

How Flintham Primary School teachers the NC subjects in Reception: Role of the adult and enabling environment



EYFS/NC Links		Role of the Adult	Enabling Environments Playing and exploring – Active Learning – Creating and thinking critically
Listening Attention and Understanding	English: Speaking & Listening	<ul style="list-style-type: none"> 1 x SCARF PSHE planned each week Daily story time Weekly family box Tapestry News/Show and Tell <ul style="list-style-type: none"> To model good listening through circle time, only speaking when it is your turn To model and encourage Talk Partners to listen and talk to each other. Children to listen carefully to their Talk Partner and retell what their partner has told them. Check new vocab has been understood through questioning and quiz games To have high expectations of listening in larger groups To give children the opportunity to work in different groups, pairs and one to one with adult Adults to identify and assess children in need of SALT and work with EQT speech therapist Plan for and provide communication groups with children who are good role models as well as children needing support. 	<ul style="list-style-type: none"> Provision allows opportunities for children to listen and respond to each other e.g. home corner, role play and small world play Story telling opportunities e.g. small world play, puppet theatre Variety of reading material linked to areas of provision are available in book corner Give opportunity to talk about / ask and answer questions about books Provide visual stimulus on the K and U table and provide opportunities to discuss and talk to the children about it Timetabled sessions and quieter spaces provide opportunities for communication Variety of more challenging reading materials alongside a current phonics book Giving opportunities to develop deeper learning using vocab taught in topic in their role-play Family box time providing the opportunity for children to listen to their peers and ask relevant questions based on what they've heard Jigsaw table provides the environment for children in small groups to follow rules of games to show understanding and requiring children to listen to
Speaking	English: Speaking & Listening English: Grammar	<ul style="list-style-type: none"> Plan and teach RWI phonics session 1:1 readers weekly Spring Term onwards All curriculum plans include specific vocabulary to be taught Chatty words (Tier 2 vocab highlighted) and used in the provision Knowledge banks highlight key vocabulary <ul style="list-style-type: none"> Model words and phrases relevant to the area being taught, deliberately and systematically. Use the vocabulary repeatedly through the week. Model using new vocabulary 'chatty words' Give opportunity to talk about / ask and answer questions about books Narrate own and children's actions Model talk routines through the day: Good morning, What is the weather today, today is..... Tune in to child's interest, having a conversation with children about their play, what they have noticed, repeat and extend what the child has said to develop language Model and promote talking and listening rules Model and support own children's story telling eg S maps Work alongside child to solve a problem by tuning in to their interest, using sustained shared thinking asking open ended questions (I wonder what would happen if we..., Tell me more...), encouraging children to generate own ideas and explanations. Re-capping and clarifying child's ideas in order to extend his/her thinking and language 	<ul style="list-style-type: none"> Language rich environment Provision allows opportunities for children to listen and respond to each other eg home corner, role play * Story telling opportunities eg small world play, puppet theatre Variety of reading material available eg rhymes, story books, non-fiction books, comics Timetabled sessions and quieter spaces provide opportunities for communication, story-telling and sharing stories Talking rules established and displayed Linked activities to book read to allow children to practise and consolidate vocabulary and narrative structures Story telling opportunities extended eg resources available to draw own story map, adult available to record story Monday new vocabulary introduced, explored and displayed as Chatty Words Quick quizzes using knowledge bank to check vocab has been understood

		<ul style="list-style-type: none"> Identify and assess needs. Plan and implement necessary intervention. Adults to support children in the classroom with stem sentences and phrases to move on from solving social interactions with noises and gestures. Adults to praise children resolving their own social interactions with dialogue. 	
Self-regulation	PSHE/RE	<ul style="list-style-type: none"> 1x SCARF PSHE lesson planned each week Zones of regulation Tough tortoise to develop resilience- I can't do it...yet! Environment where children know making mistakes is OK Establish routines Encourage children when appropriate to use calm spaces in classroom – linked to zones of regulation Flow of classroom designed around areas which link and are quiet or creative. Giving children sense of responsibility with small jobs Social stories Visual prompts of expectations and timetable Provision offers children opportunity to achieve a goal set by themselves or one suggested to them. During independent writing, adults to signpost children to look at their writing challenge stamps and encourage them to work on their targets. As progress so does demand of provision eg use of a tool Talking about feelings (understanding facial expressions- using visual prompt and links to the colour monster) even as an adult modelling- see scarf curriculum Involving children in decision making about resources/ room layout/ based on interests When reading stories, talk about how the characters are feeling Valuing children's interest and family culture to develop child seeing themselves as valuable – using Tapestry Provision moves children from playing alongside to with and offers challenges to solve problems together Recognising and name emotions Encourage children to work in different groups Plan specific activities that encourage talk about feelings and opinions- see scarf curriculum Opportunities for children to reflect and self-evaluate their own work and work of others. Reading stories about characters facing challenges and talk about how they are overcome and how character is feeling. 	<ul style="list-style-type: none"> High expectations of children following the rules linked to our school's values and use the Behaviour Rainbow Chart/Work of the Week/Super sixer of the week Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Children are involved with the marking and target setting of independent writing with stamps and target cards Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Zones of regulations -discussions about feelings, behaviours etc Support children to set own goals – be a tough tortoise Offer constructive support and recognition of child's personal achievements. Talking about feelings (in different everyday situations and modelling how to manage these) Modelling compromises and turn taking Referring to rules regularly- praising and referring back
Managing self	PSHE/RE	<ul style="list-style-type: none"> 1x Jigsaw PSHE lesson planned each week Zones of regulation Oral health/healthy eating./looking after self built into the curriculum Model positive behaviour to others 	<ul style="list-style-type: none"> Resources labelled clearly and organised so children can access easily and independently Opportunities for children to play and explore, learning to solve problems eg finding that the biggest brick needs to go on the bottom of the tower

		<ul style="list-style-type: none"> • Set clear boundaries and routines – Behaviour Rainbow Chart • Interact calmly and sensitively with children • Teach skills and support children to achieve them eg toileting, putting a coat on and doing the zip, using a knife and fork • Encourage children to use the Self-Care Station to sort out ‘runny noses’ and dirty faces etc • If appropriate, give children time to solve problems independently before offering support • Modelling compromises and turn taking • Referring to rules regularly- praising and referring back • Narrate your problem -solving process eg I’m going to put the biggest brick on the bottom so my tower won’t fall down • Tune in to child’s interest, having a conversation with children about what they have noticed, repeat and extend what the child has said to develop language • High expectations of children following the rules • Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour • Talking with a child about their behaviour, how the other child feels and what could he/she do next time-restorative behaviour • Talk with children about their interests, likes and dislikes • Model skills and support children to achieve them eg using scissors • Offer constructive support in recognition of child’s personal achievements (rainbow chart) and for child to identify next step on how to improve. • If appropriate, give children time to solve problems independently. Encourage children to find other ways eg have another go, ask a friend, ask an adult before offering support • Work alongside child to solve a problem by tuning in to their interest, using sustained shared thinking asking open ended questions (I wonder what would happen if we..., Tell me more...), encouraging children to generate own ideas and explanations. Re-capping and clarifying child’s ideas in order to extend his/her thinking and language • Talking about own decisions of how to stay healthy and being a regular part of school day embedded in school routines eg washing hands, the fruit we eat at milk and snack, oral health 	<ul style="list-style-type: none"> • Provide familiar resources in order for children to practise skills and correct own mistakes • Invite visitors to school to talk to the children • Take children on walks/trips including weekly Woodland Welly Wednesday • • Rules displayed with visual prompts, rainbow chart • Dressing up clothes available in role play • Independent access to toilet and washing facilities • Opportunities for problem solving with support of adults and independently • Opportunities to practise skill • Provide familiar resources in order for children to be able to evaluate and refine outcomes • Books to enhance activities • Opportunities for children to observe closely and make links • Model positive behaviour to others • Talking about feelings (in different everyday situations and modelling how to manage these) • Modelling compromises and turn taking • Referring to rules regularly- praising and referring back • High expectations of children following the rules • Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. • Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. • Support children to set own goals • Offer constructive support and recognition of child’s personal achievements
<p>Building Relationships</p>	<p>PSHE/RE</p>	<ul style="list-style-type: none"> • 1 x SCARF PSHE Lesson planned each week • Zones of regulation • Model positive behaviour to others • Set clear boundaries and routines • Be consistent by using the Rainbow Behaviour Chart to promote the school values • Team work and cooperation specifically praised • Interact calmly and sensitively with children 	<ul style="list-style-type: none"> • Safe environment with consistent routines and expectations • Organised environment that children familiar and comfortable with • Provision includes familiar and new activities supported and modelled by an adult to encourage engagement • Pretend play planned around children’s interests and experiences • Quiet areas established

		<ul style="list-style-type: none"> • Tune in to child's interest, having a conversation with children about what they have noticed, repeat and extend what the child has said to develop language • Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. • Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. • Model ways of calming self – linked to zones of regulation 	<ul style="list-style-type: none"> • Provision moves children from playing alongside to working with others and offers challenges to solve problems together • Recognising and name emotions • Encourage children to work in different group
Gross Motor Skills	PE	<ul style="list-style-type: none"> • 1x PE lesson planned each week. • Gross motor skills and/or resources used in PE are provided for in outdoor provision so that children can make links in their learning. • Welly Wednesday forms the second part of children's weekly entitlement to physical development as well as daily access to the outdoor classroom. • Other gross motor skills such as sitting on a chair, posture, sitting still are encouraged and modelled by the adult in all aspects of learning in the classroom. • Large scale gross motor movements are practiced with playdough in Dough Disco/Handwriting, adults to support correct direction and action • Establish safety rules and boundaries together and remind children regularly • Play alongside children to support, challenge and enhance children's physical skills and development • Lead movement – play activities when appropriate and sometimes with music or song • Scaffold skill development activities and know when to gradually reduce the support offered for children to become independent. • Model vocab of movement and of instruction • Encourage children to use skills and knowledge in different situations • Encourage children to be independent with changing of clothes to PE Kit. • Planned lessons to include teaching skills of precision and accuracy • Expect children to use correct vocabulary when talking about movement and position 	<ul style="list-style-type: none"> • Large and small scale equipment available for children to use indoor and outdoor provision • Opportunity for children to move and climb safely – trim trail and climbing frame, bikes • Routines and boundaries established so children understand how to be safe • Planned opportunities for children to develop age-appropriate skills • Provision allows all to access eg spaces are accessible for children with a broad range of abilities, balls made of softer material, level of adult support
Fine Motor Skills	English-Writing Art DT	<ul style="list-style-type: none"> • Daily phonics planning includes writing letters/words during the week. • Teaching letter formation from Phonics Progression. • Weekly handwriting/morning pack activities • Dough disco weekly • Specific fine motor skills e.g. scissor. Painting, writing explicitly taught 	<ul style="list-style-type: none"> • Resources to practice control, pressure and pincer grip. • Opportunities for children to play and explore, using construction material-loose part materials • Children given weekly challenges to practise skills on the Funky Fingers Table • Malleable table

		<ul style="list-style-type: none"> • Teach skills and support children to achieve them. Pencil and paintbrush is modelled with the pincer grip. • Use Dough Disco initially with all then with identified children. • Children are taught letter formation with a variety of tools e.g.fairy wands, big paint brushes in water, finer in paint, sand or flour • Handwriting letter formation taught to fit in with phonics scheme. • Extra sessions teach children on a one to one to form the letters in their name correctly. • Intervention groups are taught for children who are still not ready for writing with a pencil and instead they practise letter formation in a variety of ways • Drawing and painting skills are taught using step by step technique 	<ul style="list-style-type: none"> • Provide familiar resources in order for children to practise skills and correct own mistakes • Use tools such as garlic presses with dough to build up strength. • Build with big construction materials such as Duplo bricks. • Hammering pins into cork boards to make patterns/pictures. • Threading large beads, cotton reels onto straight objects like spaghetti (this also develops left to right sequence.) • Dressing up clothes available to practise fine motor skills • Dolls and toys to dress in order to practise fine motor skills • Dough table available to build up muscle strength and pressure • Playing with peg boards • Complete jigsaw puzzles and board games, gradually with smaller pieces. • Balance activities e.g. marbles onto golf tees. • Dexterity and pincer grip developed using a variety of activities such as peg boards, nuts and bolts, paper clips onto paper or fabric etc. • Threading smaller beads onto string and laces. • Opportunities to practise fine motor skills with age appropriate resources e.g. smaller beads to thread, smaller items to be picked up with the tweezers • Encouraged to peel own fruit or open own packets of raisins. • Use letter tracing apps to learn handwriting skill
<p>Word Reading</p>	<p>Comprehension English: Reading</p>	<ul style="list-style-type: none"> • RWI Daily with comprehension woven into plans • Daily story time with focus on guided reading skills e.g. prediction, how does the character feel etc • 1:1 reading weekly (Spring term onwards) • Home readers (Book Bag Book and RWI book) are given linked to phonics of the week, a non-decodable book for enjoyment • Use opportunities in whole class book sharing for children to identify tricky words • Adults to encourage use of the red word mats/bookmarks • Range of high-quality reading material available in both reading areas inside and out • Model small world opportunities for children to retell stories and create own • Model role play opportunities for children to retell stories and create own • Model craft opportunities for children to retell stories and create own using story maps • Planned opportunities for children to apply phonic knowledge and skill both inside and outdoors 	<ul style="list-style-type: none"> • Timetabled book to be read aloud at least once a day • Encourage children to join in with rhyming • Sharing books regularly with children in continuous provision • When reading, model how to handle a book, tracking text and draw attention to different parts of the book • Using high quality texts from school writing/ reading long term plan practice retelling the story to develop a deep familiarity with the text • Sharing books regularly with children in continuous provision • Timetable daily direct teaching of phonic, red words, and shared reading sessions • Range of high-quality reading material available in both reading areas and to enhance other areas • Phonics resources and writing materials provided in areas for children to label their models and work. • When reading, model how to handle a book, tracking text and draw attention to different parts of the book • Ensure children have at least two book at correct phonic phase to take home to develop confidence and fluency. • Engage with parents to support learning to read process.

			<ul style="list-style-type: none"> • Using high quality texts from school writing/ reading long term plan practice retelling the story to develop a deep familiarity with the text • Playing with the children in small world and role play to support understanding of focus story and promoting use of specific vocabulary • Encourage children to talk about books asking questions(why, how, who what where) • Identify Tier 2 vocabulary in books to explain and use the vocabulary repeatedly through the week • Introduce new vocabulary each week with chatty words and Teach Tier 2 and 3 vocabulary through Science, Geography, History planning – Powerful Knowledge
<p>Writing</p>	<p>English - Writing</p>	<ul style="list-style-type: none"> • At least 2x guided writing planned per week writing encouraged in topic where appropriate to the learning. • RWI daily – writing sounds and then hold a sentence • At least 2x week – morning packs with RWI green words to practise • Use talk for writing techniques to help imbed narratives • Weekly handwriting session, then practised in morning packs • Talk for writing techniques to help imbed narratives to aid cognitive load at the point of writing • Encourage children to join in with rhyming refrains • Miss out word in a rhyme for children to complete it • Using objects or pictures, play games where children have to match rhyming pairs or find items that start with the same phoneme. • Model within play the purpose of writing e.g. using white boards with bean bag games to score points, on the carpet with road signs etc • Using high quality texts from school writing/ reading long term plan practice retelling the story to develop a deep familiarity with the text • Timetable daily direct teaching of phonic, red words, handwriting and shared reading sessions • Support children to segment words- fred talk- and use phonic mats • Using high quality texts from school writing/ reading long term plan practice retelling the story to develop a deep familiarity with the text • Model how to draw story maps to retell story using time connectives eg next, then and adverbs eg fortunately, unfortunately • Support children to draw own story maps and listen to the retell prompting use of time connectives and adverbs to link parts of story • Model how to substitute to change story • Planned shared writing and guided writing sessions 	<ul style="list-style-type: none"> • A range of mark making tools and paper available both indoor and outdoor • Planned opportunities for children to apply phonic knowledge and skills • Small world opportunities for children to retell stories and create own: core offer small world always village and home play. • Role play opportunities for children to retell stories and create own • Displays and resources to support children’s writing eg model of phonemes taught, word and phonic mats, topic words, phoneme frames • Use photography and video apps to plan stories and inspire writing. • Writing symbols are used for marking and feedback but are ley symbols also displayed in writing areas: name, sounding out, left to right, spaces and full stops.

		<ul style="list-style-type: none"> • Model writing both in large and small groups and individually when needed. • Model within play the purpose of writing involving children in the process • Agree expected writing purposes in provision eg writing labels for saved models, recording score on a game • Timetable daily opportunities for children to apply phonic knowledge and skills • Interventions in place for those children who may need extra to 'keep up, not catch up' 	
Number	Maths White Rose EYFS	<ul style="list-style-type: none"> • Whole class maths activity planned daily – practical (sometimes recorded on whiteboards), moving onto written in Spring term. • Fluency facts covered at the beginning of the lesson • Maths learning journey complete – children can reference and re-visit learning by looking through • Count daily children after self-register, the time taken to collect the milk, etc saying the number in the count – cardinal number. Counting everyday routines • Model one to one counting, saying numbers in order • Model counting one more when adding a marble • Ask children to give you..... 3 paint brushes.....etc • Sing counting songs – forwards and backwards songs • Prompt children to subitise – eg I don't think we need to count those we can see they are in a square shape, there are 4 • Explore the composition of numbers to 10 using objects, fingers, dots on dice etc. Model on 5 frames and ten frames • Model conceptual subitising: "Well, there are three here and three here, so there must be six." Emphasise the parts within the whole: "There were 8 children in the room. Two have got their coats on and 6 haven't yet. • Model partitioning in practical games. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't? • Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: "Seven went in the tent and 2 came out. I wonder how many are still in there?" • Play card games such as snap or matching pairs with cards where some have numerals and some have dot arrangements. • Ask children to explain how they have sorted or arranged objects. 	<ul style="list-style-type: none"> • Counting books in reading corner • Counting games – eg hide and seek outside, What's the time Mr Wolf? • Maths loose part area for free exploration • Dominoes • Dice games/board games with numerals • Pairs games • Cubes and other manipulatives • Numicon and numicon boards • 5 and 10 frames • Objects to count both natural and man-made • Games with buckets and throwing a number of bean bags or balls • Number displays in classroom showing ways to represent quantities to 10 • Five/tens frames to aid tidying up in the role play area • Number lines and number tracks – eg self-registration • Objects to match – eg socks • Objects to sort – eg buttons, shapes, beads, compare bears etc • Cards representing numbers in different ways to compare, order and sort • Numicon • Number books linked to White Rose unit • Provision planned using White Rose EYFS to support
Numerical Patters	Maths White Rose EYFS	<ul style="list-style-type: none"> • Whole class maths activity planned daily – practical (sometimes recorded on whiteboards), moving onto written in Spring term. • Fluency facts covered at the beginning of the lesson • Maths learning journey complete – children can reference and re-visit learning by looking through • Count daily children after self-register, the time taken to collect the milk, etc saying the number in the count – cardinal number. 	<ul style="list-style-type: none"> • Counting books in reading corner • Objects to match and sort • Counting games – eg hide and seek outside, What's the time Mr Wolf? • Dominoes • Dice games/board games with numerals • Cubes and other manipulatives

		<ul style="list-style-type: none"> Counting everyday routines Model one to one counting, saying numbers in order Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well. Make up stories of sharing – snacks, food, toys – model with objects Model sharing odd number of objects between 2 Ask questions – what do they notice, how do they know, can they show another way et 	<ul style="list-style-type: none"> Numicon and numicon boards 5 and 10 frames Objects to count both natural and man-made Games with buckets and throwing a number of bean bags or balls Number displays in classroom showing ways to represent quantities to 10 Number lines, number tracks and 100 squares Interactive games on the board Role play sharing food, plates etc Feely bag for different number of objects as well as for shape description Cards representing numbers in different ways to compare, order and sort Double-sided counters Dot plates Chairs to set up as buses/trains
Past and Present	History	<ul style="list-style-type: none"> History taught through each half termly topic – often interwoven with other areas of the curriculum Learning journey on the wall for half term then inn scrapbook for children to look back at – what did we do a couple of weeks ago, last month etc? Encourage the children to talk about photos of the children's family and friends in the family box (present) Discussion about birthdays – how have you celebrated in the past? How will you celebrate now? Model the passing of time when talking through the visual timetable of the day and year (add as year progresses with birthdays, celebrations, holidays) Model the terms 'first, then and now' heavily used in White Rose Maths to aid children's ability to organise events chronologically 	<ul style="list-style-type: none"> Sequencing a story with actions, small world and role play Reading and discussing stories and wordless books Talking about why things happen in stories Show interest in children's lives and prompt the children to talk about who the people at home are and their memories by sharing own memories eg I remember when I was.... Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. Adult model and encourage use of planned vocabulary related to theme/ occupation of role play eg opticians Story maps Class year book with pictures added throughout the year to reflect on past experiences in chronological order Woodland Display focusing on the annual changes in the Woodland covered chronologically Use visual time lines to help children understand degrees of 'past' e.g. a picture of the dinosaurs will appear extremely far back on the line compared to talking about older farming Powerful Knowledge bank used to aid children identifying key learning and retrieving it
People, Culture and Communities	Geography RE PSHE	<ul style="list-style-type: none"> Geography taught through each half termly topic – often interwoven with other areas of the curriculum Learning journey on the wall for half term then inn scrapbook for children to look back at – what did we do a couple of weeks ago, last month etc? Talk about name of school and where it is. 	<ul style="list-style-type: none"> Opportunity for children to draw maps of real things or from story settings Photos of places of local importance in construction area Resources across provision reflect different celebrations throughout the year Home role play area offered throughout a variety of celebrations

		<ul style="list-style-type: none"> Using digital maps and photos of school setting, prompt and encourage children to talk about what they notice using planned vocab Model how to draw a simple map from an aerial view Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own and family's experiences where possible Show interest in children's lives and prompt the children to talk about who the people at home are and their memories by sharing own memories eg I remember when I celebrated..., At the weekend..., In the summer holidays I went to.... Using photographs from adults and children, films and books talk about different regions in GB Using photographs, film and books talk about similarity and differences about children's lives in another country (travel, home, food) Model role play corner/ small world themes with different roles in the community (police, firefighters, doctors, nurses) Visits from different people in the community – vet, dentist, police, firefighters etc. Share stories, songs and pictures from things in the past and present from a range of cultures 	<ul style="list-style-type: none"> Small world to reflect topic learning Powerful Knowledge bank used to aid children identifying key learning and retrieving it Use iPads/whiteboard to look at maps and satellite images
The Natural World	Science Geography	<ul style="list-style-type: none"> Science taught through each half termly topic – often interwoven with other areas of the curriculum Learning journey on the wall for half term then inn scrapbook for children to look back at – what did we do a couple of weeks ago, last month etc? Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder what will happen if...?" Plan and introduce new vocabulary using Powerful Knowledge boards. Encouraging children to use it to discuss their findings and ideas. Use it in the provision. 	<ul style="list-style-type: none"> Enhancements in the provision to reflect topic learning – e.g. forces, materials etc. Collect information through senses How liquids and solids behave under different conditions (eg adding other things to the water or sand to cause a change) Heating, cooling, melting, dissolving, mixing, changing within the provision as enhancements/core provision Healthy eating, exercise and oral health – promoted in the areas Floating and sinking movement Properties of materials (rigid, flexible, stable, fragile) Mixing paint, viscosity in liquids Exploring how things work Natural and man-made materials available (pebbles, cones, shells, bark etc) Using magnifying glasses, torches (can the light shine through the material?) Exploring how things work Powerful Knowledge bank used to aid children identifying key learning and retrieving it
Creating with Materials	Art DT	<ul style="list-style-type: none"> Art, DT taught through each half termly topic (EAD) Music planned weekly – music and singing session Demonstrate and support the concept and skills being taught. Model vocabulary when discussing their own children's and other artists work. 	<ul style="list-style-type: none"> Display children's work Opportunities to explore a range of materials. Opportunities to join materials.

		<ul style="list-style-type: none"> Supporting children to apply those skills independently. Focus on skills and process rather than outcome. Model and support children to use a range of joining methods. Work alongside children to solve problems, tuning into their interest, using sustained thinking asking open ended questions (I wonder... if I ...) encourage children to express own ideas. Recapping and clarifying ideas in order to extend their thinking and language. Provide children with opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Encourage children to work together to realise their ideas, share resources and aid each other with techniques 	<ul style="list-style-type: none"> Planned activities designed to develop specific skills, e.g., make and do, creative table, encompassing a range of materials including ICT Eg paint programmes. Indoor and outdoor opportunities to use natural and man-made materials. Examine the works of a particular artist as designated by the school art and design curriculum. Outdoor chalks Observational drawing Use photography to take close-up, landscape, portrait and photographs from different perspectives.
Being Imaginative and Expressive	Art Music PE	<ul style="list-style-type: none"> Art taught through each half termly topic (EAD) Music planned weekly – music and singing session PE planned weekly (gross motor skills as a focus early on) Nursery rhyme of the week – practise daily and in the Friday singing session To value children’s ideas Use call and response for children to copy. To plan specific movement ideas from a range of stimuli To be observe and interact with children’s dance, music making and movement when appropriate. To teach specific music lessons (by specialist music teacher) and provide opportunities for children to make music Support children to negotiate roles in their play and solve conflicts. To provide opportunities for children to listen and respond to music and sound. Introduce children to a variety of music from around the world from different cultures and genres and time periods. Encourage imagination and children to make up their own songs and dances 	<ul style="list-style-type: none"> Display children’s work in an art gallery Planned activities and environments to encourage role-play, musical expression such as instruments, dress up and props. Small world play Opportunities for children to perform and share such as the stage area near the forest and puppet theatre. A variety of instruments to explore. Having adaptable resources Eg different lengths of fabrics
	Computing	<ul style="list-style-type: none"> Technology used to create throughout each topic: photos, sound, data, video Online/e-safety session every half term Plan opportunities for coding during 2 half terms Coding and Computational thinking is mapped to COEL Technology used for interventions such as handwriting 	<ul style="list-style-type: none"> BEE bots, coding caterpillar, IWB used as part of provision Ordering of instructions in provision to help support algorithm work
	Shape White Rose EYFS	<ul style="list-style-type: none"> Shape taught through white rose maths units Maths learning journey with shape activities shown and evidenced Enhanced provision for shape activities taken from WR maths Time is taught as ‘o clock’ throughout the day in Reception. Children use timers to understand 1 minute, 3 mins, 5mins Day of the week is discussed at start of the day 	<ul style="list-style-type: none"> Water area with different containers to compare Sand areas inside and out where children can compare and talk about filling and emptying different sized containers Role play including post office, shops etc where children can compare size and weight of objects. Cubes to measure length Rulers

		<ul style="list-style-type: none">• Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that."• Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"• Model continuing and creating a repeating pattern• Model language to compare and describe shape	<ul style="list-style-type: none">• Loose part construction provision - 3D shapes to build with.• 2D shapes to make pictures and patterns with• Pegs, cubes, beads, pens etc to copy continue and create repeating pattern• IWB – create patterns• Record own height, hand/foot length and compare to peers and adults• 2D and 3D shape hunts around the unit• Jigsaws• Printing using shapes• Teddies and other toys to take on positional language journeys• Equipment for obstacle courses• Balance scales• Planting – measure growth of plants• Ribbon, string, dough snakes etc to compare and measure• Egg timers
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