



Manor Hill
First School

Early Years Foundation Stage Curriculum

September 2021/2022

EYFS Intent, Implementation and Impact

Intent

At Manor Hill we intend to provide motivating first-hand experiences whilst encouraging our children to build a life-long love of learning. We aim to provide a knowledge rich curriculum, whilst also building on children's existing skills and knowledge encouraging them to use what they already know to succeed and progress. We recognise that all children are unique and we celebrate individual differences and skills to enable all children to feel valued and have pride in their achievements. We have created open ended 'topics' to provide knowledge, self-belief and cultural capital to allow for success in the rest of their school journey and beyond. We also highly value child-led learning and will follow the interests and fascinations of the children in each cohort. The curriculum is rich in language and vocabulary, role-modelled by staff, to ensure children can communicate effectively. Teaching of communication and early reading is at the heart of the curriculum to ensure the foundations for future learning are met. A systematic, synthetic phonics approach is in place, ensuring that all children learn to read words and simple sentences accurately by the end of reception, with their reading books linking to the sounds they know.

Implementation

Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage. We use Development Matters to support the curriculum and for each area of learning we plan exciting and engaging opportunities to continuously move the children's learning and development forward. This would include following a topic or class theme, where we combine all areas of learning in a cross-curricular way to develop a wide-ranging vocabulary which underpins the children's learning. This may also include following the children's interests and making the most of those 'in the moment' teachable opportunities, where learning can be maximized if children are engrossed in an activity due to personal fascinations or interests. Each year we will take into account the nature and needs of the class and create a blend of whole-class, guided, adult led and child led play, which suits our cohort. We follow the Characteristics of effective learning and give opportunities to play and explore, be active and think critically and creatively. Children have access to both indoors and outdoors and are able to make choices about where they learn best, and teachers and staff will ensure that there are opportunities for all areas of learning both indoors and outdoors. Staff are expert in teaching a systematic, synthetic phonics programme and ensure that children practise their reading books that match their phonic knowledge. Parents are regularly updated on their child's learning and progress through an online profile which allows parent feedback and contributions, and through regular interactions with staff. Staff quickly identify children that need support in any area of learning and provide focused intervention that is targeted and age-appropriate to support individuals to make expected progress. Manor Hill is a positive place to be and we embed our values of creativity, resilience, collaboration and exploration in everything that we do.

Impact

In Early years at Manor Hill, we aim to impact our children by creating the foundations to support them into key stage 1 and beyond. Our children develop a thirst for learning. They have a detailed knowledge and skills across all seven areas of learning in age appropriate ways. They develop and demonstrate positive attitudes to their learning through high levels of curiosity, concentration, resilience and enjoyment. They take pride in their work and recognise their achievements. Children develop their vocabulary and use it effectively across the EYFS curriculum. They enjoy and listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.

By the end of reception, most children will achieve the early learning goals and will be ready to transition into Key Stage 1 as independent, resilient learners, with the knowledge and skills they need to succeed.

Curriculum Progression

	Autumn	Spring	Summer
My World			
Bright Beginners	My Family What I like Comforting Characters Autumn Sensory Traditions at home - Christmas	My Friends Following fascinations Themes from books- Bear Hunt etc Spring Sensory In the garden Traditions at home- Easter	My pets Other animals Growing bigger- moving on Growing seeds Summer Sensory
The Great World			
Early Explorers	My Wider Family All about me Traditional tales (In the Forest) Autumn- Harvest time Planting bulbs Learning about Forest School Christmas Nativity	Growing up- babies, teeth, toileting- Stories about this Exploring Forest School Spring- Farm Visit Hatching Eggs Easter in our community	How things work (sink/ float, forces, shadows etc) Changes (cooking) At the seaside Intro to the wider world
The Wide World			
Reception	Individual Me- Diversity 'Big school' routines Our Community People who help us The Natural World around us Visit to a Forest (Gruffalo) Bonfire Safety Remembrance Sunday Diwali, Thanksgiving, Befana Christmas around the World	The past- (now, then, next) Grandparents When I grow up Important people in History Stories with themes- bravery, kindness etc Growing vegetables in Forest School Where does our food come from? Religious study	Where is Manor Hill? Different environments Stories from around the world Life in other countries (music, food, art, animals etc) Hot and Cold Places Travel and transport Weather/ Seasons Ready for Y1

Bright Beginners Termly Curriculum Planner- My World

	Autumn	Spring	Summer
Launch Day	Coming to nursery	Farm on Wheels	Pet Visits
Parent contributions	Family photo, Autumn Treasures	Sharing days out/experiences- photographs	Pet Visits
Visits	N/A	Farm on Wheels	Pet Visits
Celebrations	Birthdays, Christmas traditions	Birthdays, Easter	Birthdays' Graduation to EE
Values	Exploration	Collaboration	Creativity
Vocabulary	Mummy, Daddy, big/little brother, big/little sister, family, baby, Autumn, crunchy, spikey, squash, Conkers, pumpkins, acorns.	Favourite, kind, blooming, changing, sprout, seeds, grow, warm, blossom, buds, puddles, breezy, rain, warm, rainbows, showers, sunshine, umbrella, chick, lamb, bunny, Spring	Cat/kitten, dog/puppy, rabbit, soft, fluffy, growl, bark, tall, taller, Vegetables, fruit, seeds, compost, stem, roots, flower, petals, hot, bright, beautiful, butterfly, Summer
Books	<p>Traditional Tales & Rhymes: Jack and the Beanstalk, Little Red Hen, Twinkle, Twinkle, Incy Wincy Baa, Baa, Black Sheep, Hickory Dickory Dock, Wind the Bobbin Up, Humpty Dumpty, Miss Polly had a dolly.</p> <p>Books: Spot the dog, Owl Babies, Peppa Pig, Pip & Pop, Jasper's Beanstalk</p>	<p>Traditional Tales & Rhymes Old McDonald, Wheels on the Bus, Mary had a little lamb, 5 currant buns, hot cross buns, Peter rabbit, sleeping bunnies</p> <p>Books: Dear Zoo, Snore, Bear Hunt, Peppa's Easter Egg, Apple Tree farm</p>	<p>Traditional Tales & Rhymes 1,2,3,4,5, Row, Row, The Grand Old Duke of York, Tommy Thumb, 5 Speckled Frogs, there's a work at the bottom of the garden, Jack and Jill</p> <p>Books: Dear Zoo, Kipper, Apple Tree Farm, When I Grow Bigger, Topsy and Tim, Alfie Outdoors, Oliver's Vegetables</p>

Communication and Language

In Bright Beginners we expect the children to develop by:

Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they can't. Start to say how they are feeling, using words as well as actions. 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'. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j. Use multi-syllabic words such as 'banana' and 'computer'. Listen to simple stories and understand what is happening, with the help of the pictures. 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').

Observational Checkpoints:

AGE 2:

Is the child showing an interest in what other children are playing and sometimes joins in?

Can the child use up to 50 words? Is the child beginning to put two or three words together: "more milk"? Is the child frequently asking questions, such as the names of people and objects?

Can the child understand many more words than they can say – between 200–500 words? Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"

AGE 3:

Can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".

Can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. Can the child follow instructions with three key words like: "Can you wash dolly's face?"

Can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.

Communication and Language

Phase 1 phonics
(when appropriate)

Sensory play to introduce
vocabulary- using all 5 senses.

Introducing new language and
vocabulary.

Opportunities to listen to music,
dance and perform.

Morning Hello circle time and
register

Model words, short sentences
and phrases.

Learning Book- home
experiences and discussions.

Singing or listening
activities/games.

How we will
do this in
Bright
Beginners at
Manor Hill

Forest School- new vocabulary
and experiences.

Modelling language through
play and conversation.

Daily story time with
discussions about the book.

Role-play opportunities
following the children's
interests and through topic.

1:1 time with all children-
interactions and give
opportunity to talk and use
language.

Supporting speech
development- see and learn
cards.

Provoking conversations- e.g.
snack time conversations.

Personal Social and Emotional Development

In Bright Beginners we expect the children to develop by:

Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. 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 area and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.

Observational Checkpoints:

AGE 2:

Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?

AGE 2-3:

Does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Personal Social and Emotional Development

Comforting characters- familiar things to the children and following their interests.

Building relationships in key worker groups.

Group activities and games to encourage turn taking and sharing.

Support children in building relationships with each other by modelling through play and in provision.

Self portraits and looking at 'all about me' sharing photographs, families.

How we will do this in Bright Beginners at Manor Hill

Circle times- kindness.

Giving the children choice opportunities - develop independence such as roles and tasks.

Talking about how we feel- emotion cards, books.

Setting rules and encouraging kind behaviour.

Encouraging the children to use language to express feelings.

Physical Development

In Bright Beginners we expect the children to develop by:

Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently.

Observational Checkpoints:

AGE 2:

Can they run well, kick a ball, and jump with both feet off the ground at the same time?

AGE 3:

Can the child climb confidently, catch a large ball and pedal a tricycle?

Note: Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.

Physical Development

Construction opportunities indoors and outdoors.

Inset puzzles and jigsaws.

Encourage independence when arriving and leaving- putting own drinks away, fastening and unfastening coats with zips and buttons.

Create dens and imaginative play using boxes, tarp, poles.

Snack times and tasting opportunities to encourage independent eating and drinking.

Group activities and games to encourage turn taking and sharing.

How we will do this in Bright Beginners at Manor Hill

Opportunities to balance in outdoor areas- creating bridges and structures.

Vocabulary games and activities- throwing and catching, rolling

Staff supporting toileting and supporting parents in toilet training.

Water and sand play

Movement to music- nursery rhymes and action songs,

Group activities and games to encourage turn taking and sharing.

Forest schools- large gross motor activities- building using crates, planks, logs.

Fine and gross motor activities in the classroom- mark making, using tweezers to pick up sunflower seeds.

Group activities and games to encourage turn taking and sharing.

Literacy Development

In Bright Beginners we expect the children to develop by :

Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.

Literacy Development

Staff modelling writing for a purpose in play-making lists, drawing pictures, letters.

Independence encouraged- finding pegs with their names, finding their own named water bottles.

Rhyming and singing daily.

Soft toy comforting characters that are familiar to the children- Paw Patrol, Peppa pig as props to develop stories.

How we will do this in Bright Beginners at Manor Hill

Mark making sensory play- shaving foam, sand, gloop.

Stories and print accessible around the room and outdoors.

Mark making opportunities in all areas of learning both indoor and outdoor- colouring, chinks, painting, water painting, sponge painting and large scale art.

Provocations- activities selected to suit cohorts needs and intrigue and excite children into making marks.

Exposure to print-REAL focus as whole school approach.

Sharing stories, rhymes and poems daily.

Mathematical Development

In Bright Beginners we expect the children to develop by:

Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.

Mathematical Development

Using climbing equipment and opportunities to climb and balance using large construction items.

Water, sand and messy play to encourage and support topping, filling and emptying and using language of measure.

Singing number songs or reading stories with a counting focus.

Access to inset puzzles and shape provision.

Playing active number games

How we will do this in Bright Beginners at Manor Hill

Numbers and shapes on display around the room to support early recognition.

Construction materials to build, balance and talk about size, enclosing spaces and staff using size language to support mathematical vocabulary.

Group activities and games to encourage turn taking and sharing.

Loose parts and objects in play- staff using opportunities to compare/count/sort objects in provision.

Understanding of the World Development

In Bright Beginners we expect the children to develop by:

Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.

Understanding of the World Development

Group activities and games to encourage turn taking and sharing.

Opportunities to explore real life objects- bug hunts, tweezers and sunflower seed, real birds nests.

Weekly Forest school sessions- emersion in the outdoors in all weathers.

Circle times and CL activities based around our families- key vocabulary used to talk about our families

Stories shared to support understanding differences between us and others focused on families.

How we will do this in Bright Beginners at Manor Hill

Discussions about ourselves- using mirrors and comparing ourselves to our friends- hair, eyes, height.

Providing enhanced experiences- farm on wheels/pet visit, dancing in the rain, exploring different weather and living things through forest schools and spontaneous opportunities.

Loose parts in provision to support skills in all areas- natural materials- log slices, conkers, pinecones, sticks, stones, shells.

Provision to allow children to explore sensory play- gloop, jelly baff, shaving foam, water, mud, sand.

Expressive Arts and Design Development

In Bright Beginners we expect the children to develop by:

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'. Explore their voices and enjoy making sounds. 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. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 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. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.

Expressive Arts and Design Development

Opportunity to use their voice through communication and play in provision and small group focus activities.

Role play opportunities both topic led and child led following the interests of the children to encourage imaginative play.

Access to various materials to make marks with- chalk, pens, crayons, paint, water. Use hands to create marks- printing with hands, fingers, feet.

Opportunities in provision to allow children to play and explore sounds, music and movement.

How we will do this in Bright Beginners at Manor Hill

Listening and moving to music- nursery rhymes, familiar songs e.g. Disney music.

Nursery rhymes and action songs part of daily routine.

Props around the classroom and outdoors to use as props in pretend play- loose parts and real objects.

Explore sound makers- musical instruments and also sound makers e.g. drumming using a pan and a stick.

Using materials they can manipulate- playdough, clay, foam, gloop, sand.

Early Explorers Termly Curriculum Planner- The Great World

	Autumn	Spring	Summer
Launch Day	My new pre-school	Hatching Chicks	Seaside Day
Parent contributions	Provide Family Photographs	Photographs of parents at work	Holiday photographs
Visits		Farm	Ice cream van, punch and Judy
Celebrations	Harvest, Christmas Nativity	Easter	
Values	Collaboration	Collaboration, Creativity	Resilience, Exploration
Vocabulary	Acorn, pinecone, conker, vegetable, vegetable names, seed, bulb, root, grow, change, bigger, taller, longer	Egg, hatch, chick, incubator, frog spawn, tadpole, froglet, frog, caterpillar, cocoon, butterfly, happy, sad, angry, frightened, Occupation names, big, small, little, tall, heavy, light	Push, pull, float, sink, melt, stretch, squeeze, melt, freeze, boil, toast, more, less, first, next, after, before
Books	<p>Traditional Tales & Rhymes: Three Billy Goats Gruff, Little Red Riding Hood, Hickory Dickory Dock, Miss Polly had a Dolly, Tommy Thumb, Row, row, row your boat</p> <p>Books: Brown Bear Brown Bear, Come on Daisy, You Choose, Who's in my family Families, families, families, How does my garden grow, How do apples grow?</p>	<p>Traditional Tales & Rhymes: Jack and the Beanstalk, The Little Red Hen, The wheels on the bus, Five currant buns, Incy Wincy Spider, Humpty Dumpty</p> <p>Books: The Hungry Caterpillar, The Train Ride, Jaspers Beanstalk, I Don't Want to Be a Frog, The Way I Feel, When I Grow Up, Mixed</p>	<p>Traditional Tales & Rhymes The Enormous Turnip, Goldilocks and the Three Bears, The Three Little Pigs, Five Little Speckled Frogs, Wind the Bobbin up, Twinkle Twinkle, Baa baa black sheep</p> <p>Books: Hairy McClary from Donaldsons dairy, We're going on a Bear Hunt, Each Peach, Pear, Plum, And everyone shouted pull, All Welcome, Only one you, What if we were all the same?</p>

Communication and Language

In Early Explorers the children will learn to:

Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 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'. Use longer sentences of four to six words. 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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Observational Checkpoints:

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?

Communication and Language

Sharing experiences during one to one with an adult and in small groups.

Using Learning Book 'home' and school observations to talk about activities and listen to each other.

Speech and Language support through talking programs, games and external support where necessary.

Choosing activities independently in the provision.

Outdoor area and play to encourage discussion and conversation skills.

Modelling conversations with adults and children as well as use of puppets and characters to support speaking and listening skills.

How we will do this in Early Explorers at Manor Hill

Morning and afternoon Registration with lots of talking opportunity.

Accessing the reading area and sharing stories daily.

Forest school sessions- children can widen vocab and explore the outdoors using new language and words.

Small world and role play activities planned and child-led.

Open ended questioning and use of 'I wonder' and 'tell me more about.'.

Singing Nursery rhymes and action songs with repetitive words and vocabulary.

Personal Social and Emotional Development

In Early Explorers the children will learn to:

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. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.

Observational Checkpoints:

Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?

Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Personal Social and Emotional Development

Self service snack

Separating from parents

Circle time and Puppet Play to act out scenarios and create discussion points.

Sharing stories and songs as a whole group, in smaller groups and 1:1

Modelling turn taking and asking for things in a polite way.

Provision opportunities to allow children to play alongside each other and then progress into playing collaboratively

How we will do this in Early Explorers at Manor Hill

Independently access activities indoors and outdoors.

Self registration using photographs

Role Play of known experiences- home corner, shop, café.

Clear boundaries and teaching understanding of classroom routine and rules

Adults support children to come up with solutions to solve conflicts to then allow them to do this independently.

Physical Development

In Early Explorers the children will learn to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. 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. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.

Observational Checkpoints:

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Physical Development

Partnership with parents to share information and support PD at home and at school.

Weekly PE sessions delivered by T4S using EYFS curriculum.

Daily healthy snacks.

Independently access activities

Lunch time support from adults modelling correct use of knives and forks.

Large outdoor equipment to encourage use of Gross Motor skills- climbing frame, crates and planks, large building materials, shelter making.

How we will do this in Early Explorers at Manor Hill

Use of tools indoors and outdoors appropriate for individuals- hammers, trowels, scissors, spades, jugs, pencils, crayons, paint brushes.

Action songs and dancing to music/singing- use our bodies and create large movements.

Access to various riding equipment- balance bikes, trikes, scooters and play vehicles.

Teacher led healthy eating activities and discussions.

Staff supporting toileting and supporting parents in toilet training.

Literacy Development

In Early Explorers the children will learn to:

Understand the five key concepts about print: - print has meaning , print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.

Literacy Development

Using language from stories and introducing new vocabulary. .

Exposure to print- REAL focus as whole school approach.

Letters and sounds in provision various forms- wooden, resin, gel, sponge.

Wordless books to support conversation and discussion.

Delivery of Phase 1 phonics in both adult led, provision and woven into all learning.

Opportunities to act out stories using various resources- puppets, small world and costumes.

Reading area and books and stories as well as songs and nursery rhymes in provision and always accessible to children daily.

**How we will
do this in
Early
Explorers at
Manor Hill**

Story focused curriculum with carefully selected texts to support oracy and develop vocabulary and knowledge of stories.

Adults modelling writing for a purpose, scribing for children and mix of written and printed text on display

Opportunities to make marks in provision- writing lists, drawing and colouring, chalks and other mark making tools.

Supporting children to find and recognise their names- pegs, name cards, self registration.

Daily story session with focused questioning on five key concepts.

Adult led activities with literacy focus to engage and excite around literature- bringing stories to life.

Mathematical Development

In Early Explorers the children will learn to:

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Mathematical Development

Maths adult led activities where/when appropriate, group activities and provision/free choice- resources available and adult questioning to support maths knowledge and understanding.

Supporting materials such as number lines, numerals, 5 frames etc.

Singing daily- number songs and shape songs and rhymes. Reading story books to support maths learning as well as adult questioning supporting maths through stories.

Displays in classroom and outdoors to support numbers to 5- numerals, pictures, objects.

Creative area to allow recognition and creation of patterns.

Counting items in provision- loose parts, small world, natural objects.

Subitising opportunities in maths sessions and within provision- card games, items of up to 3 objects and adult point out how many and then begin to ask the children how many they can see.

**How we will
do this in
Early
Explorers at
Manor Hill**

Mark making opportunities provided in provision to support experimenting with symbols and numerals- e.g. logging scores in games, counting our friends on a 'register', chalking around ourselves- how many feet, arms, legs etc.

Construction including various shapes and sizes to allow for maths vocabulary to evolve. Questioning supporting mathematical thinking e.g. why won't the round object stack on top of the tower- what will happen?

Providing real-world problems e.g. not enough fruit, too many chairs, missing pencils- how many more will we need.

Point out sequential events- daily routine, stories, home routine etc,

Games to support counting- dice use, hop scotch, skittles, movement games.

Maths in the outdoors- forest schools.

Adults modelling language informally during play to describe the shape, position, size, weight, length, capacity pattern in something e.g. 'your top has a stripy pattern' or 'that fish is much bigger than that one'. 'This box is really heavy but the ball is light to carry by itself'.

Understanding of the World Development

In Early Explorers the children will learn to:

Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. 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. Talk about the differences between materials and changes they notice. 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.

Understanding of the World Development

Focused topic on animal life cycles- adult led activities, stories and opportunities to support learning about life cycles.

Forest school weekly sessions covering all aspects of nature, environment, living things and natural materials.

Continuous provision supporting children's learning with free-choice opportunities e.g. gardening area, water play and small world.

Inviting visitors into school to talk about their occupations- nurses, farmers, shop assistants.

Parents to support making sense of own life- providing communications such as sharing opportunities in home life, photographs and their work.

How we will do this in Early Explorers at Manor Hill

Wide range of literature to support area of learning- non-fiction books and stories to link with families, occupations, life cycles, growing, the world and diversity.

Explore materials in the provision to support learning about forces- e.g. snapping twigs outdoors, using the water play to explore how water pushes things that float to the surface etc.

Extra curricular activities such as visiting a farm, hatching chicks or caring for caterpillars.

Environment and conservation considerations taught and practised- saving water, collecting rubbish, caring for our area.

Natural materials and messy play opportunities to explore senses.

Expressive Arts and Design Development

In Early Explorers the children will learn to:

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. Join different materials and explore different textures. 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. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 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.

Expressive Arts and Design Development

Phase 1 phonics taught in adult led then opportunities to practise in provision.

Music- taught through systematic and progressive sessions- music specialist/Charanga.

Drawing and mark making materials readily available in provision both indoor and outdoor e.g. clipboards, large paper, chalks, water painting, easel.

Construction materials to allow for make-believe e.g. creating a bridge using crates to act out The Three Billy Goat's Gruff.

Music and Art activities- listen to music and allow the children to respond with Art- Drawing to music.

Provision allows children to role play, make music and sing e.g. microphones, instruments, dressing up, small world, puppets.

**How we will
do this in
Early
Explorers at
Manor Hill**

Colour mixing- focused and free activities using paints, chalk, natural dyes to combine colours.

Opportunities to create using various textures e.g. junk modelling, collage materials, paint, glue, scissors- various media and materials.

Music and PSED activities- play in ways to match feelings- how would angry, excited, happy sound?

Short adult-led and provision modelling of drawing focusing on shape and details.

Daily singing, rhymes, story telling, story time opportunities. Adult to support children in changing the words to songs e.g. Changing the character, playing with rhyme.

Forest School weekly sessions- allows creatively to make/create/pretend using natural items and materials.

Reception Termly Curriculum Planner

	Autumn	Spring	Summer
Launch Day	Forest School Day	Create a school garden/visit a garden centre	Africa Day – dancing, food tasting, art-work, music
Parent contributions	Woodland craft, outdoor sculptures, den building	Create bird feeders and mini-beast hotels	D&T building of African drums and other instruments
Visits	Forest walk/Gruffalo trail Cannock Chase Church visit for Harvest	Visit a farm Vet visit in school	African drumming and dancing/Zoo visit
Celebrations	Harvest, Bonfire Night, Remembrance Sunday, Diwali, Hanukkah, Christmas	New Year, Chinese New Year, Easter, Holi festival, Mother's Day	St George's Day, Father's Day, the Queen's birthday, Eid Al-Fitr
Values	Resilience Collaboration Exploration	Exploration Creativity	Respect, Collaboration Creativity
Vocabulary	Respect, similar, different, natural, nocturnal, diurnal, hibernation, celebration, patterns, change, predator, prey, opposite	Change, season, bravery, kindness, courage, life cycle, tradition, celebration, culture, festival, mini-beast, sowing, planting	Culture, tradition, foreign, travel, similarity, difference, season, habitat, weather, climate, tribe, colour, patterns, animal names.
Books	The Gruffalo, Tidy, Say Hi to Hedgehogs, Goldilocks and the Three Bears, The Three Little Pigs, The Three Billy Goats Gruff, Hickory Dickory Dock, Incy Wincy Spider, The Grand Old Duke of York, Twinkle Twinkle, Humpty Dumpty, Miss Polly had a Dolly	The Hungry Caterpillar, Oliver's Vegetables, The Tiny Seed, The Ugly Duckling, Jack and the Beanstalk, The Little Red Hen, Baa Baa Black Sheep, Wind the Bobbin Up, Five little speckled frogs, Row row row your boat, Wheels on the Bus, Five currant buns	Handa's Surprise, We're Going on a Lion Hunt, The Little Red Hen, The Enormous Turnip, Teddy bear Teddy bear, Pat a cake, Tommy Thumb
Assessment Questions	Is there such thing as a Gruffalo? Why did the mouse make up the Gruffalo? How would you describe each character? What is a predator? What is prey? What is an opposite? What do nocturnal and diurnal mean?	What would you like to be when you grow up? What season are we in? How do you know? How does the life cycle of a human begin? What are baby chickens called? What traditions do you follow every year? Why do some people celebrate Easter every year?	What is your address? Where is Africa on our world map? What is the same about England and Africa? What is different? Why would you wear those clothes for a hot/cold country? Do you like this foreign food? What words can you use to describe it?

Communication and Language

In Reception the children will learn to:

Understand how to listen carefully and why listening is important. Learn new vocabulary and use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases (good morning, how are you). Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Observational Checkpoint (ELG):

Communication and Language 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 modeling and support from their teacher.

Communication and Language

Talk for writing- learning songs, stories and poems and reciting them, drawing them and eventually writing them.

Extending children's vocabulary and explaining meaning of unfamiliar words in various contexts.

Literacy display- working and progressive.

Small world play indoors and outdoors.

Forest schools weekly sessions.

Active listening promoted- carpet sessions, show and tell, circle times.

Use of Core books (Dandelion Readers)

Daily story times and sharing books throughout the provision, access to reading materials both indoors and outdoors.

How we will do this in Reception at Manor Hill

High quality picture books (Pie Corbett's reading spine, topic based books, information books, mathematical themed books, cultural and diverse texts).

Adult's will support and model conversation skills in child initiated activities.

Modelling language, expanding phrases and repeated grammar back to a child in the correct way.

Helicopter stories- children making up their own stories using what they know. Expanding and improving these throughout the year.

Home news shared- Learning Book.

Expectations set high- speaking in full sentences, using questioning and narrating.

Reading areas both indoors and outdoors.

Personal Social and Emotional Development

In Reception the children will learn to:

See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.

Observational Checkpoint (ELG):

ELG: Self-Regulation Children at the expected level of development will: - 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.

ELG: Managing Self Children at the expected level of development will: - 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.

ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Personal Social and Emotional Development

High expectations of manners- consistent and constant modelling. Expectations of morning greetings.

Free choice child initiated play in outdoor and indoor provision as well as adult directed learning.

Opportunities for children to take responsibility- tidy up times, special helpers. Incentive through positive reinforcement.

Finding out about each others families and home life- show and tell, Learning book Home section.

Circle times, positive reinforcement, strategies introduced and discussed for dealing with our feelings.

Clear boundaries and teaching understanding of both school and classroom rules as well as rules in Forest School and extra curricular activities- PE, trips etc.

How we will do this in Reception at Manor Hill

Good hygiene practice- hand washing, toileting etc. Discussion around this at relevant times e.g. snack times and lunch times.

Clear rules around 'safety' when accessing risky play in outdoors, forest schools etc.

Take part in activities such as yoga to support mindfulness.

Promote healthy eating and choices through snack times, lunch times and circle times/adult lead activities and in the provision e.g. shop role-play.

Adults model co-operative and positive play. Strategies for dealing with situations e.g. sharing.

Forest schools weekly sessions- supporting risk/resilience and challenge as well as supporting well being and mental health

Physical Development

In Reception the children will learn to:

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace. 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. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian . Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

Observational Checkpoint (ELG):

ELG: Gross Motor Skills 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.

ELG: Fine Motor Skills 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.

Physical Development

Opportunities to develop motor skills- write dance, dough disco, cosmic kids yoga, PE, provision based PD activities- threading, play dough, woodwork, pin boards etc.

Develop gross motor skills through provision- e.g. large construction- planks, crates etc. easels, black boards, chalking on the floor.

Weekly sessions of Forest schools, and PE, access to PD large equipment daily in provision and at play/lunch times.

Independent hygiene practise encouraged- toileting, hand washing/sanitizing.

Modelling and support for one handed tools- pegs, scissors, pencils, hammers etc.

Messy play to support motor skills- sand, water, mud and other messy play opportunities- e.g. gloop, jelly baff etc.

Focus on supporting all areas of health and wellbeing in adult led activities throughout the year- informing parents by sending home supporting activities.

How we will do this in Reception at Manor Hill

Regular handwriting activities appropriate for the time of year- pencil control, mark making, drawing, letter formation, phrases and sentence work.

Floor space indoor and outdoor to dance, move in various ways and mark making and hand writing in different areas of the classroom- indoors and outdoors.

Large outdoor space and field- tyre walk, climbing frame, use of scooters and bikes on track, balancing equipment.

Large outdoor space and field- tyre walk, climbing frame, use of scooters and bikes on track, balancing equipment.

Providing healthy snacks for children access freely and make healthy choices.

Role play to support healthy eating (café/kitchen), dental health (dentists).

Mark making materials readily available- child choice indoors and outdoors.

Literacy Development

In Reception the children will learn to:

Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic program. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

Observational Checkpoint (ELG):

ELG: Comprehension Children at the expected level of development will: - 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 Children at the expected level of development will: - 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.

ELG: Writing Children at the expected level of development will: - 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.

Literacy Development

Talk for writing- learning songs, stories and poems and reciting them, drawing them and eventually writing them.

Daily adult led Phonics sessions explicitly teaching phonics systematically through letters and sounds and using Dandelion readers to apply and practice phonics skills.

Phonics display in the classroom- added to and 'working' to support the children's learning at the time.

Diverse range of picture books, non-fiction and other reading materials throughout the year.

Adults modelling writing in the provision by list writing, drawing, scribing. Adult's model cross curricular writing throughout the curriculum- writing instructions for construction, lists for mud kitchen potions.

Daily story /singing/rhyme session. Access to stories, rhymes, listening station to play story CD's and nursery rhymes to listen to.

Exposure to print- REAL focus as whole school approach.

How we will do this in Reception at Manor Hill

Regular focused adult led reading and writing carpet sessions suited to the children's needs throughout the year.

Adults allow children to become confident writers by giving the opportunity to write for a purpose.

Mark making opportunities suited to the children throughout the year- e.g. clipboards, post it notes, labels, paper, chalk, water painting etc.

Parent information opportunities- stay and play sessions and invited to 'phonics party' in Autumn term- showcase learning in school and gain support from home.

Adult modelling of spelling and sounding when playing and accessing the classroom.

Dandelion readers and reading eggs for home readers to support phonics taught daily in school- suited to stage and phase of phonics.

Aid's for writing readily available- 'toolkits' phoneme mats, tricky word mats, displays, whiteboards and pens, phoneme frames.

Mathematical Development

In Reception the children will learn to:

Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order 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. Continue, copy and create repeating patterns. Compare length, weight and capacity.

Observational Checkpoint (ELG):

ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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 Children at the expected level of development will: - 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.

Mathematical Development

Counting and number skills modelled in daily routines- singing number songs, counting how many children, snack etc.

Picture books carefully chosen to support mathematical teaching.

Extensive equipment and resources available to use in everyday Maths in the provision.

Using Maths in a cross-curricular way- providing counting opportunities through play.

Maths display- progressive throughout the term and 'working'- so continuously added to.

Obstacle courses, treasure hunts, clues etc. used in teaching opportunities to support positional language.

Parent information opportunities- stay and play sessions and invited to 'Magic Maths workshop' in Autumn term- showcase learning in school and gain support from home.

How we will do this in Reception at Manor Hill

Adult led directed maths carpet sessions to support the teaching of maths- using White Rose planning system- progressive steps throughout the year.

Variety of patterns used/displayed throughout the year e.g. cultural religious festivals such as Rangoli in Hinduism.

Access to free play activities to support shape and number- blocks, multi links, ten frames, beads, unifix cubes, 2D and 3D shapes.

Games accessible in provision- snakes and ladders, dice, bean bags, skittles etc. Gives the opportunity to apply maths in play.

Number blocks videos and materials used to support the teaching of Mathematics- child friendly and relatable.

Aid's for Maths readily available- number lines, numeral cards, counting objects, 10 frames, numicon.

Understanding of the World Development

In Reception the children will learn to:

Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

Observational Checkpoint (ELG):

ELG: Past and Present Children at the expected level of development will: - 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: People, Culture and Communities Children at the expected level of development will: - 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.

ELG: The Natural World Children at the expected level of development will: - 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.

Understanding of the World Development

Using maps , books from around the world and non fiction books. Learning about contrasting areas locally and world wide.

Natural items in provision for children to explore and converse about- pine cones, rocks, shells, twigs, wooden log slices, corks etc.

Forest schools weekly sessions to explore the world around us including seasons, environment and understanding and knowledge of wildlife.

Learn about job roles through role play opportunities as well as visits from professionals (e.g. dental nurse/vet/police) and also outside visits e.g. visiting a garden Centre/farm

Opportunities to understand religious festivals by celebrating these in school and looking at our own traditions in comparison to others.

How we will do this in Reception at Manor Hill

Explore mechanical and electronic equipment through technology in the provision- wind up toys, beebots, remote control cars, IWB, I pads.

Mixture of natural and man made materials to sort/compare.

Past and present learning- looking at old photographs and toys and comparing them to what we have now. Key texts to support this. Explore homes, school, local building or transport from the past.

Using our senses to explore the outdoors- e.g. cooking on the fire, herb garden, comparing plants and caring for wild creatures

Experiment opportunities- floating and sinking, planting and growing, freezing and heating/cooking.

Non-fiction books accessible in provision- carefully selected to support learning about the natural world.

Expressive Arts and Design Development

In Reception the children will learn to:

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 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.

Observational Checkpoint (ELG):ELG:

ELG: Creating with Materials Children at the expected level of development will: - 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 Children at the expected level of development will: - 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.

Expressive Arts and Design Development

Materials and clothing for role play and dressing up accessible in provision.

Creation station- junk modelling, paint, collage materials, glue, tape, scissors etc. accessible in provision.

Puppets, small world animals, people and objects to create narratives/stories and act out.

Helicopter stories – perform and act out stories children have made up.

Use of tools and materials in forest schools and outdoor areas- whittling, hammering, shelter building.

Free choice art work alongside directed art adult lead activities to learn about specific artists and skills.

Variety of music and songs in cross-curricular way e.g. cultural music, music used in movement such as PE or Write Dance.

How we will do this in Reception at Manor Hill

Talk for writing- learning songs, stories and poems and reciting them, drawing them and eventually writing them.

Opportunities to see a show e.g. African drumming, Christmas pantomime. Put on own whole class performances e.g. class assemblies/Christmas nativity.

Picture books to support Art- Mix it up Herve Tullet, Colour Monster.

Listening station- CD's, music and dance opportunities.

Opportunity to sculpt using dough and clay. Opportunities to use textiles and materials.

Daily singing nursery rhymes and songs.

Direct Adult-led music teaching (using Churanga scheme of work)

Range of instruments and noise making provision.