

Enjoy · Learn · Grow
Together

INTENT, IMPLEMENTATION AND IMPACT

WITHIN THE EYFS

BUILDING STRONG FOUNDATIONS

Communication and Language

INTENT STATEMENT:

OVERVIEW

In Early Years we foster and capitalise on children's instinctive need and desire to communicate by :

- Role modelling the qualities and characteristics of an exemplary communicator
- Immersing children in a rich environment of words, sounds, rhythm, verbal and non verbal expression
- Engaging children in conversation
- Providing genuine reasons, irresistible provocations and a real purpose to listen and talk
- Valuing the different ways and means that children use to communicate

KNOWLEDGE

Speaking, Listening and Understanding

I know...

- Words carry meaning
- When it is my turn to speak
- The meaning of different words
- What a sentence is
- Different words can mean the same thing
- Some words can have more than one meaning
- Adjectives describe nouns
- Nouns are objects
- Verbs are action words
- Plurals mean more than one
- Pronouns are used instead of people's names
- The present tense describes what is happening now
- The past tense describes what has already happened
- The future tense describes what is going to happen
- The rules of conversation
- Which words start a question
- Story telling vocabulary
- How to use my voice in different ways e.g. intonation, volume, projection

SKILLS

I am learning to...

- | | |
|--|---|
| <ul style="list-style-type: none"> • Listen • Sustain attention • Ask questions • Explain • Describe • Narrate • Sequence • Offer an opinion • Share ideas • Remember • Take turns • Gesture | <ul style="list-style-type: none"> • Follow instructions • Respond • Articulate • Vocalise • Imitate • Repeat • Retrieve • Take turns • Process information • Predict • Retell • Connect ideas • Discuss |
|--|---|

IMPLEMENTATION STATEMENT:

Communication and Language is a fundamental core skill. It is the key to enabling children to achieve and provides the strong foundations for future learning. It is promoted through a language rich ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language and give children reasons and a desire to talk.

At the planning stage new and ambitious vocabulary linked to the theme is identified and displayed within the environment in the form of words and sentences acting as visual prompts for adults and children. Careful consideration is also given to how children develop listening, attention and understanding to improve speaking skills.

Within the provision adults actively seek and plan for opportunities to provoke talk. It is also taught through direct teaching e.g daily group times, snack times and story and rhyme time.

- A Talking Table/curiosity cube is used to display intriguing objects and pictures and children are encouraged to describe, discuss and ask questions about what they see.
- The provision offered is used to pose questions and extend language through observing change, growth and new life.
- Enhancements are regularly added to all areas of the provision as a stimulus to inspire interest and engage children in talk e.g. setting up a scenario in the Role Play area such as a burglary or party to encourage discussion and problem solving.

Adults have a sound knowledge and deep understanding of how children learn to talk. They move fluidly around the environment modelling the qualities of a good communicator and searching for and capitalising on opportunities to engage with children in conversation.

IMPACT STATEMENT:

By the end of Foundation Stage I can...

- Give reasons
- Speak in full sentences
- Participate in discussions
- Take turns in conversation
- Describe and explain
- Use tenses and conjunctions in my talk
- Use different parts of speech in my talk
- Express opinions, feelings and ideas
- Ask questions
- Retell in sequence
- Use a range of vocabulary
- Make positive relationships



Personal, Social and Emotional Development

INTENT STATEMENT:

<p>OVERVIEW</p> <p>In Early Years we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self worth by:</p> <ul style="list-style-type: none"> • Establishing and developing mutually respectful relationships with and between adults and children • Understanding children’s idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others • Knowing and understanding children’s family contexts and dynamics • Setting rules, establishing boundaries, following routines and explaining consequences • Modelling and explaining behaviours and emotions and how to manage and resolve conflict • Empowering children to be independent enabling them to make informed choices and decisions • Using praise to build confidence 		
<p>KNOWLEDGE</p> <p>Self-Regulation</p> <p>I know...</p> <ul style="list-style-type: none"> • What emotions look like in others • My own and others behaviour has consequences • Sometimes I have to wait for what I want 	<p>Building Relationships</p> <p>I know...</p> <ul style="list-style-type: none"> • How to share and take turns • What makes a good friend • We are all unique • The characteristics of bullying 	<p>Managing Self</p> <p>I know...</p> <ul style="list-style-type: none"> • The rules to help me keep safe • The difference between right and wrong • What is fair and unfair • Different situations require different behaviours • There are consequences for my actions • Which foods are healthy and which are unhealthy • How to keep myself safe • How to wash my hands to protect myself and others from germs • The sequence of dressing and undressing
<p>SKILLS</p> <p>I am learning to...</p> <ul style="list-style-type: none"> • Take turns • Share • Imitate • Communicate • Listen to others • Observe • Ask questions 	<ul style="list-style-type: none"> • Express opinions • Follow rules • Negotiate • Compromise • Mediate • Solve problems • Dress and undress 	<ul style="list-style-type: none"> • Be flexible • Accept and give compliments • Develop a positive attitude • Manage behaviour • Express emotions • Make choices and decisions
<p>IMPLEMENTATION STATEMENT:</p> <p>Personal, Social and Emotional Development is highly valued and underpinned by British values. Children’s emotional well being thrives when they have positive and strong relationships with adults and other children. This starts with a clear and robust transition programme. Information is collected about each child through stay and play sessions, visiting other settings where necessary and discussions with parents, carers and key workers.</p> <ul style="list-style-type: none"> • On entry quality time is spent establishing clear structures, routines and boundaries. • The timetable is planned so that children get to know their new environment, make new friends and build trusting relationships with adults. • The environment is set up to promote independent learning encouraging children to make their own informed decisions and choices. • Praise and mutual respect are corner stones of the behaviour policy and are used to create a positive ethos where children feel equally valued, safe and develop high self esteem. • Rules are explained and visually displayed so that children understand that actions can have consequences and begin to learn to manage their own behaviour. • Circle Time is used for direct teaching of British Values and specific Personal, Social and Emotional knowledge e.g. bullying, keeping safe, understanding emotions. 		

Adults understand how to create a nurturing climate and ethos by:

- Providing good role models of how a good citizen should behave
- Demonstrating how to be a good friend
- Showing respect and fairness and are consistent in their approach
- Listening carefully to children, responding to their needs, helping them understand their emotions and empathising and communicating with children and their families.

By the end of Foundation Stage I can...

Make positive relationships

Dress and undress

Persevere Manage risk and keep myself safe

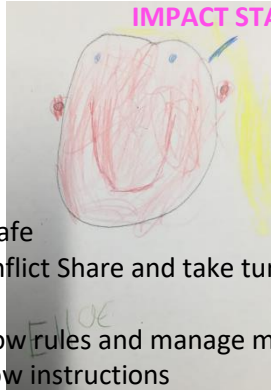
Compromise and negotiate to resolve conflict Share and take turns

Manage my own personal hygiene

Wait for my turn Focus my attention Follow rules and manage my own behaviour

Express and talk about my emotions Follow instructions

IMPACT STATEMENT:



Physical Development

INTENT STATEMENT:

OVERVIEW

In Early Years we nurture children's strong need and desire to be physically active which builds the foundations for other areas of their development by:

- Building children's strength, stamina, balance, co-ordination and dexterity
- Developing a range of large and small movements which they can control
- Improving and refining children's control and manipulation of a variety of tools
- Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces
- Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe

KNOWLEDGE

Gross Motor Development

I know...

- Core strength helps me to balance and use my limbs independently
- Big muscles need to be strong to support the smaller muscles in my body
- Exercise will build my strength and stamina
- I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet
- Crossing the midline helps both sides of my brain to connect
- Both sides of my body need to work together in a co-ordinated way

Fine Motor Development

I know...

- I have fingers and thumbs and that they can each work separately
- My wrists and fingers need to be strong to manipulate small tools and objects
- Which fingers form a pincer grip
- Which fingers form a tripod grip

SKILLS

I am learning to...

- | | |
|--|---|
| <ul style="list-style-type: none"> • Balance • Throw and catch • Lift and carry heavy objects • Cross the midline • Hop and skip • Negotiate space • Run and jump • Make alternating movements | <ul style="list-style-type: none"> • Roll • Turn • Spin • Climb • Make anti-clockwise movements • Re-trace vertical lines • Make symmetrical movements |
|--|---|

- Co-ordinate two sides of the body
- Isolate my fingers
- Use a pincer grip
- Form a tripod grip
- Make decisions
- Take risks
- Make healthy choices

IMPLEMENTATION STATEMENT:

Adults have a sound knowledge and deep understanding of physical development and the key aspects of gross and fine motor skills. They know that fine motor development relies on children having well developed gross motor strength and recognise the strong links between physical development and the ability to control and manipulate writing tools. Within the environment adults actively encourage children to build their strength, stamina, balance, co-ordination and dexterity.

Physical Development is valued and promoted through:

- Weekly PE sessions.
- Capitalising on transition times to promote gross motor skills e.g. stand in the line on one leg.
- Through provision challenges are set-up that develop wrist and finger strength, finger isolation and pincer grip. (Including Dough Disco)
- Equipping the provision to promote core strength, wrist strength and crossing the midline.
- Within the provision we offer a wide variety of mark making tools and equipment e.g. hole punches, staples, treasury tags and paperclips to support the development of muscle strength and the control and manipulation of real tools.
- Providing authentic resources throughout the provision e.g. real kitchen equipment.
- Using the outdoor area daily for Physical Development where small apparatus is organised, displayed and available for children to use independently.

- Within our provision we provide resources that enable children to develop their strength, stamina, balance and co-ordination.
- Equipping the outdoor area with a base layer of resources to promote balance and upper body strength e.g. balance bikes, scooters, wheeled vehicles, wheelbarrows, buckets and weighty objects.

IMPACT STATEMENT:

Miriam

By the end of Foundation Stage I can...

- Control a variety of tools
- Move in a variety of ways
- Demonstrate upper body strength
- Use a tripod grip
- Negotiate space and obstacles safely
- Throw, catch and kick a ball
- Co-ordinate both sides of my body to do different things at the same time
- Draw with accuracy
- Balance using my core stability
- Cross the mid-line
- Demonstrate strength and stamina



Literacy: Reading

INTENT STATEMENT:

<p>OVERVIEW</p> <p>In Early Years we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:</p> <ul style="list-style-type: none"> • Teaching early knowledge and skills of reading • Fostering a love of books by sharing and talking about texts • Immersing children in sounds, words, rhythm, rhyme and song • Modelling the pleasure and joy that books provide • Demonstrating that text has meaning • Showing the characteristics of a fluent reader 		
<p>KNOWLEDGE</p> <p>Mechanics of Reading</p> <p>I know...</p> <ul style="list-style-type: none"> • How to handle books • Reading starts from left to right and top to bottom • Print carries meaning • The link between graphemes and phonemes • Letters and combinations of letters make sounds and when blended together make words • Some common irregular words 	<p>Characteristics of Books</p> <p>I know...</p> <ul style="list-style-type: none"> • The job of an author • The job of an illustrator • The title is what the book is called • The blurb is a summary of the book • Which books I like and which books I dislike • Books are grouped into different genres • Fiction books tell stories • Non-fiction books provide information 	
<p>SKILLS</p> <p>I am learning to...</p> <ul style="list-style-type: none"> • Predict • Connect ideas • Decode • Discriminate • Recognise words • Use intonation • Sequence • Anticipate 	<ul style="list-style-type: none"> • Segment and blend • Listen • Memorise • Repeat • Copy • Remember • Concentrate • Imagine 	<ul style="list-style-type: none"> • Join in • Retell • Discuss • Form opinions • Ask questions • Respond
<p>IMPLEMENTATION STATEMENT:</p> <p>Reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of Phonic sessions, Story and Rhyme Time and listening to children read. Opportunities for children to read within the provision and across the curriculum are also planned for and capitalised on.</p> <p>During the planning process careful consideration is given to the next steps in learning and how this links with phonics and what key texts will be used.</p> <ul style="list-style-type: none"> • For each theme a key text is carefully identified and explored in detail to help children become familiar with its structure and content. • Supporting texts are also used to expand children’s knowledge and fire their imagination. • New and ambitious vocabulary we want children to read is identified and displayed in the environment in the form of words and sentences. • To help children make connections across their learning each area of the provision is also equipped with relevant fiction and non-fiction texts for children to reference knowledge and stimulate ideas. <p>A Reading Area is situated within the provision. It offers a selection of fiction and non-fiction material and resources connected to the theme, texts from the reading scheme and familiar rhymes and stories. The resources are carefully selected and organised on open shelves so that they are visually inviting to children and adults and allow for thoughtful choices.</p> <p>Adults have a sound knowledge and deep understanding of reading development. They:</p>		

- Recognise the strong links between reading and phonics and how these life long skills enable children to develop knowledge in other subjects.
- Draw children's attention to text.
- Demonstrate that text has meaning, model the enjoyment of reading and support the application of phonic knowledge and skills.
- Actively encourage children to become familiar with the stories and rhymes they have heard through role play, small world play and favourite books.

By the end of Foundation Stage I can...

Make a link between graphemes and phonemes
Read some common regular and irregular words with some fluency
Understand what I have read
Retell stories I have heard
Read from left to right and top to bottom
Segment and blend
Talk about what I have read
Predict what might happen in a story
Use vocabulary from books in my talk and writing

IMPACT STATEMENT:

f e d d e



Literacy: Writing

INTENT STATEMENT:

<p>OVERVIEW</p> <p>In Early Years we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:</p> <ul style="list-style-type: none"> • Valuing the different ways that children make marks • Teaching the physical skills which will enable them to control and manipulate writing tools • Teaching how phonemes are represented through graphemes • Teaching letter formation • Providing children with genuine reasons to write • Ensuring that writing tools and materials are readily available • Modelling the pleasure and purpose of writing • Immersing children in an environment of print e.g. vocabulary, sentences, books, labels • Developing children’s vocabulary by rehearsing orally what they are going to write 		
<p>KNOWLEDGE</p> <p>Mechanics and Characteristics of Writing</p> <p>I know...</p> <ul style="list-style-type: none"> • How a tripod grip is formed • How phonemes are represented • How letters are formed correctly • Writing goes from left to right and top to bottom • Writing has meaning • The alphabetic code • When to use capital letters and full stops • Some simple types of punctuation • There are spaces between words in writing 	<p>I know...</p> <ul style="list-style-type: none"> • Some spelling rules • Words are units of meaning • Adjectives can make my writing more interesting • Different ways writing can be represented • Stories have a beginning, middle and an end • How some common regular and irregular words are spelt • How many words are in the sentence I say • The different features of different types of writing 	
<p>SKILLS</p> <p>I am learning to...</p> <ul style="list-style-type: none"> • Draw • Mark make • Control and manipulate tools • Use a tripod grip • Form letters correctly • Connect ideas • Spell • Recognise words • Sequence 	<ul style="list-style-type: none"> • Segment and blend • Listen • Memorise • Repeat • Copy • Rehearse • Describe • Rhyme • Remember and recall 	<ul style="list-style-type: none"> • Concentrate • Imagine • Retell • Discuss • Gather ideas • Think • Track
<p>IMPLEMENTATION STATEMENT:</p> <p>Writing is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision.</p> <ul style="list-style-type: none"> • During the planning process careful consideration is given to the next steps in learning and how children can rehearse and refine their writing skills. • New and ambitious vocabulary we want children to learn and use is identified and displayed in the environment in the form of words and sentences. • Through provision we offer a wide variety of mark making tools and materials. • A range of vertical surfaces such as white boards and easels are also available indoors and outside e.g. Graffiti walls. • Each area of the provision is equipped with relevant writing resources. • We use sensory experiences to develop children’s confidence and enjoyment in early writing skills. We encourage them to mark make in positions where they feel most comfortable e.g. standing, lying, whilst they are developing their core stability. 		

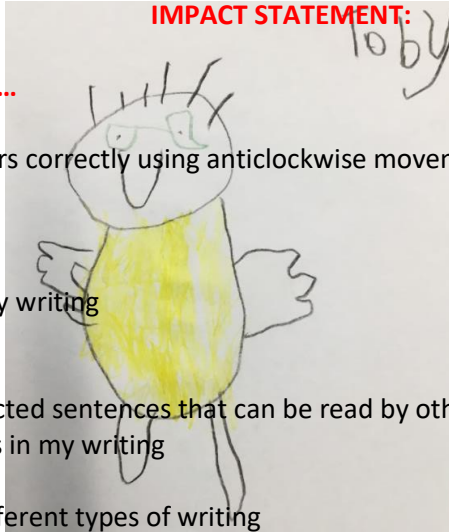
Adults have a sound knowledge and deep understanding of child development and they recognise the strong links between physical and communication skills and emerging writers. Within the environment adults actively encourage children to practise and develop gross and fine motor skills and oral communication in readiness for writing. By modelling, suggesting and encouraging they promote ways in which children can record their ideas in different ways.

We recognise and use the links across Literacy between reading, spelling and writing. We ensure that children are immersed in different genres of books promoting an enjoyment of reading, extending their vocabulary and cultivating their imagination. We deliver a daily phonics session following developing fluency and helping children to make connections between reading and writing.

IMPACT STATEMENT:

By the end of Foundation Stage I can...

- Form lower case and upper case letters correctly using anticlockwise movements and retracing vertical lines
- Control and manipulate a writing tool
- Spell regular and irregular words
- Hold a sentence in my head
- Draw on a rich store of language in my writing
- Leave spaces between words
- Use imaginative ideas in my writing
- Write a sentence or a series of connected sentences that can be read by others
- Use some capital letters and full stops in my writing
- Use a tripod grip
- Use and talk about the features of different types of writing



Mathematics

INTENT STATEMENT:

<p>OVERVIEW</p> <p>In Early Years we develop fluent mathematicians who have a deep conceptual understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges by:</p> <ul style="list-style-type: none"> • Providing opportunities for children to practise, rehearse and apply mathematical knowledge and skills • Encouraging children to investigate numbers by exploring their characteristics and patterns, understanding how they can be manipulated using different operations • Encouraging them to think logically so that they can make connections and solve problems • Fostering children’s acquisition and use of mathematical vocabulary to justify and explain their ideas 		
<p>KNOWLEDGE</p> <p>Early Comparison</p> <p>I know...</p> <ul style="list-style-type: none"> • Objects can be sorted into different groups using different criteria • What is the same and what is different • What ‘lots’ and ‘not many’ of something looks like 	<p>Early Pattern</p> <p>I know...</p> <ul style="list-style-type: none"> • Patterns are repeated • Patterns can be continued • Patterns follow a sequence 	
<p>COUNTING AND CARDINALITY</p> <p>One to one Correspondence</p> <p>I know...</p> <ul style="list-style-type: none"> • How to match one object to another object or person • How to match one number name to each object when counting <p>Counting</p> <p>I know...</p> <ul style="list-style-type: none"> • The last number I say is the total amount • When to stop when counting out from a larger group • Anything can be counted <p>Conservation</p> <p>I know...</p> <ul style="list-style-type: none"> • The total amount of objects stays the same however the objects are arranged 	<p>Rote Counting</p> <p>I know...</p> <ul style="list-style-type: none"> • The order of numbers • Number names <p>Subitising</p> <p>I know...</p> <ul style="list-style-type: none"> • How many are in a group without having to count • The same amount can be represented by different sized objects <p>Recognising and Reading Numbers</p> <p>I know...</p> <ul style="list-style-type: none"> • Symbols represent quantities • Numbers can have one digit, two digits, three digits or more 	
<p>OPERATIONS AND CALCULATION</p> <p>Partitioning a Number</p> <p>I know...</p> <ul style="list-style-type: none"> • An amount can be made up in different ways <p>Calculation</p> <p>I know...</p> <ul style="list-style-type: none"> • More is greater than and less is fewer than • Addition is combining sets • Subtraction is taking amounts away <p>Estimation</p> <p>I know...</p> <ul style="list-style-type: none"> • Estimation will give me a value that is close to the right amount 	<p>Inverse Operations</p> <p>I know...</p> <ul style="list-style-type: none"> • Halving is the opposite of doubling • Addition is the opposite of subtraction • Doubling is 2 sets of the same amount <p>Number Bonds</p> <p>I know...</p> <ul style="list-style-type: none"> • Which pairs make a given number <p>Number Patterns</p> <p>I know...</p> <ul style="list-style-type: none"> • Some number patterns e.g. odd, even • Number patterns repeat according to rules 	
<p>SKILLS</p> <p>I am learning to...</p> <ul style="list-style-type: none"> • Reason 	<ul style="list-style-type: none"> • Compare • Calculate • Sequence 	<ul style="list-style-type: none"> • Take risks • Memorise • Manipulate numbers

- Problem Solve
- Investigate
- Sort and match
- Count
- Estimate
- Discriminate

- Remember
- Think
- Explain
- Make connections

- Test ideas
- Persevere
- Record
- Check

IMPLEMENTATION STATEMENT:

Mathematics is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision.

During the planning process careful consideration is given to the next steps in learning. Each area of the provision is equipped with relevant maths resources to enable children to practise and apply their mathematical knowledge and skills.

- The provision offers a variety of open ended resources that promote a conceptual understanding of number encouraging children to become confident and fluent.
- The resources are thoughtfully organised so that children can see what and how many are available, access them independently and tidy up time can be optimised as an opportunity to practise and rehearse number skills.
- The environment is enhanced with number lines, hundred squares, mathematical vocabulary and questions to provide children with visual prompts and opportunities to solve problems.

Adults appreciate that maths can be taught everywhere and that the conceptual understanding of number is the basis for all other mathematical learning. They have a sound knowledge and deep understanding of mathematical concepts and vocabulary to enable them to teach the necessary foundation skills which children need to become fluent mathematicians.

Within the environment adults capitalise on every opportunity to present mathematical problems for children to think about and solve. They support children in practising and applying their mathematical knowledge and skills by encouraging them to talk about their thinking, provide explanations and give reasons for their answers.

By the end of Foundation Stage I can...

- Sort and match
- Give reasons for my answers
- Solve problems
- Recognise an amount without counting
- Calculate
- Compare quantities
- Count Partition numbers
- Sequence numbers
- Read and write numbers
- Estimate
- Recall number bonds to 10
- Identify and talk about number patterns
- Add and subtract numbers
- Talk about shape, space and measure using mathematical language
- Recognise an amount in different arrangements



Understanding the World: History

INTENT STATEMENT:

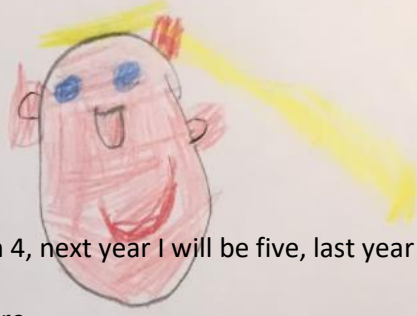
<p>OVERVIEW In Early Years we develop a chronological framework to help children understand where they and significant people and events sit in time by:</p> <ul style="list-style-type: none"> • Capitalising on children’s innate desire to make sense of their own place in history • Exploring the lives of people who are familiar to them comparing similarities and differences • Introducing them to well known historical figures and events both within and beyond living memory • Cultivating children’s curiosity about people and events within and beyond their living memory • Exploring historical information and artefacts to ask questions and draw conclusions 		
<p>KNOWLEDGE Passing of Time I know...</p> <ul style="list-style-type: none"> • Time is measured in units • Time has a pattern e.g. days of the week, months of the year • About annual events e.g. birthday, Christmas • How time and events can be sequenced in chronological order from earliest to latest • Things were different in the past • The vocabulary that describes time 	<p>Sense of Identity I know...</p> <ul style="list-style-type: none"> • My place in history • There is a past before I was born • Things were different in the past to how they are now • About significant events in my life 	<p>Historical Figures and Events I know...</p> <ul style="list-style-type: none"> • How to use information to find out about events and people in the past • About significant events and people in the past • Historical events and people have a significant place in our history
<p>SKILLS I am learning to...</p> <ul style="list-style-type: none"> • Compare similarities and differences • Record findings • Examine evidence and draw conclusions • Remember • Observe • Explore 	<ul style="list-style-type: none"> • Ask questions • Enquire • Explain • Describe • Sequence • Use historical vocabulary 	
<p>IMPLEMENTATION STATEMENT:</p> <p>History is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.</p> <p>We use planned themes and capitalise on unplanned moments that present themselves to talk about artefacts and significant events to develop a conceptual understanding of the passing of time. These include birthdays, recent events and experiences and well known points in history.</p> <p>Within each theme we identify the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.</p> <p>Children are encouraged to share historical artefacts and events from the past. Adults know and understand historical language. They take every opportunity to model historical vocabulary and teach historical skills encouraging children to ask questions, compare similarities and differences and draw conclusions.</p>		

EASY

IMPACT STATEMENT:

By the end of Foundation Stage I can...

- Talk about significant historical people and events
- Sequence events in the right order
- Use time vocabulary
- Recall historical facts
- Compare similarities and differences
- Ask questions to find out more
- Talk about myself in a historical sense e.g. this year I am 4, next year I will be five, last year I was 3
- Use information in books to talk about life in the past
- Use comparative language of the past, present and future
- Talk about the roles people have in society
- Draw conclusions about what I have found out



Understanding the World: Geography

INTENT STATEMENT

<p>OVERVIEW</p> <p>In Early Years we capitalise on children’s fascination and interest in their surroundings and the world in which they live by:</p> <ul style="list-style-type: none"> • Encouraging an appreciation of the natural world and recognising its similarities and differences • Fostering a sense of awe and wonder about the world in which they live • Developing an appreciation of other people, their communities and their traditions • Enhancing children’s sense of responsibility for the care of their own environment and the impact it has on the whole world 	
<p>KNOWLEDGE</p> <p>PLACES My Community</p> <p>I know...</p> <ul style="list-style-type: none"> • Where I live • The key features of where I live • About the significant places within my community • How to get from one key place to another • The vocabulary I need to use to direct others <p>PLACES The World</p> <p>I know...</p> <ul style="list-style-type: none"> • The names of different countries around the world • Different countries have different key features • How countries are connected • How to travel between countries <p>Environment</p> <p>I know...</p> <ul style="list-style-type: none"> • About different weather conditions in the UK • There are four seasons and the key features of them • The key features of different climates around the world • Some simple things I can do to help look after the planet • Human actions can help or destroy the planet 	<p>PLACES My Country</p> <p>I know...</p> <ul style="list-style-type: none"> • The capital city of the country I live in • The different key features of cities, towns and villages <p>People</p> <p>I know...</p> <ul style="list-style-type: none"> • People I know have different customs and traditions • People in different countries have different customs and traditions
<p>SKILLS</p> <p>I am learning to...</p> <ul style="list-style-type: none"> • Notice • Measure • Ask questions • Record • Compare similarities and differences • Use my senses 	<ul style="list-style-type: none"> • Gather information from different sources • Draw, read and follow maps • Express opinions • Explain • Describe
<p>IMPLEMENTATION STATEMENT:</p>	

Geography is valued and promoted through direct teaching, purposeful learning opportunities and first hand experiences.

We use planned themes alongside first hand experiences and capitalise on unplanned moments that present themselves to talk about places, communities and the natural world, to develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places e.g. parks, river, library.

Within each theme we identify the geographical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

Within the provision we ensure that children have constant access to world and local maps and globes and understand how to use them. We make connections with children's first hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and countries they have found out about.

Children are encouraged to expand their knowledge of the natural world by capitalising on every opportunity to explore and experience the outdoors. Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills encouraging children to ask questions, noticing and comparing similarities and differences and expressing opinions.

IMPACT STATEMENT:

By the end of Foundation Stage I can...

Talk about what it is like to live in this country

Talk about what it is like to live in another country

Use a simple map to find out information

Talk about the key features of different places and different countries

Talk about the similarities and differences between people's religions and cultures

Compare similarities and differences

Talk about where they live and the key features of the local environment

Talk about the key features of the country they live in

Understanding the World: Science

INTENT STATEMENT

<p>OVERVIEW</p> <p>In Early Years we capitalise on children’s thrill of discovery and their instinctive desire to know, understand and find out more by:</p> <ul style="list-style-type: none"> • Providing freedom to explore, investigate and experiment using the five senses • Cultivating children’s curiosity about how and why things work and how things change • Encouraging questioning, testing out of ideas and drawing conclusions • Fostering children’s excitement and pleasure in the awe and wonder of natural phenomena 		
<p>KNOWLEDGE</p> <p>Living things</p> <p>I know...</p> <ul style="list-style-type: none"> • Internal and external body parts in humans • The names of the different parts of plants and animals • The features of plants and animals • Living things can be sorted into different groups • What living things need to survive • How to keep healthy • About life cycles <p>Materials</p> <p>I know...</p> <ul style="list-style-type: none"> • What objects are made from • The properties of different materials • How different materials can be used • Materials can be sorted into different groups 	<p>Changes</p> <p>I know...</p> <ul style="list-style-type: none"> • Changes can be reversible and irreversible • The relationship between cause and effect • The characteristics of the four seasons • The characteristics of different weather types 	
<p>SKILLS</p> <p>I am learning to...</p> <ul style="list-style-type: none"> • Explore • Investigate • Observe • Compare • Describe • Ask questions 	<ul style="list-style-type: none"> • Communicate ideas • Pose challenges • Solve problems • Try things out • Test ideas • Make predictions 	<ul style="list-style-type: none"> • Record • Draw conclusions • Sort and classify • Measure
<p>IMPLEMENTATION STATEMENT:</p> <p>Science is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.</p> <p>We use planned themes and capitalise on unplanned moments that present themselves to talk about living things, materials and changes. These include natural objects, new life and recycling.</p> <p>Within each theme we identify the scientific knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.</p> <p>Opportunities are also provided for children to practise and apply scientific knowledge and skills through investigation and exploration in all areas of the provision.</p>		

Areas inside and outdoors, are resourced with a range of scientific equipment and materials which offer opportunities for children to observe, investigate, explore and experiment.

Adults know the characteristics of a good scientist. They model technical language and scientific behaviours and attitudes encouraging children to ask questions, test out ideas, carry out investigations and draw conclusions.

IMPACT STATEMENT:

By the end of Foundation Stage I can...

Talk about the properties of materials

Make a sensible prediction

Record findings

Observe, notice and make comparisons

Talk about the characteristics of weather and seasons

Name the parts of plants and animals

Talk about similarities and differences

Draw conclusions

Talk about reversible and irreversible changes

Carry out an investigation

Expressive Arts and Design: Art

INTENT STATEMENT:

<p>OVERVIEW</p> <p>In Early Years we capitalise on children’s natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:</p> <ul style="list-style-type: none"> • Providing children with opportunities to explore and experiment with different media and materials • Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them • Allowing children to use their own imagination to be uninhibited artists 			
<p>KNOWLEDGE</p> <p>General I know...</p> <ul style="list-style-type: none"> • About famous artists • Artists use different techniques <p>Lines I know...</p> <ul style="list-style-type: none"> • There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, thick, thin, wavy, zig zag • How to draw different types of lines • The difference between a continuous and a broken line • How to join lines to create shapes to make a picture <p>Form I know...</p> <ul style="list-style-type: none"> • 2D representations are flat and 3D representations are solid • How 3D representations can be created using e.g. malleable materials, junk modelling • How to use different materials to express my ideas • Malleable materials can be moulded into different shapes 		<p>Colour I know...</p> <ul style="list-style-type: none"> • The names of primary and secondary colours • How to mix different colours • How to make different tones and shades of colours <p>Shape I know...</p> <ul style="list-style-type: none"> • Shapes are made from lines that are joined together • Lines and shapes create representations <p>Texture I know...</p> <ul style="list-style-type: none"> • Materials have different textures • Texture can enhance and add interest • Texture can engage the senses • Combining materials can create different textures 	
<p>SKILLS I am learning to...</p> <ul style="list-style-type: none"> • Draw • Paint • Pull • Tear • Fold • Cut 	<ul style="list-style-type: none"> • Manipulate and control tools • Make decisions and choices • Observe • Notice and discriminate • Imagine • Connect ideas 	<ul style="list-style-type: none"> • Explore • Experiment • Combine • Shape • Mould & Sculpt • Mix 	<ul style="list-style-type: none"> • Join • Stick • Roll • Explain • Review
<p>IMPLEMENTATION STATEMENT:</p> <p>Art is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.</p>			

- We use planned themes and capitalise on unplanned moments that present themselves to talk about line, shapes, colour, form and texture.

Within each theme we identify the artistic knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

Opportunities are also provided for children to express their own creative ideas by exploring, experimenting and combining materials to create different effects. Creative areas, inside and outdoors, are resourced with a wide range of tools, media and materials and are organised in a way that encourages children to be independent in their choices and decisions. We recognise and use the links between Art and gross and fine motor development and provide vertical surfaces and large areas where children can stand enabling them to have greater stability and more control over the tools they are using. In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate children in the application of their artistic knowledge and skills.

IMPACT STATEMENT:

By the end of Foundation Stage I can...

- Mould and sculpt
- Use different techniques
- Express my own ideas
- Control and manipulate different tools
- Combine different materials to create different textures
- Create 2D and 3D representations
- Draw myself to include head, body, arms, legs and facial features
- Express my imagination and creativity
- Share and talk about my creations
- Explain the processes I use
- Use props and materials in my role play
- Talk about famous artists
- Make different tones and shades of colours
- Draw different types of lines and shapes with control

Expressive Arts and Design: Design Technology

INTENT STATEMENT:

<p>OVERVIEW</p> <p>In Early Years we capitalise on children’s natural intuition to be creative, inventive and innovative by:</p> <ul style="list-style-type: none"> • Introducing them to the designed and made world and how things work • Providing children with a purpose to design, make and evaluate functional products • Encouraging children to investigate and explore a wide range of materials and tools • Supporting children to find original solutions using resources in unique ways • Nurturing children’s confidence to try new things • Fostering children’s resourcefulness and resilience to enable them to take risks and learn from their mistakes 		
<p>KNOWLEDGE</p> <p>Design I know...</p> <ul style="list-style-type: none"> • Designs need to be thought about and planned • Designs can be changed and modified • The properties and uses of different materials • What different tools can be used for <p>Evaluate I know...</p> <ul style="list-style-type: none"> • Evaluations can lead to improvements • The criteria for success 		<p>Make I know...</p> <ul style="list-style-type: none"> • Materials can be used for joining • How to join materials together • Materials can be modified or changed • Products can move, light up, be structurally sound, and be safe and healthy • Some objects can move independently and some can be made to move • How to make a structure strong and stable • How to make a structure balance • Materials can be used for different things and manipulated in different ways • The possibilities and limitations of different materials • How different tools can be used
<p>SKILLS I am learning to...</p> <ul style="list-style-type: none"> • Explore and investigate • Explain and describe • Design • Join • Plan and organise 	<ul style="list-style-type: none"> • Observe and ask questions • Think critically and solve problems • Make decisions • Take pride in my work 	<ul style="list-style-type: none"> • Be creative and innovative • Be resourceful • Assemble and disassemble • Control and manipulate tools
<p>IMPLEMENTATION STATEMENT:</p> <p>Design Technology is valued and promoted through direct teaching and purposeful learning opportunities across all planned themes throughout the year.</p> <p>We use planned themes and capitalise on unplanned moments that present themselves to encourage children to design, make and evaluate.</p> <ul style="list-style-type: none"> • Within each theme we identify the Design Technology knowledge and skills that we will teach ensuring that they are regularly revisited. • We provide children with a purpose to design, make and evaluate products that move, are structurally sound and are healthy and safe for example through building, cooking, sewing and making products. • We include opportunities for children to assemble and disassemble objects to learn more about how things work. <p>Within the provision a wide range of equipment and tools are on offer for promoting and teaching Design Technology. These are the Construction area and Creative Workshop, inside and outdoors, which are resourced with a wide range of equipment and tools. They are organised in a way that encourages children to be</p>		

independent in their choices and decisions and to use their knowledge to find solutions and use resources in unique and innovative ways.

In the provision adults promote children's creativity, originality and problem solving by valuing their ideas and encouraging them to make connections in their learning, take risks and learn from mistakes.

IMPACT STATEMENT:

By the end of Foundation Stage I can...

Express my imagination

Be creative and innovative

Share and talk about my creations

Talk about and identify what different materials can be used for

Join materials together

Solve problems

Control and manipulate different tools

Design and plan

Make a structure strong, stable and balance

Evaluate my work so I can make improvements

Expressive Arts and Design: Music

INTENT STATEMENT:

<p>OVERVIEW</p> <p>In Early Years we capitalise on children’s innate desire to listen to, make and explore sound by:</p> <ul style="list-style-type: none"> • Providing freedom for children to be curious, experimenting with and creating their own music • Reinforcing children’s responses to sounds and encouraging composition and performance • Cultivating children’s desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them 		
<p>KNOWLEDGE</p> <p>General</p> <p>I know...</p> <ul style="list-style-type: none"> • The names of different untuned and tuned instruments • How to play different untuned and tuned instruments • Untuned and tuned instruments make different sounds • How musical notes are represented • What a conductor does • The words to different songs 	<p>Sound</p> <p>I know...</p> <ul style="list-style-type: none"> • Sound can be changed • Sound can be made by different things • Sound can be made in different ways • Sound can be at different speeds • Sound can be combined • Sound can be at different volumes • Sound can be at different durations • Sound can be at different pitches • Sound can create different rhythms • Sound can create different patterns • Sound can be repeated • Sound can have a vibration • Sound can create beats • Sound can be recorded 	
<p>SKILLS</p> <p>I am learning to...</p> <ul style="list-style-type: none"> • Create • Perform • Appreciate • Observe • Turn take • Interpret • Listen and discriminate • Explore 	<ul style="list-style-type: none"> • Collaborate • Combine • Play • Refine • Improvise • Sing • Respond 	<ul style="list-style-type: none"> • Accompany • Memorise • Keep the beat • Follow a rhythm • Repeat • Imagine • Compose
<p>IMPLEMENTATION STATEMENT:</p> <p>Music is valued and promoted through direct teaching and purposeful learning opportunities across the provision.</p> <p>Within our provision we focus on different genres of music. Music from the genre is played to provide opportunities for children to listen to, appreciate and explore sounds, instruments, beat and rhythm. The genres covered are: Pop, Indi, Classical, Jazz, African, Flamenco.</p> <p>Singing is an integral part of the daily routines and children are taught new songs as well as practising songs they already know. Over the year they develop a wide repertoire of songs and rhymes that they know by heart.</p> <p>A weekly music session is also delivered focusing on musical knowledge and skills.</p>		

Our provision is resourced with a wide range of untuned and tuned musical instruments and beaters, familiar songs and rhymes and equipment to play and record music. It is organised in a way that encourages children to be curious about sound and confident in experimenting with ways of combining different sounds. We recognise and use the links between Dance and Music and provide children with a stage where they are encouraged to perform themselves and appreciate others' performances. In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their musical skills.

IMPACT STATEMENT:

By the end of Foundation Stage I can...

Express my imagination and creativity

Share and talk about my creations

Sing a range of rhymes and songs

Play untuned and tuned instruments

Keep a steady beat Perform

Manipulate and combine sounds

Follow a rhythm

Compose and perform

Sing with pitch and melody

Express opinions about music

Expressive Arts and Design: Dance

INTENT STATEMENT:

OVERVIEW

In Early Years we capitalise on children’s innate desire to move by:

- Providing freedom for children to be expressive, experimenting with and creating their own series of movements
- Reinforcing children’s responses to music and encouraging choreography and performance
- Cultivating children’s desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

KNOWLEDGE

General

I know...

- All my body parts are separate but connected
- My body parts can be moved in different ways
- Where I am in relation to other people and other things

Movement

I know...

- Movements can be changed
- Movements can be made using all parts of the body
- Movements can be made in different ways
- Movements can be at different speeds
- Movements can be at different levels
- Movements can be in different directions
- Movements can be joined
- Movements can be sequenced
- Movements can be mirrored
- Movements can be repeated
- Movements can involve the transference of weight

SKILLS

I am learning to...

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Create • Perform • Appreciate • Observe • Cross the midline | <ul style="list-style-type: none"> • Take turns • Repeat • Sequence • Experiment | <ul style="list-style-type: none"> • Imagine • Balance • Build strength and stamina • Negotiate space |
|---|--|---|

IMPLEMENTATION STATEMENT:

Dance is valued and promoted through direct teaching and purposeful learning opportunities within the provision.

We recognise the direct link between Dance and Physical Development and use the discreet sessions to practise balance and coordination through core work, building strength, crossing the midline and symmetrical movements.

We use our annual themes and the relationship between Dance and Music as a stimulus to plan opportunities for children to experiment with and create their own dance movements. Children also have access to a stage,

instruments, recorded music, costumes and props where they are encouraged to be inventive, imaginative and perform themselves and appreciate others' performances.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their dance skills.

IMPACT STATEMENT:

By the end of Foundation Stage I can...

Perform

Express my imagination and creativity

Share and talk about my movements

Negotiate space

Move their body in different ways and in different directions

Move in time to music

Transfer my weight from one body part to another

Balance

Cross the midline

Join and sequence different moments

SUBJECT VOCABULARY

We believe that children should be immersed in a language rich environment. We have produced these tables of vocabulary as a starting point to help adults model, narrate and extend children's language.

VOCABULARY: Personal, Social and Emotional Development

fair	unfair	share	care	similar
different	same	consequence	helpful	rules
kind	gentle	belonging	agreement	disagreement
conflict	responsibility	decision	view	opinion
mediate	compromise	discuss	negotiate	compliment
emotion words	flexible	generous	spiteful	bully
positive	take turns	unique	personality	proud
characteristics	successful	challenge	friend	foe
enemy	like	dislike	behaviour	risk
resolution	point of view	hygenic	unhealthy	healthy
goal	persevere	resilient	confident	germs

VOCABULARY: Communication and Language

For this area we will identify key vocabulary that links to our themes, the key texts, daily story reading and reading scheme. The vocabulary will be new and ambitious for the children to learn.

VOCABULARY: Physical Development

core	anticlockwise	tripod grip	isolate	forwards
balance	midline	vertical	wobble	backwards
muscles	strong	symmetrical	stable	sideways
co-ordinate	stamina	alternating	straight	large
top	bottom	upper	lower	small
tracking	left	right	across	together
stretch	pose	fitness	exercise	healthy
pincer grip	repeat	mobility	practise	manipulate
physical	unhealthy	next	control	

VOCABULARY: Reading

rhyme	genre	fiction	non-fiction	story
book	fluent	segment	blend	retell
fairy tale	respond	memorise	word	paragraph
opinion	contents	index	beginning	middle
end	character	setting	blurb	author
illustrator	phonemes	grapheme	library	text
rhythm	rhyme	information	imagination	
fact	fantasy	scary	humorous	
adventure	alliteration	chapter	sentence	

VOCABULARY: Writing

rhyme	rhythm	alliteration	capital letters	full stops
question marks	word	sentence	title	paragraph
tripod grip	idea	characters	setting	problem
resolution	beginning	middle	end	spelling
adverbs	adjectives	noun	verb	regular
irregular	alphabet	segment	blend	phonemes
graphemes	labels	lists	chapter	instructions
description	story	genre		

VOCABULARY: Mathematics

same as	next	add	number bond	amount
different	between	total	number line	number
count	after	all together	missing	numeral
next	before	plus	equals	digit
how many	sort	sum	take away	lots
pattern	match	number sentence	minus	few
repeating pattern	set	more	odd	make
pair	compare	less	even	practise
last	estimate	difference	half	near
first	calculate	addition	double	far away
unit	share	bigger	smaller	accurate
count on	count back	record	problem	solve

VOCABULARY: History

yesterday	old	past	now	then
a long time ago	new	olden days	old fashioned	artefacts
today	present	calendar	year	ancient
timeline	research	week	memory	remember
opinion	generation	chronological	same	different
before	after	past	present	discovery
century	document	era	research	monarchy
king	queen	consequence	change	historian
time line	annual			

VOCABULARY: Geography

environment	world	country	town	city
village	forest	lake	sea	river
beach	capital	coast	hill	mountain
ocean	soil	season	weather	farm
atlas	globe	map	area	capital
Earth	bridge	road	waterfall	school
north pole	meadow	island	stream	population
south pole	countryside	route	footpath	England
Wales	Scotland	United Kingdom	climate	local area
street	park	locate	left	right
straight	Northern Ireland	journey	compare	similar
different	direction	landscape	climate	distance
near	next to	far	symbol	community

VOCABULARY: Science

hard	soft	rough	smooth	heavy
light	springy	firm	shiny	dull
push	move	pull	twist	turn
squash	squeeze	stretch	poke	pinch
shape	fast	slow	speed	still
up	down	gravity	friction	grip
slip	spring	elastic	energy	direction
dissolving	melting	growth	change	germination

VOCABULARY: Art

General	Lines	Shape	Texture	Colour
print	line	frame	texture	primary
portrait	straight	rounded	rough	secondary
paint	broken	cylindrical	hard	dull
observe	faint	size	furry	pale
shade	fine	solid	dry	deep
design	thick	pointed	cracked	bright
style	thin	square	spiky	vibrant
foreground	wavy	circular	matt	warm
background	short	spherical	glossy	cool
easel	curved	spiral	bumpy	soft
gallery	bold	edge	coarse	contrast
media	zig-zag	regular	smooth	shade
symmetrical	sketch	irregular	soft	pastel
decorate	continuous	shape	scaly	hue
collage	bold		grainy	mixed
brush	stripes		wet	complimentary
overlapping	diagonal		shiny	clash
artists	horizontal		silky	dull
canvas	vertical		uneven	intense
exhibition	curly		fuzzy	pale
illustrate	spiral		collage	vibrant
palette	parallel		hard	watercolour
technique	dotted		polished	colour
	broken		ridged	light
	draw			dark
	pattern			

VOCABULARY: Design Technology

plan	tower	evaluate	circle	fruit names
design	base	improve	triangle	vegetable names
make	top	modify	square	utensil names
materials	underneath	rearrange	rectangle	ingredients
purpose	side	feature	cuboid	slicing
product	edge	step by step	cube	peeling
equipment	surface	adapt	cylinder	cutting
invent	corner	tools	pull	grating
build	point	measure	push	mixing
ideas	straight	cut	strong	squeezing
construct	curved	fold	fold	healthy
test	vertically	hinge	join	diet
structure	horizontally	stick	fix	tasting
combine	metal	glue	framework	arranging
stable	wood	string	assemble	recipe
balance	plastic	sellotape		
original	equipment	masking tape		
unique	build	treasury tags		
weak	model	elastic bands		
	shape	clothes pegs		

VOCABULARY: Music

sing	music	compose	tap	musical score
beat	musician	respond	bang	composer
rhythm	orchestra	long	volume	sound
high	conductor	short	pitch	instruments
low	verse	appreciate	vibrate	percussion
loud	chorus	play	string	shake
soft	echo	tune	count	performance
quiet	listen	notes	band	perform
fast	slow	pattern	rest	quick
pitch	rest	solo	pitch	tuneful
tempo	repeat	duet		

VOCABULARY: Dance

wiggle	roll	balance	jump	skip
twirl	turn	spin	hop	sway
stamp	rock	clap	bounce	kick
twist	slide	start	stop	falling
high	low	different	sequence	strong
light	combine	play	solo	duet
partner	leap	quick	slow	exercise
clockwise	anticlockwise	action	balance	choreography
control	co-ordinate	direction	elevate	expressive
expression	flexible	interpret	rehearse	pattern
repeat	space	strength	style	performance