

EYFS Implementation through provision

This document has been developed to show how we as a school implement and use the advisory elements from Development Matters and Statutory framework to ensure children have clear coverage and experiences to develop their learning in all aspects of the Foundation Stage Curriculum.

This shows the opportunities provided through daily/frequent provision that is in place at Beechcroft in relation to the relevant statements.

Subject coordinators have developed individual subject coverage of skills in order to show the progression across the school. These skills are then put into a topic web (long term plan) and then broken down into a weekly plan (medium term) and then daily plans are written by class teachers

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

	Development matters guidance states that children in reception will be learning to	Implementation at Beechcroft
Listening, attention and understanding	<p>Understand how to listen carefully and why it is important.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>School rules of being Ready, Respectful and Safe. Being a good listener, how we know someone is listening, being ready to learn and keeping ourselves safe. Wall of fame used to acknowledge good listening.</p> <p>Listen and respond section during Charanga music sessions.</p> <p>Adult modelling, engagement and support through play</p> <p>Children will have daily story times (some may be linked to curriculum learning such as RE, Jigsaw, science etc)</p> <p>A wide range of texts, nursery rhymes, songs, non-fiction and poems will be used in school on a daily basis.</p> <p>Reading spine books used in class.</p> <p>Love of reading books chosen by children and sent home weekly.</p> <p>Our favourite stories display where children request books they have enjoyed listening to go up for all to see.</p> <p>Phase I activities to develop listening and responding and early skills for blending to read taught when children start and alongside Unlocking letters and Sounds lessons.</p> <p>Story props, puppets and story sacks of familiar texts and characters</p> <p>Key vocabulary is displayed on our class vocabulary walls and is planned for in all areas of learning as well as incidental through discussion and stories.</p> <p>Circle times: jigsaw, news sharing and other subjects.</p> <p>Jigsaw sessions: listening to the ideas of others and sharing our own thoughts and ideas of a range of subjects.</p> <p>Opportunities for hot seating and questioning in relation to stories e.g. the gingerbread man, Santa.</p> <p>Foundation Stage Talk for Writing plan for each term.</p> <p>Helicopter stories</p> <p>Reading areas provide a range of known and familiar texts both fiction and non-fiction.</p> <p>Questioning activities: what's in the bag, curiosity cube. These are used for imagination, curiosity and discussion.</p> <p>First hand experiences</p> <p>Use computing and technology as sources of information and discussion.</p>

<p style="text-align: center;">Speaking</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe some events in detail.</p> <p>Use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Retell the story once they have developed a deep familiarity with the text. Some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts</p>	<p>Adult modelling, interaction, engagement and support through play</p> <p>Open ended resources to encourage discussion and problem solving.</p> <p>New resources added to known equipment to extend and expand on children previous learning.</p> <p>Child initiated activities/provision.</p> <p>How do you know? Questioning used across all subjects.</p> <p>First hand experiences (such as outdoor learning, role play areas)</p> <p>Consistent routines in school such as morning routines in class</p> <p>Helicopter stories</p> <p>Talk for Writing sequence/planning.</p> <p>Recall of key vocabulary by referring to class display and link to different scenario or situation.</p> <p>Memories shared in class from holidays or special times/events and displayed in class.</p>
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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.

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<i>Self-regulation</i>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Characteristics of effective learning</p> <p>Jigsaw: setting goals, feelings and emotions</p> <p>Zones of Regulation: know, recognise and respond to a range of feelings and emotions. Seek help and support when feelings become out of control.</p> <p>All adults modelling and support for strategies and ways to calm in relation to the Zones of regulation</p> <p>Cosmic Yoga and mindfulness on Go Noodle</p> <p>School/ Classroom rules and why we have them: Ready, Respectful and safe.</p> <p>Wall of fame to identify and recognise good behaviour and choices.</p> <p>Use of stories to support themes relating to feelings and emotions, social expectations.</p> <p>Assembly themes and values</p> <p>Adult modelling, engagement and support through play to encourage self-challenge and perseverance. Offering support and strategies to get through the challenge they face. Environments promote the fact it is ok to make mistakes as we can learn from them.</p> <p>Key vocabulary is planned for and modelled in all areas of learning linked to emotions.</p> <p>I can see your feeling. . . . validate children's emotions.</p> <p>Group games focusing on teamwork, taking turns and dealing with everyday scenarios.</p> <p>Whole class or group discussions, talking partners</p>

<p style="text-align: center;">Managing self</p>	<p>Manage their own needs. Personal hygiene Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Adult modelling, interaction, engagement and support through play Daily routines of handwashing and good hygiene e.g. before and after lunch, when they have been to the toilet. Resources to encourage and promote health and self-care e.g. babies, role play, dentist care. Promote regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Healthy eating and healthy choices. Use of stories and scenarios to aid discussion. School snack and promote daily fruit snack and milk. PE: keeping healthy, changes to our bodies during exercise Jigsaw: Healthy me Spring 2 Weekly indoor and outdoor PE sessions Outdoor provision to encourage physical activities as well as fresh air. Consistent routines in school to aid independence. Expectations of children learning to put on their own coats, zips, buttons, putting aprons on or help others Selecting and using resources of interest for a purpose and their own enjoyment Managing and organising their own belongings. Each child has their own peg and drawer for keeping their belongings together. Whole school assembly themes Vocabulary wall Keeping safe at home, out and about, in school. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Internet safety activities, using their login to access Purple Mash, Project Evolve</p>
<p style="text-align: center;">Building relationships</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others</p>	<p>On entry parents meetings and gathering information about interests, hobbies, family set up, cultures and beliefs and important people. Take time to build relationships between children and adults and model this within the class. Build relationships between home and school: parents meetings, WOW walls, regular contact through letters, home learning ideas and topic information. Play opportunities to encourage and promote turn taking and sharing and cooperating with friends and peers. Wall of fame: feel proud of what they have done. Golden book and Hot chocolate Friday to promote and recognise children's achievements. Colour groups in class are mixed not academic driven. Zones of regulation to consider how we feel as a result of our own and other peoples actions. Circle times Memories shared in class from holidays or special times/events and displayed in class.</p>

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.

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Gross Motor skills	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Each class has one timetabled indoor and outdoor PE session each week.</p> <p>Constant access to class outdoor areas: physical activities and resources for children</p> <p>Use of outside space around school: Field, orchard, Forest school area in small groups with teacher or TA and playgrounds used to support outdoor learning and activities.</p> <p>Outdoor PE sessions to use and explore a range of equipment such as bikes, scooters, balls, hoops, wheelie boards, balancing equipment and obstacles. Teamwork.</p> <p>Playtimes: outdoor playground equipment and climbing frame</p> <p>Subject related vocabulary such as describing movement and direction.</p> <p>Cosmic Yoga and Go Noodle mindfulness.</p> <p>Indoor PE sessions: progression through the year, coverage linked to whole school focus. Gymnastics, dance, ball skills and team games. Funs cards to support development of skills.</p> <p>Space and safety: instructions, stop/start, finding and using space, control and awareness of others.</p> <p>Movement and direction: speed, control and change</p> <p>Small apparatus: mats, benches, stools and climbing tables, tunnels.</p> <p>Large apparatus: climbing up, down, through, in and out, sideways. Adding in further equipment as children gain confidence. Safety and awareness of others</p> <p>Ball Skills: various sizes, control, aiming and throwing, partner work, kicking, rolling.</p> <p>Gymnastics: following moves, improvisation, role play, retelling</p> <p>Team games and competition</p> <p>External and internal dance sessions: Indian dancing, Chinese Ribbon dancing, Firework dancing</p> <p>Celebrate and recognise achievements e.g. scoring a basket, using the pedals on a trike, climbing higher on the equipment.</p>

<p style="text-align: center;">Fine motor skills</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Encourage children to draw freely.</p>	<p>Daily art tasks and resources encourage progressive use of tools such as scissors.</p> <p>Class provision in fine motor areas/or activities available on a daily basis</p> <p>Malleable areas with tools and resources such as playdough, clay, foam, rice, lentils</p> <p>Kapow art and DT scheme to develop safety and use of tools for a purpose.</p> <p>Unlocking handwriting scheme:</p> <p>Autumn term: Starts with large-scale movements, mark making using a range of tools and resources.</p> <p>Spring/summer term: Moves on to refined movements and letter shapes on a large scale and then into lined books. Letter families, number formation and Name writing</p> <p>Daily Dough Disco: developing moves which focus on key skills of finger isolation, strength, grip and hold.</p> <p>Fine motor resources and activities are available in provision on a daily basis: filling, scooping, water, sand, tools, utensils, containers, tweezers, puzzles.</p> <p>Autumn term: assess and then regular group fine motor activities linked to developing pencil hold/grip following ULS handwriting programme</p> <p>Spring and summer term: small group or 1:1 intervention to develop fine motor and pencil hold following ULS handwriting intervention</p> <p>Role play areas with a focus and resources that require control or safety: home corner, restaurants, café, vets.</p> <p>Construction resources: begin with larger bricks and move to finer objects as required. Small- and large-scale resources available. Fixings and joining, interlinking and locking.</p> <p>Creative tasks: observational drawing, junk modelling, scissor skills, large and finer resources used for painting and drawing.</p> <p>Support at lunchtimes to use cutlery and appropriate table manners.</p> <p>Whole class eating times for celebrations using appropriate tools and implements and being safe</p> <p>Kapow Art and DT scheme</p>
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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).

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Word Reading	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>SSP Unlocking letters and sounds.</p> <p>Daily whole class phonics includes: recognition, oral blending, word reading, word building and writing, sentence reading and writing.</p> <p>Additional phonics sessions during the day if needed</p> <p>Unlocking letters and sounds full assessments carried out each term to keep track, monitor and adapt teaching such as additional sessions, flashcards need for recognition on lanyards and revisit section of daily sessions.</p> <p>1:1 Intervention regularly for children who are not on track. These children are assessed, monitored and reviewed every 2 weeks and any adaptations made to intervention if needed</p> <p>Lowest 20% identified and monitored through data and intervention.</p> <p>Talk for writing to work on vocabulary, retrieval and language development.</p> <p>Group reading sessions in Autumn 1 to develop book talk and sharing a book in a small group.</p> <p>ULS Guided reading sessions start in Autumn 2. Twice a week, sessions extend to 4 sessions on one text due to pace and length of book.</p>

<p style="text-align: center;">Comprehension</p>	<p>Identify favourite books, characters, parts of books and be able to discuss and gives reasons why.</p> <p>Recall and retell main events in sequence of a known story.</p> <p>To know the vocabulary linked to books: story, information/non-fiction books, front cover, title, author, illustrator, beginning, middle and end, character, setting.</p> <p>Show a love for reading and sharing books</p>	<p>Love of reading books sent home each week chosen by child. Using recommended texts to support current focus in maths following White Rose Scheme (shape, space and measure)</p> <p>Daily story times Hand puppets and puppet theatres Story baskets and Story sacks High quality texts used for Talk for writing each term linked to topic themes and writing focus.</p> <p>Book talk during group reading sessions in Autumn term 1. Guided reading session format with comprehension sections Special event texts shared whole class or in groups to enhance discussion and understanding of celebrations e.g. my Chinese New Year, little glow, row of lights (Diwali)</p> <p>Helicopter stories to act out known, given and children's own stories on the stage.</p> <p>Pie Corbett reading spine books and 100 most popular titles available in classes for story times and reading areas.</p> <p>Reading corners have been developed as a space for children to read and share stories, use puppets and known characters.</p> <p>Favourite class books on display which are chosen by the children during story times</p>
<p style="text-align: center;">Writing</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Daily phonics sessions following SSP Unlocking Letters and Sounds planning progression. Letter formation in daily sessions</p> <p>Termly Talk for Writing plan.</p> <p>Autumn Term: focus on oral retelling, describing and generating verbal sentences</p> <p>Spring term: focus on labelling and simple captions</p> <p>Summer term: focus on simple sentences</p> <p>Weekly small group writing tasks either linked to topic or current talk for writing</p> <p>Unlocking handwriting scheme:</p> <p>Autumn term: Starts with large-scale movements, mark making using a range of tools and resources.</p> <p>Spring/summer term: Moves on to refined movements and letter shapes on a large scale and then into lined books. Letter families, number formation and Name writing</p> <p>Daily Dough Disco: developing moves which focus on key skills of finger isolation, strength, grip and hold.</p> <p>Autumn term: assess and then regular group fine motor activities linked to developing pencil hold/grip following ULS handwriting programme</p> <p>Spring and summer term: small group or 1:1 intervention to develop fine motor and pencil hold following ULS handwriting intervention</p> <p>Children encourage to write their own helicopter stories. Initially scribed by adults.</p> <p>Reading back and checking written work with support (summer term)</p>

		<p>Independent writing opportunities available in provision through role play activities and key resources</p> <p>Encourage independent mark making and writing and putting meaning to their marks. This starts with drawing and explaining what their pictures are.</p> <p>Using the keyboard to begin to type or locate letter from their name or to log on to the computer</p>
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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.

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Number	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Comparison</p> <p>Cardinality</p>	<p>White Rose Maths scheme (updated 2023) to support Shape, space and measure aspects. Using recommended texts to support current focus. 1 whole class input a week, and class provision linked to focus</p> <p>NCETM mastering number programme 4 whole class sessions a week and recommended activities in provision</p> <p>Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.</p> <p>Sing counting songs and number rhymes using class song sack, puppets and resources.</p> <p>Read stories that involve counting and numbers.</p> <p>Play group games such as snakes and ladders, snap.</p> <p>Provide images such as number tracks, calendars and hundred squares both indoors and out,</p> <p>Maths working wall with current number focus so that children can refer to these.</p> <p>Use known images for quick recognition of numbers e.g. Number blocks, dice, Numicon shapes,</p> <p>Use a range of ICT games and programs to support learning on numbers and counting e.g. Topmarks, Purple Mash</p>

<p style="text-align: center;">Numerical Patterns</p>	<p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 5 then 10. Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it,</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Daily counting during inputs as well as routines</p> <p>Number tracks and displays to make links and comparison.</p> <p>Introduce vocabulary and terminology linked to comparing and describing numbers e.g. more/less, doubling, odd and even.</p> <p>Throughout our continuous provision and environments we:</p> <p>Provide collections to compare and explore.</p> <p>Use various containers and objects in all areas of provision such as sand, water, role play.</p> <p>Use a range of resources of different sizes to use and manipulate e.g. Lego, small wooden blocks, large foam shapes and 3D construction.</p> <p>Interconnecting sets which can use parts to make a 3D shape, nets of 3D shapes to build up to a whole.</p> <p>Construction sets.</p> <p>Use Number blocks and other high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found and natural materials.</p> <p>Observe and explore shapes in the environment around us and in everyday objects.</p> <p>Pattern making resources such as peg boards, pom poms, shapes, compare bears etc.</p> <p>Light box resources</p> <p>Access to various measuring resources such as weighing scales, balance, rulers, measuring tape, different sized containers for filling.</p> <p>Indoor and outdoor activities, sand tray water tray etc</p> <p>Group tasks to teach and model to the children how to use resources and which we would use to make comparisons in regard to size, shape and measure.</p> <p>Free exploration of resources linked to shape, space and measure in areas of provision and role play.</p> <p>Use the sentence starters 'I can see...' 'I know because...' to encourage and model to children how to explain their workings</p>
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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.

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<p>Past and Present</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>All about me, discussions and initial weeks in school. Who lives in my house? (information provided by parents as part of induction)</p> <p>People who help us in school or the community</p> <p>RE: focuses on people, places and celebrations which are special to us</p> <p>Recalling events, celebrations and news from holidays or weekends</p> <p>Recalling and making links with previous learning</p> <p>WOW moments and work displayed on class WOW walls.</p> <p>Memories wall: children sharing special moments from home to talk to the class.</p> <p>Sharing and recalling events from stories shared in class or through group reading sessions.</p> <p>Jigsaw sessions: Being me</p> <p>Introduce and discuss Famous people in History and Science e.g. when learning about Space and moon landings, animals, explorer.</p> <p>Life cycles of humans, plants and animals</p> <p>Discuss and share pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Making links to previous learning and events</p> <p>Using the internet as a source to find information on a range of topics.</p> <p>Watch videos of key events to make comparisons between past and present.</p> <p>Identify the main characters in stories.</p>

<p style="text-align: center;">People, Culture and Communities</p>	<p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Use story maps to recall events in stories read.</p> <p>Make and use maps of journeys such as walk to school, Bear hunt environments, Make and use treasure maps in activity times.</p> <p>Children are able to name and identify where they live. Explore and find out about planet earth through topics, discussions and sources of information.</p> <p>Use Google Earth to locate known places or countries when learning about them.</p> <p>Religious and cultural communities and their practices at different times of the year. Use specific texts to enhance discussion and sharing of celebrations and customs of others religions and beliefs.</p> <p>RE scheme</p> <p>Celebrations from different cultures</p> <p>Use CBeebies 'Let's celebrate' and other internet sources to find out about celebrations.</p> <p>Explore and try a range of food from different places around the world during snack e.g. Lunar New year, Diwali.</p> <p>Help children to begin to build a rich bank of vocabulary.</p> <p>Frequent opportunities for outdoor play and exploration of their environment during Forest schools, weekly outside PE sessions.</p>
<p style="text-align: center;">The Natural World</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Seasonal walks children are encouraged to use their senses to explore the changes in their close environment. Use the words touch, smell and hear when discussing the natural world and using a range of resources such as magnifying glasses and binoculars. Predicting what we might see in Spring, how is it different to Winter?</p> <p>Seasonal tress and displays in the classrooms created and changed with children's work, photos and comments.</p> <p>Discuss different environments in stories. What might be there? Have you ever been to... before? How does it look?</p> <p>In daily provision have access to a range of sensory resources which engage children in using their senses and vocabulary to explore e.g. foam, water, slime, sand, natural resources.</p> <p>Discuss the weather and seasonal features. Use a calendar, weather charts, Globe and maps to discuss what the weather is or might be like in different places and parts of the world.</p> <p>Read a range of texts linked to the changing seasons and key times of year such as autumn, pumpkins, hibernation, fireworks, Christmas, winter, spring, growth, lifecycles and Easter.</p> <p>Learn about hibernation, life cycles, nocturnal animals, wild animals, domestic animals and pets and how we care for them.</p> <p>Discuss and find out about how we care for the natural world and animals around us such as hibernation, vets, animal themed topics. Discuss current topics such as global warming, saving the planet, recycling and how we can make changes to make a difference</p>

	<p>Sing songs and join in with rhymes and poems about the natural world.</p> <p>Observe and draw pictures of the natural world, including animals and plants. Use cameras and l pads to take photos or videos of what children see and find around school. Kapow Art and DT schemes: 3D sculpture and collage, Spring flowers</p> <p>Introduce David Attenborough as our Scientist. Watch video clips and learn about his life through books and the places he has been and seen. Explore and learn about natural processes such as melting, evaporation, magnetism, floating and sinking through experiments and discussion. Use various technology where appropriate to support the process e.g. kettle, microwave.</p> <p>Class Forest school sessions with class teacher twice a year. Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment which they are in. Using resources safely and with care and purpose</p> <p>During walks in environment encourage children to name and describe some familiar and seasonal plants. Photos and videos to be taken.</p> <p>Artwork to display on seasonal trees which will develop children knowledge and animals and plants that can be seen at that time of year. Use Purple Mash to create artwork.</p> <p>Key words and vocabulary displayed on seasonal tree with children own idea and observations Children will make their own calendar to take home at Christmas time</p>
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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.

	Development matters guidance states that children in reception will be learning to.....	Implementation at Beechcroft
<p>Creating with materials</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>Kapow schemes of work for Art and Design and Technology Art: Painting and mixed media, Sculpture and 3D. Craft and design DT: Hibernation boxes, Textiles and structures</p> <p>Introduce and explore a range of techniques which can be used to create effects such as bubble painting, marbling, wax resist, colour-mixing and printing.</p> <p>Projects developed through whole school art sessions, linked to current themes in topics or maths.</p> <p>Class projects for display linked to themes, shapes, colour etc.</p> <p>Provide step-by-step guidance when appropriate to develop key skills and techniques.</p> <p>Curriculum linked independent art activities and resources available e.g. Maths: Patterns, size, shape, 3D collage and modelling Science: habitats, natural resources Literacy: making puppets, drawing</p> <p>Large- and small-scale construction resources Open ended resources to explore and use. Loose parts play and resources available to create and represent own ideas and spark imagination.</p> <p>Provide various joining materials and tools. Adults to provide modelling and support children during sessions.</p> <p>Promote independence. Children to have access to resources to develop their own work and follow their own interests.</p> <p>Use Purple Mash to create or complete various art techniques and pictures</p>

Being Imaginative and Expressive

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.

Charanga Music scheme
Introduce a range of music genres and encourage children to give an opportunity to express an opinion on how it makes them feel, whether they like it etc.

Music genres introduced during assembly.

Favourite song lists in classes
Dance and movement in PE sessions
Go Noodle and Wake and Shake, music used for Dough Disco sessions
External visitors for dancing and music workshops
Daily singing activities, number songs and rhymes, nursery rhymes.

Encourage performance and engagement during music sessions. Give opportunity for children to perform. Christmas play, summer concert, special assemblies, Make a Noise.

Helicopter stories

Learn key vocabulary: pitch, pulse and rhythm.

Purple Mash 2 Play and explore to create sequence of sounds and recordings.

Use a range of percussion instruments. Use chime bars during music sessions and build up to using two notes in accompaniment to music.

Music for dance and celebrations
Role play areas or resources linked to topics or known scenarios.
Daily provision allows access to a range of small world and imaginative resources linked to interests or current themes.