



**How We Teach EYFS at  
Wildmoor Heath School**

September 2020

## **Our Curriculum Intent**

At Wildmoor Heath we want our children to enjoy coming to school, to feel happy and confident, excited and motivated to learn.

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.

## **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 Environments**

### **= 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.

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

EYFS 2008

*‘Children’s play reflects their wide and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’*

#### **Active learning** – motivation

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

EYFS 2008

*‘Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.’*

#### **Creating and thinking critically** – thinking

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

EYFS 2008

*‘When children have opportunities to play with ideas in different situations and with a variety of resources they discover connections and come to new and better*

*understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.'*

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**

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><b>Personal, Social and Emotion Development</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Aware of the boundaries set, and of behavioural expectations in: the setting.</li> </ul> <p><b>Activity ideas:</b></p> <p>Class Teddy bear! Meet the class bear, name him and care for him!</p> <p>Making friends – link with Lit – friendship post box</p> <p>Classroom responsibilities – Star of the week, tidy up time.</p> <p>Tidy up time – taking care of the classroom, helping each other.</p> <p>School tour – link with family picnic</p> <p>Chatterbox Challenge</p> <p>Class rules /charter displayed</p> <p style="text-align: center;"><b>Wellbeing</b></p>	<p><b>Physical Development</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Usually dry and clean during the day.</li> </ul> <p><b>Activity Ideas:</b></p> <p>Name writing – using the sign in board each morning.</p> <p>Gross Motor – Dough Disco</p> <p>Safety/Rules - Large Climbing equipment</p> <p>P.E – Getting changed, following instructions</p> <p>Snack time – Healthy eating</p> <p style="text-align: center;"><b>Wellbeing</b></p>	<p><b>Communication and Language</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Responds to instructions involving a two-part sequence.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>• Links statements and sticks to a main theme or intention.</li> </ul> <p><b>Activity Ideas:</b></p> <p>Chatterbox Challenge – Children timetabled to share their chatterbox from home with class/small groups.</p> <p>Songs and rhymes – song cards / carpet time song / hand washing song</p> <p style="text-align: center;"><b>Communication Environment</b></p>
<p><b>Mathematics</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> </ul> <p><b>Activity Ideas:</b></p> <p>Number songs – using the song cards</p> <p>Counting – Flipper flappers! Link with gross motor</p> <p>Number stories – link with C/Lit.</p> <p>Number Blocks</p>	<p><b>Starting school - Reception</b></p>  <p><b>Autumn 1</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Enjoys an increasing range of books.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Hears and says the initial sound in words.</li> <li>• Writes own NAME</li> <li>• Uses some clearly identifiable letters to communicate meaning.</li> </ul> <p><b>Activity Ideas:</b></p> <p>Name writing – using the sign in board each morning.</p> <p>Story time Routine</p> <p>Writing letters / drawing pictures to our friends – PSHE link</p> <p>Phonics – phase 1 and 2</p>
<p><b>Understanding the World</b></p> <p><b>Skills/Focus:</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul> <p><b>Activity Ideas:</b></p> <p>Chatterbox – Themselves and their families</p> <p>Proud clouds – special celebrations</p> <p>Weekly Cooking activities</p> <p style="text-align: center;"><b>Community</b></p>	<p><b>Expressive Arts and Design</b></p> <p><b>Skills/Focus:</b></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Explores the different sounds of instruments.</li> <li>• Chooses particular colours to use for a purpose</li> </ul> <p><b>Activity Ideas:</b></p> <p>Self Portraits – me at school!</p> <p>How to use the make and do area</p>	<p><b>Wildmoor heath / Community link</b></p> <p>Phased start dates</p> <p>Meet the Teacher Meeting</p> <p>Family Picnic</p> <p style="text-align: center;"><b>Community</b></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.

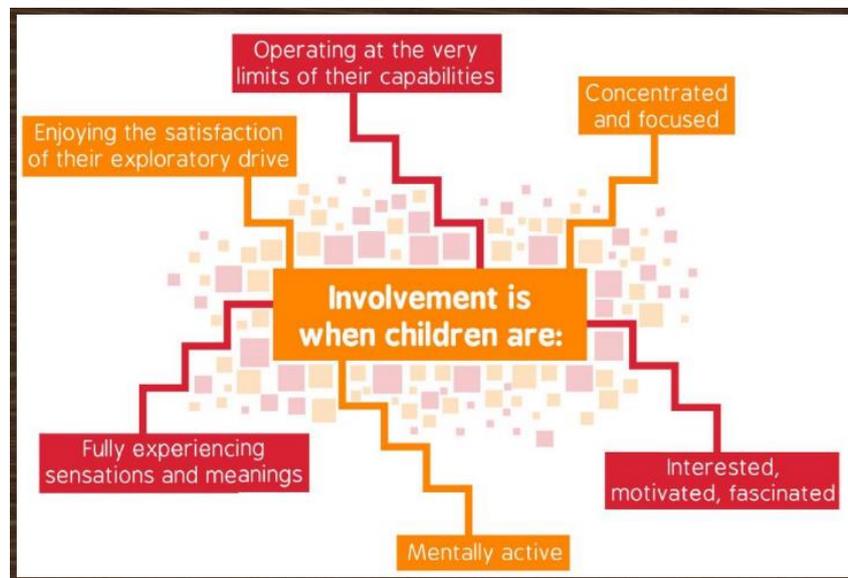
## Learning Through Play

Paragraph 1.8 of the EYFS explains;

*'Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.'*

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.

## Next Steps

Paragraph 1.6 of the EYFS - The unique child

*'Practitioners must consider the individual needs, interests, and stage of development of each child. They must use this information to plan a challenging and enjoyable experience for each child, across all areas of learning and development.'*

All children are given next steps in learning to ensure that each child makes good progress. These next steps are reviewed every half term. Using each child's next steps, EYFS practitioners will directly support and challenge each individual in their learning, using their play and interests as a tool to motivate and engage each child.

## 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. The learning areas within the classroom and garden promote reading, writing and mathematics.

## The Areas of Learning at Wildmoor Heath

### Communication and Language

**Listening and Attention:** Children learn to listen to each other and adults, individually as well as in small and large groups. They listen and join in with stories and rhymes every day with enjoyment and demonstrate relevant responses.

**Understanding:** Children develop understanding of language through their play and exploration they respond to questions, they explore, predict, explain, describe... They learn to follow instructions to extend their learning.

**Speaking:** Children are given a rich range of real experiences and activities to talk about. They take part in planning and recall activities enabling them to discuss past experiences and plan for the future.

### Physical Development

**Moving and Handling:** Children will learn and improve skills of coordination, control, manipulation and movement - both large and small - e.g. climbing, jumping and using pencils and scissors.

**Health and self-care:** Children learn about the importance of good health, physical exercise and healthy diet. They enjoy the outdoor environment every day through our continuous provision. They will learn to manage their own hygiene and personal needs, e.g. through hand washing and healthy snacks.

## **Personal, Social and Emotional Development (PSED)**

**Making relationships:** We provide a happy, safe and secure environment where children feel valued and respected. Children form positive relationships and learn to work and play together cooperatively.

**Self-confidence and self-awareness:** We provide an environment where children grow in independence and are excited about learning. They learn to speak in a group, to express their ideas and to make choices.

**Managing feelings and behaviour:** Children learn about their emotions and the feelings of others. They will use appropriate behaviour, turn take and share.

## **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.

**Number:** Children will learn to count reliably, order numbers, calculate, problem solve and use mathematical language.

**Shape, space and measure:** Children will learn about weight, capacity, position, distance, time and money. They will explore, recognise, create and describe patterns and shapes.

### **Literacy**

**Reading:** Children will learn the skills they need to be a reader and to love books. We teach daily phonics in small groups using Read, Write Inc. in line with the whole school. The taught sounds are practised throughout the day and are sent home to further embed. We teach reading 1:1 and use target cards to support the children in progressing through the coloured book bands. Children enjoy our 'Bug Club' books and have their own login to read books at home. They will become familiar with print and talk about

their reading. Children will enjoy daily stories at school and learn poems and rhymes.

**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.

### **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.

### **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.

### **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 Timetable

Time	Activity
9:00am	Doors open Children self-register and complete their morning jobs
9:15am	Carpet Session Welcome Dough Disco – linked to fine motor development Phonics – Read Write Inc. Handwriting linked to phonics
9:35am	Snack Time / Daily Challenge
9:45am	'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.
11:00am	Tidy up Time
11:15am	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.
11:45am	Lunch Children eat lunch in school hall and play in the reception garden after
12:30pm	Relaxing Time / Individual reading
12:45pm	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.
1:00pm	'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
3:00pm	Home Time

## Autumn 1 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	Self Registration / Communication with parents				
9:15am	Welcome (visual timetable) / Dough Disco / Phonics / handwriting				
9:35am	Snack Time!				
	Challenge Time – Characteristic of effective learning/Lit. activity				
9:45am	"Discovery time" – Child Initiated Time -adult directed activities -individual readers				Specific area focus – Cooking /
11:00am	Tidy up time				
11:15am	Share good learning Carpet Session – Literacy Focus / Individual readers				Circle Time-PSHE
11:45pm	Lunch				
12:30pm	Relaxing time / Individual readers				
12:45pm	Carpet Session - Maths	P.E /MUSIC	Carpet Session – Maths		
1:00pm	"Discovery Time"		"Discovery time" – Child Initiated Time -adult directed activities -individual readers		
2:30pm	Tidy up time / Preparation for home time / 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**

<b>Enabling Environment</b>
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
<b>Quality Interactions</b>
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
<b>Behaviour</b>
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
<b>Observations</b>
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 will be the new way measuring the progress primary schools make and will be 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 at an 'emerging', 'expected' or 'exceeding' level of development in relation to the Early Learning Goals. Point scores are awarded as follows: 'emerging' = 1; 'expected' = 2; 'exceeding' = 3. 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 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.**

**ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.**

**ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.**

### **Physical Development**

**ELG 04 - Moving and Handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.**

**ELG 05 - Health and Self-Care Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**

### **Personal, Social and Emotional Development**

**ELG 06 - Self-Confidence and Self-Awareness Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.**

**ELG 07 - Managing Feelings and Behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.**

**ELG 08 - Making Relationships Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.**

### **Literacy**

**ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.**

They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

**ELG 10 - Writing** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## **Mathematics**

**ELG 11 - Numbers** Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**ELG 12 - Shape, Space and Measures** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## **Understanding of the World**

**ELG 13 - People and Communities** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**ELG 14 - The World** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**ELG 15 - Technology** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## **Expressive Arts and Design**

**ELG 16 - Exploring and Using Media and Materials** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

**ELG 17 - Being Imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.**

### **Tapestry**

We use Tapestry, an online assessment tool to record each child's learning and progress. 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.

## **Zones of Regulation**

Zones of Regulation is a social curriculum designed to support children to:

- Identify their feelings and levels of alertness
- Use effective regulation tools
- Know when and how to use tools
- Problem solve positive solutions
- Understand how their behaviours influence others' thoughts and feelings

In Reception we use the Zones of Regulation to help children identify their emotions and support children in being able to recognise strategies that can help them in each zone. We have also developed a 'calm corner' in the classroom.

## **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.