

Rokeby Primary School and Nursery

Early Years

Foundation Stage Curriculum



Rokeby
Primary School

Where every child matters



Introduction

Our ethos

At Rokeby, our Early Years Team passionately believes that the early years of a child's life is the heart-beat and basis for all of their future learning. As practitioners, we know it is our role to ensure that we provide strong foundations and solid building blocks so that our children are fully prepared for the next stage in their learning journey.

Knowing and being clear about what we want our children to learn, how we want to deliver their learning, what our children achieve and how to build upon it are key to Early Years' teaching and learning in our setting.

At Rokeby, we are committed to providing a rich, inspiring play-based environment to give children opportunities to explore, experiment, investigate and make discoveries, alongside high quality teaching and learning.

We know, for this to happen successfully, as practitioners, we need to be highly skilled and effective in supporting our children's thinking and learning. We are committed to the further professional development of all our staff to ensure that our curriculum and practice continue to thrive and grow.

In forming our Rokeby Early Years' curriculum, we have taken time to understand what is statutory and what is advice using the Early Years Statutory Framework 2021 and the Early Learning Goals 2021 to outline what we want our Rokeby children to be able to do across all areas of learning and how we intend to support our children in developing their characteristics of effective teaching and learning across the Foundation Stage.

We have used our values, beliefs, principles and expertise, including our understanding of child development, to inform and lead our thinking about what is best for our children at Rokeby.

We have considered what it is like to be a child in our setting, what skills and knowledge we want our children to take into key stage 1 and how ready they will be for their next stage of learning.

Our curriculum is clear, sequential and progressive.

Using the knowledge and skills we have outlined, provides us with a means to make robust professional judgements about a child's progress towards their expected outcomes, guiding us to make informed formative and summative assessments of our children.

It contains what we need to plan and target our children's learning across the different areas, to track milestones and progress and to ensure that our Rokeby children are ready for their next stage in their Rokeby learning journey.

Characteristics of Effective Teaching and Learning

Our ethos

At Rokeby, we recognise that when planning our curriculum, we need to bear in mind the different starting points and interests of our Early Years children and the different rates at which they learn and develop new skills, knowledge and concepts. To ensure that we adapt our practice to help all children to make rapid progress from their starting points we carefully consider and develop our children’s characteristics of effective teaching and learning as follows:

- **Playing and Exploring:** Providing a range of opportunities and experiences to help and encourage our children to explore, investigate and try things out
 - **Active Learning:** Encouraging our children to concentrate, persevere when they encounter problems and enjoy what they achieve
- **Creating and Thinking Critically:** Valuing our children’s ideas, supporting them to develop them further, to make connections and to find ways to do things

Our intent

During my Early Years at Rokeby, I am learning to:

Playing and Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> • Explore and investigate • Find out more about something <ul style="list-style-type: none"> • Find out something new • Use resources, materials, tools and equipment in different ways <ul style="list-style-type: none"> • Engage in different types of play • Pretend that objects are something else <ul style="list-style-type: none"> • Pretend that I am someone else <ul style="list-style-type: none"> • Talk about my interests • Use my interests as part of my play • Use my experiences to support my play • Act out my experiences with my peers <ul style="list-style-type: none"> • Have a go <ul style="list-style-type: none"> • Be confident and brave <ul style="list-style-type: none"> • Try new things • Take safe risks • Tackle challenges • Use my mistakes to help me learn <ul style="list-style-type: none"> • Improve by practising 	<ul style="list-style-type: none"> • Concentrate <ul style="list-style-type: none"> • Observe closely <ul style="list-style-type: none"> • Notice things in more detail • Choose things that capture my interest • Stay focused and ignore any distractions <ul style="list-style-type: none"> • Persist when I meet a problem <ul style="list-style-type: none"> • Try out different ways to do things • Keep going until I master what I set out to do <ul style="list-style-type: none"> • Enjoy achieving my goals • Say when I feel proud of what I have done 	<ul style="list-style-type: none"> • Have my own ideas <ul style="list-style-type: none"> • Talk about what I am going to do • Talk about how I am going to do it • Talk about what I already know and can use to help me <ul style="list-style-type: none"> • Decide how to do something <ul style="list-style-type: none"> • Predict what might happen • Plan and find what I need <ul style="list-style-type: none"> • Try out my ideas • Use different strategies and resources <ul style="list-style-type: none"> • Talk about any problems I meet <ul style="list-style-type: none"> • Find ways to solve problems • Change something that I have done if it isn't working <ul style="list-style-type: none"> • Say how well I have done • Reflect on what I have found out so I can use my discoveries to support new play and learning <ul style="list-style-type: none"> • Make links between ideas

Rokeby Primary School and Nursery EYFS Curriculum

Communication & Language

Our ethos

At Rokeby, we recognise that many of our children enter our Early Years with knowledge and skills in Communication and Language that are lower than what is typical for their age. To enable our children to make rapid progress from their starting points we:

- Provide a language rich environment where songs, rhymes, words and stories are given high priority
 - Model how to be a good speaker and listener
 - Actively seek opportunities to talk with our Nursery and Reception children
- Value and support the various ways, both verbal and non-verbal, that our children use to communicate their experiences, thoughts, ideas and needs
 - Provide our children with reasons to talk, places to talk, words to use and an eager listener to speak with

Our intent

Listening, Attention and Understanding

Knowledge we want our children to develop

In Nursery, I am learning:

- Words mean things
- What different words mean
- Simple story language
- That who, what, when and where are question words

In Reception, I am learning:

- Some words can have more than one meaning
- Different words can mean the same thing
 - More complex story language
- That who, what, when, where, how and why are question words

Skills we want our children to develop

In Nursery, I am learning to:

- Listen when someone is talking to me
- Listen with interest to stories and rhymes
 - Recall some elements of a story
 - Respond to stories and rhymes
 - Follow simple instructions
- Understand and answer questions such as who, what, when and where
 - Concentrate for short periods of time
 - Listen and join in with a conversation
- Listen and join in with repetitive phrases and with actions in stories
 - Listen and join in with rhymes

In Reception, I am learning to:

- Listen carefully in a range of situations
- Listen attentively to stories and ask questions about them
- Retell a story that I have heard in the correct sequence
 - Predict what might happen next in a story
- Follow instructions of increasing difficulty involving several ideas or actions
- Understand and answer higher level questions such as how and why
 - Sustain my interest and concentration for longer periods
 - Start and maintain conversations
- Respond to stories by making comments about what I hear
- Listen and join in with a range of rhymes and poems

Speaking

Knowledge we want our children to develop

In Nursery, I am learning:

- We take turns to speak
- My voice can be used in different ways
- I can use I, you, he, she, we and they instead of people's names

In Reception, I am learning:

- When it is my turn to speak and when to listen
- The volume and intonation of my voice has different effects on the listener
 - Which pronouns to use in my speech

Skills we want our children to develop

In Nursery, I am learning to:

- Use new words when I talk
- Join words together to speak in phrases and short sentences
 - Give my ideas
 - Use describing words and pronouns
- Talk about what is happening, what has happened and what might happen
 - Take part in one to one and small group discussions
 - Talk about actions, experiences and events
 - Recite well-known songs and rhymes
 - Recall and retell parts of a story
 - Ask simple questions
 - Use the language of time

In Reception, I am learning to:

- Use new words in different contexts
 - Talk in full sentences
 - Describe and explain my ideas
 - Give opinions, reasons and explanations
- Use the correct tenses when I talk about present, past and future events
 - Discuss things in larger groups, such as whole class
 - Talk about and describe how I feel about my experiences
 - Create new versions of well-known songs and rhymes
 - Retell stories and create my own narratives
 - Ask a range of questions
 - Use conjunctions when I talk about ideas and events

Implementation

Our Early Years staff recognise that the ability to listen, understand and speak is fundamental to learning across all areas of child development.

Adults in our Foundation Stage:

- Teach the skills of being a good listener through use of the Lola the Leopard materials, a class listening dog, star listener awards and anticipation games
 - Use aided language mats, word mats, vocabulary cards and staff lanyards as tools to develop and extend children's language
- Employ strategies including Makaton, reduced language levels, and the match and add technique to develop children's understanding of words in the early stages of language acquisition
 - Adapt the language that we use to individual children's needs and to help to move them on towards their next steps
- Use the Time to Talk programme incorporating the Wellcomm Language screening tool so that early intervention can be targeted towards children's specific language needs and enable them to make progress in their areas of difficulty
 - Provide "Rhyme a Day" sessions in Nursery so that children experience a wide range of rhymes and develop a love of rhymes
 - Deliver Chatter Matters Week focusing on enhancing children's receptive and expressive communication skills through language rich activities
- Implement World Nursery Rhyme Week including a shared Nursery Rhyme Picnic where we promote the importance of Rokeby families sharing rhymes at home with their Nursery and Reception children
 - Plan and deliver frequent opportunities for talk, rhymes, singing and sharing of stories
 - Encourage children to talk about what they are doing, what they have done, what they have learnt and what they are proud of
 - Display vocabulary within the learning environment as visual prompts for adults and children when we are teaching new words
 - Use Show and Tell as a vehicle for children to talk about their interests and treasured possessions
- Set up discovery tables to stimulate curiosity, to encourage children to observe growth and change, and to encourage them to ask and answer questions
 - Provide stimulating small world resources to entice children to retell stories they have heard or create their own stories
 - Promote opportunities for a range of imaginative play through the provision of inspiring, well-resourced role play areas
 - Ensure that there are always opportunities for domestic play, where children can explore and build upon vocabulary that is familiar to them

- Provide a running commentary as children play, helping to scaffold their thinking, repeating and enhancing their ideas to build their language skills
 - Ask questions that require children to explain, describe, give opinions, express their feelings and predict
 - Provide opportunities for children to take part in one-to-one, small group and larger group discussions
 - Repeat back children's talk, modelling correct use of grammar, especially verb tenses
 - Use questioning or sustained shared thinking to support children to give explanations
- Help children to understand and follow instructions of increasing difficulty through a range of activities including games, craft and food activities
 - Encourage children to join in with repetitive phrases in stories and to use story language
- Use visuals and drama to help children to talk about stories they have heard and to sequence and retell stories
 - Show interest in hearing about our children's experiences

Impact

By the end of the Foundation Stage, our Rokeby children can:

- Listen carefully and with interest
- Understand and use a range of words
- Use different parts of speech when talking to others
 - Give their opinions and give reasons
 - Share their ideas and express their feelings
- Ask questions in order to find things out or to clarify their understanding
 - Take part in group discussions
- Retell a story or event in the correct sequence
 - Describe and explain things
 - Take turns in a conversation
 - Speak in full sentences
- Uses tenses and conjunctions with modelling and support from adults

Rokeby Primary School and Nursery EYFS Curriculum

Personal, Social and Emotional Development

Our ethos

At Rokeby, we recognise that there are differences in the experiences and opportunities that our Early Years' children bring when they enter our setting and that some of our children come from vulnerable families. To enable our children to make rapid progress in their personal, social and emotional development we:

- Ensure that we know and understand our children's family contexts and take swift action to support families if we know they are experiencing difficulties
 - Enrich our curriculum by offering opportunities and experiences that some of our vulnerable children might not otherwise get
 - Take time to get to know our children as individuals so we can utilise their interests to engage them in their play and learning
 - Value our children's uniqueness and adapt learning to their different learning styles
 - Forge strong relationships with our children so that they feel safe and cared for
 - Help our children to feel a sense of belonging to our Rokeby family
 - Nurture and build our children's confidence and self-esteem so that they believe in themselves and their capabilities
- Help our children to learn to make choices about the activities they engage in, the materials that they use and the friendships that they make so they can grow into resilient, independent learners
 - Set clear rules and establish routines so that our children know what is expected
 - Model and explain behaviour and feelings using scripts that each child can start to understand
 - Praise our children's efforts and achievements
 - Promote and share in our children's happiness, enjoyment and enthusiasm

Our intent

Self-regulation

Knowledge we want our children to develop

In Nursery, I am learning:

- I can have different feelings
- There are consequences to how I might choose to behave

In Reception, I am learning:

- I and my friends can have different feelings
- There are consequences to how I and others might choose to behave

Skills we want our children to develop

In Nursery, I am learning to:

- Understand some of my feelings
 - Follow the Nursery rules
 - Follow Nursery routines
- Switch my attention from one thing to something else

In Reception, I am learning to:

- Understand and talk about my own and other's feelings
- Follow rules and adapt my behaviour to different situations
 - Accept and adapt to changes in routines
 - Pay attention to more than one thing at a time

<ul style="list-style-type: none"> • Wait for what I want • Understand that my actions and words can sometimes affect other children and adults • Follow simple instructions 	<ul style="list-style-type: none"> • Wait for what I want and control some of my impulses • Talk about how my behaviour and words can affect other children and adults • Follow instructions that involve several ideas or actions
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Managing self

Knowledge we want our children to develop

<p align="center">In Nursery, I am learning:</p> <ul style="list-style-type: none"> • I need to wash my hands to protect myself and others from germs <ul style="list-style-type: none"> • Rules help to keep me safe • There is a difference between right and wrong • Some foods are healthy, and others are less healthy 	<p align="center">In Reception, I am learning:</p> <ul style="list-style-type: none"> • I need to wash my hands well and to use the toilet <ul style="list-style-type: none"> • Rules help to keep me and others safe • What are right and wrong choices • It is important to make healthy food choices
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Skills we want our children to develop

<p align="center">In Nursery, I am learning to:</p> <ul style="list-style-type: none"> • Try new things with encouragement and support <ul style="list-style-type: none"> • Keep trying when things are not easy • Try a different way to do something <ul style="list-style-type: none"> • Follow the Nursery rules • Choose between right and wrong • Recognise when I need to use the potty or toilet • Put on and take off some items of clothing such as my coat, shoes, wellies or an apron <ul style="list-style-type: none"> • Recognise which foods are healthy for me 	<p align="center">In Reception, I am learning to:</p> <ul style="list-style-type: none"> • Try new things independently <ul style="list-style-type: none"> • Show resilience and perseverance when tackling challenges <ul style="list-style-type: none"> • Explore different ways to do things and to take risks • Talk about the reasons for rules and follow them independently • Talk about what is right and wrong and make the correct choices <ul style="list-style-type: none"> • Manage going to the toilet independently • Dress and undress when needed such as moving from indoor to outdoor play or taking part in P.E <ul style="list-style-type: none"> • Recognise and talk about why I need healthy choices of food
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Building relationships

Knowledge we want our children to develop

<p align="center">In Nursery, I am learning:</p> <ul style="list-style-type: none"> • I am unique • What good sharing means • The names of the adults that look after me <ul style="list-style-type: none"> • The names of some of my peers 	<p align="center">In Reception, I am learning:</p> <ul style="list-style-type: none"> • We are all unique • What good sharing and turn taking is • The names of adults in our Early Years and other key members of school <ul style="list-style-type: none"> • The names of my classmates
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Skills we want our children to develop

<p align="center">In Nursery, I am learning to:</p> <ul style="list-style-type: none"> • Join in with others when I play <ul style="list-style-type: none"> • Select who I want to play with • Ask other children to play with me <ul style="list-style-type: none"> • Share and take turns with adult support • Listen and respond to what other children say or do during play <ul style="list-style-type: none"> • Understand what other children might need or want to do 	<p align="center">In Reception, I am learning to:</p> <ul style="list-style-type: none"> • Play cooperatively with a range of my peers <ul style="list-style-type: none"> • Make friendships • Ask questions of my friends as part of our play <ul style="list-style-type: none"> • Share and take turns independently • Take account of other children's ideas as we play • Think about how other children feel when I make choices as part of play
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Implementation

Our Early Years staff recognise that children learn best when they feel happy, healthy, safe, supported and valued.

Adults in our Foundation Stage:

- Get to know our children and their families through home visits, taster sessions, visits to other pre-school settings and conversations with the children themselves, their families and other professionals that may be involved to help us to build the best picture of each child's care and development
- Gather information about the children's families, interests and hobbies on our All About Me pages and use the information to know what motivates our children
 - Understand and build upon children's prior skills and knowledge using the Achievements at Home pages that families complete
- Use stories and resources such as The Colour Monster, Cuddle Bear and the Worry Monster to give high priority to children's mental health and well-being
 - Provide time and space for children to relax or reflect such as Cosy Corners
 - Provide activities such as Cosmic Yoga, dance and Brain Gym to help children to focus or to take sensory breaks
 - Read stories about friendships and show children ways to be a good friend
 - Treat children respectfully, fairly and consistently
 - Listen to our children and respond to what they need and how they feel
 - Use the 3D PSHE curriculum to teach personal, social and emotional skills and knowledge
 - Implement planned opportunities to develop children's spiritual, moral, social and cultural development
- Plan and deliver Global Virtues Week to raise the profile of Fundamental British Values and to focus on demonstrating these values
- Use stories, role play and discussions to help our children know what acceptable behaviour is, to know differences between right from wrong, to teach them ways to keep safe, to help them to understand the consequences of behaviour choices and to follow rules
- Teach the skills of being a good citizen, both through planned use of resources and through role modelling as part of the children's play
 - Display and refer to rules within the learning environment as visual prompts and reminders for children
 - Use visual aids to teach understanding of routines such as visual timetables and Now and Next boards
 - Use Class Dojo as a vehicle for praising and rewarding children's personal development skills
 - Set up Circle Time sessions to teach concepts or to deal with incidental issues that may arise from the children's play and learning
 - Teach children the language of feelings so that they are able to talk about how they feel and when they do not feel safe or happy
 - Support, teach and encourage children's growing independence in their self-help skills
 - Build our children's confidence so that they are able to make decisions, take risks and ask for help when needed
- Teach children to listen to one another's views and to take them into account when they are playing and making decisions together

Impact

By the end of the Foundation Stage, our Rokeby children can:

- Form caring, friendly, positive relationships with others
 - Share resources and equipment and take turns
 - Keep on trying when challenges occur
 - Pay attention to different things
 - Wait for their turn or for what they want
 - Understand and talk about their feelings
 - Follow rules and be responsible for their behaviour
- Make compromises or negotiate with others to resolve any conflicts
 - Follow instructions
- Manage simple risks and keep themselves safe
 - Manage their own personal hygiene
 - Dress and undress independently

Physical Development

Our ethos

At Rokeby, we recognise that our children have a strong, natural desire to be active and that many of our children are keen outdoor learners. We understand that by nurturing and developing this enthusiasm and need, we can build the foundation skills for other areas of our children’s learning.

To enable this to happen we:

- Promote opportunities for improving our children’s core body strength which will lead to the development of healthy bodies and socially and emotionally happy children
- Provide a variety of activities to develop our children’s fine motor skills which will support the development of their hand-eye coordination and prepare them for development of their literacy skills at a later stage
 - Provide opportunities for our children to learn to negotiate spaces of different sizes
 - Help to build our children’s stamina, strength, balance and coordination
 - Help to build our children’s confidence in their large and small-scale movements
 - Support our children to practise and improve their control using a range of tools
 - Encourage independence by teaching our children to make safe and healthy choices

Our intent

Gross motor skills

Knowledge we want our children to develop

In Nursery, I am learning:

- My big muscles need to be strong
 - Exercise will build my strength
- My core body strength helps me to balance

In Reception, I am learning:

- If my big muscles are strong, they can support my smaller muscles
 - Exercise will build my strength and stamina
- My core body strength helps me to balance and to use my limbs independently

Skills we want our children to develop

In Nursery, I am learning to:

- Move in different ways
- Move safely around a space
 - Build my strength
- Travel on and off equipment
- Throw, kick and catch a large ball
 - Balance on apparatus
- Draw lines and circles using gross motor movements

In Reception, I am learning to:

- Move with coordination in a range of ways
- Use my spatial awareness to avoid obstacles
 - Build my strength and stamina
- Travel on, over, around, under and through apparatus
- Throw, kick and catch a range of objects with accuracy
 - Balance on one leg
- Develop and improve my hand eye coordination

Fine motor skills

Knowledge we want our children to develop

In Nursery, I am learning:

- My fingers and thumbs help me to hold and manipulate things
- My wrists and fingers need to be strong to manipulate objects
 - Which fingers form a tripod grip

In Reception, I am learning:

- My fingers can form different grips
- My wrists and fingers must be strong to manipulate objects and tools
 - How to position my fingers in a tripod grip

Skills we want our children to develop

In Nursery, I am learning to:

- Use one-handed tools safely
- Start to hold writing tools in a tripod grip
 - Draw lines and circles
 - Draw an image of my face
- Copy some letters, such as those in my name

In Reception, I am learning to:

- Use a range of small tools safely and effectively
- Consistently hold and control writing tools using a tripod grip
 - Retrace lines and draw simple shapes
 - Draw an image of my head, body and limbs
 - Form recognisable letters correctly

Implementation

Our Early Years staff recognise that children need physical activity for a healthy and happy lifestyle.

Adults in our Foundation Stage:

- Teach children ways to move on the large outdoor equipment safely and confidently
- Provide outdoor play equipment such as wheeled vehicles, wheelbarrows, scooters, balance bikes, a go kart and stepping blocks to develop children's balance and upper body strength
 - Encourage our children to try different ways of travelling on, over, around, under and through apparatus
 - Teach weekly P.E lessons to our Reception children
- Provide stimulating resources in Finger Gym areas and use Dough Disco activities so that children can develop their wrist and finger strength
 - Provide small apparatus such as balls, beanbags and quoits for children to practise the skills of throwing, kicking and catching
 - Make cones, tunnels and cubes available for children to practise negotiating space and avoiding obstacles
 - Teach children how to land safely when jumping off apparatus
 - Provide scarves and ribbon wands for children to practise making lines, circles and shapes using gross motor movements
- Use Cosmic Yoga, yoga, Go Noodle and/or Brain Gym activities to help children to develop their strength, coordination, balance and stamina
- Equip graphics and creative areas with a wide range of mark making equipment & tools that support the development of muscle control and dexterity
 - Use the nip, flip, grip technique to teach children to hold writing tools in a tripod grip

Impact

By the end of the Foundation Stage, our Rokeby children can:

- Negotiate space and obstacles safely
- Move confidently and energetically in a range of ways
 - Demonstrate strength and stamina
- Demonstrate balance, control and coordination
 - Control and manipulate a variety of tools
 - Hold a writing tool in a tripod grip
 - Draw with a degree of accuracy

Literacy

Our ethos

At Rokeby, we recognise that many of our children live in homes where they experience little exposure to books or sharing of stories. Baseline assessments show us that most of our children arrive at Nursery unfamiliar with nursery rhymes. Many of our Rokeby Early Years children have not been encouraged to explore making marks.

To enable our children to make rapid progress from their starting points in Literacy we:

- Ensure that we immerse our children in books, words, songs, rhymes and rhythms
- Enrich our curriculum by offering opportunities and experiences to bring books to life
 - Pass on our love of books, stories and reading to the children
 - Ensure that our children listen to a story each day
- Foster a love of books through the sharing of stories and non-fiction and by talking together about texts
 - Encourage our children to look at books and to read for pleasure
- Nurture and build our children’s confidence and self-esteem so that they will see themselves as emerging readers and writers
 - Ensure that our Nursery children experience rhymes each day
 - Actively teach the skills of being a reader and writer
- Value and encourage the different ways that our children choose to make marks
 - Ensure that our Early Years’ rooms are immersed in print
- Provide a range of writing tools and materials that are attractive and easily accessible
 - Give our children reasons to write and praise and celebrate their efforts

Our intent

Comprehension

Knowledge we want our children to develop

In Nursery, I am learning:

- There are different kinds of books
 - That a story has a writer
- That a book has a name on the cover
- That a book may have pictures to enjoy and talk about
 - That words mean things
 - What different words mean
 - Simple story language
 - Where and how a story starts
- Where the front and back of a book is

In Reception, I am learning:

- Fiction books tell stories and non-fiction books give information
 - That the writer is called the author
 - That the name of the book is called the title
- That the person who draws pictures for a book is the illustrator
 - Some words can have more than one meaning
 - Different words can mean the same thing
 - More complex story language
 - That a story has a beginning, middle and end
- That a blurb on the back of the book gives a summary of what it is about

Skills we want our children to develop

In Nursery, I am learning to:

- Listen and respond to stories and rhymes using words and actions
 - Talk about books I like
- Talk about key events in a story or rhyme that I know well
 - Join in with repetitive phrases in a story or rhyme
 - Act out stories and rhymes that are familiar to me
- Use some vocabulary from the text when I talk about a story
 - Tell familiar stories through role play
 - Suggest how a story might end

In Reception, I am learning to:

- Give my opinions and ideas about stories and rhymes that are read to me
 - Talk about books I like and dislike and say why
 - Anticipate key events in a story or rhyme
 - Talk about events, characters and setting in stories
- Retell stories using vocabulary from books that I am familiar with
 - Use vocabulary from texts in a range of contexts
- Tell my own stories using vocabulary from books I know well
 - Make up my own endings to stories

Word reading

Knowledge we want our children to develop

In Nursery, I am learning:

- What print is
- That print carries meaning
- That letters make sounds

In Reception, I am learning:

- That print is read from the top to the bottom of a page
- That print carries meaning and is read from left to right
- That letters and combinations of letters make sounds

Skills we want our children to develop

In Nursery, I am learning to:

- Listen for different sounds
- Talk about and compare the different sounds that I hear
 - Copy sounds that I hear
- Join in with songs, rhythms and action rhymes
 - Play with sounds and rhymes
 - Listen for words that rhyme
 - Clap syllables in words
- Recognise words that start with the same sound
- Recognise familiar signs such as environmental print
- Recognise familiar words such as my own name
- Hold a book the right way up and turn the pages in order

In Reception, I am learning to:

- Say the correct sound for each letter of the alphabet
- Identify the initial, medial and final phonemes in words
 - Copy a simple rhythm
- Sing or say the names of the letters of the alphabet
- Match letter shapes to their sounds (graphemes to phonemes)
 - Continue a rhyming string
 - Recognise at least ten digraphs in words
 - Hear and say the initial sounds in words
- Segment the sounds in regular words and blend them together
 - Read some tricky words (common exception words)
 - Read and understand simple sentences

Writing

Knowledge we want our children to develop

In Nursery, I am learning:

- What print looks like
- That print carries meaning
- That letters make sounds
- That I should hold writing tools in a tripod grip
- That writing is made up of letters and words
- That print can come in different sizes and types
 - That what I say can be written down

In Reception, I am learning:

- That we write from the top to the bottom of a page
 - That we write from left to right
- That letters and combinations of letters make sounds
- How to position my fingers consistently in a tripod grip when writing
 - That spaces are needed between words when I write
 - That there are capital and lower-case letters
- That there should be the same number of words on the paper as in my spoken sentence

Skills we want our children to develop

In Nursery, I am learning to:

- Explore and make different marks
- Talk about the marks that I make
- Draw vertical and horizontal lines
 - Write as part of my play
- Trace or copy some of the letters in my first name
 - Write for different reasons

In Reception, I am learning to:

- Represent sounds in words using letters or groups of letters
 - Read back my writing
 - Write recognisable letters that are correctly formed
- Use my developing knowledge of letter sounds to spell words phonetically
 - Write my name independently
- Write labels, captions and simple sentences, spelling words plausibly

Implementation

Our Early Years staff recognise that children need to have a love of books and the skills of decoding and understanding texts to become keen, capable readers.

Adults in our Foundation Stage:

- Plan and use key texts, including Power of Reading books, as themes for play and learning opportunities
- Plan and teach daily interactive phonics sessions using high quality resources such as Mr Tig Tog the Dog to explore rhythm, rhyme, alliteration, sound discrimination, segmenting and blending in a way that meaningfully engages the children
 - Use Letters and Sounds and Jolly Phonics to ensure systematic, progressive teaching of phonics skills and knowledge
- Place relevant texts in different areas of the provision to stimulate children's ideas and to enable them to make connections in their learning
 - Provide attractive, cosy, inviting book areas where children can choose to read for pleasure
- Ensure that book areas are well stocked with a range of fiction and non-fiction texts and other resources such as puppets or small world toys
 - Ensure that the books in our book areas are relevant to the theme of learning and are changed on a regular basis
 - Model expression and intonation when reading aloud to children
 - Talk to children about their favourite books and rhymes
 - Listen to children read, offering strategies to support them and praising their efforts when they are decoding texts
 - Set up stimulating small world activities linked to books that the children have read
 - Use opportunities to take children to see live performances of texts, such as visits to Warwick Arts Centre
 - Promote reading at home by providing story bags containing books and puppets for families to share together
 - Provide question prompt cards inside the story bags to support families in helping children to talk about books
- Put feedback forms into story bags so families can share what their children have said and learnt about the stories
 - Teach the skills of handling books and book language
 - Teach common exception words
 - Provide inspiring role play areas linked to texts that the children have heard
 - Draw children's attention to new words in texts and explain their meaning
 - Praise and encourage children's independent use of books
 - Plan engaging activities throughout Book Week including dressing up days and competitions
 - Plan stimulating activities linked to Roald Dahl Day
 - Support children to recall and use repetitive phrases and key story vocabulary when they act out stories
- Hold shared learning sessions such as the Nursery Rhyme Picnic during World Nursery Rhyme Week where we promote the importance of our families sharing rhymes with their children
 - Encourage children to share their Book Trust packs at home with their families
 - Invite members of the community into our setting to read to children and to share books together
- Use the Dandelion Reading Scheme so that our Reception children have access to books that cover the phonics knowledge that they have been taught
 - Use pictures to help children to recall, sequence and retell stories that have become familiar to them
 - Create photo books with children
 - Encourage children to use our puppet theatre and puppets to retell familiar stories as they play

Our Early Years staff recognise that children need to be taught compositional and transcriptional skills to enable them to become fluent writers at a later stage.
Staff recognise that children need to develop a love of writing for mark making activities to take place.

Adults in our Foundation Stage:

- Nurture children's enthusiasm to write
- Provide a range of writing tools including pens, pencils, crayons, chalks, pastels, paint, paint dabbers, graphite and charcoal
- Provide tactile opportunities for children to explore mark making such as trays containing rice, cornflour, glitter, Gellibaff, shaving foam and sand
 - Offer different surfaces for children to write on such as paper, whiteboards, chalkboards, easels and clipboards
 - Offer a range of resources in our graphics areas such as postcards, jotter pads, post-it notes, greetings cards and envelopes
- Provide resources to develop children's recognition of graphemes such as magnetic letters to use on whiteboards and easels, letter moulds to use in the sand, letter shapes to use with playdough and letter tiles, jigsaws and mats to use in the outdoor area
 - Exploit fun, seasonal opportunities to encourage writing such as mark making in the snow
- Provide resources such as the paint wheelies and decorating brushes to allow children to explore making marks on a larger scale
- Provide finger exercises, Dough Disco and Finger Gym activities to develop children's finger muscles and strength for writing
- Provide pencil mazes, lines and letters to trace, writing patterns and dot to dots for children to practise pencil control skills
 - Use the nip, flip, grip technique to teach children to hold writing tools in a tripod grip
 - Provide name cards for children to trace over and copy the letters in their name
 - Teach weekly handwriting sessions to our Reception children
 - Allow children to use graphics packages on the interactive whiteboard to explore large scale letter formation
- Use activities such as Scrimble, Daily Doodle and Squiggle Whilst You Wiggle to develop gross motor and fine motor writing skills
 - Model compositional and secretarial skills through direct teaching including shared and guided writing
 - Help children to rehearse what they want to write by saying their sentences aloud
 - Help children to see connections between reading and writing
 - Provide word mats and cards to encourage children to use new vocabulary in their writing
- Provide children with reasons to write and audiences to write for such as letters to Father Christmas and making Christmas, Easter & Mother's Day cards
 - Teach children how to segment and blend using a range of resources and techniques including sound buttons, robot talk and online games
 - Incorporate opportunities for writing into role play areas and other relevant parts of the provision

Impact

By the end of the Foundation Stage, our Rokeby children can:

- Link graphemes with their corresponding phonemes
 - Read some common exception words
- Segment and blend phonetically regular words
- Read from left to right and top to bottom of a page
- Use vocabulary from books in their play and learning
 - Retell stories that they have heard
 - Predict what might happen in a story
 - Hold and control a range of writing tools
 - Consistently use a tripod grip
- Form letters correctly using anti-clockwise movements and retracing vertical lines
 - Say what they want to write
 - Use their growing phonic knowledge to spell words
- Write simple, readable sentences, including spaces between words

Mathematics

Our ethos

At Rokeby, we recognise that many of our children live in homes where they experience very little exposure to early mathematical concepts such as number rhymes, counting activities and opportunities to develop their early mathematical interest and curiosity, for example, looking for and talking about numbers within their home environment. Our baseline assessments show us that most of our children are now arriving at Nursery saying number names in random order and lacking understanding and use of early mathematical language, such as the language of colour, size and shape which are fundamental to sorting, matching and comparing activities.

Many of our Rokeby Early Years children have not been encouraged to explore shape, space, measures and pattern within the home.

To enable our children to make rapid progress from their starting points in Mathematics we:

- Ensure that we immerse our children in songs, rhymes and stories that develop opportunities for teaching counting and number skills
 - Enrich our curriculum by offering opportunities and experiences to use mathematics within the real world, including at home
 - Ensure that our children have opportunities to take part in maths activities each day
- Encourage our children to show interest and take part in number challenges in order to practise, rehearse and apply the skills and knowledge that we teach
 - Ask questions that encourage our children to think logically so that they can begin to make connections and solve problems
 - Nurture and build our children's confidence and self-esteem so that they will see themselves as emerging mathematicians
 - Teach mathematical vocabulary and support children to use it accurately within their play and learning
 - Value and encourage the different ways that our children choose to investigate numbers, shape, space and measures
 - Ensure that our Early Years' rooms contain many examples of number in the environment
 - Provide a range of resources and materials that are attractive and easily accessible as part of our continuous provision
 - Give our children reasons to want to explore number and number characteristics and celebrate their efforts
- Support our children to try out their mathematical ideas, explain what they are doing, make connections and remember things
 - Praise our children when they persevere with problem solving, take risks or try to check things out
- Give our children stimulating and varied opportunities to develop their spatial reasoning skills through activities focused on shape, space and measures

Our intent

Number

Knowledge we want our children to develop

- In Nursery, I am learning:
 - That objects can be sorted according to a criteria
 - The names of numbers when counting
 - The correct order of numbers when counting
 - That, when I count, the last number is the quantity
- How many are in a small group without having to count (subitising to 3)
- That I can arrange objects in different ways and the quantity is the same
 - That I can say how many are in a group by looking

- In Reception, I am learning:
 - That I can sort objects into different groups according to different criteria
 - That anything can be counted
 - When to stop when counting out from a larger group
 - That a quantity can be made up in different ways
 - How many are in a larger group without having to count (subitising to 5)
 - The pairs that make up a given number
 - That estimating is making a sensible guess about how many there are

Skills we want our children to develop

In Nursery, I am learning to:

- Sort, match and compare objects for a given criteria
 - Put objects into groups
- Count a set of objects by saying one number name for each object
 - Count in the correct numerical sequence
 - Count an irregular arrangement of objects
- Recognise that the quantity stays the same however objects are arranged
 - Recognise quantities to 3 without counting (subitising)
 - Read numerals from 1 to 5
 - Use number names to say how many objects are in a group
 - Use number names in rhymes
 - Use number names in songs
 - Recognise when there are more objects in a group
 - Recognise when there are fewer objects in a group
- Use the language of quantity such as more, lots, not many and the same

In Reception, I am learning to:

- Sort, match and compare objects according to my own criteria
 - Partition a number
 - Count out objects from a larger group
 - Count actions or objects that cannot be moved
 - Count all the objects in two groups to find the total
- Estimate how many objects I can see in a group and check by counting
 - Recognise quantities to 5 without counting (subitising)
 - Read numerals to 10
 - Match numerals to a group to show how many there are
- Use number facts to at least 5 to solve mathematical problems
 - Recall number bonds and doubles facts
 - Add two single digit numbers
 - Subtract two single digit numbers
 - Use the language of addition and subtraction

Numerical patterns

Knowledge we want our children to develop

In Nursery, I am learning:

- That patterns are repeated
- That patterns can be continued
- That patterns follow a sequence
- That symbols (numerals) represent quantities
- That more means greater than another amount
- That less is fewer than another amount
 - What the same means
 - What different means

In Reception, I am learning:

- That number patterns repeat according to rules
 - That I can create my own patterns
- That odds and evens are examples of number sequences
- That numbers can be represented using one or more digits
 - That addition is combining two sets together
 - That subtraction involves taking amounts away
 - That doubling is two sets of the same quantity
- That addition is the opposite of subtraction and halving is the opposite of doubling

Skills we want our children to develop

In Nursery, I am learning to:

- Notice patterns in the environment
- Copy and continue a simple a pattern
 - Count in sequence to ten
 - Count forwards and backwards
 - Recognise numerals
 - Compare quantities
- Recognise when two quantities are the same
- Recognise when two quantities are different
- Recognise when one group has more than another
 - Recognise when one group has fewer/less
- Recognise that quantities change if things are added
- Recognise that quantities change if things are taken away

In Reception, I am learning to:

- Notice and describe patterns in the environment and in number
 - Copy, continue and create simple patterns
 - Count in sequence beyond twenty
 - Count on and back from a given number
 - Read, sequence and form numerals
 - Use mathematical language to compare the quantities to ten
 - Share a group of objects and split a group of objects in half
 - Identify odd and even amounts
- Say how many more there are when comparing quantities in two groups
- Say how many less there are when comparing quantities in two groups
- Recognise that doubling is two sets with the same quantities in each
 - Use addition and subtraction facts to solve problems

Implementation

Our Early Years staff recognise that children need to have a love of number and secure skills in counting, comparing, subitising and understanding numbers and number patterns to provide them with the foundations to excel and become keen, capable mathematicians. We also recognise that children need frequent opportunities to practise and develop their early knowledge and understanding of shape, space and measures as the basis for future mathematical learning.

Adults in our Foundation Stage:

- Plan and use stories, videos, songs and rhymes as opportunities to develop mathematical thinking skills and knowledge
- Plan and teach interactive maths sessions using high quality resources including Power Maths in Reception class, to meaningfully engage the children
 - Provide frequent opportunities for children to count objects, pictures and actions to develop and embed early counting skills
 - Use NumTums in Nursery and Number Blocks in Reception for direct teaching of number skills
- Use interactive ICT games to support and motivate children's mathematical thinking (for example, use of the Topmarks website and Bud's Number Garden)
 - Use practical and pictorial resources as part of our systematic, progressive teaching of early mathematical skills and knowledge
- Place vocabulary and number cards in different areas of the provision to stimulate children's ideas, to enable them to make connections in their learning and to provide visual prompts that are especially helpful for EAL and SEND children
 - Use aided language mats to support children to use new mathematical vocabulary
 - Provide attractive resources in our maths areas that children can choose to explore independently
- Use manipulative objects such as counters, bricks, food or small toys to help children to investigate numbers to ten, explore their characteristics and patterns and organise their counting skills
 - Use tens frames and part part whole models to help children to develop secure understanding of numbers to ten and the patterns within them
 - Use resources including dominoes, dice and Numicon to help children learn to subitise
 - Ensure that our resources are varied on a regular basis to maintain the children's curiosity and interest
- Ensure that some of our activities link to the theme of learning so that children can embed their mathematical understanding alongside other areas of learning
 - Teach and then model the use of correct mathematical vocabulary when talking to and playing with children
 - Talk to children about examples of number within the environment and encourage them to spot number, for example, by going on number hunts
 - Offer strategies to support children to make connections, spot patterns and solve problems and praise their independent efforts
 - Set up stimulating mathematical activities as part of our continuous provision
 - Talk to our Nursery and Reception children about what they notice when they are trying out mathematical activities and problems
 - Utilise activities such as water and sand play for opportunities to develop language and understanding of capacity
 - Use visual timetables and now and next boards to help develop understanding of time, pattern and sequence
 - Use playdough activities as opportunities to talk about the size, length, shape and colour of things that the children create
 - Use pegboards, beads, natural materials and printing activities to help children to explore pattern making, including repeating patterns
 - Provide scales and balances for children to explore and compare the weight of different objects
 - Exploit opportunities to use mathematical language as part of cooking and baking activities
 - Exploit opportunities to teach the language of position and direction when children are engaged in physical movement activities
 - Incorporate resources into our domestic role play areas that will enable children to think about and practise their mathematical skills as part of their play, for example diaries, calendars, clocks, weighing scales, measuring jugs, kitchen timer, patterned tea towels, placemats, napkins and tablecloths, different sized spoons, bowls, plates and cups, telephones etc.
 - Promote mathematical learning at home by providing activities and questions on Class Dojo for families to explore together
 - Maximise opportunities for cross curricular links that enable further mathematical questions to be asked
 - Differentiate our questioning to challenge children's mathematical thinking at all levels
 - Encourage our children to explain their thinking and give reasons for their answers
 - Encourage children to try mathematical activities and, when they make mistakes, help to move their learning on so that they are not afraid of making mistakes
 - Hold shared learning sessions such as a Maths Breakfast where we promote the importance of our families sharing mathematical activities with their children
 - Provide advice for families such as our Helping Your Child to Learn at Home in Maths document and How Can You Share in Your Child's Learning at Home leaflet

Impact

By the end of the Foundation Stage, our Rokeby children can:

- Sort and match objects for different criteria
- Count objects and pictures accurately with one to one correspondence
 - Compare quantities up to ten
- Understand and use the language greater than, less than and the same
 - Read, sequence, partition and write numbers
 - Count verbally beyond twenty
- Recognise an amount in different arrangements, subitising up to 5
- Identify and describe number patterns, including odd and even numbers
 - Recall number bonds to 5 (and sometimes 10)
 - Recall some doubles facts
 - Solve problems and give reasons for their answers
 - Calculate by adding and subtracting numbers
- Talk about shape, space and measures using mathematical vocabulary
 - Share quantities equally

Understanding the World

Our ethos

At Rokeby, we recognise that there are many differences in the experiences that our Early Years' children have had by the time they enter our setting and that our children from vulnerable families may not have had access to such a broad, stimulating range of opportunities as those of their peers.

To enable our children to make rapid progress in their understanding of the world we:

- Enrich our curriculum by offering opportunities and experiences that some of our vulnerable children might not otherwise get, in line with our Rokeby Promise
 - Take time to get to know our children's interests so we can capitalise upon what they are naturally keen to explore
 - Utilise opportunities for our children to learn and investigate first-hand
 - Arrange visits and visiting people to broaden children's knowledge and understanding of their world
 - Use the local environment as a key opportunity for extending children's learning
 - Read children stories, poems and rhymes from a range of cultures and societies
- Use a range of non-fiction texts to extend children's knowledge and understanding about specific aspects of their world
 - Make regular use of opportunities to enrich and broaden children's vocabulary about the world around them

Our intent

Past and Present

Knowledge we want our children to develop

In Nursery, I am learning:

- Things change over time
- There is a past before I was born
- Some things happen yearly, such as Christmas and birthdays

In Reception, I am learning:

- Time has a pattern and is measured in units such as days, months, years
 - How things were different in the past
- Events can be sequenced in chronological order from earliest to latest

Skills we want our children to develop

In Nursery, I am learning to:

- Understand how I have changed since being a baby
- Compare what I could do as a baby with what I can do now
- Use simple language of time such as now, next, then, later
- Talk about mine and my family's past and present experiences
 - Talk about people I know and the jobs they do
 - Recognise that things were different in the past
- Understand about the past through stories and books

In Reception, I am learning to:

- Understand and describe how I have changed since being a baby
- Compare what I and others have learnt to do since being babies
- Use more complex language of time such as today, tomorrow, yesterday
- Talk about significant people and events from the past and present
 - Describe different jobs people do and why they are important
 - Compare similarities and differences in things past and present
 - Sequence events in stories from the past

Implementation

Our Early Years staff recognise that children need help to develop a good sense of chronology so they can understand and talk about past and present relating to their own lives and relating to similarities and differences in the world in general.

Adults in our Foundation Stage:

- Teach children to understand and use key vocabulary relating to the passage of time, such as now, next, then, later, today, tomorrow, yesterday
- Use visuals such as Now and Next boards and timetables to help children to understand what has happened, what is happening and what will happen next
 - Use stories and books to teach children about settings, characters and events from the past
- Support children to put pictures in the correct order to develop their sequential understanding of events in the stories they have listened to
 - Talk about the days of the week, the months of the year and the seasons as part of the children's learning
- Listen and capitalise on children's natural desire to talk about their past and present experiences and those of the people around them
 - Ask questions that encourage children to think about similarities and differences between their own and others' experiences
- Talk with children and provide opportunities that celebrate and deepen their understanding of annual events such as birthdays, Christmas and Easter
- Use any incidental opportunities to help children to learn about what it was like in the past, for example using a child's interest in dinosaurs to learn about prehistoric times
 - Respond to children's curiosity about topical issues and their questions about events beyond their living memory
- Teach children about change, for example learning about differences between steam trains and modern rail travel as part of the topic, Journeys
 - Teach children about key figures from the past, such as Guy Fawkes
- Teach children about the roles of important people in society, including key workers such as members of the fire, police and health services
 - Help children to understand and compare how they have changed over time, for example, from a baby to now
- Use artefacts to help children to learn about changes in objects over time and to explore similarities and differences in these objects between then and now

Impact

By the end of the Foundation Stage, our Rokeby children can:

- Use the language of past, present and future
- Use a range of other words that relate to time
- Talk about their own lives and the lives of people around them
 - Talk about the roles of different members of society
- Compare similarities and differences between past and present
 - Talk about how they have changed over time
- Understand about some past events and key historical figures through stories they have heard
 - Sequence some events in the correct order of time

People, Culture and Communities

Knowledge we want our children to develop

In Nursery, I am learning:

- Where I live
- Simple words for some of the geographical features around me
 - That mine and my friends' homes can be different
- That books and stories can help me to find out about people and places
 - People belong to different religions and cultures
- People from different religions and cultures celebrate in different ways

In Reception, I am learning:

- The key features of where I live
- Words to describe geographical features in this country & other countries
 - That life can be different in other countries to life where I live
- That books, maps & stories can help me to find out about people & places
 - People practise different religions and cultures in this country
- What is the same and what is different about people from other cultures and traditions

Skills we want our children to develop

In Nursery, I am learning to:

- Notice the things around me
- Identify features of my immediate environment
 - Talk about where I live
 - Talk about what my life is like
- Compare my home to my friend's homes
- Find out about people and places from books and stories
- Talk about ways people from different religions and cultures celebrate

In Reception, I am learning to:

- Notice detail in the things around me
- Describe the features of my immediate environment
 - Talk about life in this country
 - Describe life in different countries
- Compare living in this country to living in another country
- Find out about people and places from books, stories and maps
- Compare similarities and differences between different religions and cultures

Implementation

Our Early Years staff recognise the importance of fostering our children's sense of awe and wonder about the world in which they live and their natural fascination about their immediate and the wider environment. They recognise that children need to know about and value other people, their communities and their traditions in this country and beyond so we can live harmoniously together.

Adults in our Foundation Stage:

- Encourage children to notice and talk about features of their immediate environment
- Expand our children's knowledge by capitalising on every opportunity to explore and experience outdoors
 - Read stories to children to help them to learn about different people and places
- Teach children about their local area, for example, by visiting the local greengrocery on Kingsway parade
- Help and encourage children to talk about where they live, places they have visited, holidays they have had and countries they may know about
- Use our Barnaby Bear resources to help child to find out about similarities and differences between their lives and life in other countries and places
 - Provide resources such as photographs, films, maps and globes to help children to learn about features of different places
 - Encourage children to explore creating their own simple picture maps, such as pirate treasure maps
- Teach children about features of specific locations, such as the jungle or about Africa through reading and exploring the story, Handa's Surprise
 - Teach and develop the use of new vocabulary so children can then talk about these geographical features
- Capitalise upon unplanned moments to develop children's understanding, for example, when they have visited somewhere for the first time
 - Teach children to appreciate the beauty of different places and to care about the world in which we live
 - Take children on visits to other places linked to our themed half termly topics
 - Encourage families to explore places with their EYFS children, for example through use of the app 50 Things to Do Before You're Five
- Help children to learn about different religious and cultural communities through themed activities linked to celebrations such as Diwali and Chinese New Year
 - Read children stories that help them to understand about other cultures, such as the story of Rama and Sita
- Provide real experiences such as tasting food and dressing in clothes from other countries to help broaden children's understanding of other people and cultures

Impact

By the end of the Foundation Stage, our Rokeby children can:

- Describe what they see around them
- Talk about features of different places and countries
- Compare similarities and differences between places
 - Say what it is like to live in this country
 - Say what life is like in some other countries
- Use their experiences of books, stories and maps to help them to talk about and compare places
 - Understand similarities and differences between people's religions and cultures

The Natural World

Knowledge we want our children to develop

In Nursery, I am learning:

- That I have senses to help me to explore things
 - The names of different animals
 - The names of some plants
 - That things grow and change
- That there are seasons of the year
- That there are different types of weather
 - That some materials change

In Reception, I am learning:

- What my different senses are
- The names and features of different animals
 - The names and features of some plants
 - How things grow and change
- The names and characteristics of the four seasons
 - The characteristics of different types of weather
- That some materials change and can change back again

Skills we want our children to develop

In Nursery, I am learning to:

- Use my senses to explore living things
- Notice things in the natural world around me
 - Explore natural materials
- Ask questions and talk about the world around me
 - Notice growth and change
 - Recognise changes in the seasons
 - Recognise changes in the weather
 - Take care of living things
 - Notice changes in materials

In Reception, I am learning to:

- Explore living things closely and to draw what I see
- Notice and describe similarities & differences in things in the natural world
 - Explore and describe natural materials
- Ask questions, talk about the world around me & compare environments
 - Notice and give reasons for growth and change
 - Describe and contrast seasons of the year
 - Describe weather changes and weather patterns
- Talk about ways we can look after the natural world
 - Notice and describe changes in materials

Implementation

Our Early Years staff recognise that young children have an instinctive desire to want to explore and that they gain pleasure in finding things out which is how they develop their understanding and knowledge of the natural world.

Adults in our Foundation Stage:

- Encourage our children to explore and investigate using all their senses
 - Show interest in what our children want to tell us or ask us
- Support and encourage our children to describe what they see and discover
 - Ask questions that challenge our children to want to find out more
- Teach new vocabulary to enable children to expand on their ideas and to deepen and enrich their knowledge and understanding
 - Provide opportunities for our children to experiment and investigate in different areas of our continuous provision
 - Use our children's natural curiosity about how and why things work to help them towards new discoveries
 - Use our children's interest in how things change to support them to make observations
 - Encourage our children to ask questions and try out ideas
 - Encourage our children to draw and paint pictures of animals and plants
 - Help our children to notice changes in the natural environment, such as changes in the weather or the changing seasons
 - Take our children on Autumn, Winter, Spring and Summer Welly Walks!
 - Provide opportunities for children to investigate and learn about changing states of matter such as melting ice and snow
- Plan direct teaching of some topics, such as New Life and Change and Minibeasts, so children can learn about living things, changes and life cycles
 - Provide opportunities for children to take part in different planting and growing activities
- Provide non-fiction texts in our rooms that encourage children to look at pictures and find out more about living things and the natural world

- Make use of supplementary materials such as Andy's Wild Adventures on CBeebies so children can learn about the natural world
- Teach children about similarities and differences between the natural world around them and contrasting environments, such as the jungle
 - Capitalise on unplanned moments for children to talk about living things, such as finding a ladybird or worm in the outdoor area
 - Set up interest and discovery tables for children to use
- Provide vocabulary cards on magnifying glass shapes during investigation activities that promote the skills of being a good scientist, for example, explore, look, think, talk, smell, touch, taste, listen
- Provide a range of scientific equipment and materials which offer opportunities for exploration such as bug viewing pots, hand lens and weather instruments
 - Provide memorable first-hand experiences that children will recall for times to come, such as incubating and hatching eggs and butterflies
 - Share in our children's excitement and pleasure in the awe and wonder of our natural world

Impact

By the end of the Foundation Stage, our Rokeby children can:

- Observe, notice and make comparisons of the natural world
 - Talk about plants and animals
 - Draw or paint pictures of plants and animals
 - Talk about similarities, differences and change
- Talk about the weather and the different seasons of the year
- Talk about some properties of materials and simple changing states of matter

Expressive Arts and Design

Our ethos

At Rokeby, we recognise that there are many differences in the experiences that our Early Years' children have had by the time they enter our setting. We recognise that some of our children, including our children from vulnerable families, may not have had opportunities to explore and play with a wide range of media and materials or to hear rich, varied use of vocabulary to help develop their imagination, self-expression and creativity.

To enable our children to make rapid progress in the area of expressive arts and design we:

- Ensure that we offer our children frequent opportunities to explore and experiment with many different media, tools, techniques and materials
 - Encourage our children to express their creativity in their own ways
 - Support our children to try out different solutions and to use resources in original, inventive and imaginative ways
 - Provide different purposes and a broad range of resources that encourage our children to design, make and be creative
 - Encourage our children to explore creating their own music and dance
 - Sing many songs and rhymes with our children
 - Offer our children a rich, varied experience of stories
- Provide frequent opportunities and a range of stimuli that encourage our children to tell stories and invent their own narratives
 - Make regular use of opportunities to enrich and broaden our children's vocabulary to support them to express themselves
 - Praise and celebrate our children's initiative and uniqueness when responding to and interpreting what they see and hear

Our intent

Creating with Materials

Knowledge we want our children to develop

In Nursery, I am learning:

- There are different techniques that can be used with materials
 - Materials feel different
- There are different types of lines: straight, curved, vertical, horizontal, thin, thick, wavy, curly, jagged, zig zag etc
 - Shapes are made from lines that are joined together
 - The names of primary and secondary colours
- Pictures, paintings and models are ways to express my ideas
 - Designs need to be thought about and planned
 - There are different tools I can use to be creative
 - Materials can be used to join things

In Reception, I am learning:

- Which techniques are best to use with different materials
- Using different textures can add interest to my creations
- I can use a range of lines in my creations: straight, curved, vertical, horizontal, thin, thick, wavy, curly, jagged, zig zag etc
- Lines and shapes can be used to produce drawings and images
 - About tones and different shades of colours
- 2D representations are flat and 3D representations are solid
 - Designs can be evaluated, altered and improved
 - What different tools can be used for
- Which materials are best for joining different things

Skills we want our children to develop

In Nursery, I am learning to:

- Explore different media and materials
 - Use materials in different ways
 - Join materials
 - Explore different textures
 - Explore colour
 - Use a variety of tools safely
 - Mould and shape materials
 - Explore different techniques
- Explore using different lines and shapes
 - Build and balance
- Represent my ideas in 2D and 3D
- Use props when I am pretending
- Talk about what I am creating
- Try different ways of doing things

In Reception, I am learning to:

- Explore and combine different media and materials
 - Choose the most suitable ways of using materials
 - Choose the most suitable materials for joining things
 - Use different textures to add interest to my creations
 - Mix colours to make different shades and tones
 - Use a variety of tools safely and with increasing control
 - Mould, shape and cut materials
- Decide which techniques I want to use in my creations
- Join and enclose lines and shapes to create images
 - Make structures strong and stable
 - Choose whether to use 2D or 3D forms
 - Use and create my own props for role play
 - Explain how I have created something
 - Evaluate, change and improve my designs

Implementation

Our Early Years staff recognise that young children are spontaneous and naturally choose to express themselves. They gain excitement by investigating what they can do with different media and materials and will often naturally try out different ideas as part of their play and exploration.

To build upon this natural curiosity and to develop their creativity further, adults in our Foundation Stage:

- Provide rich opportunities for children to explore and create in 2D and 3D forms
 - Provide variety of experiences so that children can explore on large and small scales
 - Offer stimulating resources that allow children to investigate colour, shape, form and design
- Offer a range of materials that children can mould and shape including sand, play dough, clay and salt dough
 - Provide sensory materials such as shaving foam, cornflour and Gellibaff for exploring texture
- Teach children different techniques so that our children are aware of different ways to express themselves
 - Teach children to handle tools and equipment correctly and safely
- Teach children to draw, paint, stick, pull, tear, fold, cut, roll and join when working with different media and materials
- Offer vertical surfaces for children to work on, such as easels, so that standing provides greater stability and control of tools they use
 - Provide initial stimuli and different contexts to prompt our children's ideas
- Teach children key vocabulary so they can talk about the lines, colours and shapes that they use when creating pictures
 - Ask questions that prompt children to add detail to their creations
 - Ask questions that encourage children to make decisions and choices
- Ask questions that encourage our children to review their creations and to think about ways to improve their designs
- Provide opportunities for children to explore different textures through activities such as collage, clay, weaving, loose parts and use of natural materials
 - Provide opportunities for children to investigate materials through construction and food related activities
- Ensure our construction areas are well stocked with a variety of resources for children to choose ways to join, balance and stack things
 - Support children to combine materials to explore creating different effects
 - Encourage children to make use of available materials and to create their own props to use in their role play
 - Ensure creative areas are well stocked with easily accessible tools, media and materials for children to choose from
- Share our children's creations and help them to talk about processes they have used such as thinking, planning and making
 - Value and celebrate our children's ideas and encourage their freedom of expression
 - Help our children to feel proud of what they create

Impact

By the end of the Foundation Stage, our Rokeby children can:

- Express their creativity using a range of materials
- Explore colour, texture, design, form and function
 - Represent their ideas in 2D and 3D
 - Use different techniques
 - Hold and control different tools
 - Draw different lines and shapes
 - Mould, shape, cut and join materials
- Use props and materials as part of their role play
- Share their creations and talk about how they have made things

Being Imaginative and Expressive

Knowledge we want our children to develop

In Nursery, I am learning:

- Simple story language that I can use
 - How to start a story
 - Some nursery rhymes
 - The words to some new songs
- Sounds can be made in different ways by different things
 - Sounds have rhythm, pitch and duration
- The names of common percussion instruments
 - How to play percussion instruments
- I can move my body in different ways
 - I can change how I am moving

In Reception, I am learning:

- More complex story language that I can use
 - How to start and end stories
 - A wide range of nursery rhymes
 - The words to many new songs
- Sounds can be changed and played at different speeds and volumes
 - The rhythm, pitch, duration and beat of music can change
 - The names of a range of musical instruments
- How to create different sounds using percussion instruments
- I can move my body in different ways, at different speeds and levels
 - My movements can be connected together in a sequence

Skills we want our children to develop

In Nursery, I am learning to:

- Listen and join in with stories
- Act out stories, poems and rhymes that are familiar to me
 - Take turns with others when acting out stories
 - Respond to performances I see
 - Tell my own stories through my play
 - Join in with familiar rhymes and songs
 - Sing some new songs and rhymes
- Listen carefully to songs and music and respond to the sounds I hear
 - Explore different sounds I can make
 - Create loud, soft, fast and slow sounds
 - Share my music making with others
 - Move my body in different ways
 - Copy simple dance movements
 - Express my imagination in simple ways

In Reception, I am learning to:

- Listen to stories, join in and adapt them to create new narratives
 - Retell and perform familiar stories, poems and rhymes
- Take turns and improvise when acting out stories with others
- Say what I like and dislike about performances I have watched
- Invent stories through my own play and through playing with others
 - Sing familiar rhymes and songs by heart
 - Sing a wide range of songs and rhymes
- Give my opinions and feelings about songs and music I hear
 - Explore different sounds and rhythms I can create
 - Create sounds of different pitch, tempo and duration
 - Perform music individually and in a group
 - Move my body in different ways and in time to music
 - Copy, adapt and create my own dances
 - Express my imagination in a range of ways

Implementation

Our Early Years staff recognise that young children often have a keen interest in expressing themselves through music, song, storytelling and dance. When listening to music, rhymes and songs, we know that many children respond spontaneously by moving to the rhythms and sounds they hear and by humming or singing along. They enjoy exploring sounds they can create with musical instruments. They love to imagine possibilities and tell stories as part of their play and exploration.

To build upon these innate desires and to further develop their imagination and expression, adults in our Foundation Stage:

- Read a rich range of stories and rhymes to our children
- Discuss characters, setting and events to help build our children's understanding and knowledge of how stories are told
 - Re-read texts to embed familiarity and to enable our children to recount these stories
 - Help our children to join in with actions to increase pleasure in rhymes and stories
 - Teach new vocabulary so children can understand and use it in their narratives
 - Encourage our children to join in with and recall repetitive phrases in rhymes and stories
 - Support our children to act out familiar stories with their peers
- Encourage our children to adapt stories they hear by creating their own versions of texts such as We're Going on a Dragon Hunt
 - Model storytelling by creating our own stories and sharing them, orally, with our children
 - Ask questions and encourage our children to invent their own narratives
- Provide puppets, small world toys, costumes, masks, props and microphones that children can use when expressing themselves
 - Listen enthusiastically when children tell us stories and share in their joy and excitement
 - Sing a wide range of songs and nursery rhymes with our children
 - Teach children new songs and rhymes
- Provide opportunities for children to practise songs so they know them by heart and, over time, develop their own repertoires of songs and rhymes
 - Plan a range of exciting activities as part of World Nursery Rhyme Week
 - Encourage children to perform songs and rhymes together and to one another
 - Ensure children have opportunities to listen to songs and rhymes frequently
 - Use Musical Express to teach children new songs and new musical knowledge and skills
 - Ensure children listen to music of different types, tempos, beats and rhythms
- Provide opportunities for our children to take part in different musical activities including listening, singing, composing and performing
 - Provide a range of percussion instruments that children can use to explore and investigate sound in their chosen ways
- Encourage children to be expressive and explore moving to music in different ways, such as creating their own dance movements
 - Use Boogie Beebies to help develop our children's experience and enjoyment of music, song and dance
 - Encourage our children to use our outdoor stage and equipment to put on their own performances
 - Value our children's creativity, imagination and freedom of expression

Impact

By the end of the Foundation Stage, our Rokeby children can:

- Tell stories as part of their play
- Create narratives by adapting familiar stories they have heard
 - Sing a range of songs and nursery rhymes
 - Perform songs, rhymes, poems, music and dance
- Create different sounds and rhythms as part of their composing and performing
 - Move their body in different ways and, sometimes, in time to music
 - Act out stories with their peers
 - Express their imagination and creativity