

## At Emscote - Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### **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.

## Intent:

### OVERVIEW

In Early Years we foster and capitalise on children's instinctive need and desire to communicate by :

- Role modelling the qualities and characteristics of an exemplary communicator
  - Immersing children in a rich environment of words, sounds, rhythm, verbal and non verbal expression
  - Engaging children in conversation
  - Providing genuine reasons, irresistible provocations and a real purpose to listen and talk
  - Valuing the different ways and means that children use to communicate
- 

### Speaking, Listening and Understanding

#### I know...

- Words carry meaning
  - When it is my turn to speak
  - The meaning of different words
  - What a sentence is
  - Different words can mean the same thing
  - Some words can have more than one meaning
  - Adjectives describe nouns
  - Nouns are objects
  - Verbs are action words
  - Plurals mean more than one
  - Pronouns are used instead of people's names
  - The present tense describes what is happening now
  - The past tense describes what has already happened
  - The future tense describes what is going to happen
  - The rules of conversation
  - Which words start a question
  - Story telling vocabulary
  - How to use my voice in different ways e.g. intonation, volume, projection
- 

### SKILLS

#### I am learning to...

- |                     |                       |                       |
|---------------------|-----------------------|-----------------------|
| • Listen            | • Remember            | • Repeat              |
| • Sustain attention | • Take turns          | • Retrieve            |
| • Ask questions     | • Gesture             | • Take turns          |
| • Explain           | • Follow instructions | • Process information |
| • Describe          | • Respond             | • Predict             |
| • Narrate           | • Articulate          | • Retell              |
| • Sequence          | • Vocalise            | • Connect ideas       |
| • Offer an opinion  | • Imitate             | • Discuss             |
| • Share ideas       |                       |                       |
-

## Implementation:

- This is an area **we place a lot of emphasis on** at Emscote. Nearly half our children come in with **poorer than average speech and communication skills**.
- We are passionate that **Communication and Language is the key to enabling children to achieve and provides the strong foundations for future learning**.
- We promote it through a **language rich ethos and environment** in which **adults narrate, ask questions, model correct speech sounds and grammar, promote a running commentary, repeat and extend language and give children reasons and a desire to talk**.
- **Ambitious vocabulary** linked to the theme is identified and displayed within the environment, as visual prompts for adults and children.
- We **model and teach** the children how to **develop listening, attention and understanding to improve speaking skills**.
- Within the provision, adults **actively seek and plan for opportunities to provoke talk**. It is also taught through direct teaching e.g. daily group times, snack times and story and rhyme time.
- For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.
- **Enhancements** are regularly added to the provision as a stimulus to inspire interest and engage children in talk
- Adults move fluidly around the environment **modelling the qualities of a good communicator** and searching for and capitalising on opportunities to engage children in conversation.
- We carry out **Wellcomm** screening as a baseline and then again in March. We tailor our speech and language intervention around each child's result – sending home to parents each area their child didn't score on, from '**The Big Book of Ideas**' so they can help bridge those gaps.
- We make speech and language referrals and work with these children in school.

## Impact:

By the end of Foundation Stage I can...



## At Emscote – Personal, Social and Emotional Development:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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

#### **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.

## **Intent:**

### **OVERVIEW**

In Early Years we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self worth by:

- Establishing and developing mutually respectful relationships with and between adults and children
- Understanding children's idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others
- Knowing and understanding children's family contexts and dynamics
- Setting rules, establishing boundaries, following routines and explaining consequences
- Modelling and explaining behaviours and emotions and how to manage and resolve conflict
- Empowering children to be independent enabling them to make informed choices and decisions
- Using praise to build confidence

### **KNOWLEDGE**

#### **Self-Regulation**

##### **I know...**

- What emotions look like in others
- My own and others behaviour has consequences
- Sometimes I have to wait for what I want

#### **Building Relationships**

##### **I know...**

- How to share and take turns
- What makes a good friend
- We are all unique
- The characteristics of bullying

#### **Managing Self**

##### **I know...**

- The rules to help me keep safe
- The difference between right and wrong
- What is fair and unfair
- Different situations require different behaviours
- There are consequences for my actions
- Which foods are healthy and which are unhealthy
- How to keep myself safe
- How to wash my hands to protect myself and others from germs
- The sequence of dressing and undressing



## SKILLS

### I am learning to...

- Take turns
- Share
- Imitate
- Communicate
- Listen to others
- Observe
- Ask questions
- Express opinions
- Follow rules
- Negotiate
- Compromise
- Mediate
- Solve problems
- Dress and undress
- Be flexible
- Accept and give compliments
- Develop a positive attitude
- Manage behaviour
- Express emotions
- Make choices and decisions

## Implementation:

- Again this is an area that we place a **lot of focus** on, at Emscote. We believe that well regulated children are better equipped to learn.
- PSED is highly valued and underpinned by **British Values, Zones of Regulation, Growth Mindset, Protective Behaviours, our 'Boris' HeartSmart Scheme, rhetorical justice and social stories.**
- Children's **emotional wellbeing thrives** when they have **positive and strong relationships with adults and other children.**
- This begins with a clear and robust **transition programme.** Information is collected about each child through speaking to every setting, discussions with parents/carers, New Parents meeting in June, Speech and Language meeting with new parents in June, stay and play in July, home visits, transitional activities for the children and paperwork about each child.
- This information is used to inform the design of the environment and helps to focus the learning in the first few weeks of term.
- On entry **quality time is spent getting to know each child,** forming trusting relationships and establishing clear structures, routines and boundaries.
- The **environment is set up to promote independent learning** encouraging children to make their own informed decisions and choices.
- **Praise and mutual respect** are used to create a **positive ethos** where **children feel equally valued, safe and develop high self-esteem.**
- **Rules are explained** and visually displayed so that **children understand that actions can have consequences and begin to learn to manage their behaviour.**
- At the start of each session, **teachers ask the children what PSED mean** so that the children understand what it means in practice and can verbalise that it's considering people's feelings, behaviour and actions.  
**Our adults understand how to create a nurturing ethos and climate by listening carefully to children, responding to their needs, helping them understand their emotions and empathising and communicating with children and their families.**

## Impact:

### By the end of Foundation Stage I can...



## Key Vocabulary for Personal, Social and Emotional Development:

fair	unfair	share	care	similar
different	same	consequence	helpful	rules
kind	gentle	belonging	agreement	disagreement
conflict	responsibility	decision	view	opinion
mediate	compromise	discuss	negotiate	compliment
emotion words	flexible	generous	spiteful	bully
positive	take turns	unique	personality	proud
characteristics	successful	challenge	friend	foe
enemy	like	dislike	behaviour	risk
resolution	point of view	hygienic	unhealthy	healthy
goal	persevere	resilient	confident	germs

## At Emscote – Physical Development:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Physical Development**

#### **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.



## **Intent:**

### **OVERVIEW**

In Early Years we nurture children's strong need and desire to be physically active which builds the foundations for other areas of their development by:

- Building children's strength, stamina, balance, co-ordination and dexterity
- Developing a range of large and small movements which they can control
- Improving and refining children's control and manipulation of a variety of tools
- Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces
- Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe

### **KNOWLEDGE**

#### **Gross Motor Development**

##### **I know...**

- Core strength helps me to balance and use my limbs independently
- Big muscles need to be strong to support the smaller muscles in my body
- Exercise will build my strength and stamina
- I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet
- Crossing the midline helps both sides of my brain to connect
- Both sides of my body need to work together in a co-ordinated way

#### **Fine Motor Development**

##### **I know...**

- I have fingers and thumbs and that they can each work separately
- My wrists and fingers need to be strong to manipulate small tools and objects
- Which fingers form a pincer grip
- Which fingers form a tripod grip

### **SKILLS**

##### **I am learning to...**

- |                                |                                 |                                     |
|--------------------------------|---------------------------------|-------------------------------------|
| • Balance                      | • Roll                          | • Co-ordinate two sides of the body |
| • Throw and catch              | • Turn                          | • Isolate my fingers                |
| • Lift and carry heavy objects | • Spin                          | • Use a pincer grip                 |
| • Cross the midline            | • Climb                         | • Form a tripod grip                |
| • Hop and skip                 | • Make anti-clockwise movements | • Make decisions                    |
| • Negotiate space              | • Re-trace vertical lines       | • Take risks                        |
| • Run and jump                 | • Make symmetrical movements    | • Make healthy choices              |
| • Make alternating movements   |                                 |                                     |

## Implementation:

- Adults have a sound knowledge and **deep understanding of physical development and the key aspects of gross and fine motor skills.**
- They know that **fine motor development relies on children having well developed gross motor strength** and recognise the **strong links between physical development and the ability to control and manipulate writing tools.**
- **Within the environment adults actively encourage children to build their strength, stamina, balance, co-ordination and dexterity.**
- Physical Development is valued and promoted through weekly PE sessions with us and a specialist outdoor provider. A Wonderful Wellies session weekly, an Active maths session fortnightly, Dough Disco, Bear Yoga, Kids Marathon, and extra-curricular sports activities (from Spring Term).
- **Teachers label physical activity as 'PE'** so that the children understand that they are being healthy and active and what that means in practice. Teachers also explain the importance of warming up and cooling down each session, too.
- Finger Gym activities within the provision, **authentic resources** such as kitchen equipment, real woodworking and gardening tools.
- **Playdoh and a Tool Station** in each classroom offering a wide variety of mark making tools and equipment e.g. hole punches, staples, pencil sharpeners, paperclips, split pins, etc to support the development of muscle strength and the control and manipulation of real tools.
- Using the Outdoor Area daily for Physical Development where **small and large scale apparatus is organised, displayed and available for** children to use independently.

## Impact:

### **By the end of Foundation Stage I can...**



## Key Vocabulary for Physical Development:

core	anticlockwise	tripod grip	isolate	forwards
balance	midline	vertical	wobble	backwards
muscles	strong	symmetrical	stable	sideways
co-ordinate	stamina	alternating	straight	large
top	bottom	upper	lower	small
tracking	left	right	across	together
stretch	pose	fitness	exercise	healthy
pincer grip	repeat	mobility	practise	manipulate
physical	unhealthy	next	control	

## At Emscote – Literacy: (Reading and Writing)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Literacy**

#### **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.

## Reading:

### Intent:

#### OVERVIEW

In Early Years we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:

- Teaching early knowledge and skills of reading
- Fostering a love of books by sharing and talking about texts
- Immersing children in sounds, words, rhythm, rhyme and song
- Modelling the pleasure and joy that books provide
- Demonstrating that text has meaning
- Showing the characteristics of a fluent reader

#### KNOWLEDGE

##### Mechanics of Reading

###### I know...

- How to handle books
- Reading starts from left to right and top to bottom
- Print carries meaning
- The link between graphemes and phonemes
- Letters and combinations of letters make sounds and when blended together make words
- Some common irregular words

##### Characteristics of Books

###### I know...

- The job of an author
- The job of an illustrator
- The title is what the book is called
- The blurb is a summary of the book
- Which books I like and which books I dislike
- Books are grouped into different genres
- Fiction books tell stories
- Non-fiction books provide information

#### SKILLS

##### I am learning to...

- |                   |                     |                 |
|-------------------|---------------------|-----------------|
| • Predict         | • Segment and blend | • Join in       |
| • Connect ideas   | • Listen            | • Retell        |
| • Decode          | • Memorise          | • Discuss       |
| • Discriminate    | • Repeat            | • Form opinions |
| • Recognise words | • Copy              | • Ask questions |
| • Use intonation  | • Remember          | • Respond       |
| • Sequence        | • Concentrate       |                 |
| • Anticipate      | • Imagine           |                 |

### Implementation:

- **Reading and the enjoyment of books is highly valued** and promoted through daily direct teaching in the form of **Phonics sessions**, Story and Rhyme Time and listening to the children read.
- **Teachers use the terminology for reading** e.g. blending, segmenting, author, illustrator, front cover, etc so that the children understand the intricacies involved in being a reader, from an early age.



- Opportunities for children to read within the provision and across the curriculum are planned for and capitalised on.
- During the planning process careful consideration is given to the **next steps in learning** and how **this links with phonics** and **what key texts will be used**.
- For each theme a key text is carefully chosen and explored in detail to help children become familiar with its structure and content. They're used to expand children's knowledge and fire their imagination.
- We plan for many stories relating to **PSED**, through our teaching of **Zones of Regulation**.
- **A Reading Area** is situated within the provision. It offers a selection of **fiction and non-fiction** material and resources connected to the theme, **texts from the reading scheme** and **familiar rhymes and stories**.
- **Adults recognise the strong links between reading and phonics** and how these life-long skills enable children to develop knowledge in other subjects.
- **We listen to children read at least once a week 1:1** and assess the children reading 'Word Walls' of 9 words from the common exception word list.
- **We identify children** who need a second or third read each week, to further support their reading progress.
- We ask parents/carers to read with their child at least 4 times a week at home and to record this in their reading diary. Parents who do not listen to their child read frequently, are spoken to by their child's class teacher, the literacy Lead, Hannah Stephenson or Head, Jon Queralt.
- **Our Reading Scheme is linked to our phonics scheme, Floppy Phonics**. Each child is given a carefully selected reading scheme book, in line with their phonic knowledge and readiness to read.

## Impact:

### By the end of Foundation Stage I can...



## Key Vocabulary for Reading:

rhyme	genre	fiction	non-fiction	story
book	fluent	segment	blend	retell
fairy tale	respond	memorise	word	paragraph
opinion	contents	index	beginning	middle
end	character	setting	blurb	author
illustrator	phonemes	grapheme	library	text
rhythm	rhyme	information	imagination	
fact	fantasy	scary	humorous	
adventure	alliteration	chapter	sentence	

# At Emscote – Literacy: *Writing*

## Intent:

### OVERVIEW

In Early Years we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- Valuing the different ways that children make marks
- Teaching the physical skills which will enable them to control and manipulate writing tools
- Teaching how phonemes are represented through graphemes
- Teaching letter formation
- Providing children with genuine reasons to write
- Ensuring that writing tools and materials are readily available
- Modelling the pleasure and purpose of writing
- Immersing children in an environment of print e.g. vocabulary, sentences, books, labels
- Developing children's vocabulary by rehearsing orally what they are going to write

### KNOWLEDGE

#### **Mechanics and Characteristics of Writing**

##### **I know...**

- How a tripod grip is formed
- How phonemes are represented
- How letters are formed correctly
- Writing goes from left to right and top to bottom
- Writing has meaning
- The alphabetic code
- When to use capital letters and full stops
- Some simple types of punctuation
- There are spaces between words in writing

##### **I know...**

- Some spelling rules
- Words are units of meaning
- Adjectives can make my writing more interesting
- Different ways writing can be represented
- Stories have a beginning, middle and an end
- How some common regular and irregular words are spelt
- How many words are in the sentence I say
- The different features of different types of writing

### SKILLS

#### **I am learning to...**

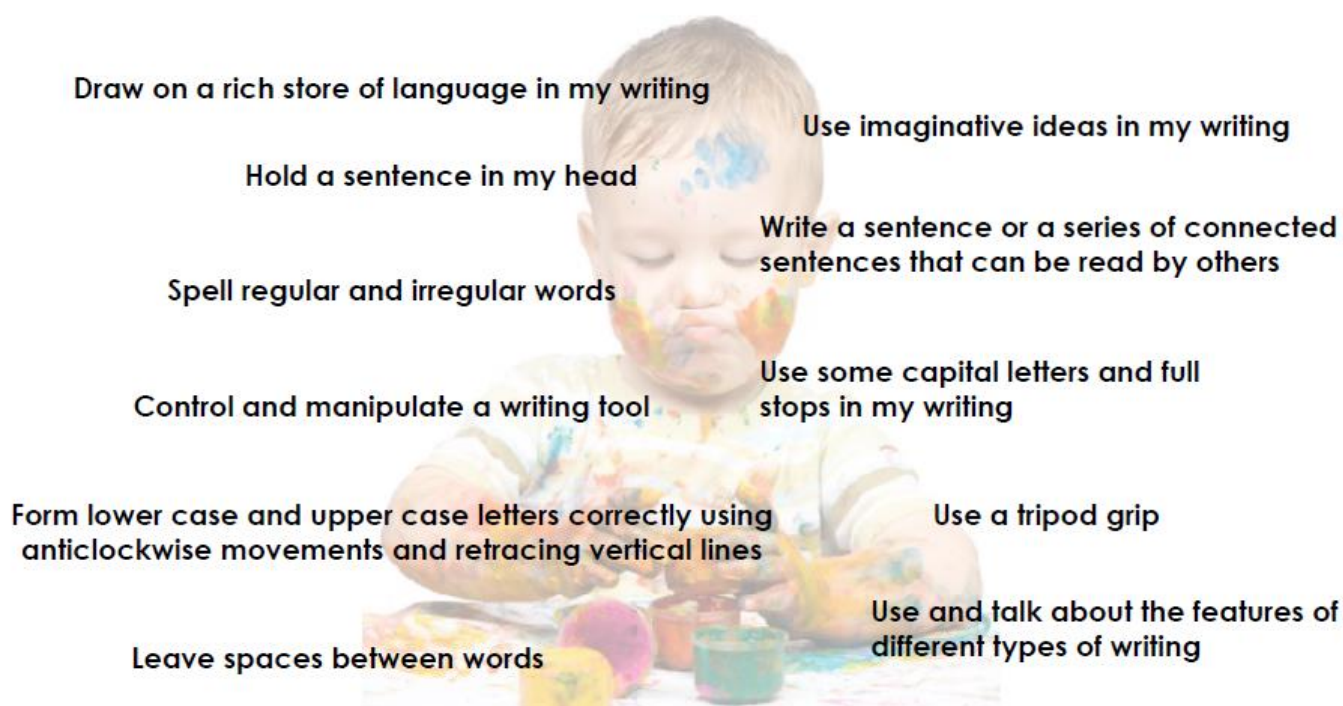
- |                                |                       |                |
|--------------------------------|-----------------------|----------------|
| • Draw                         | • Segment and blend   | • Concentrate  |
| • Mark make                    | • Listen              | • Imagine      |
| • Control and manipulate tools | • Memorise            | • Retell       |
| • Use a tripod grip            | • Repeat              | • Discuss      |
| • Form letters correctly       | • Copy                | • Gather ideas |
| • Connect ideas                | • Rehearse            | • Think        |
| • Spell                        | • Describe            | • Track        |
| • Recognise words              | • Rhyme               |                |
| • Sequence                     | • Remember and recall |                |

## Implementation:

- Writing is valued and promoted through daily direct teaching and purposeful learning opportunities across the curriculum.
- Teachers describe the children as 'Writers' so that the children feel empowered, confident and see themselves as 'writers' from an early age.
- During the planning process careful consideration is given to the **next steps in learning** and how children can rehearse and refine their writing skills.
- New and ambitious vocabulary we want children to learn and use is identified and explained to the children.
- A Literacy Tool Station is situated in the centre of the provision offering a wide variety of mark making tools and materials.
- Vertical surfaces such as whiteboards and easels are available outside.
- Within the environment adults actively encourage children to practice and develop gross and fine motor skills and oral communication in readiness for writing.
- We recognise and use the links between reading, spelling and writing.
- We deliver a daily phonics session based upon our Floppy Phonics programme, developing fluency and helping the children to make connections between reading and writing.
- We teach letter formation and their name formation.

## Impact:

### By the end of Foundation Stage I can...



## Key Vocabulary for Writing:

rhyme	rhythm	alliteration	capital letters	full stops
question marks	word	sentence	title	paragraph
tripod grip	idea	characters	setting	problem
resolution	beginning	middle	end	spelling
adverbs	adjectives	noun	verb	regular
irregular	alphabet	segment	blend	phonemes
graphemes	labels	lists	chapter	instructions
description	story	genre		



## **At Emscote – Mathematics:**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### **Mathematics**

#### **ELG: Number**

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- 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.

## **Intent:**

### **OVERVIEW**

In Early Years we develop fluent mathematicians who have a deep conceptual understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges by:

- Providing opportunities for children to practise, rehearse and apply mathematical knowledge and skills
- Encouraging children to investigate numbers by exploring their characteristics and patterns, understanding how they can be manipulated using different operations
- Encouraging them to think logically so that they can make connections and solve problems
- Fostering children's acquisition and use of mathematical vocabulary to justify and explain their ideas

### **KNOWLEDGE**

#### **EARLY COMPARISON AND PATTERN**

##### **Early Comparison**

###### **I know...**

- Objects can be sorted into different groups using different criteria
- What is the same and what is different
- What 'lots' and 'not many' of something looks like

##### **Early Pattern**

###### **I know...**

- Patterns are repeated
- Patterns can be continued
- Patterns follow a sequence

#### **COUNTING AND CARDINALITY**

##### **One to one Correspondence**

###### **I know...**

- How to match one object to another object or person
- How to match one number name to each object when counting

##### **Rote Counting**

###### **I know...**

- The order of numbers
- Number names

##### **Counting**

###### **I know...**

- The last number I say is the total amount
- When to stop when counting out from a larger group
- Anything can be counted

##### **Subitising**

###### **I know...**

- How many are in a group without having to count
- The same amount can be represented by different sized objects

##### **Conservation**

###### **I know...**

- The total amount of objects stays the same however the objects are arranged

##### **Recognising and Reading Numbers**

###### **I know...**

- Symbols represent quantities
- Numbers can have one digit, two digits, three digits or more

## OPERATIONS AND CALCULATION

### Partitioning a Number

#### I know...

- An amount can be made up in different ways

### Calculation

#### I know...

- More is greater than and less is fewer than
- Addition is combining sets
- Subtraction is taking amounts away

### Estimation

#### I know...

- Estimation will give me a value that is close to the right amount

### Inverse Operations

#### I know...

- Halving is the opposite of doubling
- Addition is the opposite of subtraction
- Doubling is 2 sets of the same amount

### Number Bonds

#### I know...

- Which pairs make a given number

### Number Patterns

#### I know...

- Some number patterns e.g. odd, even
- Number patterns repeat according to rules

## SKILLS

### I am learning to...

- |                  |                    |                      |
|------------------|--------------------|----------------------|
| • Reason         | • Compare          | • Take risks         |
| • Problem Solve  | • Calculate        | • Memorise           |
| • Investigate    | • Sequence         | • Manipulate numbers |
| • Sort and match | • Remember         | • Test ideas         |
| • Count          | • Think            | • Persevere          |
| • Estimate       | • Explain          | • Record             |
| • Discriminate   | • Make connections | • Check              |

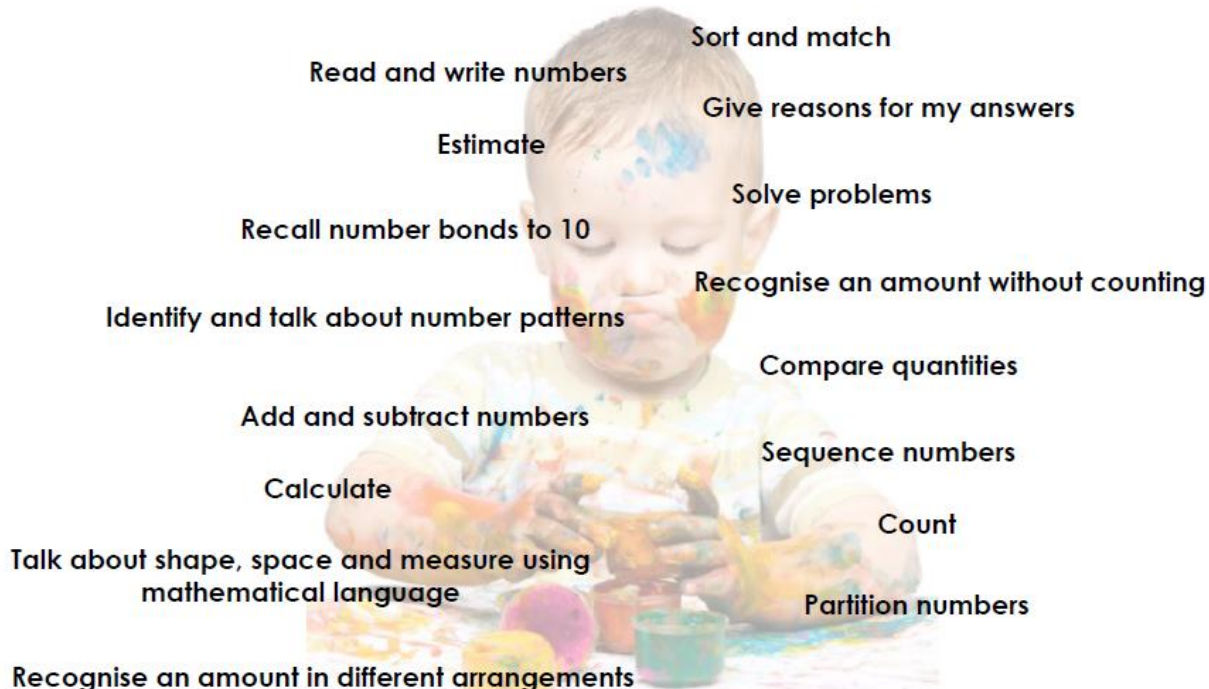
## Implementation:

- **Mathematics is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and areas of provision.**
- During the planning process careful consideration is given to **the next steps in learning.**
- **Teachers label mathematical learning as 'being a mathematician'** so that the children understand what that means in practice.
- We **'Teach for Mastery' using the NCETM guidance** relating to the use of **Numberblocks** and **White Rose schemes**. We agree that children **need to develop a deep, long-term, secure and adaptable understanding of mathematical procedures and concepts**. Then they will be able to move on to more advanced material.
- A Maths Area is situated within the provision. It offers a variety of **open ended resources that promote a conceptual understanding of number.**
- The resources are **thoughtfully organised on open shelves** so that children can see what and how many are available and access them independently.
- Adults have a sound knowledge of mathematical concepts and vocabulary to enable them to teach the necessary foundation skills which children need to become fluent mathematicians.

- Adults capitalise on **every opportunity** to present **mathematical problems** for children to think **about and solve**. They support children in practising and applying their mathematical knowledge and skills by **encouraging them to talk about their thinking, provide explanations and give reasons for their answers**.
- Cherry and Willow class work together to compile their Maths activities into a **'Floor Book'** so that the children can look back on their learning.

## Impact:

### By the end of Foundation Stage I can...



## Key Vocabulary for Mathematics:

same as	next	add	number bond	amount
different	between	total	number line	number
count	after	all together	missing	numeral
next	before	plus	equals	digit
how many	sort	sum	take away	lots
pattern	match	number sentence	minus	few
repeating pattern	set	more	odd	make
pair	compare	less	even	practise
last	estimate	difference	half	near
first	calculate	addition	double	far away
unit	share	bigger	smaller	accurate
count on	count back	record	problem	solve

## At Emscote – Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Understanding the World**

#### **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.

## History:

## Intent:

### OVERVIEW

In Early Years we develop a chronological framework to help children understand where they and significant people and events sit in time by:

- Capitalising on children's innate desire to make sense of their own place in history
- Exploring the lives of people who are familiar to them comparing similarities and differences
- Introducing them to well known historical figures and events both within and beyond living memory
- Cultivating children's curiosity about people and events within and beyond their living memory
- Exploring historical information and artefacts to ask questions and draw conclusions

### KNOWLEDGE

#### Passing of Time

##### I know...

- Time is measured in units
- Time has a pattern e.g. days of the week, months of the year
- About annual events e.g. birthday, Christmas
- How time and events can be sequenced in chronological order from earliest to latest
- Things were different in the past
- The vocabulary that describes time

#### Sense of Identity

##### I know...

- My place in history
- There is a past before I was born
- Things were different in the past to how they are now
- About significant events in my life

#### Historical Figures and Events

##### I know...

- How to use information to find out about events and people in the past
- About significant events and people in the past
- Historical events and people have a significant place in our history

## SKILLS

### I am learning to...

- Compare similarities and differences
- Record findings
- Examine evidence and draw conclusions
- Remember
- Observe
- Explore
- Ask questions
- Enquire
- Explain
- Describe
- Sequence
- Use historical vocabulary

## Implementation:

- We value and promote History through direct teaching and purposeful learning opportunities across different themes throughout the year.
- **Teachers label historical learning as 'History'** so that the children understand that they are being '**Historians**' and what that means in practice.
- We use planned themes and capitalise on unplanned moments that present themselves to talk about artefacts and significant events to develop conceptual understanding of the passing of time. E.g. Birthdays, recent events and experiences and well-known points in History.
- For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:
  - **All about me** through this topic children will understand their own place in history
  - **Timelines** we set as a first homework, for **families to make a timeline of the key events in their child's life so far**. We look at these as a class and it gives the children an understanding of timelines, sequence and the order of time.
  - **Festivals** through this topic children will learn about significant people and events in history e.g. Guy Fawkes, Chinese New Year, Diwali, Christmas, etc.
  - **Toys** through this topic children will learn how things have changed over time. **We visit St. John's Museum in Warwick to find out about Old and New Toys.**
  - **Animals** (including Dinosaurs) through this topic children will learn about significant events in a prehistoric age

Children are encouraged to share historical artefacts and events from the past. Adults know and understand historical language. They take every opportunity to model historical vocabulary and teach historical skills encouraging children to ask questions, compare similarities and differences and draw conclusions.

## Impact:

### By the end of Foundation Stage I can...

Talk about significant historical people and events

Talk about myself in a historical sense e.g. this year I am 4, next year I will be five, last year I was 3

Sequence events in the right order

Use information in books to talk about life in the past

Recall historical facts

Use comparative language of the past, present and future

Compare similarities and differences

Talk about the roles people have in society

Use time vocabulary

Draw conclusions about what I have found out

Ask questions to find out more

## Key Vocabulary for History:

yesterday	old	past	now	then
a long time ago	new	olden days	old fashioned	artefacts
today	present	calendar	year	ancient
timeline	research	week	memory	remember
opinion	generation	chronological	same	different
before	after	past	present	discovery
century	document	era	research	monarchy
king	queen	consequence	change	historian
time line	annual			

# Geography:

## Intent:

### OVERVIEW

In Early Years we capitalise on children's fascination and interest in their surroundings and the world in which they live by:

- Encouraging an appreciation of the natural world and recognising its similarities and differences
- Fostering a sense of awe and wonder about the world in which they live
- Developing an appreciation of other people, their communities and their traditions
- Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world

### KNOWLEDGE

#### PLACES

##### My Community

###### I know...

- Where I live
- The key features of where I live
- About the significant places within my community
- How to get from one key place to another
- The vocabulary I need to use to direct others

#### PLACES

##### The World

###### I know...

- The names of different countries around the world
- Different countries have different key features
- How countries are connected
- How to travel between countries

#### Environment

###### I know...

- About different weather conditions in the UK
- There are four seasons and the key features of them
- The key features of different climates around the world
- Some simple things I can do to help look after the planet
- Human actions can help or destroy the planet

#### PLACES

##### My Country

###### I know...

- The capital city of the country I live in
- The different key features of cities, towns and villages

#### People

###### I know...

- People I know have different customs and traditions
- People in different countries have different customs and traditions

## Implementation:

- Geography is valued and promoted through direct teaching, purposeful learning opportunities and first-hand experiences.
- **Teachers label geographical learning as 'Geography'** so that the children understand what Geography is and what it means in practice.
- We use planned themes alongside **first hand experiences** and capitalise on unplanned moments that present themselves to talk about places, communities and the natural world, to develop an appreciation of the world they live in. e.g. where they live and their school, their local community and interesting local places like **All Saints Junior School, parks, the canal, Warwick.**
- During the Summer Term, we **have a school trip to a local Nature Reserve**, to learn about **minibeasts**. We also go on a whole school trip **to Cotswold Wildlife Park, to experience larger animals.**
- For each theme we have identified the **geographical knowledge** and skills that we will teach ensuring that knowledge and skills are regularly revisited.
- For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:
  - **All about me** through this topic children will learn about their local community
  - **Festivals** through this topic children will learn about places around the world e.g. Diwali, Christmas, Chinese New Year, Easter
  - **Changes** through this topic children will learn about the natural world and the importance of the water cycle, life cycle of a chick, life cycle of a plant and growing beans.
  - **Animals** through this topic children will learn about the features of specific locations and habitats—including minibeasts and large animals.
- Within the provision we ensure that children have constant access to the world and local maps and globes and understand how to use them.
- **We make connections with children's first-hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and countries they have found out about**
- **Children are encouraged to expand their knowledge of the natural world by capitalising on every opportunity to explore and experience the outdoors.**
- Our weekly '**Wonderful Wellies**' sessions are a focused session upon this.
- Adults know and understand geographical language. They take every opportunity to model it and teach geographical skills encouraging children to ask questions, noticing and comparing similarities and differences and expressing opinions.



## Impact:

### By the end of Foundation Stage I can...

Talk about what it is like to live in this country

Talk about the similarities and differences between people's religions and cultures

Talk about what it is like to live in another country

Compare similarities and differences

Use a simple map to find out information

Talk about where they live and the key features of the local environment

Talk about the key features of different places and different countries

Talk about the key features of the country they live in

## Key Vocabulary for Geography:

environment	world	country	town	city
village	forest	lake	sea	river
beach	capital	coast	hill	mountain
ocean	soil	season	weather	farm
atlas	globe	map	area	capital
Earth	bridge	road	waterfall	school
north pole	meadow	island	stream	population
south pole	countryside	route	footpath	England
Wales	Scotland	United Kingdom	climate	local area
street	park	locate	left	right
straight	Northern Ireland	journey	compare	similar
different	direction	landscape	climate	distance
near	next to	far	symbol	community

# Science:

## Intent:

### OVERVIEW

In Early Years we capitalise on children's thrill of discovery and their instinctive desire to know, understand and find out more by:

- Providing freedom to explore, investigate and experiment using the five senses
- Cultivating children's curiosity about how and why things work and how things change
- Encouraging questioning, testing out of ideas and drawing conclusions
- Fostering children's excitement and pleasure in the awe and wonder of natural phenomena

### KNOWLEDGE

#### Living things

##### I know...

- Internal and external body parts in humans
- The names of the different parts of plants and animals
- The features of plants and animals
- Living things can be sorted into different groups
- What living things need to survive
- How to keep healthy
- About life cycles

#### Changes

##### I know...

- Changes can be reversible and irreversible
- The relationship between cause and effect
- The characteristics of the four seasons
- The characteristics of different weather types

#### Materials

##### I know...

- What objects are made from
- The properties of different materials
- How different materials can be used
- Materials can be sorted into different groups

### SKILLS

#### I am learning to...

- |                 |                     |                     |
|-----------------|---------------------|---------------------|
| • Explore       | • Communicate ideas | • Record            |
| • Investigate   | • Pose challenges   | • Draw conclusions  |
| • Observe       | • Solve problems    | • Sort and classify |
| • Compare       | • Try things out    | • Measure           |
| • Describe      | • Test ideas        |                     |
| • Ask questions | • Make predictions  |                     |

## Implementation:

- Science is valued and promoted through direct teaching, purposeful learning opportunities and first hand experiences.
- **Teachers label scientific learning as 'Science'** so that the children understand that they are being '**Scientists**' and what that means in practice.
- We use planned themes and capitalise on unplanned moments that present themselves to talk about living things, materials and changes. These include **natural objects, new life and recycling**.
- For each theme we have identified the scientific knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:
  - **All about me** through this topic children will learn about changes and living things
  - **Changes** through this topic children will learn about changes, cycles and living things (animals and plants)
  - **Animals** through this topic children will learn about changes and living things
- In addition to Science being taught as a discreet subject, opportunities are also provided for children to practice and apply scientific knowledge and skills through investigation and exploration in all areas of the provision.
- **Investigation areas, inside and outdoors, are resourced with a range of scientific equipment and materials which offer opportunities for children to observe, investigate, explore and experiment**
- **Adults know the characteristics of a good scientist. They model technical language and scientific behaviours and attitudes encouraging children to ask questions, test out ideas, carry out investigations, make predictions and draw conclusions.**

## Impact:

### By the end of Foundation Stage I can...



## Key Vocabulary for Science:

hard	soft	rough	smooth	heavy
light	springy	firm	shiny	dull
push	move	pull	twist	turn
squash	squeeze	stretch	poke	pinch
shape	fast	slow	speed	still
up	down	gravity	friction	grip
slip	spring	elastic	energy	direction
dissolving	melting	growth	change	germination

## Expressive Arts and Design:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Expressive Arts and Design

#### 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.

## Art:

## Intent:

### OVERVIEW

In Early Years we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:

- Providing children with opportunities to explore and experiment with different media and materials
- Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
- Allowing children to use their own imagination to be uninhibited artists



## KNOWLEDGE

### General

#### I know...

- About famous artists
- Artists use different techniques

### Lines

#### I know...

- There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, thick, thin, wavy, zig zag
- How to draw different types of lines
- The difference between a continuous and a broken line
- How to join lines to create shapes to make a picture

### Form

#### I know...

- 2D representations are flat and 3D representations are solid
- How 3D representations can be created using e.g. malleable materials, junk modelling
- How to use different materials to express my ideas
- Malleable materials can be moulded into different shapes

### Colour

#### I know...

- The names of primary and secondary colours
- How to mix different colours
- How to make different tones and shades of colours

### Shape

#### I know...

- Shapes are made from lines that are joined together
- Lines and shapes create representations

### Texture

#### I know...

- Materials have different textures
- Texture can enhance and add interest
- Texture can engage the senses
- Combining materials can create different textures

## SKILLS

### I am learning to...

- |                                |                  |         |           |
|--------------------------------|------------------|---------|-----------|
| • Manipulate and control tools | • Explore        | • Draw  | • Join    |
| • Make decisions and choices   | • Experiment     | • Paint | • Stick   |
| • Observe                      | • Combine        | • Pull  | • Roll    |
| • Notice and discriminate      | • Shape          | • Tear  | • Explain |
| • Imagine                      | • Mould & Sculpt | • Fold  | • Review  |
| • Connect ideas                | • Mix            | • Cut   |           |

## Implementation:

- Art is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.
- **Teachers label artistic learning as 'Art'** so that the children understand that they are being 'Artists' and what that means in practice.
- We used planned themes and capitalise on unplanned moments that present themselves to talk **about line, shapes, colour, form and texture.**
- We study three contrasting artists (**Kandinsky, Miro and Van Gogh**) to provide children with opportunities to learn about different techniques and styles. This provides a stimulus for the development of their own artistic style whilst learning to appreciate and form opinions about different types of art.

- **We deliver weekly observational drawing sessions where drawing skills are modelled and taught.** This learning is then reflected within the provision where children have opportunities to practice and refine these skills.
- For each theme we have identified the artistic knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. For example, through:
- **All About Me** – the children learn about lines and shapes through portraits
- **Minibeasts** – the children learn about colour and texture through collage and painting
- **Jungle Animals** – the children learn about colour and texture through collage and printing
- **In addition to Art being taught as a discreet subject, through our continuous provision, a wealth of varied opportunities are also provided for children to express their own creative ideas by exploring, experimenting and combining materials to create different effects.**
- Creative areas, inside and outdoors, are resources with a wide range of tools, media and materials and are organised in a way that encourages children to be independent in their choices and decisions.
- **We recognise and use the links between Art and gross/fine motor development and provide vertical surfaces and large areas where children can stand enabling them to have greater stability and more control over the tools they are using.**
- **In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate children in the application of their artistic knowledge and skills.**

## Impact:

### By the end of Foundation Stage I can...



## Key Vocabulary for Art:

General	Lines	Shape	Texture	Colour
print	line	frame	texture	primary
portrait	straight	rounded	rough	secondary
paint	broken	cylindrical	hard	dull
observe	faint	size	furry	pale
shade	fine	solid	dry	deep
design	thick	pointed	cracked	bright
style	thin	square	spiky	vibrant
foreground	wavy	circular	matt	warm
background	short	spherical	glossy	cool
easel	curved	spiral	bumpy	soft
gallery	bold	edge	coarse	contrast
media	zig-zag	regular	smooth	shade
symmetrical	sketch	irregular	soft	pastel
decorate	continuous	shape	scaly	hue
collage	bold		grainy	mixed
brush	stripes		wet	complimentary
overlapping	diagonal		shiny	clash
artists	horizontal		silky	dull
canvas	vertical		uneven	intense
exhibition	curly		fuzzy	pale
illustrate	spiral		collage	vibrant
palette	parallel		hard	watercolour
technique	dotted		polished	colour
	broken		ridged	light
	draw			dark
	pattern			

# Design Technology:

## Intent:

### OVERVIEW

In Early Years we capitalise on children's natural intuition to be creative, inventive and innovative by:

- Introducing them to the designed and made world and how things work
- Providing children with a purpose to design, make and evaluate functional products
- Encouraging children to investigate and explore a wide range of materials and tools
- Supporting children to find original solutions using resources in unique ways
- Nurturing children's confidence to try new things
- Fostering children's resourcefulness and resilience to enable them to take risks and learn from their mistakes

### KNOWLEDGE

#### Design

##### I know...

- Designs need to be thought about and planned
- Designs can be changed and modified
- The properties and uses of different materials
- What different tools can be used for

#### Evaluate

##### I know...

- Evaluations can lead to improvements
- The criteria for success

#### Make

##### I know...

- Materials can be used for joining
- How to join materials together
- Materials can be modified or changed
- Products can move, light up, be structurally sound, and be safe and healthy
- Some objects can move independently and some can be made to move
- How to make a structure strong and stable
- How to make a structure balance
- Materials can be used for different things and manipulated in different ways
- The possibilities and limitations of different materials
- How different tools can be used

### SKILLS

#### I am learning to...

- |                           |                                       |                                |
|---------------------------|---------------------------------------|--------------------------------|
| • Explore and investigate | • Observe and ask questions           | • Be creative and innovative   |
| • Explain and describe    | • Think critically and solve problems | • Be resourceful               |
| • Design                  | • Make decisions                      | • Assemble and disassemble     |
| • Join                    | • Take pride in my work               | • Control and manipulate tools |
| • Plan and organise       |                                       |                                |

## Implementation:

- Design Technology is valued and promoted through direct teaching and purposeful learning opportunities across all planned themes throughout the year.
- We use planned themes and capitalise on unplanned moments that present themselves to encourage **children to design, make and evaluate.**

- For each theme we have identified the Design Technology knowledge and skills that we will teach ensuring that they are regularly revisited.
- We provide children with a purpose to **design, make and evaluate products that move, are structurally sound and are healthy and safe for example through building, cooking and making products.**
- We **cook every fortnight** with the children and relate our cooking to our topic theme.
- We include opportunities for children to assemble and disassemble objects to learn more about how things work.
- The environment has two focused areas for promoting and teaching Design Technology. There are the Construction area and Creative Workshop, inside and outdoors, which are resourced with a wide range of equipment and tools.
- The Construction area has junk modelling resources and outside, **we have a real wood workbench and real tools.**
- They are organised in a way that encourages children to be independent in their choices and decisions and to use their knowledge to find solutions and use resources in unique and innovative ways.
- Both areas include a planning station where children can discuss, record and evaluate their ideas. We include a visual prompt for children to remind them of the design process: **Think, Plan, Create, Share**
- In the provision adults promote children's creativity, originality and problem solving by valuing their ideas and encouraging them to make connections in their learning, take risks and learn from mistakes.

## Impact:

### By the end of Foundation Stage I can...



## Key Vocabulary for Design and technology:

plan	tower	evaluate	circle	fruit names
design	base	improve	triangle	vegetable names
make	top	modify	square	utensil names
materials	underneath	rearrange	rectangle	ingredients
purpose	side	feature	cuboid	slicing
product	edge	step by step	cube	peeling
equipment	surface	adapt	cylinder	cutting
invent	corner	tools	pull	grating
build	point	measure	push	mixing
ideas	straight	cut	strong	squeezing
construct	curved	fold	fold	healthy
test	vertically	hinge	join	diet
structure	horizontally	stick	fix	tasting
combine	metal	glue	framework	arranging
stable	wood	string	assemble	recipe
balance	plastic	sellotape		
original	equipment	masking tape		
unique	build	treasury tags		
weak	model	elastic bands		
	shape	clothes pegs		



## Music:

### Intent:

#### OVERVIEW

In Early Years we capitalise on children's innate desire to listen to, make and explore sound by:

- Providing freedom for children to be curious, experimenting with and creating their own music
- Reinforcing children's responses to sounds and encouraging composition and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

#### KNOWLEDGE

##### General

##### I know...

- The names of different untuned and tuned instruments
- How to play different untuned and tuned instruments
- Untuned and tuned instruments make different sounds
- How musical notes are represented
- What a conductor does
- The words to different songs

##### Sound

##### I know...

- Sound can be changed
- Sound can be made by different things
- Sound can be made in different ways
- Sound can be at different speeds
- Sound can be combined
- Sound can be at different volumes
- Sound can be at different durations
- Sound can be at different pitches
- Sound can create different rhythms
- Sound can create different patterns
- Sound can be repeated
- Sound can have a vibration
- Sound can create beats
- Sound can be recorded

#### SKILLS

##### I am learning to...

- |                           |               |                   |
|---------------------------|---------------|-------------------|
| • Create                  | • Collaborate | • Accompany       |
| • Perform                 | • Combine     | • Memorise        |
| • Appreciate              | • Play        | • Keep the beat   |
| • Observe                 | • Refine      | • Follow a rhythm |
| • Turn take               | • Improvise   | • Repeat          |
| • Interpret               | • Sing        | • Imagine         |
| • Listen and discriminate | • Respond     | • Compose         |
| • Explore                 |               |                   |

## Implementation:

- Music is valued and promoted through direct teaching and purposeful learning opportunities across the provision.
- **Teachers label musical learning as 'Music'** so that the children understand that they are being '**Musicians**' and what that means in practice.
- **Each half term the school focuses on a different genre of music**, which is played and discussed in assemblies. The children are encouraged to listen to, appreciate and explore the sounds, instruments, beat and rhythm.
- **Singing is an integral part of the daily routines and children are taught new songs as well as practiced songs they already know.** Over the year, they develop a wide repertoire of songs and rhymes that they know by heart. We have a weekly whole school singing practice and listen to/sing songs frequently in class which relate to our topic or maths.
- **At the end of each term, the children perform a seasonal song in Church, to their parents.** Harvest, Christmas, Easter and Summer.
- **A weekly music session is led by a teacher from the Warwickshire Music Service. This focuses on musical knowledge and skills.**
- Our music area is resourced with a wide range of musical instruments and beaters. It is organised in a way that encourages children to be curious about sound and confident in experimenting with ways of combining different sounds.
- **We recognise and use the links between Dance and Music and provide children with a stage where they are encouraged to perform themselves and appreciate others' performances.**
- **In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their musical skills.**

## Impact:

### By the end of Foundation Stage I can...



## Key Vocabulary for Music:

sing	music	compose	tap	musical score
beat	musician	respond	bang	composer
rhythm	orchestra	long	volume	sound
high	conductor	short	pitch	instruments
low	verse	appreciate	vibrate	percussion
loud	chorus	play	string	shake
soft	echo	tune	count	performance
quiet	listen	notes	band	perform
fast	slow	pattern	rest	quick
pitch	rest	solo	pitch	tuneful
tempo	repeat	duet		

## Dance:

## Intent:

### OVERVIEW

In Early Years we capitalise on children's innate desire to move by:

- Providing freedom for children to be expressive, experimenting with and creating their own series of movements
- Reinforcing children's responses to music and encouraging choreography and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

### KNOWLEDGE

#### General

##### I know...

- All my body parts are separate but connected
- My body parts can be moved in different ways
- Where I am in relation to other people and other things

#### Movement

##### I know...

- Movements can be changed
- Movements can be made using all parts of the body
- Movements can be made in different ways
- Movements can be at different speeds
- Movements can be at different levels
- Movements can be in different directions
- Movements can be joined
- Movements can be sequenced
- Movements can be mirrored
- Movements can be repeated
- Movements can involve the transference of weight

### SKILLS

#### I am learning to...

- |                     |              |                              |
|---------------------|--------------|------------------------------|
| • Create            | • Take turns | • Imagine                    |
| • Perform           | • Repeat     | • Balance                    |
| • Appreciate        | • Sequence   | • Build strength and stamina |
| • Observe           | • Experiment | • Negotiate space            |
| • Cross the midline |              |                              |

## Implementation:

- Dance is valued and promoted through direct teaching and purposeful learning opportunities within the provision.
- A weekly dance session is delivered focusing on dance knowledge and skills. **We recognise the direct link between Dance and Physical Development and use the discreet sessions to practice balance and coordination through core work, building strength, crossing the midline and symmetrical movements.**
- **The children have a term of weekly dance lessons by a professional dance teacher who teaches a full routine and then the children perform it to their parents at the end of the term.**
- We use our annual themes and the relationship between Dance and Music as a stimulus to plan opportunities for children to experiment with and create their own dance movements. Children also have access to a stage, instruments, recorded music, costumes and props where they are encouraged to be inventive, imaginative and perform themselves and appreciate others' performances.
- In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their dance skills.

## Impact:

**By the end of Foundation Stage I can...**



## Key Vocabulary for Dance:

wiggle	roll	balance	jump	skip
twirl	turn	spin	hop	sway
stamp	rock	clap	bounce	kick
twist	slide	start	stop	falling
high	low	different	sequence	strong
light	combine	play	solo	duet
partner	leap	quick	slow	exercise
clockwise	anticlockwise	action	balance	choreography
control	co-ordinate	direction	elevate	expressive
expression	flexible	interpret	rehearse	pattern
repeat	space	strength	style	performance