

INTENT

Within our Early Years, we believe that every day is a learning day and opportunities for learning are all around us. As well as being a place of learning, we pride ourselves in ensuring that all children thrive in our loving, caring and nurturing environment where they are valued and listened to. Cockington Primary School's Early Years Foundation Stage is made up of two Reception Classes (Turtles Class and Otters Class).

Our two Reception Classes follow the Cockington Primary School's Early Years Foundation Stage curriculum which has been carefully designed to meet the needs of all the children in the setting. The curriculum is organised so we can build on the knowledge and skills children already have when they arrive, drawing on the transition from several feeder settings, and enables children to make progress. We have the highest expectations, and our aspirational curriculum aims to ensure the best possible outcomes for all children, regardless of need or barrier. We recognise that all children are unique, celebrating, and welcoming differences within our school community. We ensure through Cultural Capital, that children are given opportunities to be curious, explore, try new things, and experience awe and wonder throughout their time in Reception to be ready to succeed in life.

Our Reception Teachers and Early Years Practitioners work closely together to ensure consistency of practice, as well as providing enabling environments for children to thrive in and lead happy, healthy and active lives. We are passionate about children immersing themselves in their learning and believe that a child's first experience of school should be positive, developing a lifelong love of learning. This is love of learning underpinned by strong, effective relationships where children feel safe and secure at our school and thus ready to learn.

Through sharing our practice, our curriculum includes a progressive bank of core knowledge and skills for the children to master during their time in Reception. We strive to embed the Characteristics of Effective Learning throughout our practice, which are closely linked to our school values and work alongside the British Values. These are: **respect, collaboration, perseverance, independence, creativity and aspiration**. These school values ensure a strong foundation for a nurturing and cooperative environment.

Our ambitious curriculum ensures that the children are given a good foundation to their education and are prepared for the next stage in their learning journey. Our curriculum is a balance of adult-led learning opportunities, based around the long-term curriculum plans, and child-led learning opportunities. Consideration has been given to the specific content in EYFS, ensuring there is progression into Year 1. Children will use their prior learning and enjoy deepening and enriching it as they journey through Key Stage 1.

CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - *children investigate and experience things, and ‘have a go’*
- active learning - *children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- creating and thinking critically - *children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Playing and exploring	<ul style="list-style-type: none">• Realise that their actions have an effect on the world, so they want to keep repeating them.• Reach for and accept objects. Make choices and explore different resources and materials.• Plan and think ahead about how they will explore or play with objects.• Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”• Make independent choices.• Do things independently that they have been previously taught.• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.• Respond to new experiences that you bring to their attention.
Active learning	<ul style="list-style-type: none">• Participate in routines, such as going to their cot or mat when they want to sleep.• Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set or get their coat when the door to the outdoor area opens.• Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.• Use a range of strategies to reach a goal they have set themselves.• Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.• Keep on trying when things are difficult.

Creating and thinking critically

- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.
- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.
- Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- Know more, so feel confident about coming up with their own ideas.
- Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

IMPLEMENTATION OF COMMUNICATION AND LANGUAGE

Communication and language lie at the core of everything that we do; without these vital skills children will struggle to access the seven areas of learning and development both within and beyond EYFS.

To assist children with communication and language we are proud to offer 'universal provision' whereby all children are taught how to communicate. Staff model effective communication and language skills and guide children gently to help improve their back-and-forth dialogue as well as their daily communication skills. Staff also model effective communication skills through sharing stories; books are read with prosody and actively engage children through their creative delivery.

We offer a range of intervention strategies for those children that need further assistance. We are fortunate to have expertise in speech and language support within our staff and this is fully utilised. SALT plans are carefully implemented by our skilled Speech and Language LSA. We believe early identification is key to ensure any speech, language and communication needs are identified as soon as possible and interventions are then put in place. LSA's are trained in Talk Boost and Early Talk Boost, and this is used as an intervention strategy to support identified children.

At Cockington Primary School we use 'Colourful Semantics'. The Colourful Semantics Resource provides language comprehension support. It provides a framework for analysing the structure of natural language expressions. It also helps learners identify the kinds of inference processes involved in making sense of others' utterances. Finally, by developing their understanding, it shows pupils how to apply these skills to their own writing. Pictures are used to stimulate discussion; adults use a rich range of vocabulary and language structures which children then enjoy using.

We also use the 'Blanks' framework. Blank's Levels of Questioning are a framework developed to help children develop key oral language comprehension skills. The Blanks framework separates questions and directions into four levels. These start with basic questions, that ask for simple and concrete responses, and leads up to more complex questions that require abstract answers. The Blanks framework ensures that the children have questions pitched at the correct level to support their understanding of a task.

We offer our children a language rich environment which promotes speaking and listening. Children can enjoy small world, home corners, mud kitchens, investigation areas and creative areas all of which allow children to play alongside one another. Imaginative play is modelled to our children through well-timed adult engagement; practitioners extend language with careful questioning and modelling sentences, adding carefully chosen words, which broaden the children's vocabulary. Our book corners are calm areas where communication and language are promoted; books are carefully and purposefully chosen, using a range of recommended texts, which meet the diverse needs of our children.

Statutory Educational Programme: Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<i>Italics denotes Cockington Primary Schools' extra things that we do to enhance the curriculum.</i>	Children working at developmental level Birth to 3.	Children working at developmental level 3-4 age.	Children working at Reception age level.
Communication & Language	<ul style="list-style-type: none">Asks questions and uses sentences of 2-4 words.Understands most of what is said to them.Speech is generally understood by everyone.Understands and follows a simple instruction, e.g. 'Find a book' 'Give it to Nanny'.Listens to simple stories and understands what is happening, with the help of the pictures.Can stop and am learning to listen when required.Start to develop conversation, often jumping from topic to topic.Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	<ul style="list-style-type: none">Uses longer sentences of up to 6 words.Begins to understand why and how questions.Follows a two-part instruction.Enjoy listening to longer stories and can remember much of what happens.Pays attention to more than one thing at a time, which can be difficult.Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.Start a conversation with an adult or a friend and continue it for many turns.Uses a wider range of vocabulary. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.	<ul style="list-style-type: none">Can use well-formed sentences when talking, using tenses and conjunctions such as 'and' and 'because' correctly to extend their sentences.Understands how to listen carefully and the importance of listening in different contexts.Responds to what they hear with relevant questions, comments and actions.Can participate in small group, class and one-to-one discussions.Can explain why things might happen.Uses new vocabulary in different areas and contexts throughout the day.

	<ul style="list-style-type: none"> Start to say how they are feeling, using words as well as actions. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Recognise and point to objects if asked about them. Listen to other people's talk with interest but can easily be distracted by other things. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' 	<ul style="list-style-type: none"> Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<ul style="list-style-type: none"> <i>Can express their ideas and feelings about their experiences. Can hold a conversation with their teacher and peers.</i>
Desired End Point:	Children are able to use their spoken language as a means of communication with their peers and adults, asking questions and being able to construct sentences of 2-4 words. Children begin to understand how to take part in a simple conversation and can stop and listen when required. Children begin to express their feelings and emotions through words and actions, understanding and acting on simple questions and instructions.	Children have the confidence to start conversation with peers and adults through play. They use longer sentences to communicate their wants and needs which includes using wider vocabulary and whole sentences. Children begin to use correct tenses whilst communicating with others and can express their point of view and debate to solve problems and conflict. Children can listen to longer stories and answer simple questions to show their understanding. They also show their understanding through joining in with familiar rhymes, songs and stories and can retell stories or events from their own experience.	Children can listen attentively and understand the importance of listening and respond to what they hear with relevant questions and actions. Children can make comments about what they have heard and ask questions to clarify their understanding. Children can confidently hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Children can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of

			conjunctions, with modelling and support from their teacher.
Progression into Year 1	<p>Children will use their prior knowledge and apply this in the following way:</p> <p>Comparing Similarities and Differences:</p> <ul style="list-style-type: none"> In Year 1 children are expected to be able to describe and compare different materials, animals, plants, seasons, weather. In Reception, we prepare children for this through exploring similarities and differences through daily talk with the children, as well as explicitly through all areas of learning. For example, when exploring our likes and dislikes, how we look, numbers etc. <p>Describing:</p> <ul style="list-style-type: none"> In Year 1, children are expected to be able to describe their observations in Geography and Science, for example. In Reception, children are prepared for this through planned 'Colourful Semantics' sessions. These sessions are specifically focussed on ambitious language, which contains descriptive language as well as language we would expect them to know too. Our aim is that children will use this as their everyday vocabulary through this being modelled to the children throughout the day and being explicitly taught the language in 'Colourful Semantics' sessions, Learning Experience and Literacy Lessons. In Year 1, children are expected to talk about their learning, what they know, any links they can make particularly in maths where we ask children to answer, prove it and explain. In Reception, we prepare children for this by modelling reasoning whilst exploring number through resources. For example, I have 4 cubes... I know I have 4 because I can see 2 and 2 and they make a square when I place them like this. Children are encouraged to explain through demonstrating the mathematical process (using resources) or by verbally talking us through their learning. In Year 1, children are expected to give and receive feedback in lots of lessons, including their Dance PE lessons. In Reception we prepare children for this by discussing the children's outcomes from their continuous provision. For example, "How do you think you could make your tower taller?" and "What else could you do to improve your model?" <p>Evaluating:</p> <ul style="list-style-type: none"> In Year 1, children are expected to be able to evaluate their work. For example, in Art they are expected to be able to evaluate the success of painting the same picture with a thin paintbrush and a thick paintbrush. To prepare children for this, in Reception we spend time daily evaluating our outcomes achieved in the continuous provision. 		

IMPLEMENTATION OF PERSONAL, SOCIAL AND EMOTIONAL EDUCATION

We believe children need to be socially and emotionally ready to learn and therefore we work hard to ensure this prime curriculum area is given the time it rightfully deserves.

We pride ourselves in being a Trauma Informed School. Reception staff are trained to support children that have experienced Trauma within their lives. We respond effectively to these children and thus aim to improve wellbeing and encourage these children to develop a passion for learning so that they can thrive within our community and beyond.

Our setting models strong, warm and supportive relationships which will help to create happy, healthy and active children. Our EYFS practitioners join children at their play and enjoy supporting interactions with their peers; high and consistent standards are continually modelled. The children are encouraged to become more independent and take control of their own learning through a variety of learning challenges. Children are motivated and excited to complete their learning challenges and they are always proud of their achievements.

Children are asked throughout the day about how they feel, and time is taken to encourage children to explain their emotions. We help children to understand why they might be feeling in certain ways and support children in managing and dealing with these emotions. Feeling words are used with children to promote expressive vocabulary and we validate those feelings by using 'Feelings Fans' when needed to support our children. Throughout the day we have focussed breathing and calm times to regulate children's emotions, so they are ready for learning.

The children participate in weekly Jigsaw lessons, and this is followed up by whole class reflection time linked to this lesson. The Jigsaw Scheme is used to support our delivery of PSHE throughout the school; elements of the fundamental British Values and Protected Characteristics have been carefully built into this framework. These elements are displayed in learning environments and used across the curriculum.

Praise is freely given, and all achievements are celebrated. Within Reception and throughout the school, each class has a recognition board; in Reception it is called the 'Proud Cloud' and is linked to our three school rules - Ready, Respectful and Safe; this assists us in building children's self-esteem. Children build their social skills through tasks such as, sharing who they have been exploring with in the learning environment and what they are proud of that they have done that day. We reference all our school values when supporting children with PSED and focus on two specific values each half term.

Children are taught how to look after themselves and others, such as showing empathy for their friends, during their time in Reception. We encourage only water and provide fruit for snack time which children independently choose. Children are taught about the importance of brushing their teeth and teeth hygiene as well as discussions around the importance of hand washing. We teach the children about the different factors that support overall health and

wellbeing and how we can look after ourselves by ensuring we have the correct amount of sleep, eat a well-balanced diet, take regular exercise, and have a sensible amount of screen time. Stranger danger, road safety, sun and water safety and fire safety are a few examples of other learning experiences that we discuss with our children. Guidance and modelling are given to children to develop their own personal self-care as needed. In addition, considerable time is taken to show children how to be a good citizen and make positive contributions to our community.

There is an expectation, after careful modelling and guidance, that children will attempt to put on and zip up their own coats, put on and take off their own jumpers/ cardigans and manage their own property by putting it in the correct place. Support is always given to those that require extra assistance to achieve this expectation.

Inevitably, there will be times where children need to deal with conflict and we use emotional coaching to support children when this happens and conflict any conflict, however small, is always completed with a restorative conversation. Consistent class and school boundaries and developing an understanding of 'making good choices' help us to work with the children to resolve conflict. Throughout the school, the children are taught to be Ready, Respectful and Safe and the same behaviour policy is followed to ensure consistency for all. Consistency with the behaviour policy in Reception supports the children as they progress through the school.

Statutory Educational Programme: *Personal, Social and Emotional Development*

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Italics denotes Cockington Primary Schools' extra things that we do to enhance the curriculum.

	Children working at developmental level Birth to 3.	Children working at developmental level 3-4 age.	Children working at Reception age level.
Personal, Social, and Emotional Development	<ul style="list-style-type: none"> Follows a few boundaries and routines for example, helps to tidy up, lining up. Can sit for a short story or singing session. Awareness of class boundaries. Can play alongside others and beginning to make friends. Children will gain an understanding of our school values e.g. Respect and Collaboration. Begins to show affection towards others. Begins to share resources and has an awareness of turn taking. Find ways to calm themselves, through being calmed and comforted by their key person. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Express preferences and decisions. They also try new things and start establishing their autonomy. Develops self-assurance and builds positive relationships with other adults. Be increasingly able to talk about and manage their emotions. Talk about their feelings in an elaborated way: "I'm sad because..." or "I love it when ...". 	<ul style="list-style-type: none"> Can sit and engage with an activity for an extended period of time. Builds friendships and learns to play cooperatively. Follows our class boundaries independently and begins to understand why they are important. Can play in a small group, building a narrative and introducing a storyline to their play. Can take turns in games and begins to solve conflicts independently. Shows kindness and concern towards people who are important to them. Develop their sense of responsibility and membership of a community, e.g. washing dishes, tidying up etc. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Beginning to understand others' feelings and shows a caring attitude towards their peers. Finds solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game and suggesting other ideas. Develop appropriate ways of being assertive. Talk to others to solve conflicts. 	<ul style="list-style-type: none"> Understands the importance of being a good listener towards adults and peers. Plays and works well with others, being able to take turns and listen to others. Follows, understands, and respects the class boundaries most of the time and knows the reasons for having them. Forms positive relationships with adults and other children. Have confidence to try new activities. Understands which behaviours are acceptable and those that are not. Shows empathy towards fellow peers. Is able to self-regulate when in new and different situations. Shows perseverance and resilience in the face of challenge. Can manage their own basic hygiene and personal needs, including dressing and going to the toilet. Children see themselves as a valuable individual – child can confidently talk about their homelife, likes/dislikes and culture. Expresses their feelings and consider the feelings of others – for example using words such as – melancholy, excited, delighted, upset,

	<ul style="list-style-type: none"> • Safely explore emotions beyond their normal range through play and stories. • Play with increasing confidence on their own and with other children because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. • Develops friendships with other children. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on. 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 	<p>embarrassed, outraged, determined, inspired.</p> <ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally.
Desired End Point:	<p>Children begin to have an awareness of the daily routine and class rules. Children are beginning to follow boundaries and showing effortful control with the support of their keyworker. Children are beginning to develop a sense of independence with their self-care. Children demonstrate friendly behaviour towards others e.g. sharing resources and turn taking, beginning to develop friendships and confidence during play.</p>	<p>Children have an awareness of the classroom rules and begin to demonstrate them. They are able to follow simple boundaries and are aware of the expectations of different parts of the daily routine. Children play cooperatively with other and begin to independently solve conflicts and can talk about their feelings with their peers. They begin to show sympathy towards others and show kindness and concern towards people who are important to them. Children can build friendships and become more confident in new social situations. Children develop a sense of a responsibility and community spirit.</p>	<p>Children can demonstrate self-regulation and show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Children can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Children also understand the importance of listening. Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge and can explain the reasons for rules, know right from wrong and try to behave accordingly. Children can manage their own basic hygiene and personal needs, including dressing, going</p>

			<p>to the toilet and understanding the importance of healthy food choices. Children can work and play cooperatively and take turns with others. Children can form positive attachments to adults and friendships with peers and show sensitivity to their own and to others' needs. Children also value themselves as an individual.</p>
<p>Progression into Year 1</p>	<p>Children will use their prior knowledge and apply this in the following way:</p> <p>Our work in PSED prepares children to be good citizens that value themselves as an individual, show empathy and care towards others and are motivated learners that aspire to want to challenge themselves. We aim for children to demonstrate all our Core Values in everything they do.</p> <p>Year 1 have the addition of Economic Wellbeing objectives where they are taught to recognise some of the different ways we get money and some of the different forms it comes in. They are taught to understand how we can look after money to keep it safe. Through continuous provision, role-play and maths, EYFS are prepared for this next step.</p> <p>PE</p> <p>In Year 1 children are expected to demonstrate effective teamwork throughout their Team Games PE lessons. To prepare children for this we model and discuss 'teamwork' daily and reward children for demonstrating teamwork by putting them on the 'Proud Cloud' and linking this to the value of 'Collaborative Carmen'.</p>		

IMPLEMENTATION OF PHYSICAL DEVELOPMENT

Physical Development is implemented in a wide range of ways, and these include:

Activities that promote the development of gross motor skills such as following lines, ribbon circles, drawing big circles clockwise and anticlockwise to develop core and shoulder strength.

Activities that promote the development of fine motor skills such as tweezers usage, scissor snipping, squeezing sponges and Dough Disco (an activity to strengthen fine motor muscles to enable children to develop their pencil grip which will help them develop their writing skills) which is used as an intervention.

Fine and gross motor skills develop incrementally and therefore at Cockington Primary School we use a range of increasingly difficult ride-on equipment linked to the development of each individual child. Children use three wheeled scooters and trikes and then progress onto balance bikes and two wheeled scooters. For progression children are tasked with challenges, such as going sensibly around obstacles and up slopes. This progression gives children the opportunity to improve on their physical development, balance and core strength.

Opportunities to enjoy a range of physical activities are on offer during continuous provision such as: various fine motor activities, for example, aiming and firing water syringes, hand-eye and foot-eye co-ordination for example, using stilts, throwing and catching beanbags and balls with hands and scoops (change in size and texture for progression), rolling balls and throwing beanbags in hoops.

Structured physical development learning opportunities are also offered. Initially, all children participate in daily physical development sessions, which include learning skills to strengthen our core muscles, shoulder joints, elbow pivots and wrist movements, as well as developing our hand eye coordination, spatial awareness and listening skills. These sessions then continue as an intervention for those children needing a little extra support. All children participate in more formal weekly P.E lessons in the school hall and a P.E scheme is followed for this, which includes: dance, gymnastics and games.

A slopping rope ladder, rope and tyre swings, space hoppers, stepping-stones and further balancing opportunities are offered in our Reception Garden and on the main playground at lunchtime.

A progression of equipment is offered across the setting such as size and width of paint brushes. We also provide large vertical surfaces for younger children to draw and paint which helps to develop their upper arm muscles and elbow joints in order to have the skills needed to be ready to put pen and paper.

Repeated and varied opportunities to work with small tools such as scissors, hammers, knives, tweezers, pegs, spades, scoops, pipettes and syringes allow children to develop control and confidence.

There is an expectation that, once taught, children will be able to peel and use the appropriate equipment such as knives and forks and pour water from jugs when enjoying their snack and lunch. Support and guidance will always be given to those children that require it to be successful.

Statutory Educational Programme: *Physical Development*

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<i>Italics denotes Cockington Primary Schools' extra things that we do to enhance the curriculum.</i>	Children working at developmental level Birth to 3	Children working at developmental level 3-4 age.	Children working at Reception age level.
Physical Development	<ul style="list-style-type: none"> <i>Climbs well including using stairs independently.</i> <i>Potty trained or shows an awareness of toileting needs.</i> <i>Can run.</i> <i>Can catch a large ball.</i> <i>Can kick a large ball.</i> <i>Spin, roll and independently use ropes and swings (for example, tyre swings).</i> 	<ul style="list-style-type: none"> <i>Go up steps and stairs, or climb up apparatus, using alternate feet.</i> <i>Can usually attend to all toileting needs independently.</i> <i>Runs skilfully avoiding obstacles.</i> <i>Can skip, hop, jump, slither, slide, shuffle and experiments with other ways of movement.</i> <i>Plays ball games including using bats and hoops.</i> 	<ul style="list-style-type: none"> <i>Develops skills they need to manage the school day e.g., lining up, queuing, and personal hygiene.</i> <i>Becomes an expert in movement skills they have already acquired – rolling, crawling, running, jumping, hopping etc.</i> <i>Can negotiate obstacles and space safely, while having consideration for themselves and others around them.</i>

	<ul style="list-style-type: none"> • <i>Beginning to use a tripod grip to make marks, copy pre-handwriting shapes, such as circles and lines.</i> • Uses three wheeled scooters. • Can spoon feed self successfully with limited spills. • <i>Begin to be aware of basic scissor safety and other tools.</i> • Develop manipulation and control. • Fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Shows an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Can clap and stamp along to music. • Build independently with a range of appropriate resources. • <i>Use large-muscle movements to wave flags and streamers, paint and make marks, crossing the midline of their bodies.</i> 	<ul style="list-style-type: none"> • <i>Holds a pencil correctly to form recognisable letters.</i> • <i>Begins to skilfully ride a scooter and trikes.</i> • <i>Pours own drink with developing accuracy from an open jug.</i> • <i>Uses scissors and other tools with developing accuracy and safely.</i> • <i>Begins to use a knife and fork correctly.</i> • <i>Shows an awareness of how to sit to write.</i> • Can dress independently including attempting to fasten zips, buttons, poppers. • <i>Can open own packets and can peel fruit once started by an adult.</i> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> • <i>Can use a tripod grip when writing to write words and form letters effectively.</i> • <i>Can demonstrate strength, balance and coordination when playing.</i> • <i>Uses a range of small tools competently, safely and confidently including scissors, paintbrushes and cutlery.</i> • Can combine their movements with ease and fluency. • Develops control and grace when moving. • Demonstrates core muscle strength to achieve a good posture when sitting on the carpet or at a table. • <i>Begins to show accuracy and care when drawing and colouring.</i> • Can talk about the different factors that support health and wellbeing for example, healthy eating, toothbrushing, being a safe pedestrian.
--	--	---	---

Desired End Point:	<p>Children are able to explore their gross motor skills through large movements. They begin to independently use apparatus such as climbing frames and tyre swings. Children develop their fine motor skills, beginning to show control in manipulating tools, materials and media and having an awareness of holding their pencil in a tripod grip.</p>	<p>Children use other one-handed tools skilfully and safely to perform tasks. Children can use a pencil effectively using a tripod grip to form some familiar letters and can use their gross motor skills to support sitting correctly for performing fine motor activity. Children show control over their large movements such as skipping, hopping and dancing.</p>	<p>Children can negotiate space and obstacles safely, with consideration for themselves and others. Children can demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing. In movements which the children have already acquired, they should become experts. Children can move with agility and grace and combine movements with fluency. Children can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Children can use a range of small tools safely and confidently, including scissors, paint brushes and cutlery. Children begin to show accuracy and care when drawing.</p>
Progression into Year 1	<p>Children will use their prior knowledge and apply this in the following way:</p> <p>PE</p> <p>In Year 1 children are expected to be able to become increasingly confident to apply the following skills when moving, joining in with team games, dancing, joining in with athletics. These include applying balance, dodging, agility. To prepare children for this in Year 1, children in Reception have weekly PE lessons which introduce these skills. They explore different ways of moving, experience bat and ball skills, explore movements in dance, gymnastics and athletics and begin to use these movements purposefully. Children are given daily opportunities to prepare them for these skills in Year 1 through their continuous provision. Children have access to bikes, scooters, stilts, bats and balls, hula hoops, cones, bean bags, different sizes balls.</p> <p>Art</p> <p>In Year 1 children are expected to represent the world around them using different media with appropriate control. To prepare children for this, in Reception we have daily opportunities for children to develop their fine motor skills. These include mark making, playdough/clay, making patterns with peg boards, threading, sorting with tweezers, for example.</p> <p>Writing</p> <p>In Year 1, children are expected to form most letters correctly and relative in size. In Reception, children begin to prepare for this once they can form all of their letters correctly. Once children can do this, children are encouraged to sit the letters on the lines of their books and writing is modelled daily in RWInc.</p>		

IMPLEMENTATION OF LITERACY

Phonics

In Reception, phonics is taught daily by a team of knowledgeable and experienced practitioners, using the Read Write Inc Programme. This programme provides a seamless transition into Key Stage 1. Children will also be immersed in phonics through the exemplary learning environments both inside and outside; activities are often offered to enrich their understanding and support their learning journey.

Reading

Every week Reception children select a book, called a 'Star Book', to share at home with an adult. Guidance is given to families on how to share these books. The 'Star Books' are not linked to the child's individual phonics level and are designed to be read by their adult at home. We wish to give children the aspiration to read more challenging texts and develop a deep love of reading. When children are ready, they are provided with a phonically decodable book. Children are expected to read their level specific RWInc at least three times per week. Reading is prioritised throughout the school and our Reception team ignite this passion from an early age. Children listen to multiple stories every day. Books are carefully and purposefully chosen using a range of recommended texts; rich language, repeated refrains and plays on rhyme and alliteration provide a sharp focus. Books corners provide safe, cosy and calm spaces for children to relax and read in. We carefully also choose books to be part of the continuous provision areas, such as, cookery books in the role play or a book about tractors in the farm tuff spot. We never tire of hearing stories being retold or acted out using props and other resources.

Writing

In our Reception classes, children always have access to a full range of mark making activities to choose from as well as opportunities to begin to mark make, write recognisable letters, words and sentences. Children participate in daily Read Write Inc lesson which includes a section which has a focus on writing. During this time, children will work with either the teacher or teaching assistant to develop their writing skills. The children also participate in weekly guided writing tasks which are linked to their phonics level and embed what has been taught during their Read Write Inc lessons. Independent opportunities are given daily to mark make and write in our structured continuous provision throughout our classrooms and garden area. Staff model their expectation to children to ensure standards, when working independently, are always high and aspirational.

Statutory Educational Programme: Literacy

Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Italics denotes Cockington Primary Schools' extra things that we do to enhance the curriculum.

	Children working at developmental level Birth to 3.	Children working at developmental level 3-4 age.	Children working at Reception age level.
Literacy	<ul style="list-style-type: none"> Enjoys rhyming and alliteration games. Can draw a recognisable face. Joins in with well-known stories. Shows an interest in books. Holding them carefully, showing an awareness of which way to hold a book and turn pages. Begins to recognise own name and familiar logos. Joins in with singing a few familiar songs and enjoys singing whilst playing. Enjoys drawing freely. Makes marks on paper to represent objects such as their name or family members e.g. 'that says my name'. Can name the pictures on the Read Write Inc. frieze frame cards e.g. mountain, apple. 	<ul style="list-style-type: none"> Has a good awareness of rhyme and alliteration e.g. finishes a rhyming string. Adds details to drawings and can draw a recognisable person with a body. Aware that text holds a meaning and in English goes from left to right, top to bottom. Begins to label with an initial sound or a single word. Begins to recognise relevant or personal capital letters, e.g. first letter of my name. Engage in extended conversations about stories, learning new vocabulary. Can count or clap syllables in a word. Can name the different parts of a book. Can write all or some of their name. Children begin to recognise the letters masdtnpggo and links the correct sounds. Begins to hear and say initial sounds in words. Begins to be able to hear the sounds in words and orally blend. 	<ul style="list-style-type: none"> Recognises and can say a sound for each letter in the alphabet and at least 10 digraphs, including ll, ff, ss, ck. Can say and write the initial sound in words. Can blend CVC, CCVC, CVCC words. Can hear the sounds in CVC words and spell them correctly. Can hear sounds in longer words and represent these with letters and/or digraphs. Can read some common exception words. Understands what has been read to them by retelling stories in their own words. Can predict key events in stories. Uses recently introduced vocabulary in their writing.

	<ul style="list-style-type: none"> • Repeat words and phrases from familiar stories and rhymes. • Ask questions about stories. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • <i>Enjoy sharing books with an adult.</i> • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Have favourite books and seek them out, to share with an adult, another child, or to look at alone. 	<ul style="list-style-type: none"> • <i>Retells well-known stories, including describing characters, and key events.</i> • <i>Recognises words, such as own name, logos, and letters in text.</i> • <i>Begins to write some letters accurately.</i> • <i>Can sing several nursery rhymes and songs.</i> 	<ul style="list-style-type: none"> • Can read aloud simple sentences and books that are consistent with their phonic knowledge. • <i>Can write recognisable letters, most of which are correctly formed.</i> • <i>Begins to recognise and write capital letters.</i> • <i>Can spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> • <i>Can hear the sounds in CVC words and orally blend and segment.</i> • <i>Can hold a sentence in their head.</i> • <i>Uses set 1 digraphs in their writing</i> • <i>Is beginning to use set 2 digraphs in their writing.</i> • <i>Can spell some common exception words correctly.</i> • <i>Begins to attempt a sentence independently.</i> • <i>Write a phonetically plausible simple sentence that can be read by themselves and others.</i> • <i>Children begin to use capital letters, finger spaces and full stops.</i> • <i>Uses a tripod grip when writing to develop a handwriting style which is accurate and efficient.</i>
Desired End Point:	Children give meaning to the marks they make, such as drawing their name, objects, and a recognisable face. Children actively show an interest in books, holding them carefully, repeating words from familiar tales during play and asking questions about illustrations. Children show an awareness of text, recognising their name and other logos. Children enjoy joining in with singing, rhyming, and alliteration	Children can write their own name and form recognisable letters. Children begin to hear initial sounds in words and are beginning to orally blend some words. Children can link some sounds to letters and shows an awareness that English is read from left to right and are aware that text holds a meaning. They can confidently join in and participate with rhyming and alliteration activities including continuing a rhyming string. Children develop a love of reading through being engaged in rich texts and	Comprehension: Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Children anticipate (where appropriate) key events in stories. Children use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role

	games and can distinguish between different sounds.	can be involved with conversations about stories including characters and settings.	<p>play. Children can read and understand simple sentences in a way which is consistent with their phonic knowledge.</p> <p>Word Reading: Children can confidently recognise sounds for each letter in the alphabet and 10 digraphs to allow them to decode regular words. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Children demonstrate understanding when talking to others about what they have read and retell stories themselves in their own words as well as predict what happens in different stories. Children can use and understand new vocabulary in different contexts.</p> <p>Writing: Children can write recognisable letters, most of which are correctly formed. Children can spell words by identifying sounds in them and representing the sounds with a letter or letters. Children can write simple phrases and sentences that can be read by others.</p> <p>Non negotiables (decided as a whole school teaching team). Children can confidently write simple sentences which can be read by themselves and others. They can confidently use their phonics knowledge to write phonetically plausible words as well as utilise and correctly</p>
--	---	---	---

			<p>spell some common irregular words. Children can consistently and accurately sit their letters on a line, use capital letters, finger spaces and full stops.</p> <p>Sentences written with finger spaces in books.</p>
Progression into Year 1	<p>Children will use their prior knowledge and apply this in the following way:</p> <p>Word Reading</p> <ul style="list-style-type: none"> • In Year 1, children are expected to be able to read 40+ phonemes. To prepare children for this in Reception children are expected to recognise at least all single phonemes as well as 10+ digraphs. • In Year 1, children are expected to read accurately by blending sounds in unfamiliar words, some of which are polysyllabic. To prepare children for this, in Reception children are encouraged to read familiar polysyllabic words containing 1 familiar digraph. • In Year 1, children are expected to read words containing contractions such as 'I'll' and 'we'll'. To prepare children for this, in Reception, children are taught digraphs containing double letters such as 'll', as some of the digraphs we expect children to know before leaving Reception. • In Year 1, children are expected to read books aloud accurately. To prepare children for this, in Reception, children are taught to blend words using 'Fred in your head' method which allows children to begin to read a sentence more fluently. Children are also encouraged to use their finger underneath each word to support their fluency. • In Year 1, children are expected to read common exception words, noting unusual correspondents between spelling and sounds. To prepare children for this, in Reception, children are taught some common exception words which they use in their writing and recognise in the simple sentences they are reading. <p>Comprehension</p> <ul style="list-style-type: none"> • In Year 1, children are expected to appreciate rhymes and poems and be able to recite some by heart. To prepare children for this, in Reception children are exposed to rhymes and songs regularly. These are a mixture of traditional that the children are able to join in with as well as new rhymes and poetry which link with our learning experiences. • In Year 1, children are expected to check that texts make sense to them as they read and assess their own writing. To prepare children for this, children have daily Read, Write, Inc phonics lesson which include questioning about the text and assessing our own writing. Children are encouraged to re-read their work daily in phonics when making CVC words with magnetic letters to ensure it makes sense. • In Year 1, children are expected to explain their understanding of a text clearly of what has been read to them, as well as predicting what might happen. To prepare children for this, children in Reception are exposed to multiple texts a day. Children have many opportunities to discuss them during adult-led sessions after and reading stories during phonics, as well as through activities which have been set up which link to specific texts. For example, recreating stories in the small world area and/or role play areas. 		

Writing

- In Year 1, children are expected to spell words containing each of the 40+ phonemes already taught, as well as common exception words. To prepare children for this, children in Reception have many opportunities daily to write words containing sounds they have been taught. Children are exposed to some common exception words in their environment throughout continuous provision and are expected to recognise and write these during adult-initiated activities as well as beginning to write them independently.
- In Year 1, children are expected to use letter names. To prepare children for this, these are drip fed into our teaching once children are familiar and confident with phonemes later on in the year.
- In Year 1, children are expected to leave spaces between words, use connectives, punctuation and capital letters of names of people, places, days of the week. To prepare children for this, later in the year adults model sentences containing capital letters accurately and children know that at the start of their sentence they need a capital letter and end with a full stop. Capital letters are displayed next to the lower-case letters on phonics displays for children to refer to. Sound mats and word mats specifically linked to the Learning Experience are displayed within the learning environment. Children are encouraged to use finger spaces as soon as they begin to attempt sentences, and this is modelled daily.
- In Year 1, children are expected to sequence sentences to form short narratives. To prepare children for this, children in Reception are encouraged to write sentences using their phonic knowledge that others and themselves can read. Sentence writing is modelled and there are lots of opportunities for writing in the continuous provision.

IMPLEMENTATION OF MATHEMATICS

It is our intention that children develop firm mathematical foundations during their time in EYFS. In Reception, we follow White Rose Maths Scheme and the NCETM Mastering Number Programme. This project aims to secure firm foundations in the development of good number sense and fluency in calculations for all children from Reception through to Year 1 and Year 2. Attention is given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. These programmes provide support and guidance which we use when planning out learning zones and structured activities during continuous provision.

Continuous provision allows us to enrich children's mathematical experiences and understanding. Frequent and varied opportunities are planned for, which allow children to recap on prior learning or prepare them for the next stage in their mathematical journey. Children use continuous provision to master their understanding and deepen their mathematical skills. Staff spend time each half term touring the provision to ensure the learning environments are progressive in content, aspirational and assisting in delivering the EYFS curriculum.

In Reception, we use a scheme of work called White Rose Maths. This scheme supports teachers to deliver a curriculum that embeds mathematical thinking and language with step-by-step lessons that build confidence and encourage the development of problem-solving skills and has a progressive content. We aim to develop a deep understanding of the numbers to 10 by the end of the year.

Statutory Educational Programme: *Mathematics*

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Italics denotes Cockington Primary Schools' extra things that we do to enhance the curriculum

	Children working at developmental level Birth to 3.	Children working at developmental level 3-4 age.	Children working at Reception age level.
Maths	<ul style="list-style-type: none"> • <i>Has an awareness of routines.</i> • Can take part in finger rhymes with numbers. • <i>Can recite numbers in sequence up to 5.</i> • Can compare quantities and begins to show an awareness in more/less. • <i>Begins to spot amounts around the room, for example, 'there's two, I'm two'.</i> • <i>Begins to show an interest in counting objects.</i> • <i>Begins to recognise numerals 0-3.</i> • <i>Shows an interest in number.</i> • <i>Can count actions such as jumps, claps, hops.</i> • <i>Begins to sort various objects into categories such as shape, size, colours.</i> • <i>Uses the language of size, such as big, little, tiny, small, huge, tall.</i> • <i>Begins to represent number using their fingers.</i> • Spots different patterns in the environment such as stripes, polka dots, etc. • <i>Shows an interest in shape</i> 	<ul style="list-style-type: none"> • Talks about everyday routines using language such as first, then etc. • Can subitise to 3 (without counting). • <i>Can recite numbers 1-10 forwards and backwards.</i> • <i>Beginning to recite numbers above 10.</i> • Compares quantities using language such as more, less, fewer, same. • Describe a familiar route and locations, using words like 'in front of' and 'behind'. • <i>Orders numbers 0-5 forwards and backwards.</i> • <i>Counts out quantities to match numerals 0-5.</i> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Shows fingers to represent up to 5. • <i>Compares height, length, weight, and capacity, uses language such as heavy, light, full, empty, tall, short.</i> • Explores 2D shapes and uses words to describe them such as pointy, round, sides, corners etc. • <i>Explores 3D shapes through building and making models.</i> • <i>Recognises numerals 0-5.</i> • Can copy and follow on an ABAB pattern, correcting errors in patterns. • Says one number name for each item. • Solves real world maths problems with numbers up to five. • Experiments with symbols and marks as well as numerals. • Understands positions through language alone, e.g. under, over, on top. 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Subitise. • <i>Developing subitising skills to subitise to 5 (recognise quantities without counting).</i> • Count beyond ten. • <i>Explore reciting numbers up to and beyond 20, understanding the pattern used when counting.</i> • <i>Begin to recognise and explore numerals to 20.</i> • <i>Develop a deep understanding of numbers to 10, one more/one less, what numbers are made up of, the 'threeness of 3', 'fourness of 4' etc.</i> • Explore the composition of numbers to 10. • <i>Begin to compare quantities to 10 and introduce using greater/more than & less/fewer than.</i> • Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. • <i>Begin to explore automatically recalling number bonds to 5 (including subtraction facts), without rhymes, and begins to recall number bonds to 10, including double facts.</i> • Automatically recall number bonds for numbers 0-5 and some to ten.

		<ul style="list-style-type: none"> • Selects shapes appropriately to build and recreate models combining shapes to create new ones 	<ul style="list-style-type: none"> • <i>Explores resources to solve addition and subtraction number problems involving single numbers to 10 and making physical recordings.</i> • <i>Explores patterns within numbers to 10 including exploring odds and evens, halving, doubling and sharing.</i> • <i>Can recognise and begin to name 2D & 3D shapes.</i> • <i>Explores language and resources to talk about size, weight, capacity, position, distance, time and money.</i> • Compare length, weight and capacity. • <i>Uses and explores mathematical language to describe 2D and 3D shapes.</i> • Talk about and explore 2D and 3D shapes using informal mathematical language. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • <i>Recognises, creates and describes patterns, such as AB & ABC patterns.</i> • Continue, copy and create repeating patterns. • <i>Understands the meaning of time and is able to use language such as, morning, afternoon, evening, first, then and now. Is learning to sequence events.</i>
--	--	---	--

Desired End Point:	<p>Children show an interest in shape, being able to sort objects by size, shape, and colour. Children can use the language of size and are beginning to show an interest in patterns. Children show an interest in number, recognising numerals to 3, reciting numbers to 5, counting actions, and representing amounts on their fingers. Children begin to spot and compare amounts in the environment.</p>	<p>Children use their language to talk about everyday routines and describe familiar routes and locations using prepositional language. Children explore 2D and 3D shapes. Children can select shapes to build and recreate models and patterns using language such as round and pointy to describe shapes. Children enjoy solving maths problems and can recite numbers 1-10 forwards and backwards, recognising numerals 0-5 and being able to order these in sequence. Children can count objects to 5 matching the correct quantity and knowing the last number counted is the total amount. Children can recognise small quantities of objects without counting and can represent quantities on their fingers.</p>	<p>Children have a deep understanding of numbers to 10, including knowing number bonds to 5 and some number bonds to 10 and know the 'threeness of three' for example. Children can subitise to 5. Children can verbally count to and past 20, recognising the pattern of the counting system. Children can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children can explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally. Children can add and subtract single digits. Children can confidently recognise and begin to name 2D and 3D shapes and use mathematical language to describe these. Children explore time as a concept and use different resources to measure periods of time as well as confidently use language to talk about time and sequence events. Children confidently use mathematical language to talk about size, position, distance, length, weight, capacity, money.</p>
---------------------------	---	---	--

Progression into Year 1	<ul style="list-style-type: none"> Children will use their prior knowledge and apply this in the following way: In Year 1 children are expected to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. To prepare children for this, in Reception, we practise counting to 20 and beyond forwards and backwards and beginning with different numbers within 20. In Year 1 children are expected to count, read and write numbers to 100 in numerals. To prepare for this, in Reception, children gain a deep understanding of numbers to 10 as well as recognise numbers to 20 and count beyond 20. In Year 1 when given a number, children are expected to identify one more and one less. To prepare for this, in Reception, children practise finding one more and one less than a number up to 10.
--------------------------------	--

- In Year 1 children are expected to identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. To prepare children for this, in Reception, children represent numbers to 20 using different methods such as resources and pictures. Children also begin to practise mathematical comparisons such as more and fewer.
- In Year 1 children are expected to read and write numbers from 1 to 20 in numerals and words. To prepare children for this, in Reception, we practise counting to 20 and beyond and being to recognise numbers to 20.
- In Year 1 children are expected to read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. To prepare for this, in Reception, children are introduced to number sentences and practise reading and writing number sentences to show addition and subtraction within 10.
- In Year 1 children are expected to represent and use number bonds and related subtraction facts within 20. To prepare for this, in Reception, children recall number bonds to 5 and begin to recall number bonds to 10.
- In Year 1 children are expected to add and subtract one-digit and two-digit numbers to 20, including zero. To prepare for this, in Reception, children practise adding and subtracting single digits up to 10. In Year 1 children are expected to solve one-step problems that involve addition and subtraction, multiplication and division using concrete objects and pictorial representations. To prepare for this, in Reception, children solve addition and subtraction problems within 10 and practise using different resources such as concrete to help.
- In Year 1 children are expected to recognise, find and name a half as one of two equal parts of an object, shape or quantity. To prepare for this, in Reception, children begin to find half of shapes and numbers using concrete resources and the concept of sharing.
- In Year 1 children are expected to compare, describe, measure and solve practical problems for: lengths and heights, mass and weight, capacity and volume and time. To prepare for this, in Reception, children begin to use mathematical language to describe and compare length, height, weight, capacity and time through exploration.
- In Year 1 children are expected to recognise and know the value of different denominations of coins and notes. To prepare for this, in Reception, children are introduced to coins and begin to use mathematical language to talk about money.
- In Year 1 children are expected to sequence events in chronological order using language for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. To prepare for this, in Reception, children begin to sequence their days and orally talk about when different events happen during the day.
- In Year 1 children are expected to recognise and use language relating to dates, including days of the week, weeks, months and years. To prepare for this, in Reception, we introduce calendars and talk about the day and month which we are in and the sequence of these.
- In Year 1, children are expected to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- In Year 1 children are expected to recognise and name common 2-D and 3-D shapes. To prepare for this, in Reception, children begin to use mathematical language to talk about shapes and the suitability of these for different uses such as building.
- In Year 1 children are expected to describe position, direction and movement. To prepare for this, in Reception, children begin to use mathematical language to describe position such as on top of, behind, in front of, next to.
- *In year 1, children are expected to be able to talk how they have solved a calculation, for example knowing that $5+4=9$ because they know that double 5 is 10 and 4 is one less than 5 so it is 9 because 9 is one less than 10.* In Reception, children explore doubles and number bonds to 10 through various resources such as Numicon. Our Maths curriculum is heavily focussed on numbers to 10 to develop a deep understanding of those numbers to 10.

IMPLEMENTATION OF EXPRESSIVE ARTS AND DESIGN

Children's artistic and cultural awareness is enhanced through the implementation of expressive arts and design. There are endless opportunities to explore this curriculum area across EYFS through our carefully planned continuous provision and adult initiated activities. We sing, dance, perform shows, role-play, paint, create and draw, plan, design, make and evaluate throughout every day.

Children explore their artistic ability through using a range of media, such as: chalk, watercolour paints, powder paints, poster paints, charcoal, crayons, PVA glue, junk modelling, playdough/ modelling clay and ICT are amongst the media used. Activities are initially carefully modelled, and guidance is thoughtfully given where needed to support and ensure children's progression.

We promote self-expression through our exploration of music. Children can always be heard in our EYFS garden playing a range of instruments and creating sounds. Children participate in weekly Charanga scheme lessons, which offers high-quality music education which engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Children have an opportunity to perform to a real audience, demonstrating their musical skills and awareness of audience.

Children are encouraged to develop their role play skills and imaginative skills by using available props, small world, dressing up clothes and materials when role playing characters in narratives and stories. Nursery Rhymes are used throughout the children's time in Reception to support developing characters and narratives.

Statutory Educational Programme: *Expressive Arts and Design*

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<i>Italics denotes Cockington Primary Schools' extra things that we do to enhance the curriculum.</i>	Children working at developmental level Birth to 3.	Children working at developmental level 3-4 age.	Children working at Reception age level.
Expressive Arts & Design	<ul style="list-style-type: none"> • <i>Explores joining methods such as glue sticks and tissue paper.</i> • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Enjoy and takes part in action songs, such as 'Twinkle, Twinkle Little Star' and other nursery rhymes and songs. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • <i>Explore their voices and enjoy making sounds, e.g., exploring loud/quiet, fast/slow, high/low.</i> 	<ul style="list-style-type: none"> • <i>Join different materials and explore different textures for example PVA glue and tape for sticking scrap materials together.</i> • <i>Can sing a variety of songs from memory.</i> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> • <i>Refines previous knowledge on joining materials and artistic effects – cold glue guns, paper clips, split pins, & hole punch with treasury tags.</i> • <i>Begins to move imaginatively repeating actions in a sequence.</i> • Create collaboratively, sharing ideas, resources, and skills. • <i>Children to have an awareness and opportunities to explore different varieties of art – abstract, watercolours, 3D models.</i> • <i>Through the exposure of a variety of music and dance children can listen attentively, move to and talk about music.</i> • Sing in a group or on their own and able to match pitch and melody. • Can develop storylines in their pretend play. • Explore and engage in music making and dance performing solo or in groups.

	<ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. <i>Manipulate and play with different materials.</i> Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. 	<ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	
--	---	---	--

Desired End Point:	<p>Children explore a range of media and materials using their senses and simple tools. Children enjoy expressing themselves through moving to music, exploring sounds, and taking part in action songs. Children begin to use their imagination during pretend play, using props to represent objects from their experience.</p>	<p>Children explore a range of media and materials and begin to experiment with different methods of joining and assembling. Children can use their imagination and draw upon their previous experiences in pretend play. Children enjoy making their own small worlds and sometimes relate these to areas from their own community. Children begin to show an awareness of tools and their purpose, using them to contrast with different materials and media. Children are able to play alongside others taking on different roles and discuss their feelings and emotions. Children enjoy taking part in dance and music activities. They are able to sing a variety of songs using melodic tunes including making up their own songs. Children begin to move</p>	<p>Children can safely and confidently use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Children can share their creations, explaining the process they have used. Children can make use of props and materials when role playing characters in narratives and stories. Children can also create together collaboratively and opportunities to explore different art. Children can invent, adapt, and recount narratives and stories with peers and their teacher. Children can sing a range of well-known nursery rhymes and songs and</p>
---------------------------	---	--	--

		rhythmically to music including music and songs from other cultures and languages.	perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music. Children can imaginatively develop storylines in their pretend play.
Progression into Year 1	<p>Children will use their prior knowledge and apply this in the following way:</p> <p>Dance In Year 1, children are expected to compose a short dance by linking movements. To prepare children for this in Year 1, children are given opportunities to explore movement and dance. Children are encouraged to do this through provision musical instruments and different costumes to enhance their performances.</p> <p>Design Technology In Year 1, children are expected to build vehicles and explore how they can be made stronger and stiffer, for example. To prepare children for this in Year 1, children are encouraged to build using various construction materials as well as explore joins and assembling different materials using resources such as string, hole punches, staples etc. The children also have opportunities to explore using a saw and hammer safely.</p> <p>Music In Year 1, children are expected to have played a musical instrument. To prepare for this, in Reception children are introduced to a variety of musical instruments, their names and how they are played. Children have many opportunities to explore these in adult-led sessions as well as through continuous provision and children are taught to follow a beat using instruments.</p> <p>Art In Year 1, children are expected to know how much water to use, when to change the water and know when the brush needs water to create different effects when using water colours. To prepare children for this, in reception children have opportunities to explore water colours and begin to explore the need for water whilst using them.</p> <p>Computing In Year 1, the children should be able to recognise technology in school and use it responsibly. To prepare the children for this, correct use of technology is modelled to children. In Year 1, children are expected to be able to use laptops to complete computing units of learning such as digital painting. To prepare them for this, children's fine motor skills are developed so they are sufficient to access this. In Year 1, children access physical computing using devices such as Beebots. IT tools are introduced in EYFS to prepare the children for this.</p>		

IMPLEMENTATION OF UNDERSTANDING THE WORLD

We provide an abundance of opportunities to ensure children can make sense of the physical world, as well as our local community. To help understand the world, we offer visits to the local beach and the local zoo. We also use our local environment as much as possible. We welcome visitors into school and have enjoyed hearing from the local vicar, a nurse, a dentist, a police officer and an animal expert.

We help children to understand cultural diversity in many ways. We use carefully selected texts to discuss the similarities and differences to how we live and where we live. We share with children video clips of cultural festivals and enjoy listening to different musical genres. We learn dances, make artefacts, such as Diva lamps, taste food and learn from visitors, firsthand, about other cultures. At Cockington Primary School our school community has a large proportion of pupils with English as an additional language and ensure we celebrate their family traditions and heritage to ensure inclusivity.

We always encourage the children at Cockington Primary School to consider how they can help our community: Looking after our environment by turning lights out, recycling properly and picking up litter.

Through carefully selected texts we teach children about how to protect the world. We use stories to encourage reflection and spend time discussing consequences to actions. We use stories to discuss litter and plastic pollution and the impact that this has on animal habitats both on the land and in the ocean.

We sprinkle awe and wonder into the curriculum wherever possible; for example, planting and growing, bug hunts, woodwork skills and making bug hotels. We also spend time learning about different cultures and religions and this knowledge helps us to show children about the wonderful world that we live in.

Children in our EYFS are also encouraged to participate in our 'Things to do in the Early Years' – these experiences help children to explore the world in different ways.

Statutory Educational Programme: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Italics denotes Cockington Primary Schools' extra things that we do to enhance the curriculum.

	Children working at developmental level Birth to 3.	Children working at developmental level 3-4 age.	Children working at Reception age level.
Understanding the World	<ul style="list-style-type: none"> • <i>Explore materials with different properties using their senses.</i> • Explore natural materials, indoors and outside, <i>e.g. wet sand, water, soil.</i> • Explore and respond to different natural phenomena in their setting and on trips <i>e.g. splashing in puddles, looking for minibeasts, standing in the rain.</i> • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Use all their senses in hands on exploration of natural materials. • Talk about what they see, using a wide vocabulary, <i>e.g. 'this feels rough' 'the leaves are crunchy'.</i> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Investigate and explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel, <i>e.g. magnetic attraction and repulsion.</i> • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • <i>Talk confidently to adults and peers about their family and local community.</i> • <i>Can talk about people who are familiar to them e.g. police, doctors, teachers etc.</i> • <i>Can notice and comment on similarities and differences between things in the past and now.</i> • <i>Understands historical importance by having hands on experiences e.g. looking at old toys versus new ones.</i> • Understands the past through settings, characters and events from books read in class and storytelling. • Can draw information from a simple map. • Understands similarities and differences between different religious and cultural communities within this country <i>e.g. visiting places of worship and inviting religious figures into the school.</i>

		<ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice <i>e.g. making paper, taking part in cooking activities, observing melting ice.</i> 	<ul style="list-style-type: none"> • Can explain similarities and differences between life in this country and life in other countries. • <i>Explores the natural world around them, making observations and drawing pictures of animals and plants.</i> • <i>Understands how to care for the natural world.</i> • Understands the effect of changing seasons. • Daily weather conversations and comparisons from yesterday and predictions for tomorrow's weather.
Desired end point	Children begin to notice similarities and differences showing an awareness of their family and families. Children can talk about objects they have observed in their natural environment. Children enjoy exploring a range of experiences outdoors and begin to show an awareness of the natural world around them.	Children explore natural materials and the world around them using their senses and can describe what they see. Children have an awareness of their family history, local community, and the world around them. Children enjoy exploring cause and effect through hands on experiences and can talk about the differences and changes they observe to materials. Children understand growth and decay, and can talk about life cycles, and living things in their environment taking part in activities such as caring for plants and animals. Children can talk positively about others similarities and differences.	Children can talk about the lives of the people around them and their roles in society and know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They can understand the past through settings, characters and events encountered in books read in class and storytelling. Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Children can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Children can explore the natural world around them, making observations and drawing

			<p>pictures of animals and plants. Children will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Progression into Year 1	<p>Children will use their prior knowledge and apply this in the following way:</p> <p>Geography</p> <p>In Year 1, children are expected to know the four seasons and the weather associated with these. To prepare for this, in Reception we talk about weather in the moment and vocabulary associated with the weather contextually whilst completing our morning routine.</p> <p>In Year 1, children are expected to locate their town on a map and talk about key geographical features. To prepare for this, in Reception we discuss our local area of Torquay from a children's perspective of their favourite, familiar or recognisable places. Children have the chance to talk about their favourite days out in Torquay. Children in Reception have access to maps and globes in order to explore, comment and ask questions which prepares children in Year 1 for understanding how maps represent locations.</p> <p>Science</p> <p>Plants</p> <p>In Year 1, children are expected to identify and describe the basic structure of a variety of common flowering plants including trees. In Reception, children learn to name different parts of a common plant such as a sunflower. The vocabulary they use to name is leaf, petal, stem and roots.</p> <p>In Year 1, children are expected to identify and name a variety of common, wild and garden plants including deciduous and evergreen trees. In Reception, children are encouraged to describe and comment on plants they have seen whilst outside and changes.</p> <p>In Year 1, children are expected to name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals. To prepare them for this, in Reception the children discuss animals in their immediate environment.</p> <p>Materials</p> <p>In year 1 children are expected to distinguish between objects based on the materials they are made from, as well as identify and name materials and describe their properties. In Reception we prepare children for this throughout planned continuous provision activities which promote curiosity, questioning and problem solving. These involve floating and sinking with different objects and materials.</p> <p>History</p>		

	In Year 1, children are expected to know about local explorers, including Francis Drake. To prepare the children for this in Reception, we talk about significant people, such as, Mary Anning.
--	--

EXPERIENCES IN THE EARLY YEARS

Throughout the academic year we will be providing the children in Reception with quality hands on learning experiences; with the intent to broaden the children's vocabulary, consolidate previously learnt knowledge & skills, ignite a passion for learning, and providing lightbulb moments. These experiences are linked to the texts we teach, local events, religious and cultural festivals, and our community. We hope to ensure that the children in our care are self-motivated, eager learners, who are integral to society and have a good awareness of the British Values and our school values.

- | | |
|--|---|
| <ul style="list-style-type: none">• How to say good morning or hello in several different languages; including the different languages of the children within our Reception cohort.• Planting our own vegetables, plants and herbs, including broad beans, cress, strawberries and sunflowers.• Making bread, sandwiches, cakes, soup, porridge, gingerbread men• Visiting the local coastline• Learning about how caterpillars grow and evolve by caring for live caterpillars.• Learning all about different parts of our world.• Exploring our community and other places in the worlds using Google Maps.• Visiting our local shop to purchase stamps for posting letters.• 'Forest School' sessions in our onsite Forest School area.• Learning about how to protect our planet by taking part in litter picking in our school grounds.• Taking part in the school wide Sports Day• Visiting Paignton Zoo. | <ul style="list-style-type: none">• Visiting our local church or having the vicar come into school.• Learning about the traditional of several cultural and religious festivals.• Making our own story books.• Perform a show on stage.• Celebrate World Book Day visiting a book café and having stories read to the children.• Invite the local library to come to school.• Make a collaborative art masterpiece, such as a Matisse inspired snails.• Learning all about the people who help us with visits from, for example, the community police officer, dentist, vicar and lifeguard.• Visiting our local beach.• Taking part in puddle jumping and welly walks |
|--|---|

Cockington Primary School's Early Years Curriculum Broken into National Curriculum Subjects

Science

Children working at developmental level Birth to 3	Children working at developmental level 3-4 age	Children working at Reception age level.	Year 1
<p><i>Explore materials with different properties using their senses.</i></p> <p>Explore natural materials, indoors and outside, <i>e.g., wet sand, water, bark, soil.</i></p> <p>Explore and respond to different natural phenomena in their setting and on trips <i>e.g., splashing in puddles, looking for minibeasts, standing in the rain.</i></p> <p>Explore different materials, using all their senses to investigate them.</p> <p><i>Manipulate and play with different materials.</i></p> <p><i>Begin to understand where animals live. E.g.- fish</i></p> <p><i>Opportunities to discuss water safety etc.</i></p>	<p>Explore collections of materials with similar and/or different properties. (Materials and their Properties)</p> <p>Use all their senses in hands on exploration of natural materials. (Materials and their Properties)</p> <p>Investigate and explore how things work. (Forces)</p> <p>Plant seeds and care for growing plants. (Plants)</p> <p>Understand the key features of the life cycle of a plant and an animal. (Living Things and their Habitats)</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel, e.g. magnetic attraction and repulsion. (Forces)</p>	<p>Explores the natural world around them, making observations and drawing pictures of animals and plants. (Living Things and their Habitats)</p> <p>Understands how to care for the natural world. (Living Things and their Habitats)</p> <p>Materials can have similar or different properties and can be suitable for different purposes. (Materials and their Properties)</p> <p>Understand the effect of changing seasons on the natural world around them. (Seasonal Changes)</p> <p>Understands that plants and animals have a life cycle. (Living Things and their Habitats)</p>	<p><u>Plants</u></p> <p>In Year 1, children are expected to identify and describe the basic structure of a variety of common flowering plants including trees. In Reception, children learn to name different parts of a common plant such as a bean. The vocabulary they use to name is leaf, petal, stem and roots.</p> <p>In Year 1, children are expected to identify and name a variety of common, wild and garden plants including deciduous and evergreen trees.</p> <p><u>Animals including humans</u></p> <p>In Year 1, children are expected to name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p><u>Materials and their Properties</u></p> <p>In year 1 children are expected to distinguish between objects based on the materials they are made</p>

<i>Starting to observe change in materials. E.g.- making playdough, mixing cornflour and water, adding bubbles to water.</i>	Talk about the differences between materials and changes they notice. (Materials and their Properties)		from, as well as identify and name materials and describe their properties.
<p><u>Specific Content</u></p> <ul style="list-style-type: none"> -Looking and different fruits and vegetables, discussing and commenting on the differences and describing these. -Planting seeds knowing that plants need water, soil and sunlight to grow. Describe and write about planting process of planting. Watering and taking care of the things we have planted. -Scientific investigation linked to plants and predicting what will happen based on prior knowledge then discussing reasons for outcome. -Experimenting with scientific skills and investigation through the provision. Experimenting in the water and sand area with size, weight, capacity and floating and sinking. Investigating in the investigation station about nature, using magnifying glasses, -Scientific investigation with materials through guided learning and in provision. Making a prediction then discussing outcome. -Learning how to keep ourselves healthy, including how to look after our teeth. -Observing change- from solid to liquid and liquid to solid. For example, observing ice melting, changes in state when cooking and cornflour being mixed with water. -Observing and commenting on the lifecycle of a butterfly. -Exploring and learning about the different seasons and how they affect the natural world around them. <p><u>Specific vocabulary</u></p> <ul style="list-style-type: none"> • Life cycle • Growth • Growing • Grown • Garden • Vegetables • Herbs • Plant • Stem • Petal • Leaf • Root • Float • Sink • Seasons • Decay 			

History

Children working at developmental level Birth to 3	Children working at developmental level 3-4 age	Children working at Reception age level.	Year 1
<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Understanding a daily routine.</p> <p>Beginning to use vocab around yesterday, tomorrow and today.</p>	<p>Can notice and comment on similarities and differences between things in the past and now e.g. looking at where they live and how it has changed when compared to the Jurassic period. (<i>Link to substantive concept – Civilisation</i>)</p> <p>Understands historical importance by having hands on experiences e.g. artefacts such as fossils.</p> <p>Understands the past through settings, characters and events from books read in class and storytelling (<i>Link to substantive concept – Power</i>)</p> <p>I can recall and sequence some of my daily activities (<i>Link to substantive concept – Legacy</i>)</p> <p>Compare and contrast characters from stories, including significant figures from the past (<i>Link to substantive concept – Legacy</i>)</p>	<p>In Year 1, children are expected to know about local explorers. To prepare the children for this in Reception, we talk about significant people through our Learning Experiences, such as 'The Lost World'.</p>
<p><u>Specific Content</u></p>			

-Children look and observe the differences between now and then using illustrations from the Jurassic Period and pictures of the local area now.

-Learning about bonfire night and why it is remembered every year. Making firework pictures, talking about what we have observed. Watch a firework display on YouTube.

-Remembrance Day learning, showing respect and why we do this. Discussion about the day and making poppies to wear.

-Through our 'Getting to know you' Learning Experience, the children talk about their family, bringing in photos of their family and creating a family display/timeline. Looking at our baby photos and us now to compare and talk about similarities and differences. Linking this to lifecycles and how we change over time (now and then).

-We look discuss what other families look like and how this differs from our own family. We look at how we differ from one another through creating self-portraits.

-Learning about the Dinosaurs and when they lived: Triassic, Jurassic and Cretaceous period.

-Learning about significant people- Mary Anning and Elizabeth Philpot and their findings. Discussions around how difficult it was in history for women to share their knowledge.

Specific vocabulary (What other vocabulary)

- Guy Fawkes
- Gunpowder plot
- Fireworks
- Government
- Triassic, Jurassic, Cretaceous
- Pre-historic
- Extinct
- Fossil
- Palaeontologist
- Significant
- Remembrance
- Similarity
- Difference
- Timeline
- Legacy
- Civilisation
- Power
- Chronology

Geography

Children working at developmental level Birth to 3	Children working at developmental level 3-4 age	Children working at Reception age level.	Year 1
<p>Feel confident when taken out around the school and enjoy exploring new places with their key person.</p> <p>Learning what the weather is and has awareness of different weather such as sunny, raining, cloudy.</p> <p>Notices detailed features of objects in their environment, e.g. tree, sky, cloud, coastline.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Begin to understand the need to respect and care for the natural environment, including the ocean and coastline, and all living things.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Can draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explores the natural world around them, <i>making observations and drawing pictures of animals and plants and the coastline.</i></p> <p>Recognise some environments that are different from the one in which they live.</p> <p><i>Understands how to care for the natural world.</i></p> <p><i>Understand that pollution is caused by humans and how we can care for oceans and coastal environments.</i></p> <p>I know some of the people who work in my community and what they do.</p>	<p>Children are expected to know the four seasons and record a weekly weather chart.</p> <p>In Year 1, children are expected to locate their town on a map and talk about key geographical features.</p> <p>Local weather including precipitation, fog and wind, can be caused by the ocean – no matter where you live.</p> <p>A1. Most precipitation on Earth comes from water that evaporated from the ocean.</p> <p>A2. When water evaporates and condenses, clouds form, which can lead to precipitation.</p> <p>A3. Most of the water in lakes, ponds, rivers and the ground comes from water that evaporated from the ocean and fell to the land as precipitation.</p> <p>A4. Most of the water from land and in the atmosphere eventually returns to the ocean as run off from rivers or precipitation.</p>

		Daily weather conversations and comparisons from yesterday and predictions for tomorrow's weather.	
<p><u>Specific Content</u></p> <ul style="list-style-type: none"> - Checking the weather and making predictions. Comparisons to the previous day. Discussions around how certain weather makes us feel and whether we like it or not. - We're going on a Bear Hunt, talking about the environment, and looking and following a simple story map. - We use Google Maps to compare houses (near the sea, detached, terraced etc). - We also explore recognisable features of Torquay on a map using Google Maps as well as an aerial map compared to a village in Kenya. - We taste and compare different fruits from around the world and look on a world map at where they are grown. - Comparing different animals from around the world in their natural habitats (Handa's Surprise). - I know that there are different places in the world. I know that not all places in the world are the same. - We welcome people that work in our community and learn about what they do to help us and keep us safe. <p>Ocean Curriculum:</p> <ul style="list-style-type: none"> - We learn about what effects littering have on our immediate and local environment. - We learn about how to look after our coastal environment and ways we can help to prevent pollution. <p><u>Specific vocabulary</u></p> <ul style="list-style-type: none"> • Settings • Place • Weather • World • Africa • Savannah • Map • Environment • Endangered • Globe • Temperature • Country • Seasons • Countryside • Farm • Moors 			

- Globe
- Ocean
- River
- Shore
- Shoreline
- Coral
- Coast
- Erosion
- Shaping
- Habitat
- Litter
- Debris
- Pollution
- Manmade
- Natural

Art

Children working at developmental level Birth to 3	Children working at developmental level 3-4 age	Children working at Reception age level.	Year 1
<p><i>Explores joining methods such as glue sticks and tissue paper.</i></p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p>Join different materials and explore different textures for example PVA glue and tape for sticking scrap materials together.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Begin to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Create collaboratively, sharing ideas, resources, and skills.</p> <p><i>Refines previous knowledge on joining materials and artistic effects – paper clips, split pins, & hole punch with treasury tags.</i></p> <p><i>Children to have an awareness and opportunities to explore different varieties of art and artists linked to a variety of Learning Experiences (Matisse and Giuseppe Arcimboldo – abstract, printing, watercolours, 3D models.</i></p>	<p>In Year 1 children are expected to be able to stay neatly in the lines when painting. To prepare children for this, in Reception we have daily opportunities for children to develop their fine motor skills. For example, these include: playdough, making patterns with peg boards, threading, sorting with tweezers.</p>

Specific content

- Children learn to give meaning to the marks they make in chalks, paints, pencils, etc.
- Children learn to use glue sticks, glue spreaders and tape as a joining method.
- Children explore making marks with their fingers and a variety of different tools in flour, salt, shaving foam etc.
- Children use malleable resources to explore and create
- Children use simple poster paints and brushes to create a self-portrait.
- Children explore colour mixing by freely combining paints (powder paints and watercolour paints and poster paints) to create different effects and shades through colour mixing opportunities. Children name and use primary colours in their artwork.
- Children access a range of resources during continuous provision and are modelled key skills such as using a hole punching, assembling and using the tape dispenser. This skill encourages independent creativity, and children have free access to materials and resources to develop their creative flair.
- Children are taught how to effectively use and hold scissors.
- Children develop their drawing skills through using a range of media including crayons, pencils, felt pens, and other media. They are also enjoy using stencils and completing observational drawings of themselves. Children draw with increasing complexity and detail and begin to show accuracy and care with their work.
- Children are inspired by different artists and are inspired to make their own creations, for example, Matisse inspired pictures of snails and Giuseppe Arcimboldo inspired fruit print portraits.
- Children explore using the animals from the Savannah to draw silhouettes.
- Children evaluate work and then design, make and evaluate their models and other artistic work.
- Children work together to design and creative individual and collaborative pieces of work, linked to the Ocean Curriculum and inspired by collage shown from a local artist, to share with the wider school.

Specific vocabulary

- Create
- Imagine
- Join
- Glue
- Paint
- Draw
- Portrait
- Print
- Manipulation
- Stroke
- Silhouette
- Collage
- Mix
- Palette
- Tear

- Snip
- Print
- Paste
- Spread
- Colour
- Texture
- Primary colour

Music

Children working at developmental level Birth to 3	Children working at developmental level 3-4 age	Children working at Reception age level.	Year 1
<p>Enjoy and takes part in action songs, such as 'Twinkle, Twinkle Little Star' and other nursery rhymes and songs.</p> <p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p><i>Explore their voices and enjoy making sounds, e.g., exploring loud/quiet, fast/slow, high/low.</i></p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Explore a range of sound makers and instruments and play them in different way.</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Through the exposure of a variety of music and dance children can listen attentively, move to and talk about music.</p> <p>Sing in a group or on their own and able to match pitch and melody.</p> <p>Explore and engage in music making and dance performing solo or in groups.</p>	<p>In Year 1, children are expected to learn how to play a musical instrument. To prepare for this, in Reception children are introduced to a variety of musical instruments, their names and how they are played. Children have many opportunities to explore these in adult-led sessions as well as through continuous provision and children are taught to follow a beat using instruments.</p> <p>The music scheme is followed through the school to ensure progression.</p>
<p><u>Specific content</u></p> <ul style="list-style-type: none"> -Children sing the good morning song daily. -Children take part in daily singing session, which includes Nursery Rhymes which children can repeat and recall. -Children have musical instruments in the provisions and a stage with a speaker which they use to create their own music and sing their own songs. -Children learn how to move their body to music rhythmically and enjoy listening to a range of music from different cultures such as Chinese New Year and Diwali celebrations. -Children through adults modelling, learn how to sing in different tones and using different genres including opera and rap they learn how to copy the melody and pitch. 			

-Children learn songs, actions and lines to perform a Nativity to perform and learn other songs linked to learning Experiences that are shared on Tapestry or performed to a small audience.

Each half term the topic changes:

- Me!
- My stories
- Everyone!
- Our world
- Big Bear Funk
- Reflect, rewind and replay!

Specific vocabulary

- Loud
- Quiet
- Speed
- Rhyme
- Chant
- Beat
- Instrument
- Percussion
- In time
- Speed
- High
- Low
- Sing
- Song

Computing

Children working at developmental level Birth to 3	Children working at developmental level 3-4 age	Children working at Reception age level.	Year 1
<p>Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p> <p>Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. Seeks to acquire basic skills in turning on and operating some digital equipment.</p>	<p>Knows how to operate simple equipment e.g. turns on CD player, uses a remote control, can navigate touch capable technology with support.</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from digital devices and the internet.</p>	<p>Completes a simple program on electronic devices.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them. Discuss with a peer how to use a device.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.</p>	<p>In Year 1 children are expected to be able to take photos using the camera app, as well as be able to edit them, whilst adding voice overs and effects.</p> <p>To prepare children for this, in Reception, we celebrate children's achievements and outcomes by children taking photos of them.</p> <p>In Year 1, the children should be able to recognise technology in school and use it responsibly.</p> <p>To prepare the children for this, correct use of technology is modelled to children.</p> <p>In Year 1, children are expected to be able to use laptops to complete computing units of learning such as digital painting. To prepare them for this, children's fine motor skills are developed so they are sufficient to access this.</p> <p>In Year 1, children access physical computing using devices such as Beebots. IT tools are introduced in EYFS to prepare the children for this.</p>

Specific Content

- Children use IT tools, for example, Beebots to cross the map to Goldilocks house.
- Children explore how to take photographs of themselves using the iPad.
- Children explore google maps for a variety of Learning Experiences (Torquay and Kenya).
- Children learn to use specific apps for further learning, such as, fine motor, maths, phonics, Expressive Arts and Knowledge and Understanding of the world.
- Children learn to take photos and retrieve them on the iPad to celebrate learning.
- Children learn to use QR codes independently to access learning.
- Children learn that a search engine helps them to find information, such as dinosaur facts.
- Children learn that computers hold information to support their learning.
- Children learn how to explain how they were successful with a piece of technology.
- Children begin to develop an awareness of internet safety and how they can keep themselves safe.
- Children are learning to develop an understanding regarding sensible screen time for their well-being.

Throughout their Reception Year, children complete Barefoot Computing activities during each half term. These activities set the foundations of computation thinking for children by exploring key concepts and approaches. These are outlined as follows:

Concepts logical reasoning, abstraction, pattern, algorithms, and decomposition.

Approaches: tinkering, creating, collaboration and persevering

Specific vocabulary

- Computer
- Mouse
- iPad
- Interactive
- Search Engine/ Bar (google)
- Technology
- Well-being
- Safety
- TAG (tell a grown up)
- Internet
- Internet safety
- Images
- Facts
- Swipe.
- Tinkering

- Creating
- Collaboration
- Persevering
- Pattern

Design Technology

Children working at developmental level Birth to 3	Children working at developmental level 3-4 age	Children working at Reception age level.	Year 1
<p>Make simple models which express their ideas.</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently, such as a saw or hammer.</p> <p>Use their core muscle strength to achieve a good posture.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>In Year 1, children are expected to build vehicles and explore how they can be made stronger and stiffer, for example. To prepare children for this in Year 1, children are encouraged to build using various construction materials as well as explore joins and assembling different materials using resources such as string, hole punches, staples etc.</p> <p>Explore / use mechanisms (levers / sliders/ wheels / axels).</p>
<p><u>Specific Content</u></p> <ul style="list-style-type: none"> -Children explore a range of methods for joining and assembling materials together, this includes tape, folding methods and PVA glue. -Children use a range of objects to create 3d shapes and structures including magnetic shape tiles, duplo and a variety of different bricks. -Children also mould using playdough and clay to create different objects such as a diva lamp for Diwali. -Children learn to plan, design and construct or make something for a purpose. These are linked to their learning experiences, such as, building a strong house for the Three Little Pigs, designing a boat for the gingerbread man to cross the river, and designing and working collaboratively to build a bug hotel. -Children use previous learning to build on new ideas and how to represent them and adapt and change ideas if needed, offering explanations to the success of their models. -Children learn how to add the correct ingredients and follow instructions to mix and then cook food, such as gingerbread Men, -Children are taught how to use hammers and saws safely and know that you need to use specific tools and fine motor skills safely. <p><u>Specific vocabulary</u></p>			

- Design
- Make
- Liquid
- Powder
- Manipulate
- Change
- Knead
- Explanation
- Material
- Structure
- strong
- heavy
- light
- function
- construct

Religious Education

Children working at developmental level Birth to 3	Children working at developmental level 3-4 age	Children working at Reception age level.	Year 1
<p>Has a sense of own immediate family and relations and pets.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the hairdressers/barbers, being a cat, dog or bird.</p> <p>Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from others.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows an interest in different ways of life.</p> <p>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Understands similarities and differences between different religious and cultural communities within this country. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Knows that other children do not always enjoy the same things and is sensitive to this.</p> <p>Talks about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Is learning to show sensitivity to their own and others' needs.</p>	<p>In Year One, the children learn what it means to be part of a faith community. Delving closer into religion and faith, learning what it means to be a Christian and all about the Jewish faith. The children will explore how to care for the world and others.</p>
<p><u>Specific Content:</u></p> <p><u>R.E is taught through the Devon R.E Syllabus: The Specific content taught in Reception focuses on the following 4 areas:</u></p> <p>Which stories are special and why?</p> <p>Why is Christmas special for Christians? Celebrations from around the world. (<i>Incarnation- Understanding Christianity unit</i>)</p> <p>Why is Easter special?</p> <p>Which places are special and why?</p> <p><u>Christmas</u></p>			

Children discuss family Christmas celebrations and learn to sing simple Christmas songs. Adults read stories around the nativity and use a small world nativity set which is then shared for the children to explore and recreate stories around the characters. Children learn the nativity story and the reason why we celebrate Christmas. Children perform a Nativity Performance to an audience.

Diwali is taught through the 'Festival of Lights' Learning Experience.

Children learn about the Celebration of light. The children explore lots of different lights eg, watching fireworks displays, creating firework pictures, Diwali lamps with added detail such as sequins and glitter. Children read and learn the story of Rama and Sita and learn about Diwali through a Hindu child's perspective. Children make diva lamps with clay independently and talk about how and why they have made them.

Easter

Children create Easter cards, read stories around Easter and begin to discuss how the egg represents new life eg- eggs hatching. Children listen to the Easter story and explore why we celebrate. Children learn to talk about why Easter is special to Christians and why it is celebrated.

Children have discussions around new life in more detail, such as new babies, which animals hatch from an egg. The children welcome the Vicar from our local church to talk about Easter.

-Children begin to talk about who they are in the 'Getting to know you' Learning Experience.

-Children learn to talk in sentences about places which are special to them and why.

-Children learn to talk about what times/stories are special and why.

Specific vocabulary

- Religion
- Celebration
- Faith
- Hinduism
- Diwali
- Diva lamp
- Belief
- Christian
- God
- Incarnation
- Church
- Acceptance
- Tolerance
- Respect

Children working at developmental level Birth to 3	Children working at developmental level 3-4 age	Children working at Reception age level.	Year 1
<p>Children begin to learn the importance of simple rules.</p> <p>Are introduced to respect for the environment.</p>	<p>Children are supported to show respectful attitudes.</p> <p>Children are encouraged widely to use their imagination, through real and imagined situations and stories.</p> <p>Children work together to fulfil imaginative situations.</p> <p>Children learn the difference between positive and negative emotions and to recognise these in themselves and in others.</p>	<p>Children realise that their actions effect the world.</p> <p>Supported independence with the children producing work in short bursts on their own.</p> <p>Children are confident in relationships to ask for support and to receive praise.</p> <p>Can manage their own personal hygiene.</p> <p>Shows perseverance and resilience in the face of a challenge.</p> <p>Children see themselves as a valuable individual.</p> <p>Children feel comfortable to share their ideas.</p> <p>Children can collaborate successfully with each other.</p> <p>They are positive and dependable in group situations.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Children are able to distinguish between right and wrong.</p> <p>Understands how to care for the natural world.</p>	<p>Children are supported to show respectful attitudes.</p> <p>Children learn the importance of simple rules.</p> <p>Are introduced to respect for the environment.</p> <p>Supported independence with the children producing work in short bursts on their own.</p> <p>Children are confident in relationships to ask for support and to receive praise.</p> <p>Children are encouraged widely to use their imagination, through real and imagined situations and stories.</p> <p>Children work together to fulfil imaginative situations.</p> <p>Children learn the difference between positive and negative emotions and to recognise these in themselves and in others.</p> <p>Children feel comfortable to share their ideas.</p> <p>Children can collaborate successfully with each other.</p> <p>They are positive and dependable in group situations.</p> <p>Children are able to distinguish between right and wrong.</p>

			Children are introduced into understanding that all people or unique. Children learn to respect themselves and each other.
--	--	--	---

Specific Content:

Throughout their Reception Year, children follow a PSHCE Scheme called Jigsaw and have weekly lessons. These lessons are followed up during a reflection time that week.

Each half term the topic changes:

All Year Groups are taught the same topic, and they are sequential to ensure progression throughout the year and throughout each Year Group.

- Being in my world
- Celebrating Difference
- Dreams and Goals
- Healthy me
- Relationships
- Changing me

-On top of these lessons, children have regular circle times to talk about friendships, well-being, school rules and many other things.

- The Jigsaw chime and breathing techniques are introduced and followed to prepare them for lesson routines in Year 1.

-Throughout each child's day individual or group conversations will occur linked to PSHE and are reflective and where needed, restorative in manner.

Specific Vocabulary:

Feelings

Belonging

Kindness

Rights

Responsibilities

Special

Friendship

Family

Home

Friends

Challenge

Perseverance Goals Barriers Opportunities

Healthy mind and body

Exercise
Hygiene
Personal safety
Making friends
Falling out
Bullying
My body
Respecting my body
Growing up
Expressing emotion

CORE TEXTS IN RECEPTION

We have carefully selected these books to share from recommended texts and the Pie Corbett spine. These texts are selected due to their rich language, broad vocabulary, repeating refrains and plays on rhyme and alliteration. Throughout the academic year we will have a sharp focus on these texts with the intent to embed and deepen children's learning, with reading at the heart of our curriculum. We will be providing experiences and activities around the texts so the children can learn through play whilst making links with the text and igniting a love of reading.

Flexible and fluid approach to our texts and plans books may be changed based to meet children's interests. We repeat, revisit, and rehearse selected books throughout the Reception to explore what the children know and have remembered.

Progression into Year 1

Children will use their prior knowledge and apply this in the following way:

PE

In Year 1 children are expected to be able to become increasingly confident to apply the following skills when moving, joining in with team games, dancing, joining in with athletics. These include applying balance, dodging, agility. To prepare children for this in Year 1, children in Reception have weekly PE lessons which introduce these skills. They explore different ways of moving, experience bat and ball skills, explore movements in dance, gymnastics and athletics and begin to use these movements purposefully. Children are given daily opportunities to prepare them for these skills in Year 1 through their continuous provision. Children have access to bikes, scooters, stilts, bats and balls, hula hoops, cones, bean bags, different sizes balls.

Children working at developmental level Birth to 3	Children working at developmental level 3-4 age	Children working at Reception age level.	Year 1
<p>Children are able to explore their gross motor skills through large movements. They begin to independently use apparatus such as climbing frames and tyre swings.</p> <p><i>Children can run with developing control.</i></p> <p><i>Children can catch and kick a large ball.</i> Develop manipulation and control.</p> <p><i>Use large-muscle movements to wave flags and streamers and cross the midline of their bodies.</i></p>	<p><i>Children run skilfully avoiding obstacles.</i></p> <p><i>Children can skip, hop, jump, slither, slide, shuffle and experiments with other ways of movement.</i></p> <p>Children continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p><i>Children play ball games including using bats and hoops.</i></p> <p>Children can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Children start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Children are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Children can collaborate with others to manage large items, such as moving a long plank safely.</p> <p>Children show control over their large movements such as skipping, hopping and dancing.</p>	<p>Children becomes an expert in movement skills they have already acquired – rolling, crawling, running, jumping, hopping etc.</p> <p>Children can negotiate obstacles and space safely, while having consideration for themselves and others around them.</p> <p>Children can demonstrate strength, balance and coordination when playing.</p> <p>Can combine their movements with ease and fluency.</p> <p>Develops control and grace when moving.</p> <p>Demonstrates core muscle strength to achieve a good posture.</p> <p>Desired outcomes from scheme:</p> <p>Gymnastics: Children can copy individual and whole-body movements with some control and co-ordination. Children can link individual and whole-body movements together. Children can watch others work. Children can recognise and negotiate space and I can handle small and/or low</p>	<p>In Year 1 children are expected to be able to become increasingly confident to apply the following skills when moving, joining in with team games, dancing, joining in with athletics. These include applying balance, dodging, agility. To prepare children for this in Year 1, children in Reception have weekly PE lessons which introduce these skills. They explore different ways of moving, experience bat and ball skills, explore movements in dance, gymnastics and athletics and begin to use these movements purposefully. Children are given daily opportunities to prepare them for these skills in Year 1 through their continuous provision. Children have access to bikes, scooters, stilts, bats and balls, hula hoops, cones, bean bags, different sizes balls.</p>

		<p>apparatus safely I can talk about ways to keep healthy.</p> <p>Dance: Children copy steps and actions with some control and co-ordination. Children can link individual and whole-body movements together. Children can watch others work and choose actions. Children can recognise how to move in space, and I can talk about ways to keep healthy.</p> <p>Games: I can stop a ball with some control. I can send a ball in the direction of another person. I can often control a ball by myself. I can move with a ball safely and know how to keep my self healthy.</p>	
<p><u>Specific Content:</u> Structured physical development learning opportunities are also offered. Initially, all children participate in daily physical development sessions, which include learning skills to strengthen our core muscles, shoulder joints, elbow pivots and wrist movements, as well as developing our hand eye coordination, spatial awareness and listening skills. These sessions then continue as an intervention for those children needing a little extra support.</p> <p>Throughout their Reception Year, children follow the Cambridge Scheme of Work for Physical Education and have weekly lessons. These lessons are followed up during a CP activity, where appropriate.</p> <p>Each half term the focus skill changes and builds on what has previously been taught in that specific area. All Year Groups follow the same scheme and thus the skills taught in each unit are sequential to ensure progression throughout the year groups.</p> <p>The units that are specifically taught are: dance, gymnastics and fundamentals/games.</p>			

Each unit focuses on aspects of specific knowledge (not all units focus on all at one time), which include: Rules strategies and tactics, body management and motor competence, locomotor skills and competence, object control motor competence, fitness and health participation and evaluating and improving performance.

On top of these lessons, children have access to a variety of physical development activities during continuous Provision time, such as: scooters, ribbons, climbing slopes, hoops, obstacle courses and hand-eye and foot-eye co-ordination activities.

Specific Vocabulary:

Autumn 1 Dance-Toys: travel, control, balance, level, direction, copy, repeat, lead and follow, mirroring.

Autumn 2 Gymnastics- Move and Hold: movement, stillness, on the spot, travelling, performance, hold, space, sequence.

Spring 1 Gymnastics On the Move: shapes, straight, star, tuck, extension, pike, straddle, short movement phrases, sequence, space, control, hold.

Spring 2 Dance On Parade: individual work, march, on the spot, moving forward/ backwards, quick, slow, command, create, perform, gesture.

Summer Term Unit 1 and 2 Fundamentals: aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control, accurate.