

# Belle Vue Primary and Nursery School Early Years Foundation Stage Curriculum 2022-2023



## *Introduction*

*In the Early Years Foundation Stage (EYFS), at Belle Vue Primary and Nursery School we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS Statutory Framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We are inclusive and welcoming to all. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. This is all summed up by our school vision of Establish-Nurture-Grow. To deliver this vision and our aims we plan our curriculum so that it can:*

- Broaden minds and children's outlook on life*
- Provide experiences of awe and wonder*
- Reduce disadvantage*
- Consider children's backgrounds and experiences*
- Develop knowledge and understanding of the community and wider world*

## *Staffing and Organisation*

*At Belle Vue, we have a Nursery and two Reception classes. The classrooms have a wide variety of continuous provision and both indoor and outdoor areas for the children to access. Children in Nursery are led by our Nursery Teacher and supported by three teaching assistants (TAs) in the morning and two in the afternoon.*

*In Reception we have two classes that use a large shared space and a dedicated outdoor learning area. RA has a full-time class teacher and two TAs working as a job share. RB has two teachers working as a job share and they are supported by a full-time teaching assistant.*

*Staff are organised to support the children in a balance of adult-led and child-initiated experiences throughout the sessions and the EYFS children have free flow access to outdoor learning and provision.*

*The experienced teams plan a variety of exciting learning opportunities each day as well as responding to unplanned themes or topics that interest the children.*

### **Play, Modelling, Scaffolding and Directed Teaching**

In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child.

Adults may scaffold a children's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go from "what they know" to "what else they could know"! Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) state in the framework (p16) that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults." At Belle Vue, the EYFS teams decide what we want our children to learn in our classroom, through our provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout the reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of their Reception year.

The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. There are three prime areas of learning:

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

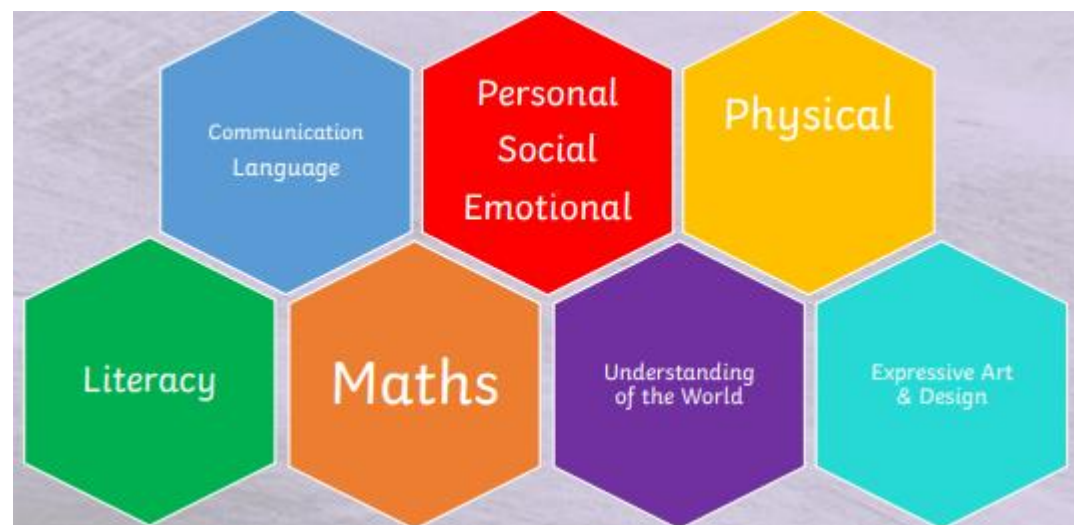
There are four specific areas of learning:

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

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics of Effective Learning are:

- Playing and exploring-engagement
- Active learning-motivation
- Creating and thinking critically-thinking

## The Statutory EYFS Framework



## *Planning in the EYFS*

*Our planning focuses on the children's needs, their interests and their stages of development. We seek opportunities to make links between the areas of learning and plan next steps accordingly. We deliver the curriculum through planned, purposeful play as well as adult-directed learning to enable the children to build on what they already know. In class the children may be taught as a whole group, in their classes, in small groups or as individuals to ensure that all children are progressing from their own individual starting point.*

*We have several documents in school to support us with the planning and delivery of our curriculum, these are:*

- The EYFS Statutory Framework*
- Development Matters*
- Birth to 5*
- Belle Vue Progression of Skills for EYFS*
- Teachable Texts*

## *Effective Teaching and Learning*

*We encourage the children to guide us in shaping their learning experiences. The team observe and discuss with the children the things they are interested in and which skills they would like to develop further. Our transition information, home visits, stay and play sessions and baseline tasks provide us with information on the sorts of things are children enjoy doing and are interested in. We develop children's curiosity and encourage inquisitiveness and a hunger for learning and find ways to answer the children's many questions! We provide a challenging, exciting and attractive learning environment that offers high-quality opportunities for the children to learn through play within the classroom and outside. Each class has continuous provision that is designed to offer practical, open-ended learning opportunities where children are enabled to think creatively and imaginatively. The children are supported to explore how resources can be adapted and use their skills in a variety of contexts. We develop problem-solving skills through open-ended tasks and encourage children to share their thinking with others.*

## *Personal, Social and Emotional Development – what do we do?*

- *Ask parents about the child's history, likes, dislikes, family members and culture*
- *Highlight children's interests*
- *Encourage listening to peers as well as adults*
- *Encourage cooperation, sharing and kindness*
- *Express our approval when they help, listen and support each other*
- *Allow children time in friendship groups as well as other groupings*
- *Have high expectations for children following instructions*
- *Model positive behaviour and highlight exemplary behaviour*
- *Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary*
- *Undertake specific activities that encourage talk about feelings and their opinions*
- *Offer constructive support and recognition of child's personal achievements*
- *Provide opportunities for children to tell each other about their work and play*
- *Help them reflect and self-evaluate their own work*
- *Help children to set own goals and to achieve them*
- *Give children strategies for staying calm in the face of frustration*
- *Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel*

- *Give children space to calm down and return to an activity.*
- *Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges*
- *Ask children to explain to others what they thought about a problem or an emotion and how they dealt with it*

### *Early Learning Goal*

*Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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.*

*Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.*

*Building Relationships cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.*

## *Communication and Language – what do we do?*

- Link listening with learning
- Identify new vocabulary
- Provide a large selection of objects, photos, pictures to talk about
- Promote active listening skills
- Repeat vocabulary regularly & revisit
- Show genuine interest in knowing more
- Think out loud, ask questions to check understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions
- Use complete sentences in our everyday talk.
- Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters
- Narrate our own and children's actions
- Ask open questions
- Model accurate irregular grammar such as past tense, plurals, complex sentences
- Remind of past events
- Make deliberate mistakes to highlight we can be wrong!
- Think out loud, support to solve problems, use problem solving words & phrases

- Model talk routines
- Daily story time
- Provide traditional & modern books Read and reread selected texts
- Take on different roles in imaginative play, to interact and negotiate with people in longer conversations

## *Early Learning Goal*

*ELG: Listening, Attention and Understanding Children at the expected level of development will:*

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*ELG: Speaking Children at the expected level of development will:*

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.

## *Physical Development – what do we do? (Gross Motor)*

- *A range of surfaces to feel, move and balance on, such as grass, earth and bark chippings*
- *Experience of carrying things up and down on different levels (slopes, hills and steps)*
- *Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing*
- *Provide regular access to floor space indoors for movement*
- *Ensure that spaces are accessible to children with varying confidence levels, skills and needs Provide a wide range of activities to support a broad range of abilities*
- *Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in*
- *Model precise vocabulary to describe movement and directionality, and encourage children to use it*
- *Provide children with regular opportunities to practise their movement skills alone and with others Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further*
- *Encourage children to be highly active and get out of breath several times every day*
- *Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce*
- *Provide areas for sitting at a table that are quiet, purposeful and free of distraction.*
- *Give children regular, sensitive reminders about correct posture*
- *Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion*
- *Provide opportunities to move that require quick changes of speed and direction*
- *Encourage precision and accuracy when beginning and ending movements.*
- *Encourage children to use a range of equipment. These might include wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making*

## *Early Learning Goal*

*Children at the expected level of development will: negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.*















## *Physical Development – what do we do? (Fine Motor)*

- *Before teaching children, the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: – that children have developed their upper arm and shoulder strength sufficiently: they don't need to move their shoulders as they move their hands and fingers –that they can move and rotate their lower arms and wrists independently*
- *Help children to develop the core strength and stability they need to support their small motor skills.*
- *Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.*
- *Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodworking, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, making models with junk materials, construction kits and malleable materials like clay.*
- *Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?*
- *Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.*
- *Encourage children to draw freely.*
- *Engage children in structured activities: guide them in what to draw, write or copy.*
- *Teach and model correct letter formation.*
- *Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).*
- *Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time*

## *Early Learning Goal*

*Children at the expected level of development will: hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools, including scissors, paint brushes and cutlery; begin to show accuracy and care when drawing*

# Pencil Grip Progression

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p><b>FISTED GRIP</b> 1-2 years old The child holds the pencil with the whole hand. The fingers and thumb are curled around the pencil. The wrist is bent.</p>	 <p><b>DIGITAL PRONATE GRIP</b> 2-3 years old The child holds the pencil with the palm facing down. The fingers and thumb are curled around the pencil. The wrist is bent.</p>	 <p><b>4 FINGER GRIP</b> 3-4 years old The child holds the pencil with the thumb and index finger. The middle, ring, and little fingers are bent and rest on the table. The wrist is bent.</p>	 <p><b>HOOKED WRIST</b></p>	 <p><b>CROSS THUMB</b></p>	 <p><b>THUMB TUCK</b></p>	 <p><b>JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION</b></p>	 <p><b>INDEX FINGER JOINT IN HYPEREXTENDED POSITION</b></p>	 <p><b>THUMB JOINT IN HYPEREXTENDED POSITION</b></p>	 <p><b>STATIC TRIPOD GRIP</b> 4-6 years old The child holds the pencil with the thumb, index, and middle fingers. The ring and little fingers are bent and rest on the table. The wrist is bent.</p>	 <p><b>LATERAL TRIPOD</b></p>	 <p><b>DYNAMIC TRIPOD GRIP</b> 6-7 years old The child holds the pencil with the thumb, index, and middle fingers. The ring and little fingers are bent and rest on the table. The wrist is bent.</p>
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		

Reception Age Range

## *Literacy – what do we do?*

- Regularly model reading and writing initially through daily routines e.g. stories, rhymes, calendar etc.*
- Use Monster Phonics to teach phonics daily in a discrete session lead by adults*
- Provide opportunities for children to apply these taught skills independently through play.*
- Offer high quality, stimulating book areas with books that represent the children's interests as well as particular themes e.g. Autumn.*
- Send home reading books at the child's phonic level as well as book to be shared with an adult from early in the Autumn Term.*
- Plan and deliver daily physical gross and fine motor sessions to improve children's physical readiness for writing.*
- Teach handwriting using the whole school handwriting programme*
- Provide daily opportunities to read and write their name.*
- Offer opportunities to write for a purpose in an environment that supports mark making.*
- Deliver adult-led reading and writing sessions in the Spring and Summer terms.*
- Celebrate children's mark making and writing*

## *Literacy ELG: Comprehension*

*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*

*Anticipate – where appropriate – key events in stories;*

*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.*

## *ELG: Word Reading*

*Say a sound for each letter in the alphabet and at least 10 digraphs;*

*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.*

## *Literacy ELG: Writing*

*Write recognisable letters, most of which are correctly formed;*

*Spell words by identifying sounds in them and representing the sounds with a letter or letters;*

*Write simple phrases and sentences that can be read by others*

# EYFS Phonic and Reading Progression Map

## EYFS Phonic & Reading Progression Map

### High Frequency Word Tracker

Phase 2		Phase 3			Phase 4			
I	no	he	was	her	said	do	one	what
the	go	she	you	all	have	some	were	went
to	into	we	are	they	like	some	there	out
		me		me	so	little		
		be						

### Phase 2/3 Tracker

Phase 2					
s a t p	i n m d	g o c k	ck e u r	h b f ff	l ll ss

Phase 3						
j v w x	y z zz qu	ch sh th ng	ai ee igh oa	oo o oar or	ow oi er	ear air ure

### Blending and Segmenting

Reading initial sounds into individual letters	Blending sounds into words Oral blending	Reading letter groups (Digraphs) to represent one sound.	Read a few common exception words	Segment and blend words in reading book	Read simple words and sentences with known letter sounds	Reread books to build up confidence and fluency	Recall of more tricky words	Know at least 10 digraphs	Read aloud books containing phase 2 and 3 sounds	Read words containing blends cvcc ccvc ccvcc
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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.

# EYFS Writing Progression Map

Pre Phonemic Stage							Early Phonemic	Letter name stage		Transitional Stage			
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups	Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
							the 1 to see 1/2 12345 orb mv	IVA DRAO	Wubbles I like it.	Thehcanr (The horse can't)	My favourite colour is blue. I like it.	To start I will be busy with the writing, some of the things and I will be busy with my job.	One day I saw my friend and I was sad and I was sad. The end.
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words	Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginnings, middle and end sounds.	Whole sentence writing develops.		

## EYFS Writing Progression Map

### WRITING High Frequency Word Tracker

Phase 2		Phase 3			Phase 4			
I	no	he	was	her	said	do	one	what
the	go	she	you	all	have	some	were	went
to	into	we	are	they	like	some	there	out
		me		me	so	little		
		be						

### WRITING Phase 2/3 Tracker

Phase 2					
s a t p	i n m d	g o c k	ck e u r	h b f ff	l ll ss

Phase 3					
j v w x	y z zz qu	ch sh th ng	ai ee igh oa	oo o oar or	ow oi er
					ear air ure

### WRITING SOUNDS, ORDERING SOUNDS, SENTENCE WRITING

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write two words using phase 2 sounds	I can write two words using some digraphs.	I can write simple captions lists to match a picture	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop.	I am starting to use some finger spaces between my words.	My writing can be read by others.
			I am starting to write ph 2 tricky words		I am starting to write ph 3 tricky words			I can reread what I have written.	I am forming my letters correctly.	Some words are spelled correctly, and others are phonetically plausible.
									I am starting to use capital letters.	I can spell many HME words

Children's early mark making are of great value and they are always asked to share and talk about the marks they have made.

Writing links very closely to a child's Physical Development as it requires them to have control over a very specific set of muscles, to have a strong core, be able to track with their eyes, have good balance and coordination and to make very refined movements on paper.

## *Mathematics – what do we do?*

- Use the White Rose Maths (WRM) Scheme to deliver sequential progressive daily taught sessions.*
- Model the application of maths skills daily e.g. through the calendar, self-registration etc.*
- Provide stimulating maths areas to encourage children to apply taught skills independently.*
- Use NUMICON to teach early number sense.*
- Provide reading books with mathematical themes.*
- Teach composition of smaller numbers before moving on.*
- Provide open ended as well as specific maths resources to enable children to knowledge in a variety of different ways.*
- Value early graphical representations of mathematical thinking.*
- Teach how to use the manipulatives provided.*
- Offer high quality space, shape and measure opportunities.*
- Continually revisit basic skills e.g. subitizing to ensure knowledge is embedded.*
- Teach maths using a multi-sensory approach.*
- Support and develop children’s ability to orally explain their thinking using ‘...how do you know?’ questions.*
- Model how to represent mathematical thinking e.g. through number sentences when children are ready.*

## *Mathematics ELG: Number*

*Have a deep understanding of number to 10, including the composition of each number;*

*Subitise (recognise quantities without counting) up to 5;*

*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.*

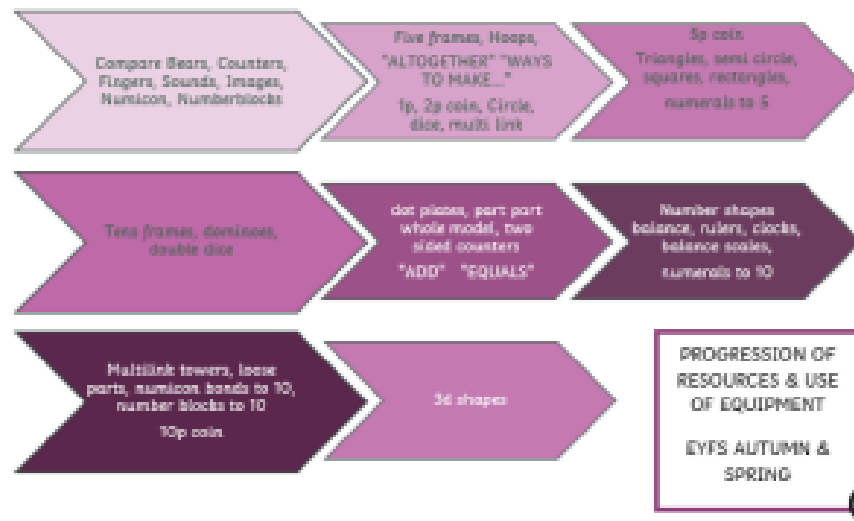
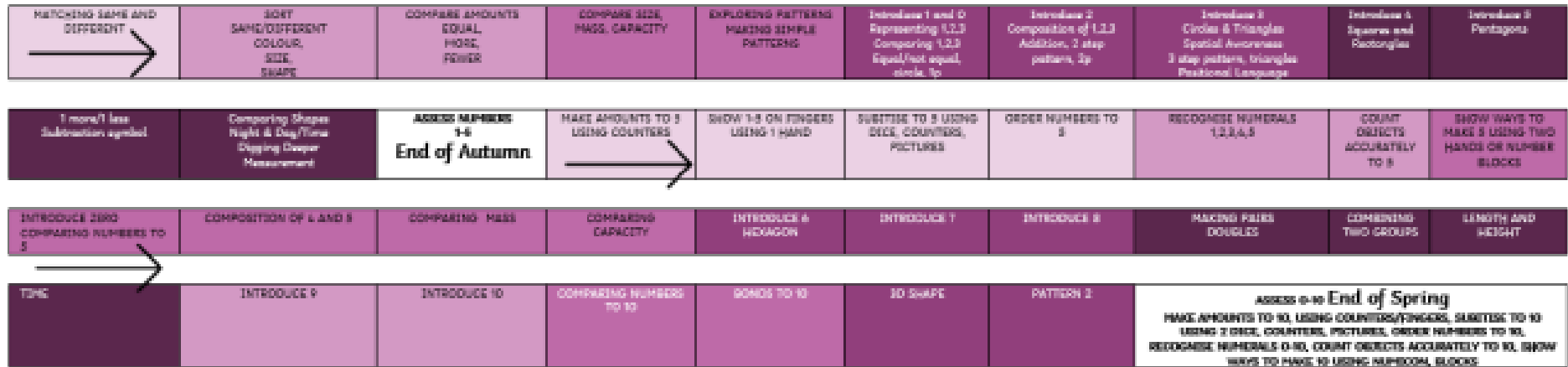
### *ELG: Numerical Patterns*

*Verbally count beyond 20, recognising the pattern of the counting system; –*

*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;*

*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.*

# EYFS Mathematics Progression Map



## SUMMER TERM- BEYOND 10



## *Understanding the World – what do we do?*

- Select teachable texts such as ‘The Street Beneath Your Feet’ as a provocation to explore the world around them.*
- Use the school grounds and local area to explore the weather and the seasons and different types of environments*
- Provide collections for children to explore.*
- Use the Curiosity Cube to stimulate thinking and questioning.*
- Model how to use non-fiction texts and provide them in the areas of interest in the learning environment.*
- Plan for and introduce new vocabulary.*
- Introduce children into how to carry out simple experiments e.g. floating and sinking, making simple electrical circuits.*
- Plan for opportunities to explore past and present through stories and real-life events.*
- Regularly talk about the passage of time e.g. visual timeline*
- Use trips and visitors to stimulate discussion around the people in our community.*
- Look at being part of a global community e.g. through comparing environments e.g. hot/cold.*
- Celebrate festivals that children in our school are aware of e.g. Christmas, Eid as well as introduce others.*
- Teach children about the importance of British Values.*

## *Understanding the World ELG: Past and Present*

*Talk about the lives of the people around them and their roles in society;*

*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;*

*Understand the past through settings, characters and events encountered in books read in class and storytelling.*

### *ELG: The Natural World Children*

*Explore the natural world around them, making observations and drawing pictures of animals and plants;*

*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;*

*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.*

### *ELG: People, Culture and Communities*

*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;*

*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;*

*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*



### *Expressive Arts and Design – what do we do?*

- *Introduce children to the work of different artists, explore techniques such as Watercolour, Pontellism etc.*
- *Teach colour mixing including how to create shades of colour.*
- *Demonstrate and support children to use a variety of tools effectively e.g. clay tools, paintbrushes, scissors etc.*
- *Provide a range of materials for children to construct with.*
- *Teach a variety of joining techniques.*
- *Encourage children to think about what they would like to do and then reflect on what they created once they have finished.*
- *Introduce simple drawing skills e.g. shading*
- *Introduce children to music from around the world and from different time periods.*
- *Use the whole school music programme – Charanga to teach basic musical skills.*
- *Provide costumes and props for role play.*
- *Offer open ended as well as closed role play materials.*
- *Support children to develop a steady beat.*
- *Play movement and listening games.*
- *Support children to create their own music.*
- *Encourage children to follow simple dance routines and then to create their own and perform to others.*

- *Use story to develop role play opportunities.*
- *Use colour and pattern to express their mood.*
- *Work with a variety of media e.g. paint, clay, playdough, pastels, charcoal*
- *Watch shows e.g. KS1 Nativity and comment on what they saw.*
- *Develop an awareness of how to use tools effectively and safely.*

### *Expressive Art & Design ELG: Creating with Materials*

*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;*

*Share their creations, explaining the process they have used;*

*Make use of props and materials when role playing characters in narratives and stories.*

### *ELG: Being Imaginative and Expressive*

*Invent, adapt and recount narratives and stories with peers and their teacher;*

*Sing a range of well-known nursery rhymes and songs;*

*Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.*

# Working with Parents and the Wider World

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We use Class Dojo to share information on our class learning and we encourage all parents to document their child's reading journey in their e record.

In the Autumn and Spring terms we hold parents' consultations and in the Summer term we send home detailed reports. The children have Monster Phonics phonetically decodable e books to share at home along with a physical story book to be read to them to model reading. We ask that these reading experiences are recorded in the child's e reading record. We also aim to provide a variety of workshops for parents to attend so that they can learn more about how they can support their child at home.

We offer opportunities for families to come and be part of the child's special times at school such as working together at our Christmas Workshop, Mother's Day Afternoon Tea and Father's Day Workshop.

Over the year we arrange trips within the local community, for example visiting the library or the local shops. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations through our Understanding the World provision, we invite in families from a variety of different cultures to share special celebrations as well as some of our bilingual parents to share stories in their home language.

# Assessment in the EYFS

In the EYFS at Belle Vue the team use a range of strategies to gather information about the children's learning and development. In the first few weeks of Nursery and Reception staff will use observation to make a judgment on whether children are on track for expected development. At Belle Vue we made the decision to use the non—statutory Development Matters 2021 to inform this decision making. Teachers constantly use their professional judgement to decide what a child is achieving and what they need to do next. In their first six weeks at school staff will complete the statutory Reception Baseline Assessment for children in Reception.

Evidence of ongoing learning is collected through our class Learning Stories which are linked to our teachable texts (see next page). There are also Learning Stories for each phonics and maths group.

The staff watch the children interacting through their play & learning, we model and guide to support the children and assess the children using the non—statutory framework Development Matters 2021. Information on the learning taking place in the classroom will be shared periodically with parents using Class Dojo.

Data is collected on entry to Nursery and Reception and then again at the end of Spring 1 and the end of the Summer Term. In Reception a judgment will be made against the Early Learning Goals and evidence shared with Year 1 and parents about the children's attainment and Characteristics of Effective Learning.

More information on the Early Years Foundation Stage can be found at [www.foundationyears.org](http://www.foundationyears.org)

