



How We Teach EYFS at Wildmoor Heath School

September 2023 - 2024

Our Curriculum Intent

At Wildmoor Heath, it is our intent that pupils leave EYFS with strong communication, Phonics, writing and mathematics skills, a thirst for wider learning and discovery, plus positive emotional and social foundations.

The Early Years Foundation Stage is the exciting beginning of a child's journey, where they secure solid foundations for the future. We aim to establish secure roots in the early years which we build upon in subsequent years. It is our aim that our children develop verbally, physically, emotionally and cognitively whilst acquiring a positive and lifelong attitude towards learning. Personal development is at the core of all our teaching and learning and we aim to ensure that all our young learners begin to develop their own strong cultural capital of knowledge and experiences.

At Wildmoor Heath School we recognise that each young learner is unique, and we work hard to meet their individual needs, providing a flexible curriculum that takes into consideration their different starting points.

The children's transition into school is hugely important to us; we dedicate time and energy in the months before the new academic year to get to know each child and their family so that they settle quickly, feel happy, safe and secure. Building upon our knowledge of each learner, their motivations and interests, we offer learning opportunities which will enable each one to progress rapidly and securely. It is equally important to us that all our learners have a smooth transition into Key Stage 1, being fully prepared.

We want our children to enjoy coming to school, to feel happy and confident, excited and motivated to learn.

Our EYFS Curriculum

In our Reception class we follow the *Early Years Foundation Stage* (EYFS) curriculum. The EYFS is the stage of education for children from birth to the end of the Reception year. It is based on the recognition that children learn best through play and active learning.

There are 4 themes that underpin the EYFS, those being: -

A Unique child

Positive Relationships

Enabling environment with support and teaching from adults

Learning and developing

These themes and principles describe the features of practice on which the EYFS is based.

The 7 Areas of Learning

The EYFS sets out the seven areas of learning and development.

The Prime Areas are defined as:

- 1. Personal, Social and Emotional Development**
- 2. Communication and Language**
- 3. Physical Development**

The Specific Areas are defined as:

- 1. Literacy**
- 2. Mathematics**
- 3. Understanding of the World**
- 4. Expressive Arts and Design**

Characteristics of Effective Learning

As well as the 7 areas of learning, the EYFS has a focus upon how children learn by including the **Characteristics of Effective Learning** which are:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing to do things

The 'Characteristics of Effective Learning' are key to our Early Years curriculum. We ensure that we focus upon and provide opportunities for children to develop these characteristics, in order to give the children, the essential skills that they will continue to draw upon throughout their development.

Our Curriculum Drivers

Our school has developed 5 bespoke curriculum drivers that we have chosen to match the learning needs of our learners at Wildmoor Heath: -

Community
Environment
Wellbeing
Creativity
Communication
Opportunity



We use these drivers to plan opportunities for the children through our planned learning themes.

School Values

Our school values Respect, Empathy, Aspirations, Courage and Honesty are celebrated every day in school. We focus on one value per half term and support our learners to develop the behaviours and learning attitudes which are consistent with our values. We promote 'British Values', which are defined by the government as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs, through our school values, curriculum and enrichment activities

Development Matters

Using the EYFS and development matters we have carefully mapped out the skills that we aim to deliver each half term. These skills are built upon and progress throughout the year. This ensures coverage of the seven areas of learning and includes a focus upon one of the characteristics of effective learning, a school value and the school curriculum drivers. Below is an example of our half termly planning.

<p>Personal, Social and Emotion Development</p> <p>Focus:</p> <ul style="list-style-type: none"> Build constructive and respectful relationships. Manage own needs. <p>Activity ideas:</p> <p>Discovery time – quality interactions</p> <p>Circle time games</p> <p>Star of the week</p> <p>Class charter</p> <p>Friendship post box</p> <p>Visual timetable</p> <p>Visual aids to support routines</p> <p>Create own name peg</p> <p>Support in using the classroom areas</p> <p>Wellbeing</p>	<p>Physical Development</p> <p>Focus:</p> <ul style="list-style-type: none"> Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - hygiene <p>Activity Ideas:</p> <p>Name writing / sign-in board</p> <p>Large scale mark making opportunities</p> <p>Discovery Time- exploring physical development provision</p> <p>Dough Disco</p> <p>Letter formation rhymes</p> <p>P.E</p> <p>Snack time – healthy eating and manners</p> <p>Visual aids to support routines</p> <p>Wellbeing</p>	<p>Communication and Language</p> <p>Focus:</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. <p>Activity ideas:</p> <p>Discovery time – quality interactions</p> <p>Class Teddy bear</p> <p>Circle time games</p> <p>Chatterbox Challenge</p> <p>Class charter</p> <p>Song basket</p> <p>Visual aids to support good listening</p>
<p>Mathematics</p> <p>Focus:</p> <ul style="list-style-type: none"> Understand key times of the day Understand positional language To match and sort objects and shapes To compare amounts, size, mass and capacity To explore patterns <p>Activity Ideas:</p> <p>Visual timetable</p> <p>Discovery time – exploring mathematical provision</p> <p>Tidy up time – visual aids 'what does tidy look like'</p> <p>Number songs / stories</p> <p>Number Blocks</p>	<p>It's all about you!</p>  <p>Is it our aim in the first term of school to learn about each unique child, how do they feel and what experiences have they had, what interests and motivates them. We continue to use this knowledge through the school year to build upon our curriculum ensuring that it reflects our children.</p> <p>Autumn 1 2021</p> <p>Expressive Arts and Design</p> <p>Focus:</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Creates representations of both imaginary and real-life ideas, events, people and objects. <p>Activity Ideas:</p> <p>Song basket</p> <p>Self Portraits – me at school!</p> <p>Discovery Time- exploring art and design provision</p> <p>Communication</p>	<p>Literacy</p> <p>Focus:</p> <ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction Gives meaning to the marks they make as they draw, write, paint. <p>Activity Ideas:</p> <p>Story time</p> <p>School library visits</p> <p>Writing messages to friends and family</p> <p>Phonics – set 2</p> <p>Bug Clubs books</p> <p>Discovery Time- exploring literacy provision</p> <p>Communication</p>
<p>Understanding the World</p> <p>Focus:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>Activity Ideas:</p> <p>Chatterbox challenge</p> <p>Proud clouds</p> <p>School tour</p> <p>Create children and staff family Photo album</p> <p>Children's mini-me</p> <p>Discovery Time- exploring UW provision</p> <p>Community / Environment</p>	<p>Expressive Arts and Design</p> <p>Focus:</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Creates representations of both imaginary and real-life ideas, events, people and objects. <p>Activity Ideas:</p> <p>Song basket</p> <p>Self Portraits – me at school!</p> <p>Discovery Time- exploring art and design provision</p> <p>Communication</p>	<p>Wildmoor Heath / Community link</p> <p>Individual family meetings</p> <p>Phased start dates</p> <p>Meet the Teacher Meeting</p> <p>Parental workshops – phonics / reading / maths</p> <p>Donation list</p> <p>Community / Opportunities</p> 

Learning Themes

In the Reception class at Wildmoor Heath we plan our EYFS curriculum in away that reflects what the children are interested in and what they want to learn more about. Learning in this way promotes optimum engagement, high levels of interest, sustained concentration and therefore good development and progress. Using our observations and what we know about each child, we plan engaging learning themes that we know will interest and enthuse our learners. This is carried out in a number of ways. We may use a particular interest to hook the whole class into their learning or we may use the children's interests to plan a specific activity / resource for a child / group of children according to their next steps. Our Learning themes are flexible to respond to changes around us and can be planned for or happen more 'in the moment'. Learning themes are also planned to include our key Reception books and seasonal events such as Christmas. Our learning themes are cross-curricular and give the adult directed activities a purpose, helping to motivate the children.

How we deliver our EYFS curriculum

At Wildmoor Heath School we use both adult-directed and child-initiated time to deliver our Early years curriculum. Adult directed time is an activity, group time or whole class session that the teacher has specifically planned to deliver the direct teaching of a particular skill. Adult directed activities are playful and interactive to ensure engagement. Over the year, we gradually introduce longer whole-class teaching and teacher-led, group activities, which ensure learners master the full curriculum.

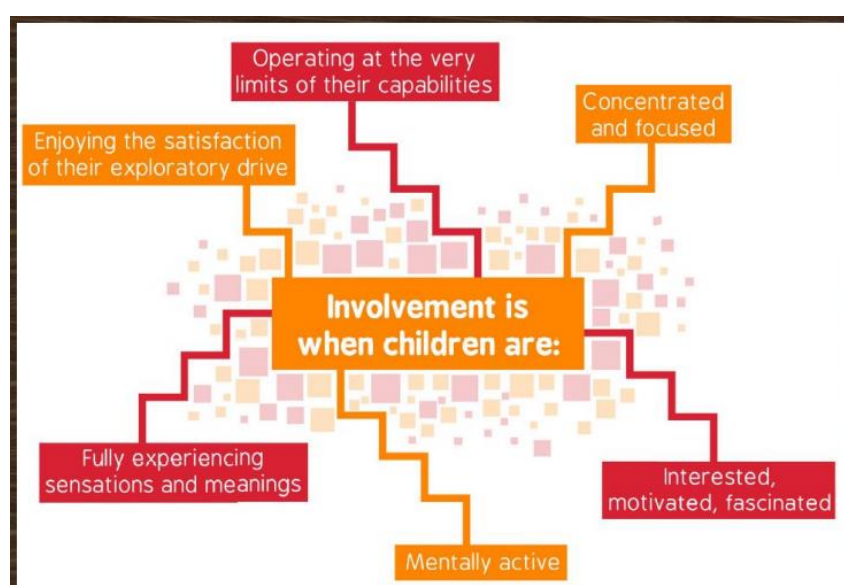
Learning Through Play

Paragraph 1.14 of the EYFS explains;

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'

Play underpins the EYFS and is essential for children's development and well-being. Through play children practise new ideas and skills, take risks, show imagination and solve problems on their own and with others. At Wildmoor Heath we value the importance of play and use play as a powerful tool to 'teach' the children. We know that learning can only take place when a child is engaged. When children are playing they become deeply engaged and it is this high-level involvement that we use to ensure that the children are learning and making progress. Child-led learning is particularly effective because it means children are engaged and involved. This is linked to better brain development in children.

When children are deeply engaged, their brain is developing and new synapses are forming- i.e. they are making progress. Anna Ephgrave



Discovery time is the name that we give to the children's child-initiated time at Wildmoor Heath. In child-initiated time the children are free to choose where they play and learn and can free-flow between the indoor environment and outside. We use the environment to support the children's learning, carefully setting up the classroom and outside area to ensure that all areas of learning are being met through our provision; that the environment engages the children; that it provides challenge and that it links with our direct teaching of skills.

The adult also plays a key role in ensuring the learning and progress of all children during child-initiated time. It is the practitioner's role to look for 'teachable' moments whilst children are engaged and support each child in reaching their next steps in learning. We place oracy and communication as a high priority. Adults spend time interacting and conversing with the children in the environment.

Continuous Provision

The Reception classroom is set up for 'continuous provision'. Continuous provision is where resources are constantly available to the children, organised into different areas/ zones. This includes resources inside and outside, for children to engage with and explore independently. Our Reception class is carefully and creatively set up to provide high quality learning experiences that continually cover all aspects of the curriculum and meet our pupils' developing interests. Open ended resources and real-life items help to ignite the children's curiosity and creativity. We value oracy and communication and ensure that the children have plenty of time to talk.

The Areas of Learning and development

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, 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.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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

The 4 Specific Areas of Learning

Mathematics

In the EYFS children's mathematical understanding develops through active learning, play and exploration. We use the indoor and outdoor environments, stories, songs, cooking and games to develop this understanding. We follow the White Rose scheme of work, inline with the whole school.

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Literacy

Reading: Children will learn the skills they need to be a reader and to love books. We teach daily phonics in using Little Wandle in line with the whole school. The taught sounds are practised throughout the day and are sent home to further embed. We teach reading in small groups using the Little Wandle Collins Big Cat reading books. These books directly match with the phonics sounds that the children have been taught. Children will also enjoy daily stories at school, learn poems and rhymes and new vocabulary.

Writing: All attempts at writing will be encouraged with children starting with their own names and words of interest to them. They will write what is meaningful to them and be able to read it. They will apply their phonics to write words independently.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Understanding the World

In a rich, active learning environment, children are challenged to learn about themselves and others, and the world in which they live.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design


Exploring and using media and materials; children will sing, make music and dance. They will have daily opportunities to use a wide range of tools, techniques and materials creatively and safely. Children are encouraged and supported to express themselves imaginatively through all media.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Daily Routine

We value the importance of a consistent routine, allowing the children to feel safe and secure in their school environment. Below is an example of a typical day in our Reception Class although adjustments are made throughout the year to meet the developing needs of the children and curriculum. To support the children in their routines we use a visual timetable which is referred to throughout the day.

Autumn 1 Daily Timetable

Butterfly Class Autumn 1 Daily Timetable 

Time	Activity
9:00am	Doors open Children self-register and complete their morning jobs Name writing focus
9:30am	Carpet Session Welcome Phonics – Read Write Inc. Handwriting linked to phonics
10:00am	Snack Time / Daily Challenge
10:10am	'Discovery' Time Continuous provision- Children explore different areas of provision within the indoor and outdoor environment, accessing all areas of the curriculum. (e.g. mark-making, maths, water, sand, dough, creative, construction) Adults support the children in their independent learning through questioning, talking and making suggestions. Adults use children's next steps in learning to ensure progress. Observations of how and what the children learn are taken for their learning journeys. Adult directed activities such as reading also take place in this session.
11:10am	Tidy up Time
11:20am	Carpet Session Literacy Focus We use high quality fiction and non-fiction texts to engage the children. We chose texts that link with our learning themes and other areas of learning. Children get ready for lunch.
12:00am	Lunch Children eat lunch in school hall and play in the reception garden after
1:00pm	Dough Disco – linked to fine motor development
1:10pm	Carpet Session Maths Focus In line with the whole school, we use the White Rose scheme of work. Children learn number as well as shape, space and measures.
1:30pm	'Discovery' Time Continuous provision- Children explore different areas of provision within the indoor and outdoor environment, accessing all areas of the curriculum. (e.g. mark-making, maths, water, sand, dough, creative, construction) Adults support the children in their independent learning through questioning, talking and making suggestions. Adults use children's next steps in learning to ensure progress. Observations of how and what the children learn are taken for their learning journeys. Adult directed activities such as reading also take place in this session.
2:30pm	Tidy up time Proud Clouds / Story Time Children get ready for home time
3:15pm	Home Time

We adjust the timetable throughout the Reception year to meet the developing needs of the children and curriculum.

Autumn 1 Timetable

Autumn Wildmoor Heath School Reception Class – The Butterflies



	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	Self-Registration / Morning jobs				
9:05am	Welcome / Singing				
9:15am	Phonics	Phonics	Phonics	Phonics	Phonics
9:30am	Go noodle and Snack time (Continuous provision challenge)				
9:45am	"Discovery time" Child Initiated Time / continuous provision, adult directed activities (writing), priority readers				Specific area focus – Library
11:20am	Tidy up time				
11:30am	Story time (literacy)	Story time (literacy)	Story time (literacy)	Story time (literacy)	Circle Time-PSHE
12:10pm	Lunch Time				
1:00pm	Dough Disco / Handwriting	Dough Disco / Handwriting	Dough Disco / Handwriting	Dough Disco / Handwriting	Dough Disco / Handwriting
1:15pm	Maths	Maths	Maths	Maths	Maths
1:30pm	"Discovery time" Child Initiated Time / continuous provision, adult directed activities (writing), priority readers				
2:25pm	Tidy up time / Preparation for home time / Singing / Proud clouds				Assembly Star of the week

The Role of the Adult in EYFS

All adults in the Reception class play a crucial role in the learning and development of the children. The role of the adult changes according to the context of the activity, whether it is adult directed or child initiated. Whatever the context, the adult is supportive, sensitive and responsive.

During an adult directed task, the adult will model language, behaviour or a skill, offer encouragement, provoke thinking while guiding the child toward the planned learning outcomes.

During child-initiated time it is the children that lead the learning. The adult will use this time to observe the children, find out what they can do and look for 'teachable' moments linking the child/group of children's play / interests with their next steps in learning. Adult interactions are key to teaching in Reception. Adults will model skills, language and behaviour and support the children in purposeful play.

EYFS Practitioners:

- Know the children and how they learn;
- Make careful and meaningful observations of the children, planning for their next steps;
- Give importance to the incidental learning that we see happening, this is where the children are truly using and applying knowledge, understanding and skills;
- Have great team work – effective communication between staff; staff and children; staff and parents;

- Move the children's learning on at a fast pace by using the child's next steps in learning.
- Link one activity to cover as many of the 7 areas of learning.

The EYFS practitioners actively engage with our children's play throughout the day, seeking opportunity to develop their knowledge and skills in personalised ways. It is the combination of a highly engaging, creative and provoking environment, alongside well-timed interventions from staff that grow pupils' understanding, challenge their thinking and inform our strong outcomes across the curriculum.

The Adults Role during Continuous Provision

Enabling Environment
Ensure the environment is prepared and stocked inside and outside
Address any issues or dangers after scanning the area
Support children in using the resources appropriately
Ensure the children respect the environment and tidy up when finished
Quality Interactions
Move around the environment to where individuals/groups are playing
Allow Children to set the agenda and follow their lead
Use open ended questioning to extend children's thinking and find out what they know. E.g. tell me about your picture. I wonder what would happen if?
Comment on what the child is doing to reinforce language
Use simple language and visual aids to support when needed
Give children plenty of time to respond
Model and extend language to expand vocabulary
Focus on process not product
Link child's next step to learning
Encourage children's independence
Behaviour
Position yourself so that you can scan the area for any potential issues
Support children in resolving their problems themselves
Support children with low level engagement, make suggestions
Support the children in following the classroom charter
Observations
Record key learning and observations using Tapestry

Focus Children

We carefully monitor each child's learning and development. Using our observations and assessments, if we are concerned about a child's progress or if a child has a particular need then they become a 'focus' child which ensures that the child receives the extra support and intervention that they need.

Assessment

The Reception Baseline Assessment

This year we are taking part in the early adaptors baseline assessment test This is the new way measuring the progress primary schools make and is statutory from September 2021.

The Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile (EYFSP) summarises and describes children's attainment at the end of the reception year. It is a legal requirement that all schools assess children at this point, and report to parents. Assessment is across all of the areas of learning, and describes the child's characteristics of effective learning. The EYFSP is a summary of children's learning at the end of the reception year. There are 17 Early Learning Goals (ELGs), across the seven areas of learning. All children are expected to reach these goals.

Good level of development

Twelve of the Early Learning Goals, in the prime areas, personal, social and emotional development, communication and language and physical development, and the specific areas of literacy and maths are considered together to make up a 'good level of development', or GLD. Achieving a good level of development will help a child to make a good start in Year 1.

Children are judged to be either 'emerging' or 'expected' in relation to the Early Learning Goals. Point scores are awarded as follows: 'emerging' = 1; 'expected' = 2. The GLD is a measurement of attainment not progress. For a child to attain a GLD they must score 2 or more in all 12 ELGs identified above.

Teachers' assessment

Teachers' assessments are primarily based on observing a child's daily activities and events. In particular practitioners note the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment takes into account a range of perspectives. This includes those of the child, parents and other adults who have significant interactions with the child.

The Early Learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

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

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

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

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;

- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy ELG:

Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Tapestry

We use Tapestry, an online assessment tool to record 'wow' moments in the children's learning. The observations that we make of the children are uploaded onto Tapestry and then sent directly to the child's parents, keeping them well-informed on their child learning and development. Parents are encouraged to upload observations that they make of their child and are given regular information on what to look for in the observations that they make. Each week we analyse the observations and use this information to plan further learning opportunities, next steps, to highlight a focus child or to highlight an area of learning focus.

Parent Partnership

We know that when parents and practitioners in the early years work together, it has a direct impact on the children's development and learning. It is important to us to establish good relationships with all of our parents so that we can work effectively together. Parents are invited to work closely with us for their child's transition into school and help us by completing an 'about me' information sheet. We invite parents

into the classroom every day as well as for 'stay and play sessions' and for special events such as teddy bears picnics. Parents are kept well informed via Tapestry and a weekly update email detailing that week's learning and how they can support at home. As well as this we run reading, phonics and maths parental workshops and termly parents evening appointment.

Opportunities

Through our curriculum, we aim to give the children a range of opportunities to build their cultural capital. Opportunities include cookery, outdoor learning, visit to the ICT suite, library, local trips to the village and library, a farm trip in the Summer term and frequent trips to the Heath. As well as this we aim to bring areas of interest to life with visitors.

Celebrating Achievements

We foster the attitude in our learners that everyone can have a go and succeed. All efforts are praised and the children's achievements are celebrated daily – where the children learn to feel proud of themselves. We also teach the children to feel proud of others' achievements – efforts never go unnoticed! We do this through 'proud clouds' and 'ringing the bell'. We stop mid-session to celebrate the child by ringing a bell in the classroom, as direct praise in the moment is meaningful and most powerful! One child each week is also awarded 'star of the week' for demonstrating the school values as well as a weekly handwriting and maths award.

Outdoor Learning

Research shows that being outdoors and outdoor learning has a positive impact on children's sense of well-being and development. At Wildmoor Heath we value outdoor learning and the role it plays. Through our continuous provision, children have access throughout the day to a large outdoor area. All the areas of learning happen in our outdoor environment but in a larger often messier way! Adult directed activities are also planned for in the outdoor environment and we are outside in all weathers.