarios (CD).</li> <li>• <b>Link with:</b> Who am I? (Family trees)</li> </ul>

## Expressive Arts and Design

Term	Techniques Drawing	Skills Drawing	Skills and Techniques Painting	Skills and Techniques Collage
Foundation	Enjoys making marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered. Will work spontaneously expressively using marks, lines and curves	Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention	Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques	Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture

Skills and Techniques Print Making	Skills and Techniques Photography / digital	Skills and Techniques 3D Sculpture
Can take rubbings from texture to understand and inform their own texture prints  Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials	Can open and use an art program, selecting simple tools to make lines, shapes and pour colours	Can handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things


### Drama

All year groups within the Trust use Drama to support the delivery of the wider curriculum.

Children start in Reception with some simple immersive story-telling which is teacher-led (Room on the Broom by Julia Donaldson) for example, they also engage in role-play to support their different topics.

### Music

In Early Years, our focus for teaching Music is singing Nursery Rhymes and Call & Echo Songs. The importance of repetition, familiarity and building confidence through singing is vital in the Early Years. A song list of the Nursery Rhymes we sing is in the Appendices of this document. Children also take part in circle games to 'guess the instrument' and play different instruments together. Keeping a pulse to a song we can sing, learning about rhythm. Children are exposed to different types of music and compare sounds to identify different instruments.

	Singing, Playing and Performing Music	Listening, Reading, Appraising and Describing Music
Reception/EYSF	<p><b>Singing</b> – Nursery Rhymes, Call and Echo Songs</p> <p><b>Exploring untuned percussion:</b>                      Circle games – 'Guess the instrument'</p>  <p><b>Playing different instruments together</b> –                      'Keeping a pulse to a song we can sing'</p>	<p><b>Comparing sounds</b> to identify which instrument.</p> <p><b>Reading simple graphic scores</b> for voice:</p>

As a school we use 'Charanga' as a tool to help with teaching the Music curriculum. Below is a snippet of the planning overview for Teaching Music in Reception, taught each Half Term through projects.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR R</b> <b>OVERVIEW &amp; PLANNING</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

## MFL

At Cornerstone Academy Trust we teach a foreign language to all children from Foundation to Year 6 as part of the normal school curriculum.

- We believe that many children really enjoy learning to speak another language.
- We believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired.
- It is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

It has been a decision by everyone within the school that Spanish is the language taught. The school's policy for MFL is based on the Key Stage 2 Framework for Languages. The implementation of this policy is the responsibility of all the teaching staff.

In Reception, children are taught:

To count to 10

To know a range of basic greetings (Hello, how are you, my name is..)

Common Colours

Days of the week

We teach Spanish by listening attentively to the spoken language and show understanding by joining in and responding. Teachers speak in sentences using familiar vocabulary, phrases and basic language structures. We learn through stories, songs, poems and rhymes in the language.

Expected Content	Speaking and Listening <i>I can...</i>	Reading and Writing <i>I can...</i>
To count to 10	I can listen carefully and join in with spoken Spanish.	
To know a range of basic greetings (hello, how are you, my name is...)	I can enjoy stories, songs, poems and rhymes in Spanish.	
Common colours (red, blue, green, yellow, black, white)		
Days of the week		

## 21<sup>st</sup> Century Skills

	EYFS
<b>Information Collection</b>	Read/listen to information
<b>Collaboration</b>	Share work and ideas in a team
<b>Communication</b>	Converse with team
<b>Creativity</b>	Have ideas
<b>Critical Thinking</b>	Ask questions

## Outdoor Learning

### **1. Early Years**

The Early Years Foundation Stage (EYFS) Curriculum, which covers children from birth to the end of Reception year, places strong emphasis on the importance and value of daily outdoor experiences for children's learning and development.

Learning outside the classroom supports the development of healthy active lifestyles by offering opportunities for physical activity, freedom and movement, and promoting a sense of well – being. It gives them contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons. Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.

Reception have annual trips to both Killerton and the Bear Trail. The Bear Trail is a fun and challenging muddy obstacle trail where children leap over muddy bear pits, whizz down the zip wires and crawl through tunnels. It is aimed to increase their confidence in trying new things and taking risks.

### **2. Allotment**

We are incredibly lucky to have a large allotment, with each class having their own allotment bed. This gives children not only the opportunity to enjoy lots of hands-on experience of growing but also to make the school environment and allotment as eco-friendly as possible, reducing, recycling and reusing as much as we can, and trying to encourage lots of wildlife into the garden.

The children will look at seasonal plants, fruit and vegetables and make a plan for their raised bed. Over the weeks they tend their crops, which in previous years have been sold at the school fete, or the flowers used to decorate the school dining tables.

We also have a Grow it, Cook it, Eat it programme where each year group makes a meal from farm to fork. Each year group making something different to eat, this gives them a clear understanding of where food comes from and the hard work it takes to turn seeds into food.

### **3. National Trust 50 Things**

'Set free their wild side with our 50 things to do before you're 11 ¾ activities. Explore the outdoors, learn new skills and try something different'.

At Cornerstone we have been completing the National Trust 50 things to do before you're 11¾. We have put together a plan to enable all children to complete the challenge before the end of their time with us.

The Early Years Foundation Stage (EYFS) Curriculum, which covers children from birth to the end of Reception year, places strong emphasis on the importance and value of daily outdoor experiences for children’s learning and development.

Learning outside the classroom supports the development of healthy active lifestyles by offering opportunities for physical activity, freedom and movement, and promoting a sense of well – being. It gives them contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons. Outdoor play also supports children’s problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.

Reception have annual trips to both Killerton and the Bear Trail. The Bear Trail is a fun and challenging muddy obstacle trail where children leap over muddy bear pits, whizz down the zip wires and crawl through tunnels. It is aimed to increase their confidence in trying new things and taking risks.

## Computing

Children in the EYFS at Cornerstone are exposed to a range of Technology to enhance their learning and develop key skills. Children learn about coding by understanding what algorithms are, create simple programs and predict the behaviour of simple programs on websites such as, code.org We teach the fundamental skills of how to log on independently, recognise and navigate simple tools on a computer and use technology purposefully to create digital content, with programs such as Purple Mash, Espresso and Literacy Planet.

It is an integral part of our curriculum at Cornerstone to model and teach children how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In the Nursery children have access to iPads which they use to enhance learning (for example, using the camera on a Minibeast hunt to capture what they find) and to engage with programs such as Purple Mash to act as another way of mark making.

In Reception, children have access to surfaces where they use technology to engage with learning across the curriculum.



### Foundation Stage and Key Stage 1

Year	Category	Lesson Title	Description
FS / Year 1		Going Places Safely	Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe.
		A-B-C Searching	Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.
		Keep It Private	Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests.
		My Creative Work	Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce.
		Sending Email	Pupils explore how they can use email to communicate with real people within their schools, families, and communities.

Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
Reception 	Lesson 1 <b>Going Places Safely</b> Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe	<b>Office of the eSafety Commissioner - Zippep's Astro Circus</b> (Online game) <b>Childnet - Smartie the Penguin</b> (Interactive resource) <b>Childnet - Digiduck e-book</b> (Interactive resource) <b>Netsmartz - Router's Birthday Surprise</b> (Interactive resource) <b>Netsmartz - Clicky's Online Safety Rap</b> (Video) <b>Netsmartz - Way 2 Go</b> (Video) <b>Netsmartz - Delivery for webster</b> (e-book)  Further lesson ideas: Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the city centre, the library etc. Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc	PSHE - SEAL – Theme 6 Relationships. Sharing your opinions of things that matter and explain your views. EYFS –Understanding the World, investigates places, objects, materials and living things by using all the senses as appropriate identifies some features and talks about the features, likes and dislikes. Idea: Identify safe places to play, what it feels like to be safe, use of the emotional barometer.  EYFS –Understanding the World, uses information and communication technology to support learning Idea: Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the city centre, the library etc..  EYFS –Understanding the World, uses programmable toys to support learning Idea: Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc





- Parent Share - Parent communication notes can be send home, especially currently we are unable to speak to parents face to face.
- Parent Postcards - These are observations that parents have written about their child's learning at home. Staff can either approve or decline the observation and can also include EYFS objectives to the observations so that it is included in the assessments of the children.

### **Assessment**

During the first 6 weeks in Reception, the Teacher assesses the ability of each child using a GL Baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. The children are tested on Language and Understanding, Phonics and Maths. This GL assessment is repeated in June, and Reception teachers can clearly identify the progress made during their first year at school.

Furthermore, at the end of the academic year in Reception, children will complete a practical independent written test that we use to evaluate the children's understanding in English and Maths and the results help Year 1 Teachers address children's understanding and groupings as they progress into KS1. They are called Progress Test in English (PTE) and Progress Test in Maths (PTM).

Children in Reception also complete an assessment called 'Language Link' which is a tool we use to identify and support children with mild to moderate Speech, Language and Communication Needs, so that these children can be considered for further investigations and diagnostic assessment from our own SEN team. The assessment is completed in the first few weeks of Autumn Term in Reception so that we can identify any needs the children have immediately and work with our Speech and Language Therapist and discuss with the children's parents to better meet their needs. Any child in Reception flagged as 'red' or 'amber' will retake the assessment with the SALT 6 months after the first assessment date.

In Reception, children will complete a GL PASS assessment during each school term. PASS is a perceptions and attitude online tests and it identifies children who may need extra pastoral care or support with their personal, social and emotional development. It helps address the next steps and makes sure that from the very start of children's educational journey we are supporting their well-being at school.

The Early Years Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 Early Learning Goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

At Cornerstone, we aim to provide a balance between child-initiated play and well-informed responses to teachable moments. We offer a broad range of experiences to the children in order to stimulate their interest, facilitate meaningful communication and promote purposeful, interactive play. We offer a balanced curriculum to extend their thinking processes. Staff are aware of the benefits of sustaining a dialogue with the children either individually (responding to questions and asking open questions) or as a group (with shared thinking themes threading through the routines of the class).

The EYFS requires early years practitioners to review children's progress and share a summary with parents at two points

- Between the ages of 24 and 36 months via the 2 Year Progress Check and
- At the end of reception via the EYFS profile

This year (2020/2021) at Broadclyst, the Early Years team have become an early adopter school for the New Early Years Framework (July 2020), however all schools within the Cornerstone Trust are revising and reading the framework to help us prepare for the changes we all need to make to the EYFS profile in September 2021. The new framework strives for a holistic approach that puts early language development at the heart of the curriculum. It has a more streamlined assessment process through the revised EYFS profile and has removed statutory local authority moderation, aiming to

Updated: May 2022  
Review: May 2024

reduce unnecessary workload and cement the EYFS profile as a tool that is designed to support children's transition to Year 1.

**Baseline Assessment-** This is done within the first 6 weeks of the Autumn term and again in June

•**Language Link** – This is done within the first half term and the children that have come out as Red or Amber will retake 6 months after the first assessment date

•**EYFS Profile-** to be completed for every child at the end of the year and sent to parents with the reports

•**GL Assessment** – PTE English and PTE Maths written assessments to be completed at the end of the academic year

•**PASS** – Perceptions and Attitudes online test completed within the first six weeks of term and again at the end of the year.

**2 Year Checks** – Document that assesses the development and areas of concern for children, carried out by Key workers alongside Parents.

### **Inclusion and Diverse Needs**

(See also our Equality Policy and our SEN/ALN Policy)

Diversity is celebrated. Individual children are enabled to reach their full potential through differentiated approaches to learning and through careful observation, progress tracking and assessment. We strive to offer equal access to the curriculum and equal opportunities to experience success to all of the children in our care. All children should feel that all activities are open to them. Resources should reflect the diverse cultures in our world as well as those represented within the school.

### **Safeguarding and Welfare**

Cornerstone Academy Trust has a Safeguarding Policy and its provisions apply to the Early Years Foundation Stage.

### **Intimate Care**

The Cornerstone Trust has an 'Intimate Care Policy' which details our role in Early Years and how we appropriately care for the children we are responsible for in the Early Years.

Intimate care within the Early Years is supporting a pupil with dressing/undressing, providing comfort or support for a distressed or sick pupil, assisting a pupil requiring medical care, who is not able to carry this out unaided and finally cleaning a pupil who has soiled/wet him/herself, has vomited or feels unwell.

### **Reflection and improvement**

All staff in the Early Years Foundation Stage (EYFS) attend regular meetings and training sessions in order to share good practice and to improve our provision. It is the responsibility of all EYFS staff members to reflect upon their practice and to work as part of a supportive team, working together to implement the national and local requirements. It is the responsibility of the Senior Leadership Team to facilitate regular opportunities for training, discussion and shared planning. The School Development Plan also includes Areas for Improvement which involve the EYFS year groups.

### **Parent partnerships and our local community**

The EYFS classes at Cornerstone Academy Trust, strive to maintain open exchanges of information with parents and carers, on a daily basis. The EYFS classes incorporate into the curriculum visits to and by members of our local community. These have included doctors, dentists, the fire brigade, authors, artists and members of religious communities.

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our open afternoons and induction meetings.
- Arranging opportunities for children to spend time in the class for an induction visit prior to starting in September
- Providing a handbook of information about commencing the Early Years Nursery or Reception classes.
- Outlining the school's expectations
- Providing induction meetings for Reception and Nursery parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding parent evenings in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the Facebook pictures, One Note and school newsletters.
- Publishing a Termly Curriculum Plan detailing the areas of learning and the overarching theme of the half-term.
- Inviting parents to attend meetings about areas of the curriculum, such as phonics or reading.
- Sharing the children's Evidence Me portfolio termly with parents/carers and valuing the on-going contributions to this from parents/carers.
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Nursery and Reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as, Christmas productions and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.

### Transitions

On entry to the Trust, the class teacher/s will gather information from the child's parents, previous school and by observation and baseline assessment. All of this information will be placed within the Individual Pupil record folders and recorded in the One Note program.

On transfer from Cornerstone schools to a state maintained school during the EYFS, the class teacher will review and update the folder. Those parts of the Profile folder that evidence the achievement of Early Learning Goals will be forwarded to the new school.

### Ratios

Within our Early Years settings across the Trust, we work within the adult: child ratio of:

Two year olds	1:4
Three and over in a provision where person with Qualified Teacher Status, Early Years Professional Status or another suitable Level 6 qualification is <b>not</b> working directly with the children	1:8
Three and over in provision where person with Qualified Teacher Status, Early Years Professional Status or another suitable Level 6 qualification is working directly with the children	1:13

Children aged four and over in reception classes in maintained schools are subject to infant class size legislation.

### Monitoring and Review

It is the responsibility of the EYFS teacher to understand and adhere to the principles stated in this policy. The Phase Leader for the Trust, Tonia Dudley, alongside the Leadership team will monitor implementation of this policy.

Updated: May 2022  
*Review: May 2024*