



EYFS Curriculum



Gwlady's Street CP and Nursery School 2022-2023





Staffing



At Gwladys Street CP and Nursery school, we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS Statutory Framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We are inclusive and welcoming to all and Gwladys Street values are embedded in all that we do. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education.

To do this we plan our curriculum so that it can:

- Broaden minds and children's outlook on life
- Provide experiences of awe and wonder
- Reduce disadvantage
- Consider children's backgrounds and experiences
- Develop knowledge and understanding of the community and wider world

We have 2 full time reception teachers, 2 Nursery Nurses and 3 Learning Assistants as part of EYFS department, consisting of Nursery and Reception provision. The classrooms have a variety of free choice provision and areas for the children to access. We have a dedicated outdoor learning area including a covered area for the children to use in all weathers. We also have direct access to the school EYFS garden. Staff are organised to support the children in a balance of adult directed, adult led and child-initiated experiences throughout the sessions and the EYFS children have free flow access to outdoor learning and provision within Nursery. The team collaborate to plan a variety of exciting learning opportunities each day as well as responding to unplanned themes or topics that may spontaneously arise to optimise levels of engagement and motivation.

Scaffolding, modelling and child initiated, adult led and adult directed play based learning.

How do we teach children in the EYFS? In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child. Adults may scaffold a children's play: this involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go from "what they know" to "what else they could know"! Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) states in the framework (p16) that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults." In our school, the EYFS teams decide what we want our children to learn in our classroom, through our provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout the reception year, we use more direct teaching and modelling. These strategies help us to focus on teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of their Reception year.



EYFS Statutory Framework



The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. There are three prime areas of learning: Communication and Language Development Personal, Social and Emotional Development Physical Development There are four core areas of learning: Literacy Maths Understanding the World Expressive Arts and Design

Communication and Language

Personal, social and emotional development

Physical development

Literacy

Maths

Understanding the world

Expressive arts and design

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics of Effective Learning are: Playing and exploring-engagement Active learning-motivation Creating and thinking critically-thinking

Ferre Laevers: As part of our focus planning and understanding of individual children we use the Ferre Laevers scales of wellbeing and involvement to identify and support children to who made need further and continual support to develop the skills needed to become confident, capable and life long learners.



Planning in the EYFS



At Gwladys Street Nursery and Primary School we recognise that children learn and develop at different rates. Our curriculum is responsive and holistic and we value all areas of learning. We understand the importance of Prime areas being time specific and personal, social and emotional development, communication and language and physical development are highly regarded and supported with a heavy emphasis upon these areas of learning particularly within Autumn Term. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult directed, adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. As children grow older, and as their development allows, the balance gradually shifts towards more adult directed activities to help children prepare for more formal learning, ready for year 1.

Our planning focuses upon the individual needs of the children. We carefully consider data, consult with our children, gather information from parents, observe and plan events, festivals, seasons and an overarching theme is taken in order to inform or planning starting points. Our starting points feed in to our continuous provision planning systems. This planning evolves over a term, enabling us to personalise planning for individual and groups of children considering each child's individual level of development and learning.



Personal social and emotional development



and what we do at Gwladys Street

What do we do
at Gwladys
Street?

Zones of regulation: A whole school approach to attachment and trauma
Jigsaw— a whole school approach to PSHE
Calm central sessions /Nurture group sessions (1Decision)
Mindfulness sessions
ROAR strategies
Whole class sharing and celebrating and making class rules
Positive praise, rewards and reinforcement of achievements and behaviour
Staff are role models for team work and positively
An environment where children feel safe to learn from success and mistakes
Provision for children to access with specific needs: Sensory breaks
Use of key texts, puppets, songs, stories and videos to explore emotions and feelings

Personal, Social & Emotional 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 development



The characteristics of effective learning underpin our EYFS curriculum. We support children to develop emotional literacy through circle time discussions about feelings, small nurture groups and through the fostering of strong and caring relationships. We discuss and model behaviour in a safe learning environment. We support children to understand the importance of taking risks through learning and to develop resilience whilst making mistakes. Careful consideration is made to support children to rise to challenges and develop their have a go attitudes through play, taking risks and problem solving. These skills will support our children to become lifelong learners and promote independence ensuring readiness for the National Curriculum.

To support children's skills in the prime area of PSED, we aim to promote an understanding of people, different cultures and communities beyond their own. We explore different festivals and celebrations and share books linked to different cultures and nationalities such as "All are welcome here."

We teach children about how to keep themselves healthy through good hygiene, healthy eating, exercise and being kind to others. Children are taught about how to keep themselves safe online, in the home, and how to behave around things that may be harmful to their health. We have visitors from the community such as: the children centre and school chef to talk to use about these issues.

Communication and Language and what we do at Gwladys Street

What do we do
at Gwladys
Street?

Narrative Immersion
Sharing of quality list of fiction and non-fiction texts for focused learning and story time
Adult modelling, question and conversation using ELKLAN strategies
Circle time sessions
Carpet time and timetabled sessions for attentive listening
Bucket therapy, sensory circuit breaks and intensive interactions
Daily story time and rereading of texts
Tiered vocabulary displayed in the classroom and modelled through interactions
Observed interaction between peers
Daily nursery rhymes and songs to develop vocabulary and extend learning
Explicit teaching of vocabulary concepts through Lift lessons and concept cat
Daily class songs in routine
Use of key words for new learning with a visual to support an understanding of vocabulary
Use of talk partners and think pair, share

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.



Narrative Immersion



What do we do
at Gwladys
Street?

As part of our Narrative Immersion we support children to develop their oral literacy and comprehension skills. Our magic story box ignites interest and unlocks riddles, rhymes, tales, tune and mimes!

- 6 engaging texts appropriate for Reception, Nursery one and Nursery 2.
- Magic story box to introduce the books.
- Highlighting and demonstrating the use of adventurous vocabulary, applying and revisiting vocabulary
- Developing storytelling skills
- Dramatising stories
- Story mapping
- Shared writing
- Independent writing
- Dialogic book talk
- CP enhancements linked to the text



High Quality Narrative Immersion texts



	Autumn One – Marvellous Me	Autumn Two – Night and Day	Spring One – Once upon a Time	Spring Two – Down in the Garden	Summer One – Off on an Adventure	Summer Two – Pirates and the Seaside
N U R S E R Y O N E						

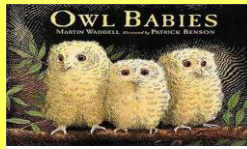
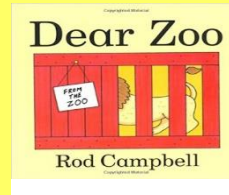
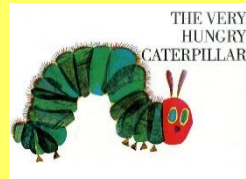
N U R S E R Y T W O						
R E C E P T I O N						



Gwladys Street EYFS Reading Spine

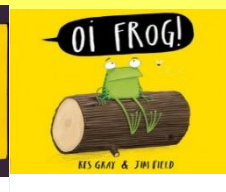
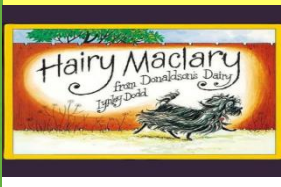


FS1



1. We're going on a Bear Hunt by Michael Rosen
2. Too Many Carrots by Kate Hudson
3. The Hungry Caterpillar by Eric Carle
4. Dear Zoo by Rod Campbell
5. Owl Babies by Martin Waddell
6. Which Food Will You Choose? Claire Potter and Ailie Busby
7. Peace at Last by Jill Murphy
8. Dinosaurs love Underpants
9. Let's go for a walk by Ranger Hamza
10. Who is Hiding in the Woods? by Katherine McEwen

FS2



1. Oi Frog! Kes Grey
2. The invisible string: Patrice Karst
3. Something: Rebecca Cobb
4. Billy's bucket: Kes Grey
5. Shark in the park: Nick Sharratt
6. Hairy Mc Cleary: Lynley Dodd
7. Ruby's worry: Tom Percival
8. Owl babies: Martin Waddell
9. The tiger who came to tea: Judith Kerr
10. All are welcome here



Gwladys Street Story spine.



As part of our whole school story spine EYFS children will have the experience to engage with carefully chosen high quality texts throughout the academic year. These are shared with parents and rewards are given to motivate children to foster and develop a love of reading for pleasure from and early age.

EYFS Library

FS1 children are provided opportunities to share and change Library books with their parents and carers to develop excellent reading habits from a very early age.



Physical development and gross motor skills



What do we do
at Gwladys
Street?

We have exciting EYFS outdoor provision, with covered area which the children access daily

Playground, school garden and EYFS garden area.

A choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like balancing, lifting, carrying, pushing, pulling, and climbing.

A range of wheeled resources for children to balance, sit or ride on, or pull and push

Sand pits and water trays

Large water investigation with buckets, watering can and guttering

Equipment to create obstacle courses that demand a range of movements to complete.

Parachute, bats, balls, beans bags and cones

Sequential PE lessons developing skills in dance, athletics ball games and gymnastics

Regular yoga and mindfulness activities

Proprioception and vestibular learning activities as part of our sensory circuit sessions

Large digging pits

Physical 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.



Physical development fine motor skills



What do we do
at Gwladys
Street?

Daily handwriting formation included in phonic lessons
A wide range of Funky Finger activities
Mark making opportunities through out the continuous provision
Fine motor control activities
Different size pencils and pens to support the stage of grip
A wide range of opportunities to mark make, draw and writing throughout the year
in continuous provision and focused activities.
Songs & rhymes used to support formation of numerals
Provision of left and right-handed scissors/modelled support to make snips, cut in a
line, cut around a shape
Provision of chunky pencils and crayons, chunky chalks for writing on the floor, chalk
boards, easel
Moving onto slimmer pencils and felt tips when ready
Provision of pencil grips and ergonomic pencils if needed
Use of sensory resources for mark making in a variety of ways such as: shaving
foam, playdough, paint, printing, mud writing, making patterns with
string/pasta/loose parts, squashy bags, salt
Fine motor activities planned into provision- e.g. pegs, small world, pipe cleaner
threading, beads, colouring jigsaws, buttons, dressing dolls, construction bits,
playdough, water/sand play, junk modelling, collaging etc.
Daily support with knife and fork as children eat
Weekly focused handwriting activity linked to phonics



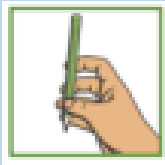
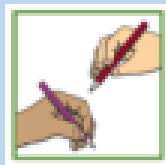
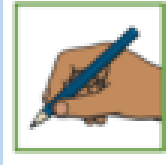
Physical ELG: Fine Motor Skills
Children at the expected
level of development will: -

- 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



1 to 2 Years Old: Fisted grasp or palmar supinate grasp	2 to 3 Years Old: Digital Pronate Grasp	3 to 4 Years Old: Four finger Grasp	4 to 6 Years Old: Static Tripod Grasp or Static Quadrapod Grasp	6 to 7 Years Old: Dynamic Tripod Grip
				
<ul style="list-style-type: none"> Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit Light scribbles are produced with this pencil grip 	<ul style="list-style-type: none"> All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. • Movement comes mostly from the elbow and the shoulder is now stabilized. • Horizontal lines, vertical lines and circular lines are able to be copied 	<ul style="list-style-type: none"> Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip 	<ul style="list-style-type: none"> A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip 	<ul style="list-style-type: none"> Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. • This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.



Literacy: Mark making



Daily support with name writing
Marking making indoors and outdoors

Pencil control activities

Large and small whiteboards available in continuous provision

A wide variety of writing tools in provision including crayons, pencil, chalks felt pens and pens.

RWI letter formation rhymes

RWI Fred talk

Story maps

Teacher led writing

Designated writing area as well as writing caddies around the classroom and outdoor areas

Meaningful reason and opportunities for the children to write for a purpose

Songs and repetition, use of story maps and retelling of stories to support children being able to articulate their thoughts before writing.

What do we do
at Gladys
Street?

Literacy 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.











Writing progression







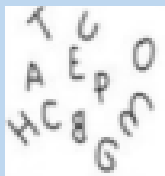


Drawing the right way

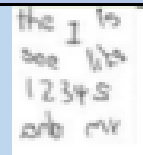




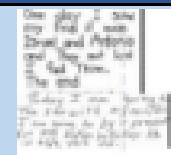
We assess children's writing development on entry to both Nursery and Reception. Practitioners understand the importance of supporting drawing alongside writing. Skills for writing and drawing and writing progression. We have high expectations for all children to achieve and success and support next steps feeding back and feeding forward in relation to mark making and writing in play and adult led/directed teaching sessions.

Development of writing

FS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative Immersion Texts: Nursery 1 Nursery 2	Peepo! Super Duper You!	Dear Zoo Owl babies	The Three Little pigs Goldilocks and the three bears	The Very Hungry Caterpillar Jaspers beanstalk	We're Going on a Bear Hunt What the Ladybird heard	Ten Little Pirates Pirates love underpants
Supporting Developmental stages of writing...	Children will be supported to... <input type="checkbox"/> Enclose <input type="checkbox"/> Make lines <input type="checkbox"/> Draw a simple face <input type="checkbox"/> Draw a simple figure <input type="checkbox"/> Attempt observational drawing. <input type="checkbox"/> Make letter like shapes. <input type="checkbox"/> Draw writing patterns such as zig zags, waves and I - O + / X	Children will be supported to... <input type="checkbox"/> Enclose <input type="checkbox"/> Make lines <input type="checkbox"/> Draw a simple face <input type="checkbox"/> Draw a simple figure <input type="checkbox"/> Attempt observational drawing. <input type="checkbox"/> Make letter like shapes. <input type="checkbox"/> Draw writing patterns such as zig zags, waves and I - O + / X	Children will be supported to... <ul style="list-style-type: none"> • Enclose • Make lines • Draw a simple face • Draw a simple figure • Observational drawing shows detail. • Make letter like shapes. • Make shapes and patterns with control such as zig zags, waves and <div>  -  + / X  </div> <p>Attempt to write own name</p> <p>Beginning to make letter like shapes.</p>	Children will be supported to... <ul style="list-style-type: none"> • Enclose • Make lines • Draw a simple face • Draw a simple figure • Observational drawing shows detail. • Make letter like shapes. • Make shapes and patterns with control such as zig zags, waves and <div>  -  + / X  </div> <p>Attempt to write own name</p> <p>Beginning to make letter like shapes.</p>	Children will be supported to... Draw a detailed face Draw a detailed figure Draw detailed observational drawings. Attempt to write own name with recognisable letter shapes and initial letter in place. Make recognisable letter like shapes <div>Writing emerges</div> <div>  Writing random letters Writing initial sounds Writing other words Forming letters correctly Writing 2 or more words Writing short sentences </div>	Children will be supported to... Draw a detailed face Draw a detailed figure Draw detailed observational drawings. Attempt to write own name with recognisable letter shapes and initial letter in place. Make recognisable letter like shapes <div>Writing emerges</div> <div>  Writing random letters Writing initial sounds Writing other words Forming letters correctly Writing 2 or more words Writing short sentences </div>

FS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Ruby's Worrry	Room on the Broom	Jack and the beanstalk	Super worm	The Jolly Postman	The Pirates Next door
	<p>Children will be supported to draw a detailed face</p> <p>Draw a detailed figure</p> <p>Draw detailed observational drawings.</p> <p>Attempt to write own name with recognisable letter shapes and initial letter in place.</p> <p>Make recognisable letter like shapes</p> <p>Writing emerges</p> <p>Writing random letters</p> <p>Writing initial sounds</p> <p>Writing other words</p> <p>Forming letters correctly</p> <p>Writing 2 or more words</p> <p>Writing short sentences</p> <p>Text Structure:</p> <p>Names Lists Captions</p> <p>Diagrams Message</p> <p>Retell simple stories</p> <p>Introduce a simple story map</p>	<p>Children will be supported to copy letters and words.</p> <p>Attempt to write words from memory</p> <p>Beginning to use phonetical knowledge to write.</p> <p>E.g. gets initial letter in correct place</p> <p>Children will be supported to write their own name.</p> <p>Text Structure:</p> <p>Names Lists Captions</p> <p>Diagrams Message</p> <p>Retell simple stories</p> <p>Introduce a simple story map</p> <p>Sentence</p> <p>Construction:</p> <p>Simple sentences</p> <p>Simple conjunctions</p> <p>Say, write and check sentences. Openers</p> <p>Repetition for rhythm</p> <p>Repetition for description</p>	<p>Children will be supported to write their own name and other things such as labels, captions.</p> <p>Labels</p> <p>Lists</p> <p>Wanted posters</p> <p>Adjectives to describe characters</p> <p>CVC words</p> <p>captions</p> <p>Word structure and language:</p> <p>Determiners</p> <p>Prepositions Adjectives</p> <p>Adverbs Similes</p>	<p>Children will be supported to write their own name and other things such as labels, captions.</p> <p>Children will be supported to write short sentences in meaningful contexts.</p> <p>Labels</p> <p>Lists</p> <p>Wanted posters</p> <p>Adjectives to describe characters</p> <p>CVC words</p> <p>captions</p> <p>Word structure and language:</p> <p>Determiners</p> <p>Prepositions Adjectives</p> <p>Adverbs Similes</p>	<p>Children will be supported to use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Practitioners will heavily model...saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it and re-reading what they have written to check that it makes sense.</p> <p>Punctuation and terminology:</p> <p>Finger spaces Full stops Capital letters</p> <p>Finger spaces Letter</p> <p>Word Sentence Full stops Capital letter</p> <p>Similes.</p>	<p>Children will be supported to use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Practitioners will heavily model...saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it and re-reading what they have written to check that it makes sense.</p> <p>Punctuation and terminology:</p> <p>Finger spaces Full stops Capital letters</p> <p>Finger spaces Letter</p> <p>Word Sentence Full stops Capital letter</p> <p>Similes.</p>

Pre Phonics Stage						
Pictures	Random Scribbling	Scribble Writing	Symbols that represent letters	Random Letters	Letter strings	Letter groups
						
Picture tells a story to convey message.	Starting point at any point on the paper.	Progression is from left to right.	Mock letters or symbols.		Letter strings move from left to right and move down the page.	Separated by spaces to resemble different words.

Early Phonemic						
Environmental print	Letter name stage		Transitional Stage			
Beginning sounds Random initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All symbols represented	Inventive spelling	Multiple related sentences with many words spelled correctly	
						
Awareness of print, copied from surroundings.	Beginning and ending letters are used to represent words.		Medial sounds may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and sounds.	Whole sentence writing develops.	

Foundation Stage 2 expectations

Writing sounds, ordering sounds and writing sentences.

I can write my name.	I can write some recognisable letters when I write.	I am working on representing some sounds in order when I write.	I can write initial and end sounds.	I can write CVC words using set 1 speed sounds. I am starting to write some red words.	I can write CVC words using some digraphs.	I can write simple captions to match a picture.	I can write a simple sentence using my phonic knowledge and knowledge of red words.	I am starting to use a full stop. I can reread what I have written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	<i>My writing can be read by others.</i> Some words are spelled correctly, and others are phonetically plausible. I can spell many HFW words.
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Literacy: Comprehension



What do we do
at Gwladys
Street?

Daily story reading, questions and discussions revisiting books.

Pre-reading picture books to stimulate discussion and questions

Reading spine books which are regularly shared and discussed with the children.

Non-fiction topic books are regularly shared to develop vocabulary as well as knowledge and understanding of a subject area.

Weekly rhymes are introduced and practiced and then regularly revisited during the year.

Exciting role play areas to develop expressive and receptive language skills and vocabulary.

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.

Dialogic book talk:

Dialogic book talk takes place as part of planned teaching session in Foundation Stage 1 and within play within Foundation stage 2. Children are supported to make predictions to ask and answer questions, practitioners model answers to inference questions if needed to support children to use visual and language clues to make sense of what is happening within the text.



Literacy: Word Reading



At Gwlady's Street Reading framework is in place to map out phonics teaching from Foundation Stage 1 into Foundation Stage 2. We use Reading tracking to address gaps in learning and value all skills needed in order to become confident and capable readers.

- Daily phonics sessions take place following Read, Write inc systematic phonics programme.
- Differentiated phonics groups.
- Reading books matched to children's phonic ability.
- Regular group and individual reading.
- Weekly book bag books and focused phonics books to be shared at home.
- Regular revision of letter sounds and words within all areas of the curriculum
- Word mats and posters in provision.
 - Dojos for bringing book bags into school daily.

What do we do at Gwlady's Street?

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.



Literacy: Speech, language and communication



Practitioners with Gwladys Street CP and Nursery School understand and value the importance of speech, language and communication development and the impact of high-quality interactions play upon the amount of progress children make within a stimulating and exciting learning environment. Practitioners are both Hanen and ELKLAN trained and understand the importance of watching, waiting prior to interacting with children. Practitioners model language effectively and use tired vocabulary to promote the ambitious use of vocabulary. Practitioners understand the use of limiting the amount of questions asked value the importance of asking open ended questions such as, " I wonder what might happen if..." Children are screened using the WELCOMM assessment and interventions are put in place to ensure rapid progress.

EAL learners

Staff understand and value the importance of language acquisition, first in a child's home language and then in English. Staff liaise with parents to establish if there are any concerns in a child's home language as part of children's transition into school. Children are supported additionally throughout the day through the use of effective modelling, narration and playful learning. Widgit symbols and visual timetables are used to support children to access the curriculum and develop confidence to communicate. EAL learners have individual next steps using tracking from the Bell education trust to ensure rapid progress.



Phonics in Nursery



AUTUMN TERM 1 and 2

Developing Early Reading skills.

Auditory Skills

Skill	Attitudes/Objectives Development matters + Learning outcomes.	Activities	Differentiation Deepening skills	Enhancements to support learning.	Phonics (Activities not limited to)	Supporting learning at home.
AUDITORY MEMORY Hearing and singing rhymes and songs develops an awareness of rhythm and rhyme. Responding to increasingly complex instructions helps to develop auditory memory.	<p>Listen in small groups</p> <p>Respond in conversations/small groups with related comments</p> <p>Develop engagement and enjoyment of listening to rhymes and stories.</p> <p>Develop a love of books:</p> <p>Listens to longer stories to build familiarity</p> <p>Has favourite stories and can retell key events.</p> <p>Able to spot and suggest rhymes</p> <p>Able to clap syllables in words</p>	<p>Learning and singing nursery rhymes. Planned weekly</p> <p>Listen to music.</p> <p>Explore rhythm and beat</p> <p>Listen to stories.</p> <p>Join in with stories.</p> <p>Simple sequencing.</p>	<p>Remember the rhyme/song</p> <p>Be able to sequence a rhyme.</p> <p>Know the missing word.</p> <p>Add to accumulative list (Don't forget the bacon)</p> <p>Remembering and recalling information.</p>	<p>Books</p> <p>Games</p>	<p>Environmental sounds</p> <p>Listening walks</p> <p>Mrs Browning had a box</p> <p>Socks and shakers</p> <p>Instrumental sounds</p> <p>Which instrument</p> <p>Adjust the volume</p> <p>Grandmas footsteps</p> <p>Body percussion</p> <p>Roly poly</p> <p>Follow the sound</p> <p>Listen to the music</p>	<p>Practical activities shared. Stay and play reading session</p> <p>Activities shared weekly to support</p>

					Sounds to support in CP: m, p, b, n, t, d	
SEQUENCING This requires the children to think about Nursery rhymes and be able to sequence pictures in correct order, increasing the need to talk and experiencing the complexity of language. To begin to ENJOY books and stories. To develop an understanding of why it is important to be able to read and understand that print conveys meaning.	Listens in small groups when interested Placing pictures in order from left to right. Understanding and using words who, what, where, why? Can answer simple questions. Listens to longer stories to build familiarity Know print has meaning Know print can have different purposes Know we read from left to right and top to bottom	Sequencing nursery rhymes. Sequencing stories. Story times. Fiction and non-fiction books available.	Missing pictures. More events. Use more complex sentences. Using talk to link significant events from experiences and stories. Make up own ending. Make lists, signs etc.	Books Images and pictures of nursery rhymes and from story books. Signs Environmental print and symbols. Games	Sequencing Sequence images using first, next, then. Talk about beginning, middle and endings in stories that we share. Sounds to support in CP: w, h, k, ck, g, f, s	
AUDITORY DISCRIMINATION This involves listening to sounds around us and learning how to discriminate sounds through experience. To become a reader less familiar sounds can be used to help	To be able to discriminate between familiar and less familiar sounds. Develop listening and attention skills. Listens to noises adults make when reading	Listening Ears Sound lotto Musical activities Tapping out repeated patterns	Repeating of 2 or more beats on 2 instruments. Talk about/describe sounds.	Listening ears Using different musical instruments with control.	Rhythm and rhyme Bingo Favourite rhymes Playing with words Alliteration e.g Tony train	Practical activities shared. Stay and play reading session Activities shared

children make finer discrimination.	Recall of rhythm for example using words and engaging with musical activities. Show an interest in rhythm, beat and sounds by gesture, movement or making sounds. Showing an awareness of rhyme and alliteration		Recalls complex sequence of sounds.		Voice sounds e.g. Make your voice go down a slide make it bounce like a ball. Sounds to support in CP: w, h, k, ck, g, f, s	weekly to support
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SPRING TERM /

Developing Early Reading skills. Visual Skills

Skill	Attitudes/Objectives	Activities	Differentiation Deepening skills	Enhancements to support learning.	Phonics (Activities not limited to)	Supporting learning at home.
VISUAL MEMORY (SSM) Spelling is improved by good visual memory as well as recognising words and reading.	Develop visual memory. Develop focus and attention. To be able to recall details. Improve spatial awareness and memory. Know that words are made up of letters	Picture games Name cards Kim's game Matching shapes Remember visual sequence of shapes/objects. 2x2 grid.	More objects – Kim's game Remove 2 objects Remake a visual sequence of 3 or more shapes. 3x3 grid	Poems, rhymes and rhyming stories.	Environmental sounds Listening walks Mrs Browning had a box Socks and shakers Body percussion Action sounds Noisy neighbour Words about sounds Instrumental sounds Match my sound Sounds to support in CP: y, ng, v, l, ch, sh	Practical activities shared. Stay and play reading session Activities shared weekly to support

<p>VISUAL DISCRIMINATION Encouraging children to notice and identify similarities and differences this will help them to begin to notice the differences between written symbols and graphemes. Eg c/e a/g i/j</p> <p>To develop an understanding of why it is important to be able to write and understand that we write for a reason.</p>	<p>Increased skills of observation, exploration and investigation.</p> <p>Notice the difference between features in the environment.</p> <p>Show an interest in the world and images. Recognise the first letter of their name in different words Recognise words with the same initial</p> <p>To be able to identify and make links to patterns. To be able to discriminate between different shapes and patterns.</p> <p>To notice and recognise print and logos in the environment. To know that information can be relayed in the form of print.</p>	<p>Spot the difference.</p> <p>Observing and exploring – using senses.</p> <p>Pattern making.</p> <p>Construction activities and block play.</p> <p>Make signs, lists etc.</p>	<p>Extend use of vocabulary</p> <p>Recall 5 details from a picture Adult to scribe</p> <p>Recall ALL they can from a picture</p> <p>Talk about differences and properties.</p>	<p>Writing for a reason – resources.</p>	<p>Rhythm and rhyme Bingo Favourite rhymes</p> <p>Playing with words</p> <p>Alliteration e.g. Tony train</p> <p>Voice sounds e.g. Make your voice go down a slide make it bounce like a ball.</p> <p>Sounds to support in CP: z, r, j, th, qu, x</p>	
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SPRING TERM 2 – end of SUMMER TERM

Developing Early Reading skills.			Talk and Phonological Awareness.			
Skill	Attitudes/Objectives	Activities	Differentiation Deepening skills	Enhance ments to support learning.	Letters and sounds. Phase 1	Supportin g learning at home.
RETELLING NARRATIVES. Children will have had access and the experience of enjoying books, stories and a literacy rich environment. This is most influential when children have the opportunity to TALK about what they have heard, seen and what they think. This helps children to organise their thoughts, link and understand vocabulary and develop the skills of comprehension aided by the ability to retell a story. INFERENCE <ul style="list-style-type: none"> Character goals Character progress Character states 	<p>To be able to listen to and respond appropriately in whole class/small group topic</p> <p>To communicate ideas and thoughts.</p> <p>To use their imagination.</p> <p>TO TALK.</p> <p>Develop skills of comprehension and inference.</p>	<p>CORE STORIES</p> <p>Answer questions</p> <p>Talk about characters</p> <p>Learn phrases</p> <p>Use puppets</p> <p>Use story sacks</p>	<p>Make up different events and endings</p> <p>Higher level questioning</p> <p>Make up a story</p> <p>Discuss actions of a character.</p> <p>Retell stories – taking on a role.</p> <p>Express needs and feelings</p> <p>Make books</p>	<p>Story sacks</p> <p>Story boxes/bags (Being imaginative)</p> <p>Poems, rhymes and rhyming stories.</p>	<p>Aspect 4,5 Rhythm and rhyme</p> <p>Rhyming bingo</p> <p>Our favourite rhymes</p> <p>Playing with words</p> <p>Alliteration</p> <p>I spy</p> <p>Sounds around</p> <p>Voice sounds</p> <p>e.g. Make your voice go down a slide make it bounce like a ball.</p> <p>Sounds to support in CP: a, i, e, o, u, ai</p>	<p>Practical activities shared. Stay and play reading session</p> <p>Activities shared weekly to support</p>
PHONOLOGICAL AWARENESS Auditory discrimination +	To use auditory discrimination and memory skills to	<p>Rhyming words</p> <p>Omit rhyming word</p>	<p>I Spy</p> <p>"I went to the shop and I bought ..."</p>	Making aliens	Rhythm and rhyme Rhyming bingo	Practical activities shared.

<p>Auditory memory + Sequencing = All critical for</p> <p>↓</p> <p>Phonological awareness.</p>	<p>deepen and master phonic awareness. To develop knowledge of rhyme and alliteration.</p> <p>Can segment and blend the sounds in CVC words</p> <p>To use knowledge of letter print and letter knowledge in their early writing.</p> <p>To learn some common exception words and be able to phonically decode words.</p>	<p>Rhyming pairs</p> <p>Initial sound of name.</p>	<p>Odd 1 out</p> <p>Write words – SEE which words begins with the same letter and sound.</p>	<p>Our favourite rhymes Playing with words</p> <p>Alliteration Bertha goes to the zoo Tony trains busy day Digging for treasure</p> <p>Voice sounds Making trumpets Whose voice Watch my sounds</p> <p>Oral blending and segmenting Toy talk Clap and say sounds.</p> <p>Sounds to be taught in CP: ee, igh, oa, or, oo, oo.</p>	<p>Stay and play reading session</p> <p>Activities shared weekly to support</p>
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Children who are secure in FS1 skills will be taught set one sounds and mnemonics as part of group teaching and as part of their focus plans to ensure no child is left behind.



Literacy: Phonics in Reception



Early Reading skills will be baselined on entry to FS2 and RWI taught systematically alongside these skills to ensure maximum progress and reduce gaps in learning.

At Gwlady's Street CP school we follow the Read Write Inc phonics programme. Discreet phonics sessions are taught daily in Reception. Children receive a 30-minute phonics session each day. We cover a new sound everyday when beginning speed sounds set 1 practise. Within the sessions, children learn to blend sounds and segment words into sounds for reading and spelling. Sessions are active and allow the children to consolidate their learning as well as learning new sounds and skills.

Letter sounds and ditties are shared with parents to support learning at home. We ask parents to practice reading graphemes each time they listen to their child read. As part of the programme children are taught to read Red words which are trickier to sound and read compared to green words which we call Fred talking. Children are assessed 6 weekly to ensure that children's reading books are an appropriate level for the children. At the end of

Year 1, all children take part in a statutory Phonics Screening Check to assess whether they have met the 'expected level' for reading using their phonics. This check involves the children reading 40 words (some real words and some 'nonsense' words) using the sounds they have learned. Parents are informed of the results and plans are put in place to further support any children who do not meet the threshold, ready for their re-check at the end of Year 2. The phonics lead holds yearly 'parent phonic meetings' for parents to learn more about the way that we teach phonics.



Literacy: Word reading



Blending and segmenting

Reading initial sound & individual letters.	Blending sounds into words. Oral blending.	Reading letter groups (diagraphs) to represent one sound.	Read a few common exception words (Red words).	Segment and blend words in reading books.	Reading simple words and sentences with known letter sounds.	Reread books to build up confidence and fluency.	Recall of more tricky words.	Know at least 10 diagraphs.	Read aloud books containing Set 1 and 2 speed sounds.	Read words containing blends: <i>CVCC</i> <i>CCVC</i> <i>CCVCC</i>
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Mathematics



What do we
do at
Gwlady's
Street?

Carefully planned sequential lessons based on the Power Maths scheme

- Daily Maths teaching followed by model activities and guided learning
- Maths area in continuous provision
- Opportunities for Maths is provided throughout the continuous provision as well as in key teaching time and Maths area
- Weekly Maths homework so children can share skills and new learning at home
- Use of ICT and games to reinforce skills and understanding
- Regular singing of Maths songs and rhymes
 - high quality story books which stimulate children's interest and develop number sense, pattern and shape in a meaningful way.
- Focus on subitising and number composition of numbers to 5 before moving on.
 - Use of NCTEM resources as part of class interventions

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.

Mathematics 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



Foundation Stage 1 Mathematics



Autumn	<p>Weeks 1/3</p> <p>Number - Place Value - Numbers to 3</p> <p>Count reliably to 3 <u>and from</u> 3 and recognise the numerals 1, 2 and 3. They will begin to recognise the different representations of numbers up to 3 such as those shown in a five frame and on dice, and to understand that even if the order or arrangement changes, the number stays the same.</p>	<p>Weeks 4/5</p> <p>Comparing groups within 3</p> <p>Use the language of more and fewer by comparing groups of up to 3 objects presented in different ways, including dice formation. They will also learn that groups of objects can have the same amount in them, even if they look different.</p> <p>Count forwards and backwards to 3</p> <p>Count 3 objects in different arrangements, touching objects to count. Say number names in a stable order. Children to say the total in a group. Understand the final number is the total. Subitise up to 3 Count 3 out from a larger set. Recognise, represent and manipulate numbers to 3. Count groups of objects up to 1, then 2 and 3. Children will learn to recognise and count different representations of numbers up to 3 and use a five frame to help structure the counting and reasoning.</p>	<p>Week 6/7</p> <p>2d and 3d shape</p> <p>Compare 3D and 2D shapes. Introduce shapes and their properties with a focus on rolling and stacking with 3D shapes and viewing 2D shapes in different orientations. Knowing the names and understanding the properties.</p>	<p>Week 8/9</p> <p>Place Value Change within 3/5</p> <p>Find one more and one less than a number within 3 in the context of a first, then, now story structure. They will use pictures, objects and a five frame to show what is happening.</p> <p>Comparing identical sets. Comparing non-identical sets. Comparing groups</p>	<p>Week 10</p> <p>Number bonds within 3/5</p> <p>Find one more and one less within 3 and putting objects into two groups, to using a part-whole model to represent the groups and the bonds to 3.</p>	<p>Week 11</p> <p>Space</p> <p>Focus on the key language related to space. Children start by using positional and directional language to describe where an object is. Use of 3D shapes can then reinforce the shapes properties.</p>
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Spring	<u>Weeks 1/2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5/6</u>	<u>Week 7/8</u>	<u>Week 9</u>	<u>Week 10/11</u>	<u>Week 10/11</u>
	Numbers to 5.	Comparing numbers within 5	Addition to 5	Measure (Length, height and weight)	Number bonds to 10.	Subtraction	Exploring pattern	Exploring pattern
	Count to 5 and represent numbers using concrete and pictorial representations. The ten frame and counters are used for the first time and the concept of number bonds is explored.	Identify more or less than a number up to 5, introducing the concept of addition by combining two groups of objects and of subtraction as the difference between two amounts. There are numbers within numbers (e.g. five contains 2 and 3)	Part-whole model mastery of the skill of combining two groups to find a whole up to 5.	In this unit, children will compare length, height and weight. They will learn how to compare two or more items using the vocabulary of measure and will begin to use <u>non-standard</u> units of measurement.	Explore addition, looking specifically at the number bonds to 5. These are shown in a ten frame and using the whole-part model, which have both been used before. Children begin to explore the bonds in a more systematic way and recognise the commutative law of addition. Children are introduced to missing parts as a precursor to subtraction by counting on or back.	Continue exploring subtraction, looking specifically at the number bonds to 5. These are shown using counters and the part-whole model. Children will begin to work with subtraction number bonds, following the 'missing part' structure.	recognise, extend, create and explain simple repeating patterns. They will consider patterns not just in pictures but in their everyday environment and using sounds, words and actions	recognise, extend, create and explain simple repeating patterns. They will consider patterns not just in pictures but in their everyday environment and using sounds, words and actions
	Numbers can be made by combining smaller <u>numbers</u> including 0.							
	Comparison of numbers <u>to 5</u> . If some are added or taken away the amount changes.							
	Can combine sets together.							
	Addition as counting on.							
	Subtraction as take away.							
	Number bonds to 5 in the context of a part-whole model.							

Summer	<p><u>Week 1/2</u> Counting on and counting back to and from 5/10</p> <p>Explore addition and subtraction through counting on and counting back. Use a number track to practise counting the number of jumps required to move on or back rather than the actual numbers they are landing on. This is the basis of addition and subtraction.</p>	<p><u>Week 3</u> Numbers to 10</p> <p>Explore numbers from 0 to 10. Apply this new knowledge to previously taught concepts, such as comparing, representing and finding one more and one less and understanding that more will mean counting on, with the answer going up, and less will mean counting back, with the answer going down.</p>	<p><u>Weeks 4/5/6</u> Numerical patterns</p> <p>Patterns of doubling, halving and odd and even numbers. Explore the patterns and practise using the new vocabulary</p>	<p><u>Week 7:</u> Composing and decomposing shapes</p> <p>Recognising that a shape can have other shapes within it. Beginning by using two shapes to make a new shape, building on this composition of shapes skill to attempt building one shape in multiple ways. Partitioning numbers has been introduced previously planned opportunities allow children to see that shapes can also be 'partitioned' in multiple ways.</p>	<p><u>Week 8:</u> Volume and capacity</p> <p>Compare two or more items using the vocabulary of measure and will begin to compare containers visually.</p>	<p><u>Week 9: Sorting</u></p> <p>Noticing similarities and differences in collections of objects found in the classroom. Children will have the opportunity to sort objects into two groups based on size, colour and shape. They will discover that collections can be sorted in a number of ways and into more than two groups.</p>	<p><u>Week 10: Time</u></p> <p>Sequencing of activities and events in their day. Developing a sense of time in terms of daily routine.</p> <p>Things can be the same and different. Understanding and using the language of time in everyday life. Sequence activities and events in their day.</p>	Consolidation
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Foundation Stage 2 Mathematics



Autumn	<p>Weeks 1/3</p> <p>Number - Place Value - Numbers to 5</p> <p>Count reliably to 5 <u>and from</u> 5 and recognise the numerals 1, 2, 3, 4 and 5. They will begin to recognise different representations of numbers up to 5, such as those shown in a five frame and on dice, and to understand that even if the order or arrangement changes, the number stays the same.</p>	<p>Weeks 4/5</p> <p>Comparing groups within 5</p> <p>Use the language of more and fewer by comparing groups of up to 5 objects presented in different ways, including dice formation. They will also learn that groups of objects can have the same amount in them, even if they look different.</p> <p>Count forwards and backwards to 5. Count 5 objects in different arrangements, touching objects to count. Say number names in a stable order. Children to say the total in a group. Understand the final number is the total. Subitise up to 5. Count 5 out from a larger set. Recognise, represent and manipulate numbers to 5. Count groups of objects up to 3, then 4, before looking at 5. Children will learn to recognise and count different representations of numbers up to 5 and use a five frame to help structure the counting and reasoning.</p>	<p>Week 6/7</p> <p>2d and 3d shape</p> <p>Compare 3D and 2D shapes. Introduce shapes and their properties with a focus on rolling and stacking with 3D shapes and viewing 2D shapes in different orientations. Knowing the names and understanding the properties.</p>	<p>Week 8/9</p> <p>Place Value Change within 5</p> <p>Find one more and one less than a number within 5 in the context of a first, then, now story structure. They will use pictures, objects and a five frame to show what is happening.</p> <p>Comparing identical sets. Comparing non-identical sets. Comparing groups</p>	<p>Week 10</p> <p>Number bonds within 5</p> <p>Find one more and one less within 5 and putting objects into two groups, to using a part-whole model to represent the groups and the bonds to 5.</p>	<p>Week 11</p> <p>Space</p> <p>Focus on the key language related to space. Children start by using positional and directional language to describe where an object is. Use of 3D shapes can then reinforce the shape's properties.</p>
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Spring	<p><u>Weeks 1/2</u></p> <p>Numbers to 10.</p> <p>Count to 10 and represent numbers using concrete and pictorial representations. The ten frame and counters are used for the first time and the concept of number bonds is explored.</p> <p>Numbers can be made by combining smaller <u>numbers</u> including 0. Comparison of numbers <u>to 5</u>. If some are added or taken away the amount changes. Can combine sets together. Addition as counting on. Subtraction as take away. Number bonds to 5 in the context of a part-whole model.</p>	<p><u>Week 3</u></p> <p>Comparing numbers within 10</p> <p>Identify more or less than a number up to 10, introducing the concept of addition by combining two groups of objects and of subtraction as the difference between two amounts. There are numbers within numbers (e.g. ten contains 5 and 5 and 7)</p>	<p><u>Week 4</u></p> <p>Addition to 10.</p> <p>Part-whole model mastery of the skill of combining two groups to find a whole up to 10.</p> <p>W40-60-S40-60m</p>	<p><u>Week 5/6</u></p> <p>Measure (Length, height and weight)</p> <p>In this unit, children will compare length, height and weight. They will learn how to compare two or more items using the vocabulary of measure and will begin to use <u>non-standard</u> units of measurement.</p>	<p><u>Week 7/8</u></p> <p>Number bonds to 10.</p> <p>Explore addition, looking specifically at the number bonds to 10. These are shown in a ten frame and using the whole-part model, which have both been used before. Children begin to explore the bonds in a more systematic way and recognise the commutative law of addition. Children are introduced to missing parts as a precursor to subtraction by counting on or back.</p>	<p><u>Week 9</u></p> <p>Subtraction</p> <p>Continue exploring subtraction, looking specifically at the number bonds to 10. These are shown using counters and the part-whole model. Children will begin to work with subtraction number bonds, following the 'missing part' structure.</p>	<p><u>Week 10/11</u></p> <p>Exploring pattern</p> <p>recognise, extend, create and explain simple repeating patterns. They will consider patterns not just in pictures but in their everyday environment and using sounds, words and actions</p>	<p><u>Week 10/11</u></p> <p>Exploring pattern</p> <p>recognise, extend, create and explain simple repeating patterns. They will consider patterns not just in pictures but in their everyday environment and using sounds, words and actions</p>
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Summer	<p>Week 1/2 Counting on and counting back</p> <p>Explore addition and subtraction through counting on and counting back. Use a number track to practise counting the number of jumps required to move on or back rather than the actual numbers they are landing on. This is the basis of addition and subtraction.</p>	<p>Week 3 Numbers to 20</p> <p>Explore numbers from 10 to 20. Apply this new knowledge to previously taught concepts, such as comparing, representing and finding one more and one less and understanding that more will mean counting on, with the answer going up, and less will mean counting back, with the answer going down.</p>	<p>Weeks 4/5/6 Numerical patterns</p> <p>Patterns of doubling, halving and odd and even numbers. Explore the patterns and practise using the new vocabulary</p>	<p>Week 7: Composing and decomposing shapes</p> <p>Recognising that a shape can have other shapes within it. Beginning by using two shapes to make a new shape, building on this composition of shapes skill to attempt building one shape in multiple ways. Partitioning numbers has been introduced previously planned opportunities allow children to see that shapes can also be 'partitioned' in multiple ways.</p>	<p>Week 8: Volume and capacity</p> <p>Compare two or more items using the vocabulary of measure and will begin to compare containers visually.</p>	<p>Week 9: Sorting</p> <p>Noticing similarities and differences in collections of objects found in the classroom. Children will have the opportunity to sort objects into two groups based on size, colour and shape. They will discover that collections can be sorted in a number of ways and into more than two groups.</p>	<p>Week 10: Time</p> <p>Sequencing of activities and events in their day. Developing a sense of time in terms of daily routine.</p> <p>Things can be the same and different. Understanding and using the language of time in everyday life. Sequence activities and events in their day.</p>	Consolidation
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Understanding the world: Past and present



- Planned directed learning as well as following children's interests
- Spend time with children talking about photo, memories from home and in school
- Invite different people to visit from a range of occupations
- Provide mechanical equipment for children to play with and investigate
- Encourage children to refer to books, wall displays and online resources
- Sharing of high quality fiction and non fiction books to support learning, such as "Where the poppies now grow."
- Teaching of History with meaningful links to topics

What do we do
at Gwladys
Street?

Understanding the World
(History/Science) 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.



UTW: The Natural world



What do we do
at Gwladys
Street?

- Daily outdoor sessions and planned sessions in the EYFS garden
- Planned directed learning as well as learning in the environment
- Look at seasons and how the environment changes and explore the weather themes
 - Provide interesting natural environments for children to explore freely outdoors.
 - Make collections of natural materials to investigate and talk about and investigate
- Show and explain the concepts of growth, change and decay with natural materials. Plant seeds, garden, observe over time. Themes.
- Plan and Introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.
- Investigate how animals and plants grow and learn about the life cycle of a frog, ladybird and butterfly.
 - Encourage children to refer to books, wall displays and online resources
 - Read high quality fiction and nonfiction books to support learning
- Draw children's attention to forces e.g. how the water pushes up when they try to push a plastic boat under it, how they can stretch elastic, snap a twig, but can't bend a metal rod, magnetic attraction and repulsion
- Plan and introduce new vocabulary related to the exploration, and encourage children to use it. Talk about natural and man-made objects.
- Provide children with opportunities to change materials from one state to another e.g. cooking combining different ingredients, and then cooling or heating (cooking) them, melting - leave ice cubes out in the sun, see what happens when you shake salt onto them
 - Explore how different materials sink and float.
- Explore how you can shine light through some materials, but not others. Investigate shadows.

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.



UTW: (Geography, religion), people culture and communities



What do we do
at Gwladys
Street?

- We Share books about different cultures and communities.
- Follow the children's interests and provide a variety of real life objects, videos, photographs.
- Ensure that resources reflect the diversity of life in modern Britain.
- Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities
- Celebrate and value cultural, religious and community events and experiences- Learn about different celebrations around the world such as Diwali (Hindu), Bonfire Night, Luna New Year (Chinese), Mother's Day, St David's Day, World Book, Children in Need Day, Holl (Festival of Colour) Hindu, Easter, Remembrance Day
- Teach children that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Learn about the community and the school grounds- use simple maps
- Learn about London- a city and compare it with Liverpool
- Learn about what Christians believe and the story of Christmas
- Learn about other countries and regions in our themes

Understanding the World (Geography/Religion)
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.



Expressive arts and design



What do we
do at
Gwladys
Street?

- We teach the children to use tools carefully and with purpose.
- Promote opportunities to carefully observe and draw adding details.
- Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent.
- Teach children the primary colours and share artist's work to discuss. (Giuseppe Arcimboldo, Kandinsky, Vincent Van Gogh)
- Provide opportunities to work together to develop and realise creative ideas.
- Provide children with a range of materials for children to construct with.
- Encourage children to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- Provide a range of materials and tools and teach children to use them with care and precision.
- Promote independence, taking care not to introduce too many new things at once.
- Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.

Expressive Art & 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.



Expressive arts and design: Being Imaginative



- Give children an insight into new musical worlds, introducing them to different kinds of music from across the globe, as part of Charranga sessions/ A minute of listening.
- Invite musicians in to play music to children and talk about it.
- Encourage children to listen attentively to music. Discuss change/ patterns as their music develops.
- Provide related costumes and props for children to incorporate into their pretend play.
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Provide props for play which encourage imagination.
- Encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers or as part of counting and identifying pattern in mathematics teaching
- Play movement and listening games that use different sounds for different movements. Model how to tap rhythms to accompany words and identify syllables
- Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.
- Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.
- Develop their drawing skills and self-portrait skills using a variety of media.
- Use colour and pattern to express their mood.
- Perform a song/dance/poem or rhyme in front of an audience.

What do we do
at Gwladys
Street?

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.



Working in partnership with parents in EYFS



At Gwladys Street CP and Nursery school we pride ourselves in having an open-door policy and developing strong and respectful relationships with parents. We develop these relationships and support parents to understand what their children are learning by:

Planning careful transitions into school in which parents are involved, sharing 'All about me' booklets and taking part in home visits, prior to children starting school, providing termly reports and parents evenings alongside additional SEN meetings again termly if needed. Sharing learning via twitter, holding stay and play sessions to promote and understanding of Communication and language, Early Reading and Early Mathematics. Snapshots of learning are shared via Seesaw alongside weekly homework.



Supporting children with SEN



At Gwladys Street CP and Nursery school we pride ourselves in being an inclusive setting, where all children are welcome. Within EYFS practitioners get to know the children to understand what their wants, needs, likes and dislikes are and regularly consult with parents and carers to share information. Children are supported individually through play at a level that is appropriate for them. Children who have SEN may have an individual timetable, this does not mean that they will not be included fully with their class it may mean that direct teaching time may look differently:

Some of the ways we support our SEN learners (depending upon their needs) are:

Intensive interaction

WELLCOMM speech and language groups

Bucket therapy

Now/Next

Now/Next/Then

Visual timetables

Widgit visuals

Simple signs to communicate

Interventions are dependant upon the needs of the children within the setting at that time.



Observation and assessment



On entry to Nursery and Reception the class teacher completes a baseline assessment on each child to decide which band of 'Development Matters' they are working within in each area of the curriculum. This allows learning opportunities to be pitched appropriately and as well as providing a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress using SIL moderation processes. Towards the end of each half term, the class teacher uses their knowledge of the child, focused plans and teacher assessment in books (If appropriate and FS2 only) to record how well the children are progressing in each area of the curriculum and to identify next steps. In the summer term of Reception, the class teacher reviews the ELGs in the EYFS Profile to decide whether each child is working below or at the expected levels. Judgements against the ELGs are based on observations, evidence in books and discussions with all staff involved with the child. The results of the Profile are shared with parents and carers via a report. After this, there is an opportunity to meet the class teacher to discuss the report. The EYFS profile results are reported to the local authority. At Gwlady's Street we use a variety of different ways to gather information about the children's learning and development. Learning is recorded through focused planning with a termly focus upon each child. Photographs and videos are used to document learning and some Literacy and Maths may be recorded in books. Learning will also be evident in classroom displays. Moderation takes place after baseline assessment and then termly when professionals discuss their knowledge of the child, what they can do and what they need to do next. We use development matters 2021 to support our best fit judgements of what the child can do at that moment in time and what their next steps are. Children who have a SEN may have additional tracking to support professional dialogue around progress and learning.



Attendance in EYFS



Every second of every day counts. Within EYFS we value and promote attendance inline with whole school policies and procedures. All staff will challenge parents with regards to absences. Staff will engage in daily conversation and about whole school incentives and class incentives for excellent attendance. Home visits for EYFS children take place inline with the rest of the school if a child is at risk of becoming a persistent absentee. Teachers liaise with the attendance officer and log attendance issues on CPOMS.

Attendance conversations with EYFS children consist of:

Why do we come to school?

- To learn new things.
- It's the law.
- Being part of a group helps us to get on well with others and make friends.
- Educational visits help us to learn about the big wide world outside school.
- Taking part in clubs and teams is fun and helps us to play together and to get better at what we do.
- Being at school every day improves your chances of getting a job or going to college and university when you get older.
- Gives us good habits when we get a job.

What happens if we don't come to school?

- You may not learn as quickly and can fall behind with your learning.
- Your parents could get fined for not sending you to school.
- You might get bored at home.
- You don't get to make many friends.
- You miss out on special days, celebrations, educational visits, school clubs and team events.



Transition at Gwladys Street



To ensure the wellbeing, attachment, play and learning needs of every child are met, transition conversations and plans at Gwladys Street are well thought out and are given time and careful consideration. Transition provides the EYFS team the opportunity to gain information about:

- A child's learning story
- A child's developmental and learning needs and/or any special or individual needs
- Attachment needs and any early trauma - especially in connection with change and transition.
- Develop support and partnership of parents and carers
- An opportunity to share paperwork and sharing of information - including handover of information and paper progression and expectations of the child/children in change process
- The resilience and wellbeing of the child - this varies from child to child
-
- **Value is placed on child's involvement, consultation and participation in the process**

FS1

Home visits

1 hour gradual induction session with parents

1 hour session without parents

Next session due in, full session

FS2

New parent/carer induction meeting

Home visits for external children/ visit children's nurseries to meet children prior to starting: *We try to visit all new children in their nurseries so that we can get to know them better and find out information about their learning from their current teachers.*

Staggered sessions in September

Week 1- September: Pupils will do either a morning (9am until 11.45pm) or an afternoon (12.45pm until 3.15pm) session

Week 2 - September: Pupils will have lunch at school. Morning pupils will attend 9am until 1pm and afternoon pupils 11.30am until 3.30pm

Week 3 - September: Pupils stay all day, 8.50am until 3.30pm