



## EYFS POLICY

2023 - 24

The Downs Primary School and Nursery  
Part of the Passmores Co-operative Learning Community

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### 1. Aims

This policy is underpinned by the four key principles of the Early Years Foundation Stage – A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

This policy aims to ensure that each child in EYFS at The Downs Primary School and Nursery:

- Is given a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- Is immersed in a safe, welcoming and stimulating environment that reflects and promotes each area of learning.
- Becomes an independent, self-motivated learner, who is encouraged to develop curiosity about the world around them, develop problem solving skills, think critically and take risks with their learning, showing confidence and perseverance in any activity they set out to do.
- Has access to a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress throughout school and life.
- Has their social and interpersonal skills nurtured, developing resilience and empathy and ensuring that they have the opportunity to work as a member of a team and can share their experiences and knowledge with their peers.
- Becomes aware of the wider community, starting with their local community and providing opportunities to experience and learn about other communities and cultures further afield.
- Is supported by school fostering a close, working partnership with parents and/or carers.
- Is included and supported through equality of opportunity and anti-discriminatory practice.

### 2. Legislation

This policy is based on requirements set out in the Early years foundation stage (EYFS) statutory framework 2021. This document also complies with our funding agreement and articles of association.

### 3. Structure of the EYFS

At The Downs Primary School and Nursery, children enter school at the beginning of September in the school year in which they turn five. Children will be in school full time by the end of the first full two weeks at the start of the Autumn term.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We aim to provide a quality teaching and learning environment that is committed to raising standards and ensuring appropriate challenge for all children.

In the Early Years Foundation Stage, we realise that the way in which children engage with other people and their environment, underpins the learning and development across all areas. The three areas that support the children to sustain their motivation and effectiveness as learners. These are called the Characteristics of Effective Learning.

The three characteristics are:

- Playing and Exploring – children investigate and experience things and events around them and 'have a go'
- Active Learning – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve
- Creating and Thinking Critically – children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

In addition to the statutory framework, at The Downs Primary School and Nursery we believe every child needs to have a set of core skills that will help them to be independent in everyday life. To support this we have Life Skill Challenges which are explicitly taught and built upon from EYFS to Year 6.

## **5. Teaching and Learning**

Development Matters is used to support the planning of activities and experiences for children's learning and development. Each child's starting points are carefully assessed and gaps in learning and areas for development are identified and used to inform planning. Staff also consider the individual needs and interests of each child in their care when planning. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, adult-directed and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children are taught as a whole class, in small groups or individually as part of adult led and directed teaching. Adult led teaching sessions for all areas of learning are planned for regularly.

Learning through play is an important and integral part of the Early Years curriculum and classroom. We believe that children learn best from activities and experiences that interest and inspire them. We provide children with stimulating resources in which they can explore and develop their learning to help make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. We carefully plan the environment and opportunities for learning to reflect on what has interested and inspired the children. We ensure that we allow extended and uninterrupted periods of time for the children to extend and practise the skills they have learned during play or through direct teaching. We believe it is important that every adult takes an active role in child-initiated play through observing, modelling, facilitating, questioning and extending their play.

We recognise the importance of providing a meaningful language-rich environment; we want our children to be able to express themselves and engage in conversations with their friends and adults. We use language to support and develop vocabulary and thinking-skills as well as sharing stories, poems and sing songs throughout the day, we also develop storytelling using 'helicopter' stories to create a culture of curiosity, wonder and imagination both through the telling and acting out of their own stories.

Each area of learning is represented in the environment through the planned use of space/resources, as well as activities provided for different experiences and opportunities to learn. The classroom, both indoor and out, is organised so that children can select their own resources thus promoting independence. Outdoor learning is a critical element of the EYFS. It offers opportunities for learning in different ways on different scales. Our outdoor environment offers children freedom to explore, use their senses, take risks, be physically active and is accessible in all weathers

## **6. Assessment**

We believe that ongoing assessment is an essential and integral part of the learning and development processes. Staff observe and interact with pupils to identify their level of achievement, interests and learning styles. These interactions are used to shape future planning. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA), in addition to our own school baseline assessments are carried out to ascertain children's skills on entry to The Downs Primary School and Nursery.

Each term, the assessments made are collated and the data analysed, this provides a basis for during pupil progress meetings between teachers, SLT and the SEND team, planning provision to support or extend children as needed.

In the Spring term, teachers review children's progress and provide parents and/or carers with a written summary of the child's development across all seven areas of learning.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing interactions and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers as well as with Year 1 teachers.

## **7. Transitions**

As a school, we aim to make every transition as smooth and comfortable as possible for each unique child. Teachers, and the SEND team if required, visit feeder setting to meet children and to meet with their keyworkers, gathering information about the child's needs, interests and development. During the Summer term, all new intake children are invited to visit the school, with their adults and explore the classroom, both inside and out whilst class adults are available to talk informally to new parents as well as play with the children. In addition, children from our main feeder setting visit our school regularly throughout the summer term with their keyworkers. All new parents attend an induction meeting with school staff - including SLT, class teachers and the

SEND team. This session allows school staff to give information about the school and also allows time for parents to complete necessary paperwork and to ask any questions. During the last two weeks of the school year, class staff complete home visits. Other staff may also attend if required, for example, a member of the SEND team or the Learning Mentor. This allows staff to build good relationships with families, gives families the opportunities to ask questions in private and allows class staff to get to know the children on a 1:1 basis. During the visit, each child is given a 'transition pack' gift containing suitable and age-appropriate learning activities for the child. In September, children start on a part time basis, building up to full time by the first two weeks. This allows staff and children to build solid relationships and for children to feel secure in their new setting. Within the child's first two days of staying for lunch, parents are invited to also have lunch with their child.

The final transition is that between Reception and Year 1. During the last half term, the Year 1 teacher visits the Reception class at least once a week for short whole class carpet sessions, e.g. reading a story, singing a song, playing some maths games, etc. Later on in the half term, the class spend a whole morning in the Year 1 classroom. During the last two weeks of the Summer term, all classes move up a year allowing the children to get to know the new classroom and year group routines as well as build relationships with new class staff before the Summer holidays. To complete the transition period, the Reception and Year 1 teachers meet and discuss each child's level of development, ELG achievement and any other information about each child (e.g. medical, SEN, EAL, etc.).

## **8. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. We aim to develop caring, respectful and professional relationships with children and their families. We value the contribution that parents and carers make by:

- Having a comprehensive transition period prior to starting school.
- Offering parents regular opportunities to talk about their child's progress through the home/school reading book, parent's consultation meetings held twice a year and through an open afternoon.
- Having an 'open door' policy.
- Inviting parents to contribute to pupil's learning journeys using Class Dojo.
- Providing a written report on their child's progress and attainment mid-year and a summary of their attainment at the end of the year.
- Offering workshops to parents which support parents to help with their child's learning at home in phonics, number, reading and writing throughout the school year.
- Arranging activities that encourage collaboration between child, school and parents, such as; class assemblies, Sports day, Christmas Performances.

## **9. Safeguarding and welfare procedures**

Children learn best when they are happy, safe and feel secure. At The Downs Primary School and Nursery we aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Framework (2021).

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **10. Monitoring arrangements**

This policy will be reviewed and approved by the EYFS leader every two years.

At every review, the policy will be shared with the governing board.

It is the responsibility of the EYFS teacher to implement the principles stated in this policy.

The senior leadership team will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

## Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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| Safeguarding policy and procedures  | See child protection and safeguarding policy         |
| Procedure for responding to illness   | See health and safety policy                         |
| Administering medicines policy  | See supporting pupils with medical conditions policy |
| Emergency evacuation procedure  | See health and safety policy                         |
| Procedure for checking the identity of visitors                             | See child protection and safeguarding policy         |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy         |
| Procedure for dealing with concerns and complaints                          | See complaints policy                                |

## Appendix 2. Early Years Foundation Stage ELGs in relation to National Curriculum subjects

| Area of learning and ELGs knowledge and skills  | Related NC subject  | Linked to Year One National curriculum subjects   |
|---|---|---|
| <p><b>Communication and language</b></p> <p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- 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</li> </ul> | <p>English<br/>Science<br/>History<br/>Geography<br/>PSHE</p> | <p><b>Listening attention and understanding</b></p> <ul style="list-style-type: none"> <li>- Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</li> <li>- Explain clearly their understanding of what is read to them.</li> <li>- Give simple reasons for their answers or opinions.</li> <li>- Recognise how people vary their speech in different situations.</li> <li>- Listen attentively and engage with the speaker, making relevant observations.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Independently ask questions to find out more about the topic.</li> <li>- Describe events and experiences using appropriate topical vocabulary.</li> <li>- Use some simple descriptive language.</li> <li>- Adapt language and tone when addressing different people, showing awareness of the audience.</li> <li>- Vary vocabulary to suit different purposes and situations.</li> <li>- Use Standard English sentence structure for formal conversation.</li> </ul> |
| <p><b>Physical development</b></p> <p><b>Gross motor skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>  | PE  | <p>Has begun to Master basic movements such as running, throwing, catching</p> <ul style="list-style-type: none"> <li>- Has begun demonstrating agility, balance, co-ordination</li> <li>- In team games, begin to develop simple tactics for attacking and defending.</li> <li>- Can begin to compete against self/ others in a range of increasingly challenging situations.</li> <li>- Has begun to Master basic movements such as jumping, agility, balance, co-ordination.</li> <li>- Has begun to perform dances using simple movement patterns.</li> </ul>   |
|   | English   | <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Pupils should be taught to begin to form lower-case letters in the correct direction, starting and finishing in the right place and form capital letters correctly.</li> <li>- Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>   |
|   | DT  | <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- With help measure, mark out, cut and shape a range of materials</li> <li>- Use tools eg scissors and a hole punch safely</li> </ul>  |
|   | Art   | <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- To be able to apply the paint using different applicators.</li> <li>- To hold the applicators correctly.</li> <li>- To develop accuracy in cutting and tearing.</li> <li>- To develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper.</li> </ul>  |
| <p><b>PSHE</b></p> <p><b>Self-regulation</b></p>  | PSHE  | <ul style="list-style-type: none"> <li>- Can explain some ways they are different from their friends.</li> </ul>  |

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| <p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>- 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.</p> <p><b>Managing self</b></p> <p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building relationships</b></p> <p>- Work and play cooperatively and take turns with others.</p> <p>- Form positive attachments to adults and friendships with peers.</p> <p>- Show sensitivity to their own and others' needs.</p> |  | <p>-Understand differences that make us all special and unique.</p> <p>-Explain how it feels when they succeeded in a new challenge and how they celebrated.</p> <p>-Identify some ways to keep their body safe and healthy</p> <p>-Recognise how being healthy helps them feel happy</p> <p>- Explain why I appreciate someone who is special to me and express how I feel about them</p> <p>-Identify the parts of the body that make boys different to girls and can use the correct names for these.</p> <p>Show respect for their body and understand which parts.</p>   |
| <p><b>Literacy</b></p> <p><b>Comprehension</b></p> <p>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>- Anticipate key events in stories where appropriate.</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word reading</b></p> <p>- Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>- Read words consistent with their phonic knowledge by sound-blending.</p> <p>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>  | <p>English comprehension</p> <p>English word reading</p> | <p>-Discuss the meanings of new words, linking them to words already known.</p> <p>-Start to use strategies to read texts e.g. using punctuation to give meaning, reading to end of sentence, use context as an aid to decoding unknown words</p> <p>-Read words containing taught GPCs and ending in -ed, -er, and -est</p> <p>-Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</p> <p>-Read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance.</p> <p>-Recognise and understand the terms: author, title, illustrator and illustration</p> <p>-Begin to make simple inferences about characters from what they say and do including predicting the next part of the story</p> <p>-Participate in discussion about what is read to them, sometimes being able to answer questions or offer comments.</p> <p>Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</p> <p>Link what they read to their own experiences</p> <p>-Read quickly with the correct sound for graphemes (for 40+ phonemes)</p> <ul style="list-style-type: none"> <li>• Blend GPCs to read accurately</li> <li>• Remember high frequency phonetically decodable words</li> </ul> <p>Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)</p> <p>Read words containing taught GPCs and ending -s -es, and -ing</p> |



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| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>   | <p>English writing</p> | <ul style="list-style-type: none"> <li>-Read words with contractions and understand the apostrophes represents the omitted letter in these words.</li> <li>-Read aloud accurately books that match their phonic knowledge and books which require other reading strategies</li> <li>-Write a sequence of sentences to form a short narrative or non narrative text.</li> <li>-Read aloud and talk about their writing, Making corrections to spelling and some punctuation.</li> <li>-Pupils should be taught to begin to form lower-case letters in the correct direction, starting and finishing in the right place and form capital letters correctly.</li> <li>-Spell words containing each of the 40+ phonemes already taught. Spell taught high frequency words that cannot be decoded at this stage.</li> <li>-Spaces are left between words.</li> <li>-Use a capital letter and full stop to show sentence boundaries accurately throughout a short piece of writing.</li> <li>-Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.</li> <li>-Begin to use question mark or exclamation mark in the right place.</li> <li>-Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.</li> <li>-Spell taught high frequency words that cannot be decoded at this stage in the YR 1 spelling appendix.</li> <li>.Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word.</li> <li>-Recognise and spell days of the week and common compound words.</li> <li>-Apply simple spelling rules as listed in the National Curriculum</li> <li>Letters are correctly formed and orientated, including, lower case, capital letters digits;</li> <li>Capital letters formed correctly for some names of people, places and the days of the week.</li> <li>To understand what a sentence is using the terms nouns, verbs and adjectives</li> <li>Apply simple spelling rules and guidance, as listed in <u>English Appendix 1.</u></li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> |
| <p><b>Mathematics</b></p> <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- 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.</li> </ul> <p><b>Numerical patterns</b></p> | <p>Maths</p>           | <ul style="list-style-type: none"> <li>-Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>-Given a number, identify one more and one less</li> <li>-Count, read and write numbers 100 in numerals, count in multiples of twos, fives and tens</li> <li>-Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, (fewer), most, least</li> <li>-Read and write numbers from 1 – 20 in numerals and words</li> <li>-Read write maths symbols + - =</li> </ul>  |

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| <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>   |                  | <ul style="list-style-type: none"> <li>-Number bonds and Subtraction facts top 20</li> <li>-Solve one step problems with concrete and pictorial representations</li> <li>-Simple missing numbers <math>7 = ? - 9</math> supported with pictorial and concrete</li> </ul>   |
| <p><b>Understanding the World</b></p> <p><b>Past and present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, culture and communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> | <p>History</p>   | <ul style="list-style-type: none"> <li>-Sequence events or objects in chronological Order.</li> <li>-Begin to describe similarities and differences in artefacts.</li> <li>-Drama – why people did things in the past. --Use a range of sources to find out the characteristic features of the past</li> <li>- Sort artefacts “then” and “now”.</li> <li>- Begin to identify different ways to represent the past (e.g. Photos, stories, adults talking about the past)</li> </ul>   |
|   | <p>Geography</p> | <ul style="list-style-type: none"> <li>-Name and describe familiar place (home to school, library, park, shops)</li> <li>-Use simple maps of the local area e.g. large scale print, pictorial etc.</li> <li>-Make simple maps and plans e.g. pictorial place in a story</li> <li>-Locate the five oceans on a World map. Locate the UK on a world map.</li> <li>-Compare local area to seaside location – what is the same and what is different.</li> <li>Year 2 - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Harlow), and of a small area of Africa (Nigeria) and comparing these localities</li> </ul> |
|   | <p>RE</p>        | <ul style="list-style-type: none"> <li>- Recall key parts of the Christian Creation story, Christmas Story, Easter Story,</li> <li>-Express an opinion about the Christian belief about creation.</li> <li>- Recognise some religious symbols within religious stories that have been shared.</li> <li>-Show an understanding that Jesus is special to Christians and say why.</li> <li>-Identify and use the correct names for things that are special to Jewish people during Shabbat and explain why.</li> <li>- Begin to make a connection between being Jewish and decisions about behaviour.</li> <li>-Give an example of something that either Rosh Hashanah or Yom Kippur is about.</li> </ul>       |

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| <p><b>The natural world</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>   | <p>Science</p> | <ul style="list-style-type: none"> <li>-Explore the world around them and raise their own simple questions</li> <li>-Experience different types of science enquiries, including practical activities</li> <li>-Begin to recognise different ways in which they might answer scientific questions</li> <li>-Carry out simple tests</li> <li>-Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)</li> <li>-Ask people questions and use simple secondary sources to find answers</li> <li>-Observe closely using simple equipment with help, observe changes over time</li> <li>-With guidance, they should begin to notice patterns and relationships</li> <li>-Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data</li> <li>-Record simple data</li> <li>-Use their observations and ideas to suggest answers to questions</li> <li>-With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language</li> </ul> |
| <p><b>Expressive arts and design</b></p> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> | <p>Music</p>   | <ul style="list-style-type: none"> <li>- Watch, follow, feel and move to a steady beat with others.</li> <li>-Find and enjoy moving to music in different ways.</li> <li>-Respond to the pulse in recorded/live music through movement and dance.</li> <li>Recognise and clap long sounds, short sounds and simple combinations.</li> <li>-Perform short, copycat rhythm patterns accurately, led by the teacher.</li> <li>-Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.</li> <li>- Perform word-pattern chants; create, retain and perform your own rhythm patterns.</li> </ul>  |
|  | <p>Art</p>     | <ul style="list-style-type: none"> <li>-To be able to apply the paint using different applicators.</li> <li>-To hold the applicators correctly.</li> <li>-To develop accuracy in cutting and tearing.</li> <li>-To develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper.</li> <li>-To be able to mix primary colour in order to make secondary colours. To use a colour wheel to identify the colours to mix.</li> <li>-To begin to produce simple observational drawings of objects.</li> <li>-To create simple patterns using stencils made from natural objects or shapes.</li> <li>-To create simple sculptures using a variety of resources.</li> </ul>  |

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|  | DT      | <ul style="list-style-type: none"> <li>-With help measure, mark out, cut and shape a range of materials</li> <li>-Use tools eg scissors and a hole punch safely</li> <li>-Model their ideas in card and paper</li> <li>-Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> </ul> |
|  | PE      | <ul style="list-style-type: none"> <li>-Has begun to perform dances using simple movement patterns.</li> </ul>   |
|  | English | <ul style="list-style-type: none"> <li>Engage in imaginative play, representing simple characters and situations in everyday speech, gesture or movement more independently.</li> </ul>  |

The term 'teaching' covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Children are taught through a mixture of whole class sessions, small group activities, 1:1 time and interactions through play. The grid below gives an overview of how teaching each area of learning and development is approached at The Downs Primary School and Nursery.

Through different types of play, active, and experiential learning opportunities as well as practical activities, children will be provided with meaningful experiences. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their interests and develop awareness of the beliefs and views of others.

Our curriculum map and teaching and learning, reflects a belief in children's learning as a process of revisiting and building on previous experiences, skills, knowledge and understanding. It has been developed with oracy at its heart providing opportunities for children to develop their language skills. Our curriculum is built to ensure there are interleaving opportunities between the 7 areas of the EYFS framework.

| Area of learning and development           | Breakdown (ELG + other)  | Direct teaching  | Planned experiences and Continuous provision  |
|--|--|--|---|
| Communication and Language                 | Listening, attention and understanding<br><br>Speaking                     | Weekly whole school assemblies<br>Daily whole class carpet sessions<br>Weekly whole class 'Wonder Word' teaching<br>Twice weekly individual reading<br>Daily whole class reading experiences<br>Weekly small group Wellcomm sessions | Planned group activities relevant to topic and/or children's interests<br>Adults engaging in provision providing a language rich environment  |
| Personal, Social and Emotional Development | Self-regulation<br><br>Managing self<br><br>Building relationships         | Daily whole class mindfulness session<br>Weekly whole class Jigsaw lesson  | Planned group activities relevant to topic and/or children's interests<br>'Teeth week'<br>Changing for PE/fastening coat/etc<br>Adults engaging in provision catering to each unique child  |
| Physical Development                       | Gross motor skills<br><br>Fine motor skills<br><br><i>Health Awareness</i> | Weekly whole class PE lesson<br>Weekly visit to trim trail<br>Weekly 1:1 handwriting<br>Weekly fine motor activities<br>Weekly small group writing activity<br>Weekly whole class drawing tutorial<br>Jigsaw scheme –Healthy Me      | Planned group activities relevant to topic and/or children's interests<br>Digging area<br>Mud kitchen<br>Large scale equipment in outdoor provision<br>PE equipment in outdoor provision<br>Various small manipulatives in provision.<br>Various tools in provision, e.g. scissors, paintbrushes, tweezers, cutlery, etc.<br>Hygiene expectations around snack/toileting/ colds/etc.<br>Changing for PE/fastening coat/etc. |
| Literacy                                   | Comprehension<br><br>Word Reading  | Daily whole class reading experiences<br>– T4W, poetry basket, storytelling, buddy reading, story time, etc.<br>Daily whole class phonics lesson   | Planned group activities relevant to topic and/or children's interests<br>Environmental print<br>Reading area   |

|                            |  |  |  |
|----------------------------|--|--|--|
|                            | Writing  | Twice weekly individual reading<br>Weekly individual keyword check<br>Weekly whole class shared write<br>Weekly small group writing activity<br>Handwriting sessions<br>Weekly storytelling sessions using helicopter stories during Spring and Summer term. | Books related to provision in different areas of provision<br>Outdoor reading area in summer<br>Variety of mark-making and writing implements and surfaces<br>Story writing box<br>Story telling cards/props   |
| Maths                      | Numbers<br><br>Numerical Patterns<br><br><i>Shape and measures</i>               | Daily whole class maths fluency session<br>Twice weekly whole class maths session<br>Three times weekly small group maths session  | Planned group activities relevant to topic and/or children's interests<br>Mud kitchen<br>Shop RP resources<br>Junk modelling area<br>Water area<br>Various maths markings on playground, e.g. part part whole models, 5 and 10 frames, number line<br>Various maths resources available inside and outside<br>Fixed, moveable and blank number lines |
| Understanding the World    | Past and present<br><br>People, culture and communities<br><br>The natural world | Weekly whole class input session<br>Mini topics based around books   | Planned group activities relevant to topic and/or children's interests<br>School grounds<br>Bug hotel<br>Topic related books<br>Maps<br>Role play resources inside and out   |
| Expressive Arts and Design | Creating with materials<br><br>Being imaginative and expressive                  | Weekly whole class music session<br>Weekly drawing tutorial  | Planned group activities relevant to topic and/or children's interests<br>Musical instruments<br>Stage area<br>Junk modelling area<br>Creative station<br>Role play areas inside and out<br>Role play resources inside and out<br>Various creative resources available inside and out  |