

Characteristics of effective teaching and learning are: Playing and Exploring; Active Learning; and Creating and Thinking Critically.

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EYFS Statutory Requirements	Key Skills in EYFS	Early Learning Goals	Continuous Provision	Planned Activities - Reception
<p><b><u>Communication and Language</u></b> <b>(prime area)</b></p> <p><b>Listening and attention</b></p> <p><b>Understanding</b></p> <p><b>Speaking</b></p> <p><b>This involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</b></p>	<p>Listen attentively</p> <p>Anticipate key events</p> <p>Make relevant responses</p> <p>Give attention to others</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Children have an opportunity to talk in class circle times and discussions, which help to promote good speaking, listening and understanding opportunities.</p> <p>Visual prompts displayed for "Good listening" skills</p> <p>Role play area linked to class topic/learning focus</p> <p>Daily story time</p> <p>"Superstar sticker books" are shared with classmates and adults (Nursery)</p> <p>"Summer holiday" book (Reception)</p> <p>Visual timetable</p> <p>Adults model expressive language and a rich vocabulary. They expand children's utterances; model correct language structures; comment on what children are doing as they play and learn; give clear directions and develop these to instructions with two or more actions; support verbal interactions between children; ask open questions and promote conversation</p> <p>Staff have completed Makaton basic training and beginning to incorporate some Makaton signing.</p>	<p>Week 1 Pancake day race, following instructions</p> <p>Week 2 Investigate the Aum symbol and ask questions about symbols and their meaning</p> <p>Week 3 Holi colour run – think about charities and how we can help people.</p> <p>Week 4 Mother's Day cards – saying thank you</p> <p>Week 5 visit to the library to ask questions about information books.</p> <p>Week 6 Easter cards – looking at Christian symbol of the cross. Visit Oldbury Church.</p> <p>Week 7 No school</p> <p>Week 8 No school</p> <p>Outcome</p> <p>To be able to listen to information and be able to express views about them and answer questions about why things happen.</p> <p>To be able to follow instructions effectively.</p> <p>To speak clearly and be able to express their opinions and recount events.</p>

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<p><b><u>Physical Development</u></b> <b>(prime area)</b></p> <p><b>Moving and handling</b></p> <p><b>Health and self-care</b></p> <p><b>This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</b></p>	<p>Show good co-ordination (large and small scale)</p> <p>Move confidently</p> <p>Negotiate space</p> <p>Handle equipment and tools</p> <p>Understand the importance of exercise and diet for good health</p> <p>Talk about ways to keep healthy and safe</p> <p>Dress independently</p> <p>Wash independently</p> <p>Go to the toilet independently</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Children have access to indoor and outdoor learning environments</p> <p>Adventure playground</p> <p>Woodland school weekly</p> <p>Playdoh and tools</p> <p>Art materials e.g. brushes, scissors, collage box</p> <p>Opportunities for threading, lacing, jigsaw puzzles</p> <p>Sand - wet/dry</p> <p>Water play</p> <p>Mark making</p> <p>Dressing up</p> <p>Healthy eating – all children are offered daily fruit and milk/water (Reception children bring own water bottle)</p> <p>Wake and Shake</p>	<p>Week 1</p> <p>Kinetic letters revisit fisher family</p> <p>Tuesday Top Play activities – throwing and catching</p> <p>Friday Yoga</p> <p>Pancake race</p>
				<p>Week 2</p> <p>Kinetic letters teach zig zag letter family</p> <p>Tuesday Top Play activities – throwing and catching</p> <p>Friday Yoga</p>
				<p>Week 3</p> <p>Kinetic letters revisit abracadabra family c a s o g d</p> <p>Friday Yoga</p> <p>Holi colour run</p>
				<p>Week 4</p> <p>Kinetic letters ladder family t l i u</p> <p>Tuesday Top Play activities – throwing and catching</p> <p>Friday Yoga</p>
				<p>Week 5</p> <p>Kinetic letters fisher family g f j y</p> <p>Tuesday Top Play activities – throwing and catching</p> <p>Friday Yoga</p>
				<p>Week 6</p> <p>Kinetic letters zig zag k x z v w</p> <p>Tuesday Top Play activities – throwing and catching</p> <p>Friday Yoga</p>
				<p>Week 7</p> <p>No School</p>
				<p>Week 8 No school</p>
				<p>Outcome</p> <p>To be able to form Kinetic Letters correctly.</p> <p>To be able to throw and catch accurately</p>

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<p><b><u>Personal, Social and Emotional Development</u></b> <b>(prime area)</b></p> <p><b>Making relationships</b> <b>Self-confidence and self-awareness</b> <b>Managing feelings and behaviour</b></p> <p><b>This involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</b></p>	<p>Play co-operatively, taking turns.</p> <p>Listen to the ideas of others.</p> <p>Show sensitivity to others.</p> <p>Form positive relationships.</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>Well-resourced environment indoors and outdoors</p> <p>Area are clearly labelled, and most resources are organised to allow children to access them independently</p> <p>Children's work is displayed in the classroom</p> <p>Clear routines are established giving children a secure structured environment in which to work</p> <p>Visual timetable</p> <p>Children are encouraged to put their belonging into their lockers independently</p> <p>Children self-register in Nursery</p> <p>There are 4 whole school assemblies</p> <p>Weekly Woodland School sessions</p> <p>Circle time activities</p> <p>Positive behaviour management- reward bags, team points, head teacher awards, attendance cup, Superstar Sticker books, Behaviour posters on display in classrooms</p> <p>School rules displayed</p> <p>Class rules displayed</p>	<p>Week 1 Pancake Day How can we show courage? Link to princess in Zag story.</p> <p>Week 2 How can we share worries? Read A Huge bag of worries and discuss.</p> <p>Week 3 Celebrating Holi colour run – charity collection</p> <p>Week 4. Celebrating Mother's Day – saying thank you.</p> <p>Week 5 Story of George and the dragon -dragons in ancient stories can represent worries and fears.</p> <p>Week 6 Celebrating Easter – thinking of the Christian symbol of the cross. Visit Oldbury Church</p> <p>Week 7 No School</p> <p>Week 8 No school</p> <p>Outcome What charities do we support as a school? How does our school help people in the global community? As a school community, how do we show our core values?</p>

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<p><b>Literacy</b> (specific area)</p> <p><b>Reading</b></p> <p><b>Writing</b></p> <p><b>This involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.</b></p>	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Read some common irregular words.</p> <p>Demonstrate to others an understanding of reading.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p>	<p>Recognising name on signing-in hand (Nursery), lockers and name cards</p> <p>Alphabet displayed in classroom and referenced daily</p> <p>Daily phonics (Reception)</p> <p>On-going phase 1 phonics (Nursery)</p> <p>Reading corner and book box</p> <p>Daily story time</p> <p>Literacy word wall (Reception)</p> <p>Labels on displays and resources</p> <p>Mark making equipment indoors and outdoors</p>	<p>Week 1 Phase 3 phonics /tricky words phase 2 to spell /tricky words to read</p> <p>Read Zog</p>
	<p>Use phonic knowledge to write words.</p> <p>Write some irregular common words.</p> <p>Write simple sentences.</p> <p>Spell some words correctly.</p> <p>Spell some words in a phonetically plausible way.</p>	<p>Children 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>Week 2 Phase 3 phonics /tricky words phase 2 to spell/ tricky words to read</p> <p>Favourite part of story</p>
				<p>Week 3 Phase 3 phonics /tricky words phase 2 to spell/ tricky words to read</p> <p>Recount weekend news</p> <p>List of objects in dr bag</p>
				<p>Week 4 Phase 3 phonics /tricky words phase 2 to spell/ tricky words to read</p> <p>Recount weekend news</p> <p>Describing a dragon</p>
				<p>Week 5 Phase 3 phonics /tricky words phase 2 to spell/ tricky words to read</p> <p>Recount weekend news</p> <p>Rhyming words</p>
				<p>Week 6 Phase 3 phonics /tricky words to read and spell</p> <p>Recount weekend news</p> <p>Fairy tale maps</p>
				<p>Week 7 No school</p>
				<p>Week 8 No school</p>
				<p>Outcome</p> <p>Be able to read simple words/ captions /sentences using phonic knowledge.</p> <p>Be able to write a simple sentence with support and independently</p> <p>To be able to sequence events.</p>

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<p><b>Mathematics</b> (specific area)</p> <p><b>Numbers</b></p> <p><b>Shape, space and measures</b></p> <p><b>This involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure.</b></p>	Count reliably with numbers from 1 to 20	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Classrooms have maths area with maths equipment readily available.</p> <p>Number lines are displayed in classrooms and outside.</p> <p>Visual timetable.</p> <p>Days of the week on display in Reception.</p> <p>Maths working wall with relevant vocab in Reception.</p> <p>The children sing number songs and rhymes.</p> <p>Problem solving activities.</p> <p>Mathematical terms and language are modelled by adults.</p> <p>A variety of 2D and 3D shapes are available.</p> <p>Birthday displays in Nursery and Reception.</p> <p>Birthday calendar on display in Nursery and Reception.</p>	Week 1 counting reliably numerals to 20 Sorting pancakes by size Halving pancakes to share between 2
	Place numbers from 1 to 20 in order			Week 2 Investigating symmetry Addition counting on
	Represent numbers			Week 3 add and subtract two single digit numbers and count backwards and forwards to find the answer. Number block ten Green bottles
	Add and subtract			Week 4 Subtraction by counting back Solid shapes building models of castles
	Solve problems			Week 5 Estimating and counting activities 2d shape pictures and patterns
	Use measurements			Week 6 measure short periods of time what can I do in a minute ? Day/night pictures
	Recognise, create and describe patterns			Week 7 No school
	Describe objects and shapes			Week 8 No school
				Outcome To be able to find 1 more and 1 less than a given number to 10/20. In practical activities begin to use the language of addition and subtraction To use familiar objects and common shapes to make symmetrical patterns and build models. Use everyday language to talk about time.

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<p><b><u>Understanding the World</u></b> <b>(specific area)</b></p> <p><b>People and communities</b> <b>The world</b> <b>Technology</b></p> <p><b>This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</b></p>	<p>Talk about past and present events</p> <p>Show sensitivity to the likes and dislikes of others</p> <p>Know the similarities and differences between themselves and others</p> <p>Learn in familiar places</p> <p>Observe and describe environments</p> <p>Recognise the uses of technology</p> <p>Use technology for a purpose</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Christmas Celebrations and traditions</p> <p>Harvest Festival (Reception)</p> <p>Diwali</p> <p>Celebration of children's birthdays</p> <p>Visitors into school</p> <p>Visits to the local community (Reception)</p> <p>Woodland School – weekly</p> <p>Link with Mandinary School in the Gambia</p> <p>Globes and world maps inside and outside</p> <p>Small world toys to explore other environments</p> <p>iPads and IWB/Smartboard</p> <p>Beebots</p> <p>Remote controlled cars</p> <p>Communication headsets</p> <p>Easi-speak microphones</p> <p>Rechargeable torches</p> <p>Talk buttons (Nursery)</p>	<p>Week 1 People who help us Doctors Look at change making popcorn at Woodland School</p>
				<p>Week 2 investigating the Hindu Aum symbol</p>
				<p>Week 3 Hindu festival Holi and colour run</p>
				<p>Week 4 Investigating and exploring with magnets</p>
				<p>Week 5 investigating different fabrics to make an outfit for a party Making maps at Woodland School</p>
				<p>Week 6 Programme Beebots to travel around Fairy tale land Think about Easter and the symbol of the cross.</p>
				<p>Week 7 No school</p>
				<p>Week 8 No school</p>
<p><b>Outcome</b></p> <p>To be able to talk about different celebrations. To be able to talk about symbols and their meanings</p> <p>To be able to talk about how things change and ask questions about how magnets work?</p>				

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<p><b><u>Expressive Arts and design</u></b> <b>(specific area)</b> <b>Exploring and using media and materials</b> <b>Being imaginative</b></p> <p><b>This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings, through a variety of activities in art, music, dance, role-play, and design and technology.</b></p>	<p>Sing songs Make music Dance Use tools and materials safely Use media and materials imaginatively Represent ideas, thoughts and feelings through design, technology, art, music, role-play and stories</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Opportunities for children to be creative indoors and outdoors. Construction toys. Role play area in each classroom, which is different each half term and is linked to the class topic. Role play cottage outside. Range of dressing up clothes and props. Musical instruments box – inside and outside. Craft resources, paint, scissors, glue etc are available. Daily Wake and Shake. Finger puppets and puppet theatre. Singing nursery rhymes and familiar songs as well as learning new songs. Whole school singing assembly (R) Small world play.</p>	<p>Week 1 large collaborative collage dragon using different textured materials</p> <p>Week 2 printing castle pictures using paint and sponges</p> <p>Week 3 colour pictures marble run/powder paints – looking at different ways paint makes a pattern on different paper and different conditions eg wet paper /dry paper</p> <p>Week 4 Mothers' Day cards – hand printing flowers</p> <p>Week 5 composing music with different speeds to sound like a dragon flying.</p> <p>Week 6 make symmetrical egg Easter cards</p> <p>Week 7 No school</p> <p>Week 8 No school</p> <p>Outcome To investigate colours and mixing colours with water - chromatography Sing songs and rhymes Compose and play a piece of music using percussion instruments that produce fast and slow music.</p>