



Early Years Foundation Stage Curriculum

Reception



# EYFS Intent, Implementation and Impact



## Intent

At Manor Hill we intend to meet the needs of every unique child in a developmentally appropriate way. We provide motivating first-hand experiences whilst encouraging our children to build a life-long love of learning. We aim to provide a developmental curriculum, whilst also building on children's existing knowledge encouraging them to use what they already know to succeed and progress. We recognise that all children are unique and we celebrate individual differences and skills to enable all children to feel valued and have pride in their achievements. We have created open ended learning opportunities because we highly value child-led learning and will follow the interests and fascinations of the children in each cohort. The curriculum is rich in language and vocabulary, role-modelled by staff, to ensure children can communicate effectively. We provide provision which responds to the unique needs of every child through the provision of developmental play opportunities, which are skilfully supported by a team of passionate and experienced practitioners. We believe relationships are central to the success of each child and ensure that meaningful relationships form the basis of our practice. We are committed to providing purposeful, stimulating and enabling environments.

## Implementation

At Manor Hill we prioritise following the children's interests and making the most of those 'in the moment' teachable opportunities, where learning can be maximized if children are engrossed in their own play through personal fascinations or interests. Staff use their expert knowledge about child development to support, scaffold and facilitate learning by extending the children's thinking. Our day is carefully mapped out to ensure age appropriate routines which encompass discreet opportunities to acquire skills and knowledge. Our provision allows the children to be active learners, take managed risks in their play, explore environments and think critically and creatively. Staff are expert in teaching a systematic, synthetic phonics programme and ensure that children practise their reading books that match their phonic knowledge. Parents are regularly updated on their child's learning and progress through an online profile which allows parent feedback and contributions, and through regular interactions with staff. Staff quickly identify children that need support in any area of learning and provide focused intervention that is targeted and age-appropriate to support individuals to make expected progress. Manor Hill is a positive place to be and we embed our values of creativity, resilience, collaboration and exploration in everything that we do.

## Impact

Children leave our early years having enjoyed high quality play opportunities in a happy environment and having made strong connections with those around them. This means that they are ready to progress to the next stage of their learning as confident capable individuals. Effective transition arrangements, including curriculum and pedagogical alignment are in place to ensure a seamless next step for all children.



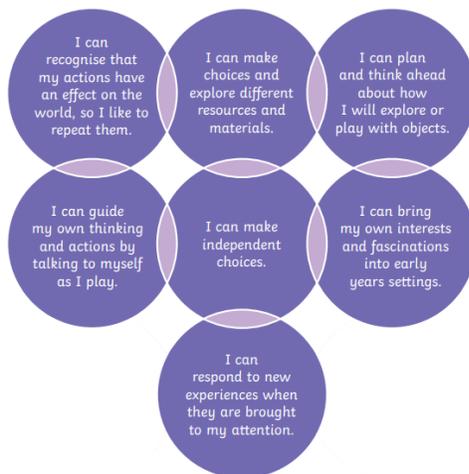
# The Characteristics of Effective Learning



The characteristics of effective learning underpins our offer at Manor Hill. We know these characteristics are rooted in the science of how children learn and they therefore guide and support the ways in which we deliver the learning experience in the Early Years at Manor Hill.

## Playing and Exploring

Children investigate and experience things and 'have a go'.



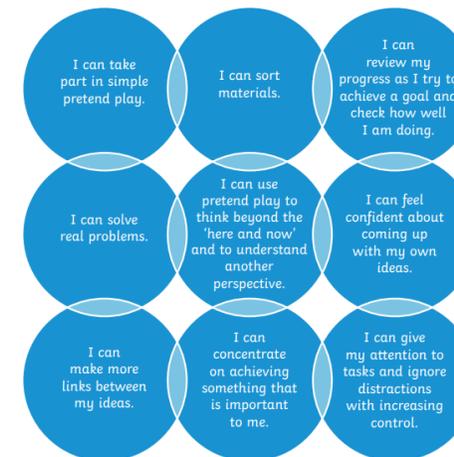
## Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



## Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.





# Reading in the EYFS at Manor Hill



At Manor Hill reading is at the heart of everything we do. We believe that we can instil a love of reading at a very young age. We support our Early Years children to have a varied and rich diet of reading opportunities.

Each room has a reading area, which includes carefully selected books that are age appropriate and reflect the children's interests. As the children progress through our four classes, familiar books follow them through, which gives the children the opportunity to retell, act out and re-read those familiar texts that they already know and love. We do not limit books to our reading areas and we have varied texts around our rooms which lend themselves to various learning opportunities. For example, we might display an atlas and information books in our small world area, cookery books in the role play kitchen or creative and art ideas in our making areas. This teaches children the value of books and how they can be used and accessed for many reasons.

Children are actively encouraged to take books from our school library, which children can visit on a weekly basis. When children join our school from Bright Beginners through to our Reception class, all children have access to 'sharing books'. These are books they can take home on a weekly basis and share with their grown ups together.

Adults read to the children daily in whole group, small group and 1:1 situations. From Early Explorers we offer a 'voting story', each child votes for the end of day story out of a choice of two books. Again, these are carefully selected to support children's development and learning and they will be suited to the age and stage of the room. This is progressive as Early Explorers build a block tower to vote, so it is very visual and they can see the tallest tower is the winning book. In Little Learners the adults support the children to vote using counting bears, as a group they count the bears into groups of 5 and the book with the most groups of 5 is the winner. In Reception the children self register is their vote and they independently put their name in the basket for the book they would like to listen to at the end of the day. The special helper will count up the votes and reveal the winner each day.

We recognise the importance of child choice at Manor Hill and we want our children to come into school and share their own favourite books with their friends and teachers. We follow the children's interests and we will recommend books to children if they have a specific interest e.g. if a child has a keen interest in dinosaurs, we could explore information books but also stories about dinosaur.

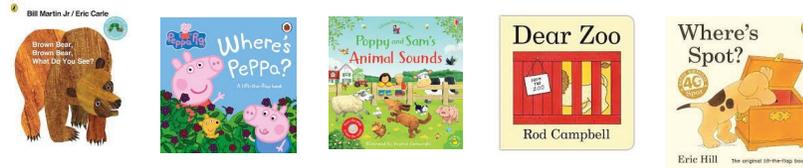
When children start in our Bright beginners through to our Little Learners they are exposed to many pre-reading opportunities on a daily basis. When Children reach Little Learners they will receive a discreet daily adult led phonics, which will concentrate on the foundations for phonics and the 7 aspects in Phase 1. When children start Reception class they will learn to read through our reading scheme Little Wandle. This is a systematic program which is delivered daily. Every child reads in a group three times a week and they take this book home to celebrate with parents. Any child not on track with reading will receive keep up sessions to support their learning in reading and close any gaps.



# Possible Texts To Explore

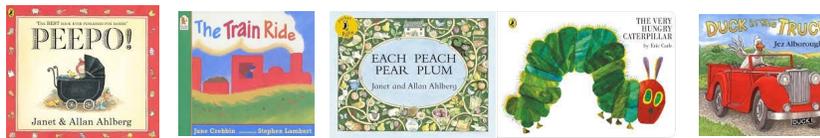


## Bright Beginners



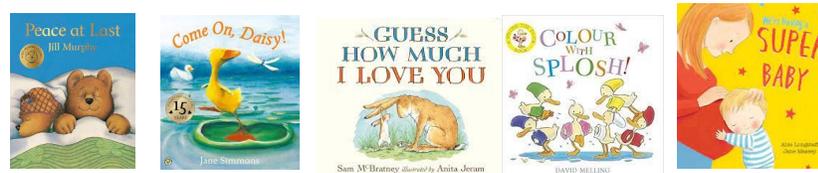
Brown Bear, Brown Bear, Peppa Pig, Pip & Posy, How much I love You, Where's Spot? Snore, Apple Tree Farm, Peppa's Easter Egg, Spot goes to the Farm, Oh Dear, Dear Zoo, Walking Through the Jungle, Hug, Peppa Pigs Tiny Creatures, Pip & Posy's New Friend, Ketchup on your cornflakes

## Early Explorers



Peepo, We're Going on a Bear Hunt, We are Family The Train Ride, Each Peach, Pear Plum, Duck's truck The Very Hungry Caterpillar, What the Ladybird Heard

## Little Learners



A family is a family is a family, Peace at last, Come on Daisy, Happy in our skin, Jake and his cousin Sidney, You and me little bear, Mummy do you love me?, Home in the rain, Guess how much I love you?, We're having a super baby, 5 minutes peace, Colour with splosh

## Reception



The Gruffalo, Tidy, Say Hi to Hedgehogs, The Big book of Families, Love makes a family, Heather has two mummies, The girl with Two Dads, Owl Babies, Oliver's Vegetables, The Tiny Seed, The Ugly Duckling, Jack and the Beanstalk, Kindness stories- The Lion Inside, The Squirrels that Squabbled, Handa's Surprise, We're Going on a Lion Hunt, Rumble in the Jungle, Animal encyclopaedia, Meer Kat Mail, The Ghanaian Goldilocks



# Reception



Reception children are our 4 and 5 year old children. This is the final year of the EYFS before the children progress to Key Stage 1.

We place learning through play in high regard in Reception and we ensure children are able to continue to access continuous provision to explore, create, learn, share and play. Our Reception children receive a hybrid approach, which combines child led play with adult directed learning.

Our children are prepared for Key Stage 1 in a developmentally appropriate way and the timetable changes throughout the year, becoming more formal in the summer term. Our children have adult led learning sessions for Phonics, Squiggle While you Wiggle, Mathematics and English.

At Manor Hill, the Phonics program is Little Wandle and children learn in a whole class group. All children access group reading three times per week with the same text. The children are grouped according to their reading ability to ensure they are able to confidently access and decode the chosen text for their group. This is carried out by a Little Wandle trained specialist and our children leave Reception confident readers, reading at Phase 4. Children that are not working on track in reading receive 1:1 or group 'keep up', which again is delivered by a trained Little Wandle specialist.

At Manor Hill we follow the White Rose Maths scheme and Maths is practical. It is important to us to understand the concept of number and composition of each number as well as having counting skills and recognising numbers and shapes. We very much focus on the children having a deep understanding of number to support them in continuing into Key Stage 1. Our aim for our Reception children is for each child to move on to Key Stage 1 being prepared for the next step in their Learning experience at Manor Hill, having achieved the Good Level of Development in the Early Years.





# Reception Possible Learning Opportunities



At Manor Hill we follow our children's interests as we feel that this is key to engagement. We know that high level attainment comes from high level engagement. To be highly engaged children need to have access to a diverse range of opportunities and processes

Possible Learning Opportunities	Autumn Term	Spring Term	Summer Term
Experiences and Visits	Our new classroom, Hoglets Visit- Owl (Winter/hibernation) Autumn Walk	Garden Centre visit/allotment visit Grow your own- planting and growing outdoors	Visit to zoo/Peak Wildlife Africa day/African Drumming
Celebrations	Christmas, Harvest, Bonfire Night, Remembrance Sunday, Diwali, Hanukah	New Year, Chinese New Year, Easter, Holi festival, Mother's Day	Sports Day, Fathers Day St George's Day, the Queen's birthday, Eid Al-Fitr
Parent Contributions/Events	Phonics party, Christmas craft event, Seesaw updates	Maths party, Easter Egg Hunt, Mothers Day Tea party	Fathers Day forest school End of Year picnic



# Communication and Language



At Manor Hill in Reception, Communication and Language continues to be our main focus. We use Development Matters as a guide to ensure children are accessing developmentally appropriate opportunities and making progress in their learning. In development matters the statements for Communication and Language state:

Children should understand how to listen carefully and why listening is important. Learn new vocabulary and use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases (good morning, how are you). Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## **Observational Checkpoint (ELG):**

Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

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



# Communication and Language Development



What opportunities do we create in daily practice to support the development of Communication and Language in Reception?

- Extending children's vocabulary through introducing and discussing new words and their meaning in phonics, reading groups and literacy as well as part of our English learning and daily stories.
- Daily story time and opportunities to communicate through literacy in English learning, Helicopter stories, Jigsaw and in continuous provision indoors and outdoors as well as social times through the day such as snack, lunch and play times.
- Adults supporting modelling of good language, and positive conversation skills such as taking turns, listening and questioning.
- Home news and celebrations shared- use of Seesaw as well as children being able to bring in special things to show and certificates and other achievements from out of school
- Open provision allowing children to make choices and explain what choices they have made and why e.g. choice of material to make a model, choice of fastening when creating something, choice of colour in a piece of art etc.
- High expectations are set and children would be expected and encouraged to speak in full sentences when in conversation
- Active listening promoted- carpet sessions during adult led learning, turn taking conversations and story times.
- Adults facilitate learning in the classroom and support those conversation skills by modelling and scaffolding
- Looking back at various learning throughout the year- journey is displayed in the corridor and use of learning journeys on Seesaw, giving children the opportunity to hear and use past tense language.
- Talk rich environment both indoors and outdoors with stimulating provision that will provoke questioning and conversation



# Personal Social and Emotional Development



At Manor Hill in Reception we use the scheme Jigsaw to support our children in Personal Social and Emotional development. We support children to regulate their feelings and follow instructions by having a class charter to follow. We use a Pom Pom jar to reward behaviour and the children come up with their own rewards as a whole class. We develop confidence in various ways such as Forest school, helicopter stories and using various books and talking through doing things that might require resilience. The children access continuous provision that is open ended and children are able to make their own decisions in play and have the skills they need modelled to support this. We use Development Matters as a guide to ensure children are accessing developmentally appropriate opportunities and making progress in their learning. In development matters the statements for Personal Social and Emotional Development state:

Children see themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.

## **Observational Checkpoint (ELG):**

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

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

ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.



# Personal Social and Emotional Development



What opportunities do we create in daily practice to support the development of Personal Social and Emotional skills in Reception?

- Jigsaw scheme weekly with aspects of the learning weaved into every day practice
- High expectations of manners and use of language from staff to support children in becoming independent in their behaviours and actions
- The opportunity to make choices in their learning through an open ended continuous provision indoor and outdoor
- High importance is held of the children's home life and families and we celebrate the differences and similarities we have through class discussions, parent relationships, the use of the app Seesaw to communicate and share children's home and school experiences
- Class charter's are created with the class at the beginning of the year and revisited daily to talk about the agreement we have made together
- A motivating reward system to encourage good learning and social behaviours
- Daily routines are embedded and children know that we wash our hands before eating or after being outdoors, how to make healthy choices at lunch and snack.
- Children are supported to manage their needs and independence is encouraged from the beginning
- Children's interests and individuality are celebrated and encouraged through relationships with children and parents- bringing in their favourite book, showing us what they did at the weekend and sharing changes in their lives such as family weddings, a new pet or a new baby
- Adults model and support consistent ways to solve problems such as sharing- e.g. asking a child if they can have an item/resource when that child is finished
- Children take responsibility- The Everywhere Bear, Special Helper, tidy up roles- paint pot washing and putting equipment away
- Forest schools weekly sessions- supporting risk/resilience and challenge as well as supporting well being and mental health
- Opportunities to take part in yoga and mindful activities- calming aquarium
- Class discussions around scenarios based on cohort to come up with a collaborative solution



# Physical Development



At Manor Hill in Reception we use Squiggle While you Wiggle to support gross and fine motor skills, which in turn supports letter formation. Our children have PE sessions delivered by Time for Sport weekly and also have daily access to various physical development opportunities in both our outdoor and indoor provision. We have an annual visit from a dental hygienist and our children learn about the importance of health and well being. In development matters the statements for Physical Development state:

Children will revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.

## **Observational Checkpoint (ELG):**

ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.



# Physical Development



What opportunities do we create in daily practice to support the development of Physical Development skills in Reception?

- Squiggle me into a Writer sessions to support gross and fine motor skills
- Time for Sport planned PE lessons twice a week supporting various skills and specific sport disciplines which will feed into national curriculum and develop the children's interest in various sports and skills
- Opportunities in provision to develop gross and fine motor skills using tools and equipment for various outcomes e.g. fine motor could include; hole punching, cutting, geo boards, malleable material tools. Gross motor could include; large construction- planks, crates etc. easels, black boards, chalking on the floor
- Large outdoor space including an outdoor classroom, field and playground area, each with equipment to support children in developing their physical skills
- Various local walk/visits to understand how to be a safe pedestrian (throughout the year- not daily)
- Lunch time and role play opportunities to use knives, forks and spoons correctly
- Writing and mark making in all areas in the provision, as well as focused opportunities in adult led situations such as writing following phonics or planned opportunities e.g. letters to Santa, a list for the shop to make sandwiches or a sentence about their favourite animal on the trip to the wildlife park
- Playground equipment accessible at playtimes- introduced slowly and modelled by adults to encourage independent use over time
- Access to balance bikes, pedal bikes and scooters
- Forest school weekly sessions- managed risks
- Music sessions which include movement to music, as well as open spaces to move freely in response to their own singing or music
- Role play enhancements to support physical hygiene such as dentists, café, kitchen



# Literacy Development



At Manor Hill in Reception we want children to continue to develop their love of reading. While we focus on phonics skills and develop these through our phonics scheme Little Wandle, we also create real life exciting opportunities to bring literacy to life. We support children to understand the purpose of writing by creating opportunities to write in real life situations such as signs, reminders, letters and labels. We follow Squiggle While you Wiggle to support letter formation and we refer to our phonics scheme formation phrases as part of this. Our children each read in a group three times a week. This is the same text for the group, which is suited to their reading ability. The three sessions focus on decoding, prosody and comprehension. The children then take this familiar book home to celebrate their reading in school by demonstrating their reading skills at home. In Development Matters the statements for Literacy Development state:

Children will read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic program. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

## **Observational Checkpoint (ELG):**

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

ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.



# Literacy Development



What opportunities do we create in daily practice to support the development of Literacy skills in Reception?

- Daily opportunities to enjoy stories and reading non fiction and fiction books- morning reading, voting for the end of the day story daily and access to the reading area in the classroom
- Access to a diverse range of books that celebrates people from all backgrounds, religions and sexual orientation
- Weekly library sessions with a library menu focus for each week
- English weekly reading focus (key text) and writing focus throughout the year- use of suggested texts and also texts that the children are interested in
- Daily Little Wandle phonics lessons delivered whole class alongside three group reads per week in small groups with a phonics reader matched to ability
- Keep up sessions in place for those children not on track in reading, NELI intervention for language support and speech and language intervention for children under SALT
- Daily writing in phonics sessions which is progressive throughout the year and the scheme
- Provision writing and mark making opportunities in all areas
- Squiggle me into a Writer sessions to support gross motor, fine motor and formation
- Helicopter stories weekly- children acting out, creating and eventually writing stories of their own
- Parent communication and support e.g. Seesaw home learning, phonics party sessions and little Wandle website links
- Aid's to support writing- phonics display, grapheme mats, word walls, magnetic letters, talking tins, formation practice sheets, whiteboards and pens
- Adults regularly modelling purpose for writing- notes and lists and ingredients and letters
- Children are given the opportunity to write for a purpose and for pleasure to encourage a love of writing- instructions in the construction or mud kitchen potion recipes!



# Mathematical Development



At Manor Hill in Reception we follow the White Rose Maths scheme, which forms the basis of what we teach. We want our children to become confident in the composition of number and have a real deep understanding of number, rather than just be able to count and recognise numbers. We do this in a very practical way using various texts and resources to support Maths learning. We deliver a daily mats adult led session and then the children go off into the provision and practice and apply the taught skills in the provision. We believe maths is everywhere and we give opportunity to access Maths in all areas of learning both indoors and outdoors. In Development Matters the statements for Mathematical Development state:

Children can count objects, actions and sounds. They can subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.

## **Observational Checkpoint (ELG):**

ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

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



# Mathematical Development



What opportunities do we create in daily practice to support the development of Mathematical skills in Reception?

- Counting and number skills practised as part of daily routine e.g. singing number songs, how many children are here, how many voted for the end of the day story, how many spaces do we have around the snack/writing/creative table
- Following a recognised scheme that is systematic and progressive and supports practical maths using age appropriate methods and resources
- Daily KIRF (key instant recall facts) planned daily and progressing each half term to support fluency in maths
- Use of texts and stories to support Maths learning and teachers using all literature to ask questions and provoke thinking in a mathematical way
- Parent 'magic maths' workshop event every year in the Autumn term to support home learning and give parents the opportunity to observe maths learning and ask any questions
- Maths games available to access in the provision- snakes and ladders, dice and counters games, bean bags and skittles
- Access to loose parts and counting materials in the maths area, as well as adult modelling and support to see that maths is everywhere- sorting in the reading area, adding and subtracting in the construction and sharing in the role play.
- Obstacle courses, treasure hunts, clues etc. used in teaching opportunities to support positional language.
- Number blocks videos and materials used to support the teaching of Mathematics- child friendly and relatable.
- Aid's for Maths readily available- number lines, numeral cards, counting objects, 10 frames, numicon.
- Maths is used in a cross-curricular way- providing number knowledge opportunities through various play.
- Variety of patterns used/displayed throughout the year e.g. cultural religious festivals such as Rangoli in Hinduism.
- Maths display/journey- progressive throughout the term and 'working'- so continuously added to.



# Understanding of the World Development



At Manor Hill exploration is one of our core values. The opportunity to explore is so important for children of all ages and we believe it is how children learn the best when they are given freedom to explore and discover the world around them. Understanding of the world in Reception is very much building the foundations for key stage one, when the children are taught explicitly through the subjects Geography, History or Science. In Reception this is highly supported through our use of key texts which are diverse and let our children discuss and compare places to their own immediate environment and area. We have our journey through reception, which allows us to look back through the year and discuss the past in a relevant and meaningful way. Our children have access to Forest Schools week where they can explore and learn about our natural world and understand concepts such as growth and change. In Development Matters the statements for Understanding the World Development state:

Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

## **Observational Checkpoint (ELG):**

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

ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



# Understanding of the World Development



What opportunities do we create in daily practice to support the development of Understanding of the World skills in Reception?

- Daily morning calendar discussion looking at the weather, day of the week, month and season
- Variety of texts both fiction and non-fiction, that draw on the past, the world, families and diversity
- Local walks throughout the year to support community, understanding of location and being a good pedestrian
- Focus on families and the importance of our families as part of our induction and welcome to Reception
- A journey through Reception display board moving through the months, focussing on the learning and opportunities through the year- discussions about the past using these photographs- e.g. 'Remember when we were learning all about Harvest and we went on a walk to the local allotments'- discussion around changes since then- e.g. I was 4 then, now I am 5, it was cold weather and now it is sunny.
- Opportunities to look at other cultures, which can be lead by the background of our own cohort or explored through various texts both fiction and non-fiction
- Various natural objects and loose parts to use in provision play- pine cones, conkers, acorns, sticks and twigs.
- Weekly forest school sessions and daily outdoor play opportunities- using our senses to explore the world e.g. using herbs and spices in the mud kitchen
- Explore mechanical and electronic equipment through technology in the provision- wind up toys, Beebots, remote control cars, IWB, I pads.
- Planned seasonal opportunities to learn and explore growth and new life
- Learn about job roles through role play opportunities as well as visits from professionals (e.g. dental nurse/vet/police) and also outside visits e.g. visiting a garden Centre/farm
- Opportunities to understand religious festivals by celebrating these in school and looking at our own traditions in comparison to others.
- Using maps and creating maps and also using key books from around the world and non fiction books. Learning about contrasting areas locally and world wide.
- Small world provision e.g. animals, people, buildings, natural materials and construction opportunities



# Expressive Arts and Design



At Manor Hill we create many opportunities for our children to be creative. We want our children to be able to express themselves and do this in a way that is open ended and exploratory. We value pretend play and we know it is closely linked with Literacy development and part of how we support children's love of reading. We provide various materials and both support and scaffold children by sharing our ideas and allow the children to come up with their own. We are very proud of our Art curriculum from Key Stage 1, but we know the children need to have had a valuable experience in Early Years, to allow them to continue to express themselves going into Key stage one. In development matters the statements for Expressive Art and Design in Development Matters state:

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.

## **Observational Checkpoint (ELG):ELG:**

ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



# Expressive Arts and Design



What opportunities do we create in daily practice to support the development of Expressive Arts and Design skills in Reception?

- Open ended creative area containing various resources to support making and creating, including pictorial instructional books to give ideas and inspiration
- Self service paint station which encourages children to mix colours and access independently
- Opportunities throughout the year to see a show e.g. African drumming, Christmas pantomime. Put on own whole class performances e.g. class assemblies/Christmas nativity.
- Puppets, small world animals, people and objects to create narratives/stories and act out.
- Helicopter stories – perform and act out stories children have made up.
- Variety of music and songs in cross-curricular way e.g. cultural music, weekly music lesson with music services, music used in movement such as PE or Squiggle While You Wiggle
- Opportunity to sculpt using dough and clay.
- Dressing up costumes and materials available to role-play
- Role-Play area home corner with various enhancements through the year e.g. Chinese Restaurant, picnics and summer holiday theme
- Open ended resources to allow children to be creative e.g. making drums out of blocks and sticks, using pots and pans in the mud kitchen
- Singing songs and nursery rhymes all year round with focus e.g. counting number rhymes in maths, days of the week song or rhymes to make up and tell stories
- Stories with an art focus e.g. Mix it Up by Herve Tullet, The Colour Monster by Anne Llenas, The Day the Crayons by Quit Drew Daywalt
- Use of tools and materials in forest schools and outdoor areas- whittling, hammering, shelter building.