



# Early Years Foundation Stage Curriculum

Age 2-5 Years



# 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'.



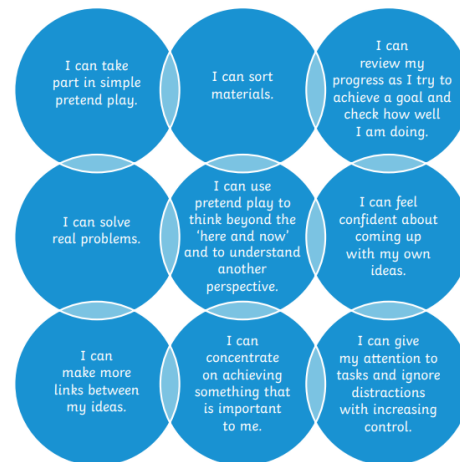
## Active Learning

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.

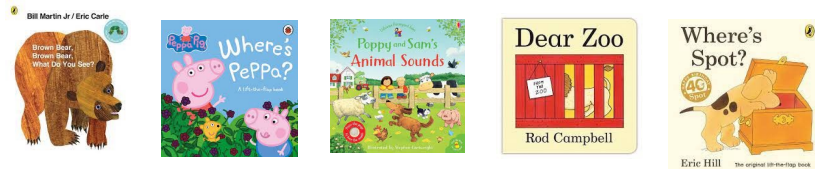




# Possible Texts To Explore

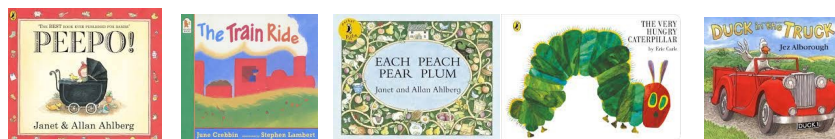


## Bright Beginners



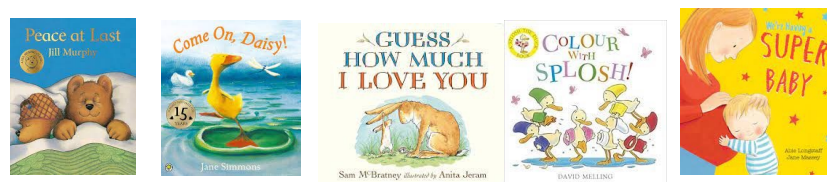
Brown Bear, Brown Bear, Peppa Pig, Pip & Posy, How much I love You, Where's Spot? Snore, Apple Tree Farm, Peppa's Easter Egg, Spot goes to the Farm, Oh Dear, Dear Zoo, Walking Through the Jungle, Hug, Peppa Pigs Tiny Creatures, Pip & Posy's New Friend, Ketchup on your cornflakes

## 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



# Bright Beginners



The Bright Beginners are our two year old children.

In the Bright Beginners room our staff are highly knowledgeable in child development and provide age-appropriate opportunities which allow our youngest children to thrive and prepare for their next step in their early learning journey.

We understand the importance of safe physical care routines for toddlers and children. We ensure that feeding, dressing and nappy changing are carried out sensitively and whatever each child needs are, we pay close attention to each toddler and child to allow flexibility. We know that developmentally these care routines are a huge part of the learning process for young children and we pride ourselves in ensuring that they are undertaken successfully.

Our focus is on the three prime areas of learning, with the specific areas woven into the prime areas. Our aim for our Bright Beginners children is for each child to move on to Early Explorers being prepared for the next step in their early learning experience at Manor Hill.





# Bright Beginners Possible Learning Opportunities



At Manor Hill we follow the 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	Christmas Craft Day Visit from comforting character	Farm on Wheels	Big Art/Craft Day
Celebrations	Birthdays Christmas Christmas Sing Along	Birthdays Mothers Day Easter	Birthdays Fathers Day
Parent Contributions/Events	Autumn Treasures Family photos Stay and Play sessions Half termly	Easter Egg Hunt Stay and Play sessions Half termly	Fathers Day Forest School Session Stay and Play sessions Half termly



# Communication and Language



At Manor Hill in the Bright Beginners, Communication and Language is key. 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 generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they can't. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j. Use multi-syllabic words such as 'banana' and 'computer'. Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

## Observational Checkpoints:

### AGE 2:

Is the child showing an interest in what other children are playing and sometimes joins in?

Can the child use up to 50 words? Is the child beginning to put two or three words together: "more milk"? Is the child frequently asking questions, such as the names of people and objects?

Can the child understand many more words than they can say – between 200–500 words? Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"

### AGE 3:

Can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".

Can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. Can the child follow instructions with three key words like: "Can you wash dolly's face?"

Can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.





# Communication and Language



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

- Daily singing and stories in whole group, small group and 1:1 situations both as an adult focus and in the provision
- Listening to new and familiar music and respond, dance and move to music and performing opportunities
- Respond to and use gestures and facial expressions to support non-verbal communication
- Sensory play opportunities to allow the children to explore their senses and talk about how things feel, taste, smell, sound and look.
- Introduce vocabulary appropriate for the age and development of the children through play, daily routines and through using stories and experiences.
- Weekly forest school sessions to allow opportunity for exploration and new vocabulary to be introduced
- Comforting characters (Peppa Pig, Paw Patrol) to encourage talk around characters they like and that they are familiar with.
- Staff use language through sustained shared thinking with the children by using prompts such as elaborating, clarifying, recapping and offering personal experiences in conversations and play.
- Conversation opportunities at snack times, lunch times as well as in play
- Staff modelling conversations and good listening
- Playing listening games or drawing attention to sounds so that children tune into familiar sounds around them
- Use of instruments and noise making toys to support sound making activities
- Create opportunities to discuss familiar things or people- bringing in photographs or sharing experiences through Seesaw
- Role play modelled and supported with language that would usually be used e.g. food preparation in the kitchen, looking after babies.
- Supporting speech and language using see and learn cards
- Staff immersing themselves in play to create a language rich environment.



# Personal Social and Emotional Development



At Manor Hill in the Bright Beginners our children's personal social and emotional development is the foundation to all other areas. We know children need to feel comfortable, confident and happy to be able to learn successfully. 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:

Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local area and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

## Observational Checkpoints:

### AGE 2:

Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?

### AGE 2-3:

Does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.



# Personal Social and Emotional development



What opportunities do we create in daily practice to support the development of Personal Social and Emotional development in our Bright Beginners?

- We use comforting characters in our room and have soft toys, books and play opportunities to allow the children to feel comfortable and have access to something familiar that they know and makes them feel at home
- Separating from main carer with high levels of support from staff. Where children find it distressing to separate and settle afterwards, individual plans are put into place to ensure a smooth settling in period.
- We use a key worker system and each child builds a relationship with all staff in their room and in particular with their key worker.
- Children are supported by adults to make relationships with their peers through modelling friendly behaviours in everything they do throughout the day
- The provision and routines allow for children to make choices and begin to become independent e.g. making choices about snacks and lunch, as well as making choices about what to play with and how to use open ended resources
- Use of books and emotion cards and play to encourage children to begin to talk about, understand and explore a variety of feelings
- Use of a variety of texts and creating opportunities and discussions to promote differences between individuals and families (e.g. use of mirrors to look at ourselves and discuss what we look like)
- Setting rules and having high expectations of kind and friendly behaviour
- Independence encouraged in self care e.g. washing hands, putting rubbish in the bin, putting their own hat on
- Staff encouraging children to communicate their wants and needs through verbal and non verbal cues
- Children have the opportunity to confidently travel around their own room, outdoor area and school such as hall for lunch or field with the support of a familiar adult



# Physical Development



At Manor Hill in the Bright Beginners our children's Physical development is rapidly increasing. We know children need opportunities to use gross motor skills and develop proprioception, which is the awareness of the position and movement of our entire bodies. We know children need to have this to be able to later progress in all areas of learning as it is to do with the brain processing the information about the space around you. Children also need to develop their vestibular strength to eventually develop the ability to sit still, which takes lots of senses, this is an awareness of body balance and movement. We introduce our pre-writing program Squiggle me into a Wiggle, which allows children to develop gross motor skills and make marks in a sensory way. At Manor Hill we recognise that children need all these skills to become successful learners as they move through their education journey. In development matters the statements for Physical development state:

Children can lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently.

## Observational Checkpoints:

### AGE 2:

Can they run well, kick a ball, and jump with both feet off the ground at the same time?

### AGE 3:

Can the child climb confidently, catch a large ball and pedal a tricycle?

Note: Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.



# Physical Development



What opportunities do we create in daily practice to support the development of Physical Development in our Bright Beginners?

- We support children to begin to be independent daily e.g. putting on their own coat and fastening buttons or zips, pouring their own drink
- We provide gross motor opportunities both indoors and outdoors- large equipment, trikes and push along wheeled vehicles
- We provide fine motor opportunities both indoors and outdoors
- We follow the Squiggle me into a Wiggle Program as a beginning point into their journey of mark making and writing, concentrating on gross motor movements
- We have weekly forest school sessions which give the children the opportunity to move freely in a large open space and take part in climbing or balancing activities e.g. large tyres, tree climbing and moving across logs/crates/pallets.
- Sack times are a learning opportunity- children can choose and try fruits, pour their own drinks and are encouraged to independently have snack, as well as preparing for it by washing their own hands and cleaning up afterwards
- Opportunities to create dens, bridges or other structures using large materials such as boxes, tarp, poles and crates.
- Games and opportunities to use equipment such as balls, bean bags, balloons
- Support to become independent when using the toilet when children are ready and at the developmental stage to do this- supporting families with this by providing information and strong communication
- Tools and equipment provided to develop manipulation and control – play dough and tools, large tweezers, inset puzzles
- Use of mark making tools- chunky chinks, paint brushes, crayons, spray bottles
- Movement to music- actions and whole body movement and dancing





# Literacy Development



At Manor Hill Literacy is at the heart of our curriculum. We want children to develop their love of reading and understanding of the meaning of print and text from an early age. Literacy very much links with the prime areas of communication and language and physical development, which are very much the main focus in our Bright Beginners room. In development matters the statements for Literacy for Bright Beginners state:

Children should enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.



# Literacy Development



What opportunities do we create in daily practice to support the development of Literacy in our Bright Beginners?

- Daily opportunities to sing songs, say rhymes and read stories and books
- Pegs without photograph and name underneath to see their own name
- Variety of familiar books that are age appropriate and linked with the children's interests, development and experiences
- Sharing book to take home weekly to share at home
- Nursery Rhyme of the week shared with parents via seesaw to encourage families to support learning at home
- Listen to and exposure to various music
- Opportunities to mark make in various ways both indoors and outdoors
- Staff modelling mark making for purpose
- Use of sensory play to make marks- shaving foam, sand, water, gel
- Access to appropriate and meaningful print
- Open ended provision opportunities to develop vocabulary
- Photographs of family booklet/displays to encourage conversation and talking opportunities
- Provocations and enhancements in the provision to allow children to explore and investigate
- Role play home area to support familiar language and pretend play



# Mathematical Development



At Manor Hill Maths matters! We want children to develop a deep rooted understanding of number and we start using White Rose principles with our very youngest children. We provide Mathematical resources through all areas of learning in our provision to support very early maths. Staff will develop children's counting skills through singing, stories and through their play in the environment. In development matters the statements for Mathematics for Bright Beginners state:

Children can combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.



# Mathematical Development



What opportunities do we create in daily practice to support the development of Mathematics in our Bright Beginners?

- Access to various resources to support mathematical development in the provision e.g. stacking blocks/cups/items, various containers used in various contexts.
- Play based opportunities in messy play, water play and sand play to allow for mathematical language to develop with support from adults.
- Cross curricular opportunities- maths in all areas e.g. opportunities in the role play
- Singing number songs and accessing stories with a mathematical focus
- Use of construction materials, climbing equipment and den building materials to support children's understanding of space and develop children's proprioception
- Counting in every day opportunities- how many pieces of fruit do we need, how many trikes should we get out, how many friends are at school today?
- Opportunities in forest school to compare shape, size, length, weight using natural materials such as leaves, sticks, trees, pinecones
- Open ended resources and loose parts to allow for mathematical exploration
- Access to inset puzzles and shape opportunities in the provision
- Numerals and shapes displayed around the room/in books
- Staff carefully choosing texts and stories that will spark mathematical conversation and enquiry



# 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 at this stage is very much focused on exploration. Our children have access to Forest Schools weekly and daily indoor and outdoor learning takes place. In development matters the statements for Understanding of the World for Bright Beginners state:

Children can repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.





# Understanding of the World Development



What opportunities do we create in daily practice to support the development of Understanding of the World in our Bright Beginners?

- Families invited into school for stay and play sessions
- Family photographs used to support, settle but also to discuss, talk and compare
- Variety of books and resources to celebrate differences of people
- Cause and effect opportunities created, which in turn support reasoning and understanding e.g. bubble blowing, construction, rolling, pushing, pulling e.g. cars/rolling objects down a ramp, large equipment- slide, swing etc.
- Exploring real natural objects- sunflower seeds, porridge oats, leaves/grass/sticks, birds eggs/nests through children bringing in objects, staff drawing attention and creating opportunities and in forest schools
- Providing enhanced experiences- farm on wheels/pet visit, dancing in the rain, exploring different weather and living things through forest schools and spontaneous opportunities.
- Discussions about ourselves- using mirrors and comparing ourselves to our friends- hair, eyes, height.
- Sensory provision to allow children to explore e.g. gloop, jelly baff, shaving foam, water, mud, sand.
- Loose parts in provision to support skills in all areas- natural materials- log slices, conkers, pinecones, sticks, stones, shells.
- Weekly Forest school sessions- emersion in the outdoors in all weathers.



# Expressive Arts and Design Development



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 for Bright Beginners state:

Children show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.



# Expressive Arts and Design Development



What opportunities do we create in daily practice to support the development of Expressive Arts and Design in our Bright Beginners?

- Opportunities in provision to allow children to play and explore sounds, music and movement.
- Nursery rhymes and actions songs are part of the daily routine. These are also shared with home so that children's families can support the nursery rhyme of the week in various ways.
- Props around the classroom and outdoors to use as props in pretend play- a good mix of loose parts and real objects.
- Listening and moving to music e.g. Squiggle while you wiggle, free dancing and sticky kids
- Role play accessible to support pretend play within the children's lived experiences- home/kitchen role play
- Various opportunities to make marks both in provision indoors and outdoors and through our physical development scheme 'squiggle while you wiggle'.
- Explore sound makers- musical instruments and also sound makers e.g. drumming using a pan and a stick.
- Use of materials to make models and create with e.g. playdough, cardboard boxes, toilet rolls.
- Opportunity to use their voice through communication and play in provision and small group focus activities.



# Early Explorers



The Early Explorers are our rising 3 and 3 year old children. We think it is important to focus on the developmental difference between 2 year olds and 3 year olds, as the children's skills in all areas of learning are rapidly developed between the age of 2 and 3. The Early Explorers room supports our children to prepare for pre-school and small ratios allow the staff to continue to develop that independence and build on the skills that the children have developed in our Bright Beginners room.

In the Early Explorers, our staff are highly knowledgeable in child development and provide age-appropriate opportunities which allow our 3 year olds to ensure they continue to thrive and prepare for their next step in their early learning journey.

We continue to consider that care routines are a huge part of the learning process for young children and we pride ourselves in ensuring that they are undertaken successfully. We will work with out families to support toilet training as and when it is developmentally appropriate for an individual child.

Our focus continues to build on the three main prime areas of learning, with the specific areas woven into the prime areas. Our aim for our Early Explorers children is for each child to move on to Little Learners being prepared for the next step in their Early Learning experience at Manor Hill.





# Early Explorers 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	My new room	Farm on Wheels	Mini Beast Hunt Mini Beast Visit- Zoo Lab
Celebrations	Autumn Christmas Christmas sing along	Easter Mothers Day	Fathers Day Sports Day
Parent Contributions/Events	Family Photos Bring in a pumpkin	Photos of special days out/journeys Easter Egg Hunt	Donations of seeds, seedlings, pots





# Communication and Language



At Manor Hill in the Early Explorers, Communication and Language continues to be key. We know that communication provides the foundations for thinking and learning and it is our highest priority in all of our Early Years rooms. We use Development Matters as a guide to ensure children are accessing developmentally appropriate opportunities and making progress in their learning. In Early Explorers we have taken the statements for Communication and Language and created 'beginning to' statements:

Children are beginning to enjoy listening to longer stories and can remember much of what happens. They can still find it difficult to pay attention to more than one thing at a time, but they are beginning to listen to stories for short periods and show some understanding of what has been read. Children are beginning to build their vocabulary with adult support and are starting to enjoy using unfamiliar words. Children are repeating words and language from familiar books. They can begin to understand simple instructions such as sit down. Children are starting to ask 'why' questions and beginning to think about why things happen. Children begin to sing songs they know and like to listen to rhymes and join in with them. Children have a favourite rhyme. They are slowly developing their language skills but will still not yet be secure with irregular tenses and plurals. Children will begin to speak in short full sentences and will attempt to repeat a grown up's modelled sentence. Children will begin to use sentences of around four words. Children are starting to discuss key texts and stories and they will tell another child if they don't like their actions or they don't want them to do something by using simple words such as 'No, stop'. They are beginning to initiate conversations with both peers and adults and also beginning to use talk in play situations.

## Observational Checkpoints:

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?



# Communication and Language Development



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

- Morning and afternoon registration to greet children and adults and discuss the day and today's weather
- Daily stories as a whole group, in small groups and 1:1, including the voting story using blocks to vote. Discussion around stories with simple comprehension discussions.
- Reading area with books of all genres and types and books around the room in all areas to promote a love of reading and book talk.
- Nursery rhyme of the week shared in the classroom and also shared with parents via Seesaw to support and sing at home
- Staff setting high expectations of good listening and supporting the children in listening to simple instructions and following them. Instructions consistent and expected e.g. shaking the tambourine means stopping hands. Everybody line up song means we all form a line.
- Staff modelling asking and answering questions to support children in beginning to ask their own questions
- Staff using vocabulary with the children during play to support development and understanding of words by giving explanations as they do so or offering the explanation in an experience.
- Children being encouraged and praised for their use of language and sentences and staff then elaborating on what the children say even further to support their development of language
- Children are supported to use their voices to support them in telling another child when they don't like something e.g. 'Stop I don't like that'. This is supported through lots of adult modelling and scenarios given with a puppet or in a book.
- Open ended continuous provision to support children in talking and having conversations.
- Opportunity to take part in outdoor play and forest school sessions to allow children to vocalise their experiences and use their senses
- A domestic role play area which allows children to pretend play using their own first hand experiences
- Small world and other props to support role play on a small scale



# Personal Social and Emotional Development



At Manor Hill in Early Explorers we develop children's independent play and confidence. We do this by carefully creating more opportunities for children to make choices, sometimes with support from an adult. Early Explorers really sets the foundations for children to move through into Little Learners, where, by the end of the year, we want the children to be highly independent and work on regulating the way they feel to support them going into Reception year. In Early Explorers we have taken the statements for Personal Social and Emotional and created 'beginning to' statements:

Children are starting to become more independent in their play and starting to think about their play further. They are beginning to use equipment for a purpose and starting to show confidence in playing independently or with a peer. Children start to help adults tidy up and start to understand how they can be helpful to the adults in the setting. Children begin to show confidence when unfamiliar adults, such as visitors, enter the setting. The children feel safe in their setting and are mostly happy to separate from their main carer to their key worker. Children start to show self confidence. They begin to become confident in playing with others and start to extend their play through talk. Children begin extending their play through using additional or different resources. They begin to understand how to respond to their peers and begin playing happily with others. Children can begin to make the right choices about their behaviour and start to understand why these choices need to be made. They are becoming more confidence about themselves and they are starting to appropriately express their needs. Children also start to learn ways to help themselves calm down if they are feeling upset or angry. They start to understand what feelings they might be experiencing and also start to realise that others have feelings too. They begin to take turns and start to share with peers with lots of adult support and modelling. Children are starting to show high levels of concentration in play and starting to settle into their own play choice activity.

## **Observational Checkpoints:**

Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?

Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.



# Personal Social and Emotional Development



What opportunities do we create in daily practice to support the development of Personal Social and Emotional Development in our Early Explorers?

- Open ended continuous provision allowing children to make choices in their play, which is sometimes supported by an adult and sometimes an independent choice
- Children access a rolling snack, this means snack is available throughout the day and they can access it at any time. They can make choices around what fruit they have and what they would like to drink.
- Children are encouraged to independently put away the resources and work together to this. They are also supported to be helpful with self-care e.g. putting on their own coats, washing their hands and cleaning up after snack.
- A special helper is introduced when adults feel it is appropriate for the cohort of children.
- Staff model and support children in their feelings and how to express themselves in a positive way
- Stories and books are used frequently to explore feelings and behaviours e.g. Hands are not for hitting
- Consistent rules and expectations are set and continuously discussed and talked about to support children in making good choices and following school and class rules.
- Staff get to know the children and form positive and warm relationships with the children and key groups to allow for separation and transition into school to be happy and calm. When children find it difficult to separate, key workers are on hand to quickly support children in calming down through knowing them as an individual and offering support that is best for the unique child.
- Children work in their key worker groups to share stories, song, have conversations and share news from home through seesaw.
- Staff model sharing and turn taking through role-play, stories and circle times to support children in beginning to do this independently. Staff teach children to ask their friends if they can have something when their friend has finished.
- Children start to learn about their own feelings through stories, circle times and discussions with adults and peers.



# Physical Development



At Manor Hill in the Early Explorers physical strength is really developing at this stage. In Early Explorers we continue to support the strengthening of gross motor skills through various provision opportunities and through our Wiggle me into a Squiggle Program. The children continue to moves from this book to continue developing that core gross motor strength to really allow children to be ready for the fine motor aspect once they reach Little Learners. . There is a beginning of focus on independence at this stage in terms of self care- the children are beginning to get themselves dressed for forest school, beginning to or continuing to independently toilet their and putting their own coats on with support when needed. In Early Explorers we have taken the statements for Physical Development and created 'beginning to' statements:

Children can move by walking, balancing and jumping. They are beginning to gain confidence using bikes, trikes and scooters and explore ways they can move around using these. Children begin to climb stairs, sometimes with support and use of a bannister. They begin to learn to skip, hop and stand still and start to know how to freeze their bodies if they are given a que- such as music stopping. They are beginning to show an interest in making marks in a sensory way and using various mark making tools. Children are learning to play ring games and play games with a parachute and starting to take part in action songs and follow the moves. Children are beginning to move in various ways (rolling, sliding, crawling). They can attempt to balance across a plank/bridge with some support from an adult. Children start to recognise they can choose resources to complete a challenge safely and they begin to ask an adult to support them in completing risky play. Children are learning how to make healthy choices and starting to understand how they can have a healthy body. They start to use scissors to make snips with support and they begin to hold mark making tools correctly beginning to form a grip. They start to eat using a knife and fork, with some encouragement and support to hold these correctly. They begin to dress for forest school and take off and on their shoes with support from an adult if needed. Children start to toilet independently and wash and dry their own hands.

## Observational Checkpoints:

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.





# Physical Development



What opportunities do we create in daily practice to support the development of Physical Development in our Early Explorers?

- Outdoor area accessed daily with gross motor opportunities to practice skills using open ended resources such as crates, planks, cable reels, pallets and other materials to allow children to use their imaginations and create bridges, dens, vehicles and many other things!
- Children have access to a pack away soft play which allows them to safely practice climbing and jumping from a higher level as well as moving in various ways
- Access to large balls to practice throwing and kicking
- Variety of wheeled toys such as trikes, bikes, scooters and a designated large area to use these to negotiate space and follow direction.
- Opportunities to develop physical large muscle movements- pints, chinks, water
- One handed tools and equipment both indoors and outdoors e.g. scissors, hammers, shovels and spades.
- Active adult led activities daily- squiggle and sticky kids, action songs and games.
- Adult support at lunch times to encourage children in using a knife and fork- modelling and supported then moving to independent use.
- Children practicing daily self care routines with adult support such as putting on their own coats, toileting, washing hands, changing shoes and putting on puddle suits.
- Daily healthy snacks are available as well as milk and staff encourage children to talk about how to keep our bodies healthy and make healthy choices.



# Literacy Development



At Manor Hill in the Early Explorers Literacy is very much woven into the prime areas of communication and physical development. In Early Explorers we want to immerse our children in a love of reading from the very start. We continue to build on the quality texts they know from the Bright Beginners and children will have access to these so they can re-tell familiar books. New texts will also be introduced and these will be carefully selected to suit the age, stage and also the interests of the children. We continue to have a huge emphasis and focus on communication and building on children's vocabulary through exposure and repetition of favourite stories, rhymes and poems. In Early Explorers we have taken the statements for Literacy Development and created 'beginning to' statements:

Children are starting to recognise their name and print in the environment both indoors and outdoors. They recognise signs and logos from their own environment and experiences, such as fast food, buses, supermarkets and brands. Children know that books have pictures and words and they are beginning to turn the pages in the right direction when independently looking at books. Children are listening out for rhyming words in stories, songs and poems and they are listening when an adult points out two words that rhyme because they sound the same at the end. They are beginning to enjoy rhymes and saying them in a group or on their own. Children may begin to recognise some initial sounds e.g. m for mummy. Children are beginning to have a love of books and are starting to discuss key texts or books they know with an adult. Children are beginning to use new vocabulary that they have learnt through books and are using the vocabulary in context sometimes. They are beginning to make marks and continuing to mark make following a squiggle session using a sensory approach. Children are starting to know when an adult writes that it is writing and they are starting to give meaning to marks they make.

## Observational Checkpoints:

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.



# Literacy Development



What opportunities do we create in daily practice to support the development of Literacy Development in our Early Explorers?

- Name labels for self registration, name cards and pegs to support children in beginning to recognise their own name.
- Access to a variety of books through class reading area, story times, in provision and through our school library.
- Sharing stories taken home as well as rhymes and stories being shared daily in a variety of ways
- Squiggle While you Wiggle Program delivered daily to promote use of gross and fine motor skills and a pre-requisite to writing.
- Various mark making opportunities both indoor and outdoor on a large scale and a small scale to allow children to develop motor skills
- Rhyming through stories songs and games to support listening skills, which will go on to support Early Reading skills.
- Print in the environment and in stories and books e.g. snack area instructions and photographs
- Staff modelling writing for a purpose e.g. lists, stories, ingredients.
- Use of natural materials to mark make outdoors e.g. printing with leaves , writing or painting with sticks
- Staff using role play and small world to make up stories and encouraging children to recreate and act out using these resources.
- Sensory opportunities to make make e.g. sand, water, foam etc.



# Mathematical Development



At Manor Hill in the Early Explorers we explore maths in our provision and continue to see maths everywhere. The children will benefit from daily maths focused singing as well as stories and maths in the provision through play. Staff have a clear understanding of the crucial maths skills that need to be embedded at this stage of development. In Early Explorers we have taken the statements for Mathematical Development and created 'beginning to' statements:

Children can give three objects by counting them out and say 1,2,3 when touching objects. They are beginning to make finger numbers up to 3 and then progress to 5. Children can make marks that represent numbers or symbols (up and down style marks/strokes). Children are beginning to count to 3 and then 5 by reciting the numbers and they are touch counting to 3 and then 5 with some support from an adult. Children are beginning to realise that the last number reached when counting objects means that's how many objects there are. Children can recognise numerals 1,2 and 3 and match the numeral to the correct amount of objects. Children are attempting simple jigsaws and inset puzzles. They begin to problem solve with numbers to 3 and then 5. Children sing simple forward number songs. They use mathematical language to describe amounts, more than, fewer than or less than. Children are beginning to use shapes to make pictures and recognising simple shapes- circle, square and triangle. They are beginning to recognise shapes in the world around them. Children start to use positional language and begin to understand under, on, top, next to, above and in/out. They can place an object in these positions with some support from an adult. Children know how to get to the toilet and can walk with an adult and talk/discuss things that are in front and behind them. Children are beginning to talk about big and small, long and short, heavy and light and full and empty. They construct with 2D and 3D shapes and are beginning to use junk modelling materials to build and create representations of things. Children are starting to select construction to build something specific e.g. a house. Children are starting to notice patterns in the environment and are able to find a stripy, dotty or spotty pattern. Children are starting to create their own patterns (ABAB) with support and beginning to recognise patterns (ABAB). Children are learning the language of sequencing e.g. 'This morning I had breakfast' or through adult questioning e.g. 'What did you have for breakfast this morning?'.



# Mathematical Development



What opportunities do we create in daily practice to support the development of Mathematical Development in our Early Explorers?

- Opportunities to count, sort and group using open ended loose parts as well as materials designed for counting such as counting bears.
- Adults taking opportunities to use counting in every day play and drawing attention to amounts and numbers
- Taking part in counting songs and daily number rhymes
- Age appropriate Jigsaw puzzles accessible in provision to use and do with adult support and once mastered independently.
- Snack and lunch time- counting opportunities e.g. how many cups, plates, bowls, pieces of fruit do we need?
- Position language used by adults during play opportunities and in real life situations such as in the dolls house or the construction area- modelling and encouraging children to use positional language in play
- Practical problems given in play situations such as small world or role play- adults use questioning and I wonder statements to allow children to come up with a solution.
- Access to shapes in various play situations and books containing shapes- adults name and talk about shapes and name them allowing the children to begin to name them too. E.g. printing with shapes, shapes in construction or reading books and discussing the shapes as well as drawing attention to every day shapes.
- Practical introduction of measure in play both indoors and outdoors to begin understanding concepts such as big, small, long, tall and full/empty e.g. water tray, sticks, pine cones, small world, texture kitchen and role play
- Construction in provision both indoors and outdoors used to explore how shapes fit together, balance and build up or across.
- Vote story building blocks- which is the winner looking at more or fewer.
- Make simple patterns in their play with support from an adult to recognise the pattern and adults using language such as the same, repeated or again.
- Provision of objects with marked differences, such as tiny and big bears, cups and bowls, dolls and adult chairs
- Access to different types of patterned material, for example; gingham, polka dots, stripy.
- Provision of a range of natural and everyday objects and materials for children to play with freely and make patterns.



# Understanding of the World Development



At Manor Hill in the Early Explorers we continue to ensure that our children have the opportunity to explore and discover the world around them. Understanding of the world at this stage continues to be very much focused on exploration. Our staff are skilled in supporting children in beginning to achieve the statements from the development matters. Our children have access to Forest Schools weekly and daily indoor and outdoor learning takes place. In development matters the statements for Understanding of the World for Bright Beginners state:

In Early Explorers we have taken the statements for Understanding of the World Development and created 'beginning to' statements:

Children are beginning to explore their five senses outdoors and they can explore various sensory activities using their senses such as water and mud as well as food. Children can explore the outdoors and talk about they see e.g. weather and nature. They can talk about their own family and who lives in their house. Children are beginning to learn who helps them in school and talk about who helps them in their immediate world e.g. a doctor. Children are starting to explore how things work such as wind-up toys. Children are beginning to understand about planting seeds and watching them grow. Children are beginning to understand to respect and care for loving things and the natural environment. Children are beginning to notice forces such as snapping a twig, sinking or a push/pull effect.

Children are beginning to talk about the differences between materials and changes e.g. ice and snow melting, noticing light and dark and exploring floating and sinking in a water tray. Children can say where they are from. They are beginning to know that there are different countries in the world and are starting to talk about these differences in relation to experiences or photographs and books or stories.



# Understanding of the World Development



What opportunities do we create in daily practice to support the development of Understanding of the World Development in our Early Explorers?

- Forest School weekly sessions allowing children to explore nature and use their senses in the natural world and begin to learn about respecting and caring about living things
- Access to outdoors daily to experience various weathers as well as daily calendar and other opportunities to notice and talk about the weather e.g. through stories, experiences and role play
- Opportunities throughout the year to plant and grow a seed
- Access to various age appropriate information books and stories about the natural world and living creatures
- Family photographs shared from home and used as discussion points in the classroom to talk about our family.
- Seesaw platform for parents to share things from home such as special events and days out. Staff will then share these with children to talk about places they have been or talk about their family members
- Provision of mechanical equipment, such as wind-up toys, for children to play with and investigate
- Adults to model positive attitudes about differences between people and share books, texts and resources which support diversity
- Use of natural materials both indoors and outdoors to explore and investigate freely
- Visits from various occupations through the year
- Books and photographs shared to show countries from around the world and opportunities to discuss and talk about these through play and in small groups or 1:1





# Expressive Arts and Design Development



At Manor Hill in the Early Explorers we continue to allow the children to express themselves in an open ended and exploratory way. We are developing creative minds and artists, which is why we offer open ended opportunities for children to make, create and role play. Our provision allows children to be expressive through various mediums such as music, role play and construction. In Early Explorers we have taken the statements for Expressive Arts and Design Development and created 'beginning to' statements:

Children can play in the role play area and use the equipment in there in an appropriate way e.g. making something to eat in the cooker or setting out plates at the table. They use small world to imagine and begin to make up stories and scenarios. Children build and create with construction. They can come up with role play ideas using resources available e.g. making a bed with the blankets. Children explore junk modelling and begin to understand the process of joining with glue or tape with support from an adult. They can free paint their own ideas and create collages using various materials of their own choice. Children can freely draw shapes and they can begin to draw a simple person. They can draw and begin to talk about what they have drawn. Children begin to explore colour mixing. Children listen to music and dance along and they listen to different sounds and sing simple songs. They can make up songs and sing to themselves, sometimes with the support of an adult. They can use available instruments to create sound.



# Expressive Arts and Design Development



What opportunities do we create in daily practice to support the development of Expressive Arts and Design Development in our Early Explorers?

- Small world role play to develop and support pretend play and adults accessing play to model pretending
- A variety of materials to make and create with e.g. construction, junk modelling, painting materials, appropriate tools and joining materials
- Exploration of large scale art such as using large wallpaper, water painting outside or various boxes and surfaces to work on
- Singing, rhyming and story opportunities daily to support children in being to perform or act out
- Musical instruments in provision to create sounds and songs
- Phase 1 phonics taught discreetly daily covering aspects 1 to 3 and beyond if children are ready to access this.
- Opportunities to mix and explore colours in paint, chalk and dyes
- Drawing and mark making materials readily available in indoor and outdoor provision



# Little Learners



The Little Learners are our Pre-School Nursery class. These children are 3 and 4. Our Little Learners are developing in the Early Years Foundation Stage and they will continue to develop their independence.

In Little Learners discreet adult led learning will start with the foundations for phonics. This is a daily session that will focus on supporting children with all those important pre-reading skills they need before they can read letter sounds and words.

Our Squiggle while you Wiggle program continues to support gross and fine motor development and this stage is when the children do the dance and then the draw, using both hands. This is also done daily in our little learners and is a fun exciting way to begin their mark making to writing journey.

Our focus in this year is to support the children to become Reception ready by developing their skills in all areas of learning through play and exploration and very much becoming independent in their learning choices and with personal skills.





# Little Learners 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	Hoglets Autumn Walk	Farm visit Hatching Chicks	Apple Tree Town Seaside day
Celebrations	Harvest Christmas Christmas Nativity	Easter Mothers Day	Fathers Day Sports Day Graduation from Nursery
Parent Contributions/Events	Photos of families	Easter Egg Hunt Mothers Day Tea party	Fathers Day Forest School



# Communication and Language



At Manor Hill in the Little Learners, Communication and Language is fundamental within daily practice. Communication continues to progress through adult interactions, play opportunities, high quality books and experiences that the children can talk about from both school and home. 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:

Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

## Observational Checkpoints:

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?



# Communication and Language Development



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

- Children having the opportunity to share experiences at group times- snack, whole class carpet time
- Seesaw App allowing parents to send in children's experiences, such as visits and outings. Children encouraged to explain it to their friends or an adult.
- Giving experiences to the children to encourage use of language and expression e.g. out of school visits, forest school, going out in the rain, wind and discussing how it feels, looks, smells (use of all senses)
- Adults supporting children's independence by giving instructions and encouraging the children to listen and follow by doing things themselves such as hanging their coat, going to the toilet, washing hands, peeling a banana etc.
- Open ended provision to support child choice, which will in turn create high levels on engagement and use of language and speaking as part of this
- Adults using 'I wonder' questions- open ended style so that children are able to offer open ended answers and not closed
- Using various quality texts and picture books to develop vocabulary and then experiencing the meaning of the words by acting them out e.g. a child asks what is dizzy, lets go and get dizzy on our school field
- Adults continuously modelling language, kind interactions and conversational skills to children to support children in using it themselves
- Saying correct pronunciations and words back to children if they say it incorrectly
- Foundations for phonics (Phase 1) daily sessions to support good speaking, listening and attention skills, as well as a pre-reading learning opportunity
- Daily singing for various learning opportunities as well as adults using singing as an instructional tool e.g. singing who is lining up, hold hands and make a circle
- Forest school weekly widening vocabulary due to experience and different environment
- Small world and role play in daily provision to support language
- Vocabulary discussed in books- always talking about the meanings of words children may not have heard or come across
- Speech and Language support through talking programs, games and external support where necessary.



# Personal Social and Emotional Development



At Manor Hill in Little Learners we build relationships with our children and families early on. If the children have progressed through our earlier nursery rooms, we already have relationships with their families and this supports us in building those strong relationships further. We have quality stories and non fiction texts in our Little Learners that really support PSED skills and we discuss feelings and how to manage them. There are discreet rules that are given verbally and this works well as a transition to creating a class charter when the children enter Reception the following year. In Development Matters to statements for Little Learners state:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.

## **Observational Checkpoints:**

Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?

Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.





# Personal Social and Emotional Development



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

- Adults model and role play scenarios to suit the needs of the cohort supporting social skills, e.g. modelling 'Please can I have that when you have finished'?
- Games and turn taking resources are part of daily provision and adults support children when needed to develop independent team work and turn taking skills
- Adults skilfully suggest solutions to conflicts when they occur, which gives children the tools to do this independently over time
- Circle times take place to role play various emotions/situations and in the scenario the children are asked to collectively think of solutions to resolve the issues e.g. puppets snatching toys or refusing to share
- Daily separating from parents on arrival, supported by staff and independent over time
- Children accessing self service snack, which to begin with is highly supported and modelled to ensure that children can do this without support after adults have modelled to start with
- Provision opportunities to allow children to play alongside each other and then progress into playing collaboratively
- Self registration used to promote sense of self- use of photographs and names to support recognition of their own name
- Role play area- home corner, kitchen, café to encourage children to act out their own lived experiences
- Clear boundaries and expectations to ensure children understand rules and routines
- Open ended provision to allow children to make their own choices in learning through play
- Use of high quality texts to develop children's personal social emotional skills



# Physical Development



At Manor Hill in the Little Learners our children's physical development is continuing to strengthen. We continue to support gross and fine motor skills through various provision opportunities and through our Squiggle while you Wiggle Program. This part of the program introduced use of writing materials and the gross motor movement is transferred to a fine motor movement. It also recognises that children do not yet have a dominant hand, so the program allows children to use both hands to do the 'writing moves'. There is a lot of focus on independence at this stage in terms of self care- the children are getting themselves dressed for forest school, toileting on their own and putting their own coats on. In Development Matters the statements for Physical development state:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.

## Observational Checkpoints:

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.



# Physical Development



What opportunities do we create in daily practice to support the development of Physically Development in Little Learners?

- Use of various outdoor gross motor equipment daily- planks, crates, large building materials- open ended for use in different ways e.g. assault course, build a bridge, crate a vehicle and many more opportunities
- Access to trikes, bikes and scooters in large open area
- Weekly PE sessions delivered by Time4Sport- PE specialists
- Daily squiggle While you Wiggle sessions to support pre-writing skills through both gross and fine motor skills
- Open ended provision to allow children to make choices and decisions and pla
- Mark making opportunities in various ways- outdoors and indoors through our provision and enhancements
- Children accessing self service snack, which to begin with is highly supported and modelled to ensure that children can do this without support after adults have modelled to start with
- Children dressing themselves in various situations- dressing up, forest school, after toileting- adult support and modelling with the expectation to do it independently after being supported
- Use of tools indoors and outdoors appropriate for individuals- hammers, trowels, scissors, spades, jugs, pencils, crayons, paint brushes.
- Staff supporting children to use cutlery at lunch time correctly by modelling and having high expectations
- Children encouraged to independently use the toilet- staff work together with parents to support with this in school and at home
- Take part in group or whole class movement activities to include patterns of movements to music and rhythm, some of which will be carried out during foundations for phonics sessions



# Literacy Development



At Manor Hill in the Little Learners our children's Literacy links closely with communication and language. The text rich environment continues and children have access to a reading area, sharing books and our school library and we continue to promote a love of reading. The five key concepts are discreetly taught through story time, provision and through promoting reading at home. In Little Learners, the foundations for phonics program begins and the children learn through daily phonics at Phase 1 level. Children begin the Squiggle While you Wiggle program, which progresses into forming letter shapes, not yet formation. The children use both hands to create marks using pens onto paper, after completing the gross motor move. This prepares the children to move onto Squiggle me into a Writer in Reception Year. The children play lots of rhyming games and initial sound games as part of every day practice. The Little Wandle picture Flash cards are introduced later in the year to familiarise the children with the mnemonics in a developmentally appropriate way. In Development Matters the statements for Literacy Development state:

Understand the five key concepts about print: - print has meaning , print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.



# Literacy Development



What opportunities do we create in daily practice to support the development of Literacy in Little Learners?

- Promote a love of reading through accessing various texts, reading area, library use and bringing stories to life through vocabulary and in provision
- Voting story daily, which is supported by an adult and the children vote using counting bears for the story they would like to read at home time
- Sharing books sent home weekly to read at home with parents, with opportunities to change and swap these frequently.
- Squiggle While you Wiggle program daily, supporting both gross and fine motor skills
- Books in all areas and outdoors e.g. cookery books in the role play, nature books outdoors. Children knowing they can take books and look at them anywhere.
- Foundations for Phonics taught daily to all children supporting all aspects of phase 1
- Daily opportunities for children to sing rhyming songs
- Carefully selected books to support learning and diversity
- Adults promote vocabulary through interactions in provision, snack and stories to introduce new vocabulary. Adults create opportunities to experience new vocabulary and ensuring understanding through creating opportunities to bring the meaning to life
- Opportunities to act out stories in role play, with puppets or using small world characters
- Opportunities to make marks in provision- writing lists, drawing and colouring, chalks and other mark making tools.
- Supporting children to find and recognise their names- pegs, name cards, self registration.
- Adults modelling writing for a purpose, scribing for children and mix of written and printed text on display
- Exposure to print and symbols e.g. recognisable signs



# Mathematical Development



At Manor Hill in the Little Learners daily opportunities are planned to carry out practical maths. We focus on numbers up to five, really embedding the children's concept of number. We want to end the year with children beginning to understand the composition of number, ready for the Reception Year. This then allows them to move onto numbers to 10 and apply the same deep knowledge and understanding. We plan provision based learning for all aspects of maths, and we have a vast amount of mathematical opportunity in our continuous provision. In Development Matters the statements for Mathematical Development state:

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'.



# Mathematical Development



What opportunities do we create in daily practice to support the development of Mathematics in Little Learners?

- Subitising opportunities in maths sessions and within provision- card games, items of up to 3 objects and adult point out how many and then begin to ask the children how many they can see.
- Construction including various shapes and sizes to allow for maths vocabulary to evolve. Questioning supporting mathematical thinking e.g. why won't the round object stack on top of the tower- what will happen?
- Mark making opportunities provided in provision to support experimenting with symbols and numerals- e.g. logging scores in games, counting our friends on a 'register', chalking around ourselves- how many feet, arms, legs etc.
- Games to support counting- dice use, hop scotch, skittles, movement games.
- Adults point out sequential events- daily routine, stories, home routine etc.
- Singing daily- number songs and shape songs and rhymes. Reading story books to support maths learning as well as adult questioning supporting maths through stories.
- Adults modelling language informally during play to describe the shape, position, size, weight, length, capacity pattern in something e.g. 'your top has a stripy pattern' or 'that fish is much bigger than that one'. 'This box is really heavy but the ball is light to carry by itself'.
- Counting items in provision- loose parts, small world, natural objects.
- Staff modelling that maths is everywhere by creating learning opportunities and using mathematical vocabulary and language in all areas inside and outside.
- Staff providing real-world problems e.g. not enough fruit, too many chairs, missing pencils- how many more will we need.
- Displays in classroom and outdoors to support numbers to 5- numerals, pictures, objects.
- Staff drawing on positional language in various circumstances e.g. where children's pegs are, where an item is, where something would need to be put away, the position of objects in construction play





# Understanding of the World Development



In the Little Learners, understanding of the world continues to be fundamental to the curriculum. We encourage the children to explore the natural world daily through outdoor play opportunities. Little Learners have a weekly Forest School session in which they immerse themselves in nature and enjoy learning about the seasons through the year through first hand experiences of the changes that take place. The children have various opportunities through the year to plant and grow, for example they take part in a sunflower challenge every year, which has a mathematical focus. This involves every child planting sunflowers and comparing the length using non-standard measure. Throughout the year there are various opportunities for the children to discuss their families and special occasions or events in their living memory and recall these events or occasions. We use the Seesaw app, which allows parents to upload pictures and comments from home and the children can talk about these things with an adult, small group or whole class. We invite various occupations into school and learn through stories and role play. We provide varied texts to allow learning about different places around the world and also diversity, in a developmentally appropriate way. In Development Matters the statements for Understanding of the World Development state:

Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



# Understanding of the World Development



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

- Parents to support making sense of own life- providing communications through Seesaw, such as sharing opportunities in home life, photographs and their work.
- Continuous provision supporting children's learning with free-choice opportunities e.g. gardening area, water play and small world.
- Various opportunities to plant and grow throughout the year, including the national Sunflower Challenge
- Forest school sessions weekly throughout the year- children have the opportunity to immerse in the outdoors and learn about changes through the seasons
- Learn about the lifecycle of plants and animals, with possible opportunities to see this first hand e.g. visit to the farm, hatching chicks, planting and harvesting
- Taking part in local community activities e.g. community harvest events like litter picking
- Various texts to support understanding of the world learning such as non-fiction life cycle books, growing books, diverse books and books about families
- Outdoor opportunities taken by staff that allow children to be in nature and learn first hand about the outdoors such as experiencing extreme weather. This could be getting out and experiencing the rain, using a kite in the wind or sledging in the snow.
- Various opportunities to experience forces such as pushing, pulling, resistance and magnets in a provision based way



# Expressive Arts and Design Development



We want all our children at Manor Hill to be able to express themselves. Every child is an artist to us and we want each child to truly believe in themselves. This is why we have open ended opportunities to make and create in all of our early years classrooms. This allows children to explore colour, texture and design and develop their own ideas. It is not about the end product but about the process and how children learn when they are making and creating. It is also the language they use to explain their work. Our provision allows children to be expressive through various mediums such as music, role play and construction. In Development Matters the statements for Expressive Arts and Design Development states:

Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.



# Expressive Arts and Design Development



What opportunities do we create in daily practice to support the development of Expressive Arts in Little Learners?

- A mix of open ended art opportunities in provision as well as adult led activities to support children in making, painting and creating
- Role play area as well as costumes, material, construction and small world allowing for various types of small world
- Use of instruments in phase 1 phonics activities and in provision to allow children to make music and express themselves through music
- Singing daily in various ways such as rhymes, number songs and adults singing instructions. E.g. line up songs 'everybody line up'
- Drawing and mark making materials readily available in provision both indoor and outdoor e.g. clipboards, large paper, chalks, water painting, easel
- Opportunity to create various textures junk modelling, collage materials, paint, glue, scissors- various media and materials.
- Daily singing, rhymes, story telling, story time opportunities. Adult to support children in changing the words to songs e.g. Changing the character, playing with rhyme.
- Forest School weekly sessions- allows creatively to make/create/pretend using natural items and materials.
- Adult guidance and support to draw in provision areas, modelling and encouraging children to draw following their interests
- Large and small construction materials readily available for children to be able to make and create various representations, models and role play
- Colour mixing opportunities using various materials such as chalks, paints, powder paint, food colouring, natural dyes.
- Music making provision opportunities such as instruments and opportunities to make your own noise makers e.g. creating music from blocks, pots and pans etc.
- Various texts to support understanding of emotions and adults supporting children how to creatively represent and emotion in provision based learning
- Class performances e.g. Christmas nativity, singing for Mothers day and class assemblies



# 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.