



Singleton Church of England Primary School

Early Years Foundation Stage (EYFS) Overview

“Passion for LearningPassion for life”

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.





INTENT

At Singleton C of E Primary School our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our Foundation Class, begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start, ensuring each individual reaches their full potential from their various starting points. Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language. We believe that a high level of engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school. By the end of their year in our Foundation Class, our intent is to ensure that all children have the ability to work collaboratively, independently, with high levels of curiosity and with excellent language and communication skills. We aim to ensure they are well equipped with the skills and knowledge to ensure a smooth transition into Year 1.

The *wider* the range
of **possibilities**
we offer *children*,
the more **INTENSE** will be
their **MOTIVATIONS**
and the **RICHER** their
EXPERIENCES

Loris Malaguzzi

IMPLEMENTATION

At Singleton C of E Primary School, we follow the Early Years Foundation Stage Framework. This is made up of four overriding principles which our early years education is based upon:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

Enabling
environments
"mobilise the **ENERGY**,
ATTENTION, *curiosity*
and **FOCUS**
of *children*"
Howard Gardner



Singleton C of E Primary School - EYFS Overview

Baseline

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term in Foundation, our staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan appropriate experiences to ensure progress. The following baseline assessments are also carried out. The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Planning

Our planning is based around the Development Matters, non-statutory curriculum guidance for the EYFS. In addition to this we also supplement learning by using a variety of schemes of work also used by the rest of the school such as Coram Life Education (SCARF) and the Lancashire Physical Education Scheme of Work 2020. Throughout the year, EYFS staff introduce new themes to provide inspiration for learning, whilst also ensuring the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured to ensure that children experience a range of independent and adult led activities. Children's understanding is continuously checked and documented using a range of methods such as observations, Earwig Academic Timelines, floor books and individual learning journals. Misconceptions are quickly identified and responded to and where necessary, provision groups are formed to provide timely support for children who need an extra boost. The curriculum is planned for the inside and outside classroom areas and equal importance is given to learning in both areas.

A variety of published schemes such as Twinkl Phonics, Hamilton Maths, Lancashire PE Scheme, Coram Life Education PSHE and Charanga Music ensure the effective sequencing of learning.

Tracking

Pupils are tracked against the Development Matters Framework. Each time a pupil is observed achieving an objective, this is recorded on a tracking sheet. For each objective there are three opportunities for observation, this ensures that each objective is observed multiple times and in different contexts, this approach enables the assessor to paint an accurate picture of each child's true abilities. Pupil observations are recorded either as a photo (Earwig Academic timelines), as a written piece of evidence in pupils' learning journals or with an observation (see observation sheets) made by the teacher or teaching assistant.

Inclusivity

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential/age related expectations, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.



Literacy / Early Reading

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. From the first days in our Foundation Class our children begin their reading learning journey. Oxford Reading Tree is our core reading scheme which is used through-out the school. Within Early Years and KS1 children read fully decodable (phonics) books. Children take home books that are matched precisely to the sounds they are learning in their phonics lessons, this supports pupils to develop their reading accuracy and fluency.

Children are also read to by an adult every day, they are exposed to quality texts which encourage a love of reading. Within our long-term planning document, we have identified a range of poetry, fiction and non-fiction books which complement each of our themes. In addition to a range of other quality text, these topic-based books are also read to our children and they are displayed within our topic area where our children have access to these.

Our Foundation Class staff have also created 'Talk Mats' (knowledge organisers) to help develop subject specific vocabulary. These 'Talk Mats' are used in school and are also sent home for our children to engage with, this forms part of the work we do to ensure effective partnerships with parents. By sharing the themed fiction and non-fiction books within school and at home, along with the 'Talk Mats' children develop their vocabulary by learning new words which they would rarely hear or use in everyday speech.

Continual assessment takes place within our Foundation classroom. Teachers and Teaching Assistants check understanding by using 'know more, remember more' flash cards during daily phonics lessons and throughout the school day within reading and writing activities. Reading records are maintained and these help to track reading. Children who are not meeting age-related expectations are supported in small intervention groups which occur daily, using a range of programmes such as Ruth Miskin and POPs.

Guided Reading sessions take place once a week. We use Bug Club Guided Reading which provides a dialogic (the use of conversation or shared dialogue to explore the meaning of something) approach to help children achieve comprehension mastery. Bug Club Guided Reading was designed to raise children's attainment, close the gap, increase children's confidence in reading comprehension, raise standards across the curriculum by providing a talk-based approach to prepare children for their next stage of learning, help them to meet age-related outcomes and ensure a consistent delivery of comprehension teaching across the school.

Author visits provide children with quality experiences which also promote a love of reading and writing.

Quality phonics (see phonics section) sessions are fast-paced and children receive many opportunities to apply their knowledge and understanding within Continuous Provision. Children are taught how to read by taking part in phonics sessions where they practise segmenting and blending words and captions. Children are heard reading on a one-to-one basis with the class teacher, in these sessions they are taught how to hold their book properly

The Foundation classroom is set up with a reading area where children are encouraged to spend time, looking at and reading a selection of quality texts which they have already been exposed to. They have the opportunity to retell these stories using finger puppets and there are a range of questions on clipboards which develop children's comprehension.



Phonics

We use the Red Rose Letters and Sounds Programme, providing a synthetic approach to the teaching of phonics, from Foundation Stage, through KS1 and into KS2 if appropriate. The programme focuses on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately and language comprehension. The aim of this programme is for children to become fluent readers by the age of seven. It aims to build children’s speaking and listening skills in their own right as well as to prepare for learning to read by developing their phonic knowledge and skills.

Synthetic Phonics is the synthesizing, or blending of phonemes (sounds) to make a word, enabling children to read. Synthetic phonics is all the different ways each phoneme can be represented. Children are taught how to:

- blend phonemes in a word to read
- listen for phonemes in words to spell
- Irregular, high frequency words
- say the phoneme first and then the letter name

There are 6 overlapping phases. Below is a summary of the phases taught.

Phase	Phonics Knowledge and Skills
1	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
2	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
3	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the ‘simple code’ - i.e. one grapheme for each phoneme in the English language.
4	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
5	Now we move on to the “complex code”. Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing phonemes they already know.
6	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.



Phase Phonics Knowledge and Skills

Phonics sessions are delivered to ensure participation and engagement resulting in high-quality phonic work on a daily basis to help practitioners and teachers ensure that by the end of Key Stage 1, children develop fluent word reading skills and good foundations in spelling.

Each session gives an opportunity for children to revisit their previous experience; be taught new skills; practise together and apply what they have learned.

Through careful monitoring and tracking, practitioners are able to identify children who are not making the expected progress and therefore need intervention to catch up. Depending on the needs of individuals, this may include additional individual or small group work.

Mathematics

In our Foundation Stage class, we refer to the Hamilton Trust Scheme of work. This provides high quality learning opportunities which help to bridge the gap between the Early Learning Goals and the Year One Lancashire Key Learning Indicators for Maths. High quality learning environments have been developed where meaningful interactions can occur to develop mathematical thinking and discussion. Our children learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration.

Please see our Calculations Policy for further information.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, children experience Forest Schools activities which help them to explore the natural world around them and *understand the effect of changing seasons on the natural world around them*. Children are encouraged to employ subject specific language and terminology, and such vocabulary is modelled, both verbally and orally, by supporting practitioners. Vocabulary and topics are shared with parents through 'Talk Mats' (See Appendix) which are sent home to encourage parents and children to engage in wider learning.

Transition to Year 1

During the Summer Term pupils from our Foundation Stage class work with the Year 1 teacher during our Fantastic Friday sessions on Forest Schools activities.



IMPACT

Assessments are continuously made by our Foundation Class staff, who draw on their detailed knowledge of each child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Digital floor books and photos progress information are routinely shared with parents and carers through Class Dojo. Assessment: Phonic assessments are carried out at the end of each Phase to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

Assessments are completed three times per year, whereby the Class Teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1. Our Foundation Class teacher has an excellent understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave our Foundation Class with the skills, knowledge and confidence to continue their journey as confident individuals, effective contributors, successful learners and responsible citizens.



EYFS SELF EVALUATION AGAINST THE INSPECTION FRAMEWORK

The EYFS Curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by staff.

The EYFS teacher/lead has devised the curriculum and as such is passionate about high ambition it promotes and this is a passion which is also shared by the EYFS Teaching Assistant. The curriculum which has been devised ensures ALL children, regardless of background, circumstances and needs, receive high quality teaching and learning opportunities which are engaging, stimulating and encourage curiosity and a love of learning.

Many Cultural Capital opportunities are planned into the curriculum or are arranged as a results of the children's interests throughout the year. Our stunning outdoor areas provide children with the opportunities to:

- develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations
- encourage holistic development of children
- develop resilience and adaptability in occasionally adverse circumstances
- allow children to become more able to identify hazards and risks
- develop a love, appreciation and respect for nature and all that is living
- develop an understanding of how we can look after our environment
- develop self-awareness, confidence and self-esteem
- develop collaborative-working and communication skills
- provide positive health benefits – both physically and mentally – and assist gross and fine-motor development
- develop a lifelong love of the outdoors



Appendix A

(EYFS Curriculum / Long Term Planner)



Singleton C of E Primary School - EYFS Overview

Festivals and Special Events Cultural Capital: <i>Our Junior Leadership Team (JLT) and members of staff will plan and deliver activities to promote a range of these special commemorative days/weeks.</i> Many of these days promote our British Values: Mutual Respect Mutual Tolerance Rule of Law Individual Liberty Democracy British Values	September -Anniversary of the Great Fire of London -Roald Dahl's Birthday -International Literacy Day -Recycle Week -International Day of Peace - Rosh Hashanah starts -European Day of Languages October -Black History Month - Yom Kippur -World Space Week -World Teacher's Day -National Poetry Day -World Mental Health Day - Ada Lovelace Day - Diwali	November -Outdoor Classroom Day -Guy Fawkes Night -Guru Nanak's Birthday -Remembrance Day -Road Safety Week -Anti-bullying Week - Mary Seacole's Birthday -Saint Andrew's Day December - Hanukkah starts -Christmas	January -New Year -Martin Luther King Jr. Day -Chinese New Year -Burns Night -Australia Day -Holocaust Memorial Day -National Storytelling Week February -Children's Mental Health Week -Valentine's Day -Safer Internet Day -Fairtrade Fortnight -Shrove Tuesday	March -Saint David's Day -World Book Day - Holi -International Women's Day -British Science Week -Saint Patrick's Day -Mother's Day -World Poetry Day - Ramadan starts April (1st half) -Good Friday -Easter Sunday - Vaisakhi -International Dance Day	April (2nd half) - Eid-Al-Fitr -Earth Day -Saint George's Day May -May Day - Wesak -VE Day -Mental Health Awareness Week	June -World Environment Day -World Oceans Day -Queen's Birthday -Anne Frank's Birthday -Father's Day -World Music Day - Eid-al-Adha July -American Day of Independence -Nelson Mandela Day -Anniversary of the First Moon Landing
	Christian Values	Respect	Friendship	Endurance	Wisdom	Love
Whole Class Worship theme	Plan a whole school worship which addresses the Christian Value for the specified date.		Plan a whole school worship which addresses the Christian Value for the specified date.		Plan a whole school worship which addresses the Christian Value for the specified date.	
British Values						
<p>Mutual respect - We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p> <p>Mutual Tolerance - Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p>Rule of law - We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> <p>Individual liberty - We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p>Democracy - We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> <p>British Values - Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>						
Characteristics of Effective Learning	<p>Playing and exploring - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p>					



	<p>Creating and thinking critically - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experience which help them to solve problems and reach conclusions.</p>
Over Arching Principles	<p>Unique Child - Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships - Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments - Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development - Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>

PRIME AREAS

The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour. PSED opportunities permeate everything we do, in addition to this we complete the SCARF programme from Coram Life Education.

<p>Personal, Social and Emotional Development</p> <p>PSHE / Prevent / British Values</p> <p>CORAM LIFE EDUCATION – SCARF RESOURCES</p>	<p>The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour. PSED opportunities permeate everything we do, in addition to this we complete the SCARF programme from Coram Life Education.</p>					
	<p>Me and My Relationships</p> <p>Children will complete the following units:</p> <p><u>All about me</u></p> <p><u>What makes me special</u></p> <p><u>Me and my special people</u></p> <p><u>Who can help me?</u></p> <p><u>My feelings.</u></p> <p><u>My feelings (2)</u></p>	<p>Valuing Difference</p> <p>Children will complete the following units:</p> <p><u>I'm special, you're special</u></p> <p><u>Same and different</u></p> <p><u>Same and different families</u></p> <p><u>Same and different homes</u></p> <p><u>Kind and caring (1)</u></p> <p><u>Kind and caring (2)</u></p>	<p>Keeping Myself Safe</p> <p>Children will complete the following units:</p> <p><u>What's safe to go onto my body</u></p> <p><u>Keeping myself safe - what's safe to go into my body (including medicines)</u></p> <p><u>Safe indoors and outdoors</u></p> <p><u>Listening to my feelings (1)</u></p> <p><u>Keeping safe online</u></p> <p><u>People who help to keep me safe</u></p>	<p>Rights and Responsibilities</p> <p>Children will complete the following units:</p> <p><u>Looking after my special people</u></p> <p><u>Looking after my friends</u></p> <p><u>Being helpful at home and Caring for our classroom</u></p> <p><u>Caring for our world</u></p> <p><u>Looking after money (1): Recognising spending, using</u></p> <p><u>Looking after money (2) saving money and keeping it safe</u></p>	<p>Being my Best</p> <p>Children will complete the following units:</p> <p><u>Bouncing back when things go wrong</u></p> <p><u>Yes, I can!</u></p> <p><u>Healthy eating (1)</u></p> <p><u>healthy eating (1)</u></p> <p><u>Move your body</u></p> <p><u>A good night's sleep</u></p>	<p>Growing and Changing</p> <p>Children will complete the following units:</p> <p><u>Seasons</u></p> <p><u>Life stages - plants, animals, humans</u></p> <p><u>Life stages - human life stage - Who will I be?</u></p> <p><u>Getting bigger</u></p>

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

<p>FINE MOTOR</p> <p>Daily opportunities for Fine Motor Activities</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>Children will experience:</p> <ul style="list-style-type: none"> - Threading - Cutting - Weaving, play dough - Fine Motor activities - Manipulate objects with good fine motor skills - Draw lines and circles using gross motor movements - Hold pencil/paint brush beyond whole hand grasp - Pencil grip - Teach and model correct letter formation. 	<p>Children will experience:</p> <ul style="list-style-type: none"> - Threading - Cutting - Weaving - Play dough - Fine Motor activities - Develop muscle tone to put pencil pressure on paper - Use tools to effect changes to materials - Show preference for dominant hand - Engage children in structured activities: guide them in what to draw, write or copy - Begin to form letters correctly 	<p>Children will experience:</p> <ul style="list-style-type: none"> - Threading - Cutting - Weaving - Play dough - Fine Motor activities - Handle tools, objects, construction and malleable materials with increasing control - Develop confidence with correct letter formation to gain - Encourage children to draw freely - Holding Small Items / Button Clothing / Cutting with Scissors 	<p>Children will experience:</p> <ul style="list-style-type: none"> - Threading - Cutting - Weaving - Play dough - Fine Motor activities - Hold pencil effectively with comfortable grip - Forms recognisable letters most correctly formed. 	<p>Children will experience:</p> <ul style="list-style-type: none"> - Threading - Cutting - Weaving - Play dough - Fine Motor activities - Develop pencil grip and letter formation continually - Use one hand consistently for fine motor task - Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross 	<p>Children will experience:</p> <ul style="list-style-type: none"> - Threading - Cutting - Weaving - Play dough - Fine Motor activities - Form letters correctly - Copy a square - Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture - Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
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GROSS MOTOR **What are fundamental movement skills?**
 FMS our movement patterns that involve different body parts such as legs, arms head, and include such running, hopping, catching, throwing, striking and balancing. they are the foundation movements necessary for 3-8 year old children as a precursor to the moralised, complex used in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities



Singleton C of E Primary School - EYFS Overview

<p>NEW LANCASHIRE SCHEME of WORK for PE</p> <p>A stories based approach</p>	<p>How students feel about themselves can be influenced their physical skills. students who have achieved fundamental motor skill competence have been found to perceive themselves as being competent, socially accepted and to have a positive attitude towards physical activity.</p>					
<p>Lancashire County Council 2020</p>						
<p>Communication & Language</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p>					
<p>Children will experience: -settling in activities -make friends -talk about experiences that are familiar to them</p>	<p>Children will experience: -experience settling in activities -develop vocabulary -discover passions -retell stories using story language</p>	<p>Children will experience: -use language well -develop the use of how and why questions -discover passions</p>	<p>Children will experience: -use time connectives to tell their ‘news’ from home or when retelling stories</p>	<p>Children will experience: -listen to some favourite stories -revisit and consolidate vocabulary and events -make learning sticky</p>	<p>Children will experience: -complete show and tell activities -read aloud books to children that will extend their knowledge of the world and illustrate a current topic</p>	<p>Children will experience: -complete show and tell activities -read aloud books to children that will extend their knowledge of the world and illustrate a current topic</p>
<p>How to Catch a Star by Oliver Jeffers Children will complete the following activities: <u>5 FMS under 5s</u> -Running, hopping, catching, jumping, throwing <u>Travelling Activities</u> -Travelling in a variety of ways; quick, slow, sideways, sliding, galloping hands and feet. -Travel in a variety of speeds. <u>Gymnastic Type Activities</u> -Climbing up climbing frame to reach star -Jumping off a gym table to catch a star -Jumping high to catch a star -Balance on a variety of small and large body parts in the shape of a star. <u>Game Type Activities</u> -Balloon balls, balls and scarves to catch a star. -Scarves to catch a floating star. -Throwing and rolling balls towards star targets. -Catching large the small equipment. <u>Music</u> -Twinkle, Twinkle Little Star -Starshift -Stargazer -La Nuit Electrique</p>	<p>The Hungry Caterpillar Children will complete the following activities: <u>Travelling Activities</u> -Travelling like a caterpillar on hands and feet. -Flying on tip toes like a butterfly. -Skipping -Heavy and big movements as the big fat caterpillar. -Little and light movements as the tiny caterpillar. <u>Gymnastic Type Activities</u> -Climbing up climbing frame onto a leaf. -Rolling like an egg. -Rolling like a pencil. -Jumping off a gym table like a butterfly. -Jumping from spot/hoop to spot/hoop (leaves). <u>Game Type Activities</u> -Balloon balls, balls and scarves to catch eggs. -Scarves to catch butterflies. -Throwing and rolling balls onto spots (leaves). -Throwing balls/beanbags into hoops (leaves). <u>Music</u> -Butterfly and Caterpillar nursery rhymes. -Strawberry Caterpillar -Domestic Blissed -Butterfly Wings</p>	<p>Jack and the Beanstalk Children will complete the following activities: <u>5 FMS under 5s</u> -Running, hopping, catching, jumping, throwing <u>Travelling Activities</u> -Travelling in a variety of ways; quick, slow, sideways, sliding, galloping hands and feet. -Travel at a variety of speeds. <u>Gymnastic Type Activities</u> -Climbing up the Beanstalk - climbing frame. -Jumping off a gym table like the golden hen. -Golden egg rolls - rock and roll, egg rolls. <u>Game Type Activities</u> -Balloon balls, balls and scarves to catch a bean. Throwing and rolling balls towards targets. -Catching large then small equipment. <u>Music</u> -Heart of the giant -Red Giant Climb -How high can we climb -Tiptoe tango</p>	<p>Rosie’s Walk Children will complete the following activities: <u>5 FMS under 5s</u> -Running, hopping, catching, jumping, throwing <u>Travelling Activities</u> -Travelling in a variety of ways; quick, slow, sideways, sliding, galloping hands and feet. <u>Gymnastic Type Activities</u> -Climbing up climbing frame over the haystacks. -Climbing under and over beehives. -Jumping off a gym table to dismount. -Jumping over the pond. -Balance on one leg like a hen. <u>Game Type Activities</u> -Throwing and rolling balls towards fox targets. -Catching an egg – large then small equipment. <u>Music</u> -Chick, chick, chick, chick chicken, lay a little egg for me -Hickerty, Pickerty My Red Hen -Chicken in the yard -Loose old shoes -Round up</p>	<p>Rumble in the Jungle Children will complete the following activities: <u>5 FMS under 5s</u> -Running, hopping, catching, jumping, throwing <u>Travelling Activities</u> -Travelling in a variety of ways; Quick, slow, sideways, running, hopping, skipping, sliding, galloping hands and feet. -Travel in a variety of speeds <u>Gymnastic Type Activities</u> -Climbing up climbing frame like a chimpanzee. -Jumping off a gym table to jump down from trees. -Swinging and hanging on ropes like a chimpanzee. -Jumping high like a giraffe. -Variety of rolls like a hippo. -Balancing on small and large body parts. <u>Game Type Activities</u> -Balloon balls, bulls and scarves to catch big round elephants. <u>Music</u> -Jungle boogie -Yakuza -Watering hole -Wake up Time -Vengeance</p>	<p>Superworm Children will complete the following activities: <u>5 FMS under 5s</u> -Running, hopping, catching, jumping, throwing <u>Travelling Activities</u> -Travelling in a variety of ways; Quick, slow, sideways, sliding, galloping hands and feet. -Hopping and skipping. <u>Gymnastic Type Activities</u> -Climbing climbing frame as tall as a crane. -Hanging and swinging on ropes. -Jumping off a gym table like a toad. -Jumping forwards, backwards and side to side like a toad. -Balance on a variety of small and large body parts. <u>Game Type Activities</u> -Hooping on waist, arm, foot. -Rolling hoop, spin, push and follow, push an return. -Tag games with belts and bibs tucked down back of shorts. <u>Music</u> -Caterpillars only crawl, wiggly woo -Strawberry Caterpillar -Web of intrigue -Flit and scuttle -Superheroes</p>	



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-listen to rhyming and alliteration -listen to shared stories -use talk routines through the day e.g. "Good morning, how are you?"	-complete word hunts -listen to and respond to stories -follow instructions -take part in discussions -understand how to listen carefully and why listening is important -use talking partners -use new vocabulary throughout the day -listen to carefully chosen stories to develop the children's vocabulary	-retell stories with story language - using puppets and props in continuous provision -develop language describing events in some detail -listen to and talk about stories to build familiarity and understanding -learn rhymes comment poems and songs	-understand how to listen carefully and why listening is important - children to listen carefully and ask good questions during news time -sustain focus when listening to a story	-model using the features of non fiction books
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SPECIFIC AREAS

Literacy	it is crucial for children to develop a lifelong love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the word around them and the books (stories and non fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Comprehension Developing a passion for reading.	Children will experience: -join in with rhymes and show an interest in stories with repeated refrains -explore environmental print -have a favourite story/rhyme -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 -sequence familiar stories through the use of pictures to tell the story -recognise initial sounds -engage in extended conversations about stories, learning new vocabulary	Children will experience: -retell stories related to events through acting/role play -retell stories using images -edit story maps and orally retelling new stories -sequence stories – use vocabulary of beginning, middle and end -blend sounds into words, so that they can read short words made up of known letter– sound correspondences -enjoy reading and listening to an increasing range of fiction and non-fiction books	Children will experience: -engage with stories from other cultures and traditions -engage with information leaflets about animals and other countries -record stories through picture drawing/mark making -read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words	Children will experience: -make up stories with themselves as the main character -re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment -retell stories with actions and / or picture prompts as part of a group -use story language when acting out a narrative -engage with Book Day -use vocabulary and forms of speech that are increasingly influenced by their experiences of books -develop their own narratives and explanations by connecting ideas or events	Children will experience: -engage with information leaflets about animals in the garden/plants and growing -experiment with rhyming words - explain the main events of a story - draw pictures of characters/events/settings. They may include labels, sentences or captions.	Children will experience: -draw pictures of characters/events/settings in a story -listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions -make predictions -begin to understand that a non-fiction is a non-story- it gives information instead -understand that 'fiction' means story -point to front cover, back cover, spine, blurb, illustration, illustrator, author and title -sort books into categories
Literacy – Phonics Red Rose Letters and Sounds	<p>Phase 1 & 2</p> <p><u>Week 1</u> Phase 1</p> <p><u>Week 2</u> Phase 2 Teach: s a t</p> <p><u>Week 3</u> Phase 2 Teach: p i n</p> <p><u>Week 4</u> Phase 2 Teach: m d g</p> <p><u>Week 5</u> Phase 2 Consolidate: s a t p i n m d g</p> <p><u>Week 6</u></p>	<p>Phase 2</p> <p><u>Week 7</u> Phase 2 Teach: ck e u Teach: l, to</p> <p><u>Week 8</u> Phase 2 Teach: r h b Teach: no, go</p> <p><u>Week 9</u> Phase 2 Consolidate: o c k ck e u r h b Teach: into</p> <p><u>Week 10</u> Phase 2 Teach: f ff l</p>	<p>Phase 3</p> <p><u>Week 1</u> Phase 3 Teach j v w Teach: he, she</p> <p><u>Week 2</u> Phase 3 Teach x y z zz Teach: we, be, me</p> <p><u>Week 3</u> Phase 3 Teach: qu ch sh Teach: was, my</p> <p><u>Week 4</u> Phase 3 Teach: th th ng</p>	<p>Phase 3</p> <p><u>Week 6</u> Phase 3 Teach: ai ee Teach: her all</p> <p><u>Week 7</u> Phase 3 Teach igh oa Teach two-syllable words Teach: are, like</p> <p><u>Week 8</u> Phase 3 Teach oo oo Teach two-syllable words Teach: said, when</p> <p><u>Week 9</u></p>	<p>Phase 3</p> <p><u>Week 11</u> Phase 3 Teach ur ow Teach come, do</p> <p><u>Week 12</u> Phase 3 Teach oi ear Introduce: pseudo words Teach: so, were</p> <p><u>Week 13</u> Phase 3 Teach: air ure er Introduce pseudo words Teach: some, there</p> <p><u>Week 14</u> Phase 3 Consolidate: ur ow oi ear air ure er</p>	<p>Phase 4</p> <p><u>Week 2</u> Phase 4 Teach: CCVC & CCVCC Teach: some, come, were, there</p> <p><u>Week 3</u> Phase 4 Teach: CCCVC & CCCVCC Teach: little, do, one, when</p> <p><u>Week 4</u> Teach: polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants Teach: out, what, it's</p> <p><u>Following weeks</u> Consolidate as required</p>



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	<p>Phase 2 Teach: o c k Teach: the</p>	<p>Consolidate: the, l, to, no, go, into</p> <p><u>Week 11</u> Phase 2 Teach: ll ss Consolidate: the, l, to, no, go, into</p> <p><u>Week 12</u> Phase 2 Consolidate: f ff ll ss Consolidate: the, l, to, no, go, into</p>	<p>Teach: you, they</p> <p><u>Week 5</u> Phase 3 Consolidate: qu ch sh th th ng Teach: he, she, we, be, me, was, my, you, they</p> <p><u>Week 6</u> Phase 3 Teach: ai ee Teach: her all</p> <p><u>Following weeks</u> Phase 3 Consolidate as required</p>	<p>Phase 3 Teach ar or Teach two-syllable words Teach: have, one</p> <p><u>Week 10</u> Phase 3 Consolidate ai ee igh oa oo oo ar or Consolidate: her, all, are, like, said, when, have, one</p> <p><u>Following weeks</u> Phase 3 Consolidate as required</p>	<p>Teach: out, little, what</p> <p><u>Week 15</u> Phase 3 Consolidate as required</p> <p><u>Week 1</u> Phase 4 Teach: CVCC & CCV Teach: said, so, have, like</p>	
<p>Writing</p> <p>The Literacy Tree uses a 'Teach through a Text' approach to ensure a consistent, cohesive pedagogy is used across the school.</p>	<p>The Literacy Tree</p>  <p>Other texts which may be used as a stimulus:</p> <ul style="list-style-type: none"> -Lucy and Tom Go To School by Shirley Hughes -Super Duper You! By Sophy Henn -Can I Build Another Me? By Shinsuke Yoshitake -Only One You by Linda Kranz -The Dot by Peter Reynolds 	<p>The Literacy Tree</p>  <p>Other texts which may be used as a stimulus:</p> <ul style="list-style-type: none"> -The Skies Above my Eyes by Charlotte Guillain & Yuval Zommer -The Marvellous Moon Map by Teresa Heapy & David Litchfield -A Journey Through: Space by Steve Parker & John Haslam Toys in Space by Mini Grey 	<p>The Literacy Tree</p>  <p>Other texts which may be used as a stimulus:</p> <ul style="list-style-type: none"> -Tyrannosaurus Drip by Julia Donaldson -Dinosaurs vs Humans by Matt Robertson -Tiny T.Rex and the Impossible Hug by Jonathan Stutzman -Mad About Dinosaurs by Ladybird -An Adventurer's Guide to Dinosaurs by Isabel Thomas, Chris Packham and Yas Imamura 	<p>The Literacy Tree</p>  <p>Other texts which may be used as a stimulus:</p> <ul style="list-style-type: none"> -Once Upon A Time...there was a little bird by DK Children -Once Upon a World Collection -Little Red Gliding Hood by Tara Lazar -Rapunzel by Rachel Isadora -La Princess and the Pea by Susan Middleton Elya -Ladybird First Favourite Tales 	<p>The Literacy Tree</p>  <p>Other texts which may be used as a stimulus:</p> <ul style="list-style-type: none"> -Tad: A Big Story about a Brave Minibeast by Benji Davies -The Night Gardener by The Fan Brothers -The Raft by Jim LaMarch -The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever -National Geographic Book of Nature Poetry: More than 200 poems with photographs the float, zoom, and bloom! -Lola Plants a Garden by Anna McQuinn 	<p>The Literacy Tree</p>  <p>Other texts which may be used as a stimulus:</p> <ul style="list-style-type: none"> -Antigua de Fortune of the High Seas by Anna Rainbow and Oli Hyatt -Molly Rogers, Pirate Girl by Cornelia Funke -Pirates Love Underpants by Claire Freedman -The Pirates Next Door by Jonny Duddle -The Pirate Cruncher by Jonny Duddle -Pete the Cat and the Treasure Map by James Dean -The Night Pirates by Peter Harris
	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> -experimenting with mark making and writing patterns in a range of mediums. -begin to develop a dominant hand and work towards a tripod grip. -start to give meaning to marks and labels -write initial sounds and simple captions. -use initial sounds to label characters / images -begin to write letters from their names. 	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> -labelling using initial sounds -write lists e.g. what would we pack to take to space? -write CVC words to label parts of a rocket -write simple captions about pictures from space -sequence stories 	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> -writing some of the tricky words such as I, me, my, like, to, the. -write CVC words -write labels using CVC, CVCC, CCVC words -complete writing based around developing short sentences about animal facts/looking after animals and habitats 	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> -drawing and labelling story maps -write captions and labels -write simple sentences -write short sentences to accompany story maps -order the Easter story -write labels and captions for life cycles -write character descriptions 	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> -writing for a purpose in the role play area using current phonic knowledge and making other phonetically plausible attempts at words, using finger spaces -form lowercase and capital letters correctly -write a recount 	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> -writing stories -write sentences using a range of tricky words that are spelt correctly -begin to use full stops, capital letters and finger spaces -use familiar texts as a model for writing own stories -write character descriptions

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<p>Mathematics</p>	<p>-practise writing their name.</p> <p>Children will experience:</p> <ul style="list-style-type: none"> - Count up to four objects or actions - Recognise unused numerals 1 to 4 - Understand numbers within numbers; Separating a small group of objects in different ways - Use the language of comparison: 'more', 'less', 'fewer', 'the same', 'enough', 'not enough' and 'too much' - Compare quantities of objects and find 'one more' and 'one fewer' - Order numbers and quantities from 0-4 and introduce 0 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Explore same and different, positional language, ordering events and 3D shapes - Recognise, describe and name 3D shapes; Choose a shape for a particular purpose based on its properties - Use an respond to everyday language about position - Order short sequences of familiar events; Use everyday language to talk about time - Count up to 10 objects; Counting out a quantity to match a numeral - Count up to six objects and actions - Recognise spot patterns and numerals to 6 - Recognise mistakes in counting and correct them - Count up to 10 objects and actions; -Read numerals up to 10 and match with the correct number of objects - Count the object in two groups to find the total 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Find the number that is one more or one fewer than a given number without counting -Addition within 10, beginning to count on - Subtraction within 10, beginning to count back - Compare two objects by direct comparison in terms of height, length and size - Compare and order two or three lengths and heights by direct comparison - Compare and order two or three lengths and heights by direct comparison - Compare an order two weights by direct comparison -Compare and order two capacities and distances by direct comparison - Compare and order two capacities and distances by direct comparison 	<p>Children will experience:</p> <ul style="list-style-type: none"> - Extend counting to 11 and 12 - Explore doubles to double 6 - Recognise and order numerals to 12 - Explore 11 as ten and one more, 12 as ten and two more - Explore doubling as two groups of the same number, having as 'undoing' doubling -Explore 2D faces on 3D shapes and patterns -Explore common patterns -Sort objects according to a particular criterion, including their size -Recognise and name 2D shapes in a variety of sizes and orientations -Recognise common patterns -Recognise, continue and create repeating patterns -Group objects in twos and understand sharing fairly -Share objects into groups of the same size 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Count in 2s, including counting two objects at a time by counting in 2s -Extend counting to 2 - Estimate and count to 20 - Begin to recognise and order numerals to 20 - Use the language of time Measure short periods of time by counting - Begin to develop some understanding of what money is used for and recognise some coins and bank notes - Sort coins according to a given criterion - Begin to recognise coins and bank notes with a focus on 1p and 2p coins -Shopping with 1p and 2p coins -Begin to recognise that a 2p coin has the same value as two 1p coins -Measuring height, length, weight and capacity with a different object -Measuring length with a variety of non-standard, but regular units 	<p>Children will experience:</p> <ul style="list-style-type: none"> - Measure weight and capacity with a variety of non standard, but regular units - Estimate, count and compare quantities using numbers up to 20 - Find one more and one fewer within 20 - Order numerals to 20 - Count out a quantity of objects from a larger group - Add an subtract to single digit numbers using counting on and back - Interpret the results of a survey - Estimate (and count to check) and order numerals up to 20 - Estimate and order numbers up to 20 - Explore simple block diagrams - Apply knowledge of relationships between numbers and time in real life contexts - Extend use of ordinal numbers
<p>Understanding the World Science</p>	<p>Children will experience:</p> <ul style="list-style-type: none"> -Thinking about how they have changed since they were a baby. -Investigating the similarities/differences between themselves and other people. -Looking at the life cycle of a human. -Thinking about how to keep our bodies healthy, including cleaning our teeth. 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Investigating and naming the planets. -Investigating how are shadows are made. -Finding out about the scientists which have been linked with Space exploration. -Investigate and talk about the changes take place during the winter time. 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Investigating which dinosaurs were meat eaters/plant eaters. -Investigating the similarities and differences between the dinosaur species. -Naming the different body parts of a dinosaur. 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Naming different types of plants/trees. -Naming the different parts of plants/trees. -Taking care of growing plants. -Investigating spring time. 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Caring for animals. -The need to care for our natural environment and all living things. -Life cycles. -Compare and contrast the local environment and other countries. 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Sorting objects into those which float and those which sink. -Create floating objects by thinking about their properties. -Investigate the different types of sea creatures. -Talk about the similarities and differences in relation to sea creatures. -Investigate and talk about the changes which take place in The summer time.
<p>Understanding the World History</p>	<p>Children will experience;</p> <ul style="list-style-type: none"> -Talking about who is in their family. -Talking about who the members of their local community are. -Finding out about the prominent figures from communities in the past. E.g. Florence Nightingale 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Finding out about the famous figures from the past who were involved in Space exploration. E.g. Neil Armstrong, Arnaldo Tamayo Mendez (first black person to fly to Space) -Looking at images from the past and 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Finding out about when the dinosaurs existed. -Thinking about whether people were alive at the time of the dinosaurs? -Finding out how we know about the time of the dinosaurs. E.g. Look at 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Learning how life has changed from books which were set in the past. E.g. Jack and the Beanstalk vs present -Finding out about who lived in castles. 	<p>Children will experience:</p> <ul style="list-style-type: none"> -Learning about how Beatrix Potter inspired a love of nature. -Who John Muir and Charles Darwin were and what they did. -What these people did: David Attenborough, Chris Packham, JB 	<p>Children will experience:</p> <ul style="list-style-type: none"> -How life has changed since pirate times. -Why there were pirates. -Who some famous pirates from the past were. -If we still have pirates today.

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		comparing these with present pictures.	the work of Mary Anning (an English fossil collector and paleontologist from the 1800s) -Finding out about why the dinosaurs died out?	-What was it like to live in a castle.	(Down on the Farm), Hamza (Let's Go for a Walk) -How people's awareness of conservation has been raised by these people.	
Understanding the World Geography	Children will experience: -Finding out about where they live and where their school is situated. -Describing what it is like where they live. -Finding out about their school environment. -Looking at aerial photos of the school. -What the weather like at this time of year (the seasons).	Children will experience: - Drawing a map of their journey to school. - Talking about what they already know about Earth and finding out new facts. - Learning about where the different countries are where they have visited. -What it is like on the Moon and how it is different to Earth. -Learning about how we move around Earth and how this is different to how astronauts move around in Space. -How day/night views of Earth differ from Space and why?	Children will experience: -Learning about what the features of earth were during dinosaur times and how this was different from Earth as it is today. -Learning about what the weather is like at this time of year.	Children will experience: -Investigate the features of the countryside in our local area. -How the countryside is different to a town. -What the weather weather like now? -How has it changed? -How can I draw a map of my story? What symbols will I use?	Children will experience: -What the habitats/environments are like around school. -What it is like to live here. -What environmental changes have taken place recently? e.g. new roads etc -Take responsibility for their surroundings e.g. go on a litter pick -What does our local are look like from a bird's eye view and from an ants eye view.	Children will experience: -Where the seas and oceans are. -What is it like at the seaside. -What it is like on an island and what features can they see? -What symbols they can use on a map. -What the weather is like now.
RE Blackburn Diocese Planning	I am special -give pupils an understanding that they are unique and special. To know they are loved, valued and made by God. Harvest -give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator.	Special People -Give pupils an opportunity to explore Christian values through their own actions and the actions of others. -Highlight the role of significant/special people in pupil's lives. -emphasise the ways in which Jesus was a special person. Christmas -Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth	Stories Jesus Heard - Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. Stories Jesus Told - Explore the stories that Jesus told and know that he told them to teach us about God. Easter - Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.	Easter - Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection. Friendship -Explore the meaning of friendship, how we make friends and why friends are important. -Know about Jesus making friends, how he made friends and who he chose	Prayer -Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God. Special Places -Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.	Special Times -Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. -Introduce pupils to the story of Pentecost and God as Holy Spirit.
Expressive Arts and Design - Music	KAPOW Set up continuous provision in your classroom. See our Teacher guidance Rather than creating an artificial learning opportunity, instead wait until you observe that a child or group of children have shown a particular interest in a topic. Offer to help them enhance their chosen area of play by providing additional	KAPOW Celebration music -To learn about music from another culture, particularly when related to the festival of Diwali -To respond to music with movement -To learn about music from another culture, particularly when related to the festival of Hanukkah. -To learn the names of some	KAPOW Exploring sound -To explore using our voices to make a variety of sounds. -To explore how to use our bodies to make sounds -To explore different sounds and think about tempo -To explore the sounds of different instruments -To experiment with tempo and	KAPOW Movement and music -To understand why songs have actions -To learn some simple Makaton signs to accompany a song -To explore beat through body movement -To express feelings and emotions through movement to music - To explore beat through body	KAPOW Musical stories -To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. -To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. -To talk about how a piece of music	.KAPOW Big Band -To discuss what makes a musical instrument -To use recyclable materials to create a simple representation of a musical instrument -To learn what an orchestra is -To learn about the four different groups of musical instruments -To copy and follow a beat

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	<p>resources, demonstrating how to use existing resources or even using the computer. This could mean:</p> <ul style="list-style-type: none"> -Demonstrating how to play certain instruments -Encouraging children to perform together as a group -Starting to sing a familiar song and play an instrument, encouraging others to join in -Clapping or tapping out a beat -Providing lyrics to a song -Using familiar, everyday objects to create new instruments and sounds -Demonstrating how to use your body and voice as instruments -Searching for and watching videos showing traditional dances -Learning and practising traditional dances together -Using a safe search engine to find out more information or facts about particular dances or music types -Searching for and listening to music together -Finding out about different music relating to customs and festivals that are important to the children 	<p>traditional Jewish musical instruments.</p> <ul style="list-style-type: none"> -To play and move to traditional Jewish Hanukkah music. -To learn about music from another culture, particularly when related to the festival of Kwanzaa -To take part in a traditional call and response song -To find classroom objects to use as drums and play in response to African music -To learn about traditional Christmas music -To take part in a group song involving singing, voice sounds and playing instruments -To sing and move to a Christmas song -To suggest appropriate actions to match song lyrics -To sing and move to Christmas songs 	<p>dynamic when playing instruments</p> <ul style="list-style-type: none"> -To identify sounds in the environment and differentiate between them. -To use musical vocabulary when describing environmental sounds. -To identify and describe familiar nature sounds and differentiate between them -To use voices to imitate natural sounds 	<p>movement</p> <ul style="list-style-type: none"> -To express feelings and emotions through movement to music -To explore pitch and tempo through scarf dancing and body movement -To express feelings and emotions through movement to music -To perform action songs to a small audience. 	<p>makes you feel.</p> <ul style="list-style-type: none"> -To listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev and recall the characters from the story. -To understand that music and instruments can be used to convey moods or represent characters. -To talk about how a piece of music makes you feel. -To use actions to retell a story to music -To sing and perform a group song -To learn how instruments can represent a certain mood, character or action -To experiment with the sounds of different instruments -To create a musical story based upon a familiar routine -To use instruments to represent moods or actions -To play an instrument as part of a group story -To create a musical story based upon a familiar routine -To use movement to express moods or actions within a musical story -To play an instrument as part of a musical story and perform as a group 	<ul style="list-style-type: none"> -To follow a beat using an untuned instrument -To copy and follow a beat -To follow a beat using an untuned instrument -To choose appropriate instruments to represent different parts of a song. -To perform a practised song to a small audience.
<p>Expressive Arts and Design – Art / DT</p>	<p>KAPOW - Drawing</p> <p>Marvellous marks</p> <ul style="list-style-type: none"> -To explore making marks with wax crayons. -To investigate the marks and patterns made by different textures. -To explore making marks with felt tips. -To use a felt tip to make patterns. -To explore making marks with chalk. -To make controlled large and small movements. -To compare different ways of making marks and drawing. -To explore mark making using pencils. -To create a simple observational drawing. -To explore mark making using pencils. -To create a simple observational drawing. -To use a variety of colours and materials to create a self-portrait. 	<p>KAPOW - Painting and mixed media</p> <p>Paint my World</p> <ul style="list-style-type: none"> -To explore paint through finger painting. -To create natural paintbrushes using found objects. -To respond to music through the medium of painting. -To make child-led collages using mixed media. -To create landscape collages inspired by the work of Megan Coyle. -To create a large piece of group artwork based around fireworks. 	<p>KAPOW – Junk Modelling</p> <p>Workshop</p> <ul style="list-style-type: none"> -To explore and investigate the tools and materials in the junk modelling area. -To investigate cutting different materials. -To learn how to plan and select the correct resources needed to make a model. -To verbally plan and create a junk model. -To share a finished model and talk about the processes in its creation. -To explore different ways to temporarily join materials together. 	<p>KAPOW - Craft and Design</p> <p>Let's get Crafty</p> <ul style="list-style-type: none"> -To develop scissor skills -To develop threading skills. -To learn about the different ways in which we can join materials together and to practise these techniques. -To learn how to fold, curl and cut paper to achieve a desired effect. -To create a design for a tissue paper flower. -To create a tissue paper flower based upon last lesson's design. -To refine small motor skills through the use of drawing, cutting and manipulating paper. 	<p>KAPOW – Sculpture and 3D</p> <p>Creation Station</p> <ul style="list-style-type: none"> -To explore clay and its properties. -To explore playdough and its properties. -To use tools safely and with confidence. -To create natural 3D landscape pictures using found objects. -To generate inspiration and conversation about sculpture art and artists. -To begin making a 3D clay sculpture using the designs created last week. -To make a 3D clay sculpture using the designs created last lesson. 	<p>KAPOW – Structures</p> <p>Boats</p> <ul style="list-style-type: none"> -To understand what waterproof means and to test whether materials are waterproof. -To test and make predictions for which materials float or sink. -To learn about the different features and structures of boats and ships. -To investigate how the shape and structure of boats affects the way they move. -To design a boat. -To create a boat based upon their own design.

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	-To express their own self-image through art.					
Cultural Capital	-Invite grandparents to talk about their past.	-Use the interactive NASA site to interact with Space exploration. https://www.nasa.gov/kidsclub/index.html -Ask parents/carers if any of them have a telescope to borrow or an interest in Space which they'd like to share with the children. -Invite a member of the Hindu community into school to talk about Diwali.	-Dinosaur Safari at Blackpool Zoo https://www.blackpoolzoo.org.uk/experiences/educational-activities/dinosaur-safari -Engage with upcoming dinosaur exhibits/shows	-Take part in World Book Day -Invite a children's author into school -Invite parents into school to read and share their favourite traditional tales, including ones from other cultures. -Invite the Vicar into school to talk about Easter.	-Take a trip to Silverdale Leighton Moss RSPB Reserve.	-Take a trip to the beach. -Invite Grandparents to speak about their experiences at the beach when they were young.
Other things to consider...	-International Dot Day (Growth mindset) - 15 th September -Harvest	-Bonfire Night – 5 th November -Remembrance Day – 11 th November -Diwali – 14 th November (changeable) -Christmas -Hanukkah	-Chinese New Year -Valentines Day	-World Book Day – 4 th March -Mother's Day – 14 th March (changeable) -Comic Relief -Easter	-St George's Day – 23 rd April -Walk to School Week -Eid -National Smile month	-Father's Day



Appendix B

(Examples of 'Talk Mats')



EYFS 'Castles' Talk Mat

Castles Around the World



Bodiam Castle, England



Eltz Castle, Germany

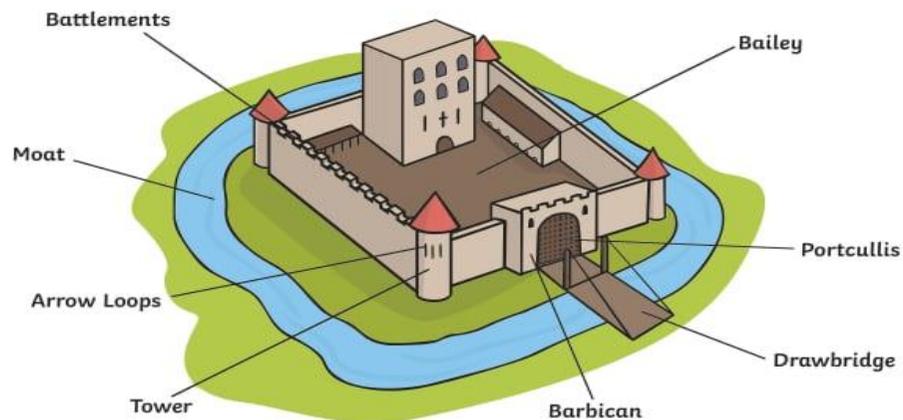


Caernarfon Castle, Wales



Chillon Castle, Switzerland

Parts of a Castle



Why not visit Warwick Castle? <https://my.matterport.com/show/?m=HCmSPZ4meT4>

Key Vocabulary

past	castle	drawbridge	moat
present	enemy	battlements	protect

Famous people who lived in a castle



William the Conqueror



King Edward II

Who Lived in Castles?



Soldiers



Lord and Lady / King and Queen



servant



priest



EYFS 'Space' Talk Mat

The Planets

Mercury

There is no water on Mercury. Mercury is the fastest planet.

Venus

Venus is the second brightest object in the night sky after the Sun. Venus is the hottest planet.

Earth

This is the only planet where we know there is life, us! And animals and plants. Most of Earth is covered in water.

Mars

Mars is very cold and dry. On Mars there is a volcano called Olympus Mons.

Jupiter

Jupiter is the biggest planet in the Solar System. It has a 'Great Red Spot' which is a storm that has been blowing for about 350 years.

Saturn

Saturn doesn't really have a solid surface because it is mainly made up of gas with a very small rocky middle.

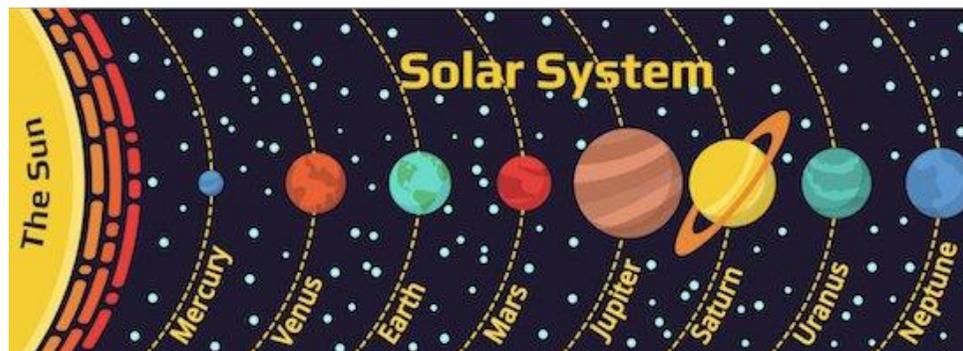
Uranus

Uranus is a blue planet, not because of water, but because of gases that make it appear blue.

Neptune

Neptune is the furthest planet from the Sun and it takes 165 years for Neptune to go once around the Sun.

The Planets



Key Vocabulary

Sun	Mercury	Venus	Earth
Mars	Jupiter	Saturn	Uranus
Neptune	Solar System	Space	Rocket

Educational Videos

The Solar System Song

https://www.youtube.com/watch?v=BZ-qLUlj_A0&t=32s

Amazing Space Facts for Kids

<https://youtu.be/Qj5a2HtdyA>

NASA Space Place for kids

<https://spaceplace.nasa.gov/menu/videos/>

Parts of a Rocket

Label the Rocket Parts

Cut out the words and stick them in the right places. Colour in the rocket once finished.

