



# The EYFS Curriculum at Greyfriars Academy 2021-2022

## Curriculum Intent

Our curriculum has been designed to ensure each and every child has every opportunity to belong to a caring community where they can enjoy their education and achieve their full potential!

Our curriculum is bespoke to the needs of the pupils at Greyfriars Academy, not only focusing on specific subject knowledge, skills and understanding but providing opportunities for the children to develop personally, to equip them with the skills needed to become good citizens and make positive contributions to our future society.

We are a busy town school in an area of deprivation. Our constantly evolving curriculum responds to the needs of the learners and their interests by reviewing and analysing the needs of the emerging cohorts. **Our Baseline in Sept/Oct 21 showed that our current EYFS cohort need additional support with oral blending, sequencing simple stories, fine motor skills including strength and dexterity and communication skills such as production of sounds and speaking in sentences.**

Across our curriculum, we provide opportunities for children to practise the personal development concepts and key skills including; communicating both verbally and through writing.

We want children to experience relationships and a learning environment which supports and enhances their confidence, emotional resilience and curiosity. Our EYFS 21/22 cohort at Greyfriars consists of children with a wide range of needs, children with, or awaiting an autism diagnosis and children with significant communication and language needs. Many of our children's first language is not English and may or may not speak English at home.

We want children to be able to access the environment and curriculum and be engaged in their learning regardless of their needs or skills.

We take into account children's individual needs and starting points and adapt our curriculum in response to these. We also follow the "planning in the moment" approach and adapt our overarching curriculum in response to children's interests and learning needs.

Our Curricular goals demonstrate our high expectations for the children joining us and are linked to each of the Educational Programmes for EYFS. The goal for children to become a "Confident Communicator" reflects the high communication and interaction needs of our cohort and the fact that the development of children's spoken language underpins all seven areas of learning and development.

## Our Curriculum Goals







## The EYFS Curriculum at Greyfriars Academy 2021-2022

# Curriculum Implementation

We follow the Early Years Foundation Stage. This is based on four principles which are key to our Early Years' offer:

- Unique Child – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – Children learn to be strong and independent through positive relationships.
- Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum provides play-based opportunities and promotes self-initiated play and exploration combined with adult-directed activities to teach basic skills and guide learning. We follow an “planning in the moment” approach. This means that interactions with our children are paramount. Children’s interests guide our learning and we focus on quality interactions to develop their learning alongside an overarching curriculum plan to ensure the development of key skills, knowledge and opportunities.

The [following pages](#) provide detail our of Curriculum overview and how we have adapted the Programmes of Study to ensure we are meeting the needs of our current cohort.

We also consider how the [7 Key Features of Effective Practice](#) and the [Characteristics of Effective Teaching and Learning](#) can be used to guide and inform our practice and offer for the 21-22 cohort. More detail is included at the end of this document, or by clicking on the relevant hyperlinks above.



## The EYFS Curriculum at Greyfriars Academy 2021-2022

### Curriculum Impact

The impact of our curriculum will be children deeply engaged in their own learning and through self-initiated play. They will achieve our curricular goals and gain the solid building blocks required to become competent life-long learners and active citizens.

They will have an effective transition between their Pre-school/nursery setting and Reception, and between Reception and Y1. Our EYFS/KS1 Team work closely together to ensure that children are well supported and their learning needs understood as they progress to KS1. Fortnightly Phase Team meetings ensure that there is constant professional dialogue.

We are observing and assessing all the time but refrain from using ticklists, onerous observation schedules or paperwork. Our Focus child approach means that we spend time observing children's learnings with a focus on moving the learning on and responding to children's interests to ensure our Curriculum offer continues to inspire and excite.

Staff regularly assess whether children are "on track" or "not on track" to meet their Early Learning Goals. During this process, they identify what actions or provision is needed to support the child to narrow the gap and achieve ELGs at the end of the year.

| Greyfriars EYFS Curriculum Overview 2021-2022  |   |   |  |  |  |  |
|--|---|---|--|--|--|--|
| Term   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
| <b>Broad Topic*</b>  | <b>Looking after our World</b>  | <b>Celebrations<br/>People who help us</b>  | <b>Healthy Me!</b>   | <b>Amazing Animals</b>   | <b>Lifecycles, Planting and Growing</b>  | <b>Treasure Island</b>   |
| <b>Talk 4 Writing</b>  | The Three Billy Goats Gruff<br>Report Writing: Trolls.  | The Ginger Bread Man<br>Instructions  | Little Red Riding Hood<br>Wanted Poster  | Dear Zoo<br>Create your own text.  | The Enormous Turnip<br>Instructions  | The Sheep and The Goat.<br>The Little Red Hen  |
| <b>Jigsaw (PSED)</b>   | Being Me in My World<br>(Self-identity, feelings, rights and responsibilities)  | Celebrating Difference<br>(Talents, families, homes, friends)   | Healthy Me<br>(Exercising, healthy food, sleep, keeping clean, safety.)  | Dreams and Goals<br>(Challenge, perseverance, goal setting, seeing help, jobs.)  | Relationships<br>(Family, friendships, falling out, dealing with bullying, being a good friend.)   | Changing Me<br>(Bodies, respecting my body, growing up, growth and change, celebrations.)  |
| <b>Learning opportunities and experiences</b> *.<br><br><i>*Whilst we have an overarching curriculum plan our “in the moment planning” approach follows children’s interests. These broad topic areas will be developed and led by the children’s interests and ideas.</i> | <ul style="list-style-type: none"> <li>Follow the rules and routines at my new school.</li> <li>Show care for living things.</li> <li>Understand how we can take care of our environment and why this is important.</li> <li>Create drawings/paintings transient art and sculptures using natural resources.</li> <li>Explore the local area for signs of autumn.</li> <li>Use measures to make playdoh.</li> <li>Chop apples and weigh/measure crumble mixture.</li> <li>Autumn Visit to the Walks.</li> <li>Cooking: Playdoh, Apple Crumble.</li> </ul> | <ul style="list-style-type: none"> <li>Celebrate festivals within my own and other people’s culture. eg Halloween, Bonfire Night, Diwali, Christmas.</li> <li>Work with clay to create Diva lamps and sculptures.</li> <li>Meet people from our community who help us eg police officers, firefighters etc.</li> <li>Know how to keep myself safe from fire.</li> <li>Pantomime Visit</li> <li>Fire Station Visit</li> <li>Knead and shape pastry.</li> <li>Cooking: Coconut Ladoos, Mince Pies.</li> </ul> | <ul style="list-style-type: none"> <li>Our bodies and the different things we can do to look after our bodies and keep them healthy.</li> <li>Different food groups and the importance of doing exercise.</li> <li>Chinese New Year and the story of ‘The Great Race’. They will re-act the story and look at ordinal numbers.</li> <li>Cut fruit and vegetables.</li> <li>Try a variety of new foods.</li> <li>Measure milk and flour to make batter.</li> <li>Write and debug algorithms.</li> <li>Library Visit</li> <li>Cooking: Fruit Kebab, Stir Fry Noodles/</li> </ul> | <ul style="list-style-type: none"> <li>Name and compare a variety of animals and their habitats.</li> <li>Compare countries with contrasting climates.</li> <li>Explore local, national, international, continental and world maps.</li> <li>Know why some animals are endangered and talk about how we can care for both our own pets and for wild animals.</li> <li>Exotic animal visitors. Visit from a vet.</li> <li>Create your own text (Dear Zoo)</li> <li>Cooking: Bread.</li> </ul> | <ul style="list-style-type: none"> <li>Life-cycles (butterfly, frogs) and learning about changes in the natural environment.</li> <li>Grow and harvest a plant. Make observations about changes to plants and animals. Observational drawings.</li> <li>Observe changes and grown in animals and plants.</li> <li>Growing project with the community.</li> <li>Cooking: Vegetable Soup.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise different forces: Push, pull, sink or float.</li> <li>Create collage, transient art and beach art for expression and create patterns, counting and matching.</li> <li>Mapping our surroundings.</li> <li>Recording journeys and giving directions.</li> <li>Take part in whole school sports event.</li> <li>Balancing, jumping and running.</li> <li>Preparing for Year 1 with transition visits to their new classes.</li> <li>Visit to the beach</li> <li>Cooking: Sausage Rolls. Sandwiches.</li> </ul> |

## Communication and Language

### Curriculum Goal:

To become a **Confident Communicator** who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.

### Educational Programme

### Children will be able to/experience:

#### Educational Programme

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

- Exposure to a carefully chosen series of quality texts.
- NELI Programme: Receive additional communication and language support if they are identified through Language Screen.
- Calm me Time: Practise sitting still and silent, listening and attending to their internal thoughts and feelings.
- Circle Time activities: Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.
- Independent Play Time: Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own
- Talk 4 Writing: The opportunity to practise, rehearse and perform structured texts.
- Weekly visits to the school library. Visit to local library.
- Daily story/song time: Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs

#### ELG: Listening, Attention and Understanding

- 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

- 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.

## Personal, Social and Emotional Development

### Curriculum Goal:

To become an **Independent Individual** who can follow our rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a **Fantastic Friend** who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings

### Educational Programme

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

### Children will be able to/experience:

- Calm me Time: Practise sitting still and silent, listening and attending to their internal thoughts and feelings.
- Circle Time activities: Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.
- Scripts: Adults have consistent expectations and use scripted language so children build trusted relationships. Scripts for children to use to manage conflict and ask for help.
- Keeping safe: Stranger awareness, fire safety.
- Rolling snack: Practising independence in choosing and selecting their own healthy snack.
- Storytime: Exploring relationships and emotions through quality texts.

### ELG: Self-Regulation

- 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

- 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

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;

## Physical Development

### Curriculum Goals:

To become an **Amazing Athlete** who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.

To become a **Talented Tool User** who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers) safely and with confidence.

### Educational Programme

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

### Children will be able to/experience:

- Swimming: Weekly lessons with swimming coach.
- Gross Motor skills: Pedalling and steering trikes and scooters/balancing on bridge/climbing and sliding. Ball skills (dribbling, throwing and catching, target practise), floor work. Yoga (Summer term).
- Fine Motor opportunities in CP: Sweeping/brushing/threading/tweezers/screwing or unscrewing/weaving/scissors (range of scissors to develop competency). Using a knife and fork correctly.

#### ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### ELG: Fine Motor Skills

- 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.

## Literacy

### Curriculum Goals:

To become a **Brilliant Bookworm** who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).

To become a **Wow Writer** who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.

### Educational Programme

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

### Children will be able to/experience:

- Talk for Writing: Learn and recite a range of short texts.
- Innovate a model text using their own ideas.
- Create their own texts using story maps.
- Begin to write their own texts.
- Exposure to a carefully chosen series of quality texts.
- Bug Club: Systematic Synthetic Phonics programme. Whole class teaching supported by group work.
- Phonics at home: Access to Bug Club interactive texts, home phonics books.
- Writing opportunities in the environment – indoors and outdoors.

### ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab.
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### ELG: Writing

- 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.

## Mathematics

### Curriculum Goals:

To become a **Master of Maths** who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.

### Educational Programme

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

### Children will be able to/experience:

- Power Maths: Daily whole class and weekly group sessions following a mastery approach. (See scheme overview for further detail.)
- Self-registration: Ten frames.
- Visual Timetable.
- Practise taught skills of noticing and subitizing during story time or using art/pictorial prompts. "What do you notice?" "What can you see?"

### ELG: Number

Children at the expected level of development will:

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

### ELG: Numerical Patterns

Children at the expected level of development will:

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

## Understanding the World

### Curriculum Goals:

To become an **Exceptional Explorer** who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a **Compassionate Citizen** who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.

### Educational Programme

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

### Children will be able to/experience:

- Local Community exploration and Engagement: visit the walks, library and theatre.
- Meet members of our community: firefighters, vets.
- Create and follow simple maps in birds eye view.
- Create observational drawings.
- Create small world environments.
- Explore/celebrate a range of religious or cultural festivals.
- Use technology to record their ideas and to programme beebots.

### ELG: Past and Present

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

### ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

| <b>Expressive Arts and Design</b>   |  |
|---|--|
| <b>Curriculum Goals:</b>  |  |
| To become a <b>Dynamic Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.   |  |
| <b>Educational Programme</b>  | <b>Children will be able to/experience:</b>  |
| <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> | <ul style="list-style-type: none"> <li>• Learn a variety of songs by heart</li> <li>• Investigate a range of art (adult led and think pieces)</li> <li>• Make a sculpture</li> <li>• Make transient art</li> <li>• Use collage, paint and drawing to create my own art</li> <li>• Mix and use paint</li> <li>• Represent objects and events</li> <li>• Listen to and make music using a variety of instruments</li> <li>• Move to rhythms and music</li> <li>• Sing a song to an audience</li> <li>• Take part in a short performance</li> <li>• Watch a performance on stage</li> <li>• Engage with nursery rhymes and songs on a regular basis.</li> </ul> |
| <b>ELG: Creating with Materials</b>   |  |
| <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>   |  |
| <b>ELG: Being Imaginative and Expressive</b>  |  |
| <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- 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.</li> </ul>   |  |

## 7 Key Features of Effective Practice

| Feature  | Key Messages  | What will we do at Greyfriars?  |
|--|---|---|
| The best for every child                       | <p>All children deserve to have an equal chance of success.</p> <ul style="list-style-type: none"> <li>• High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.</li> <li>• When they start school, children from disadvantaged backgrounds are, on average, 4 months<sup>1</sup> behind their peers. We need to do more to narrow that gap.</li> <li>• Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.</li> <li>• High-quality early education and care is inclusive. Children’s special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure we are aware of which pupils are from disadvantaged backgrounds and identify interventions/actions needed to narrow the gap.</li> <li>• A strong emphasis on positive respectful relationships between pupils-pupils, pupils-staff and staff-staff. PSA to support children and families further if required.</li> <li>• EYFS Lead is also SENDCO – will identify needs quickly and put support in place. Children assessed using language screen for SALT needs using BPVS/Speech sound screening if appropriate.</li> </ul> |
| High-quality care                              | <p>The child’s experience must always be central to the thinking of every practitioner.</p> <ul style="list-style-type: none"> <li>• Babies, toddlers and young children thrive when they are loved and well cared for.</li> <li>• High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.</li> <li>• Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.</li> <li>• Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.</li> <li>• Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children</li> </ul>   | <ul style="list-style-type: none"> <li>• All staff informed about and committed to supporting children’s development.</li> <li>• Staff create positive interactions with children which build relationships and build learning opportunities.</li> </ul>  |
| The curriculum: what we want children to learn | <p>The curriculum is a top-level plan of everything the early years setting wants the children to learn.</p> <ul style="list-style-type: none"> <li>• Planning to help every child to develop their language is vital.</li> <li>• The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.</li> <li>• Young children’s learning is often driven by their interests. Plans need to be flexible.</li> <li>• Babies and young children do not develop in a fixed way. Their development is like a spider’s web with many strands, not a straight line.</li> <li>• Depth in early learning is much more important than covering lots of things in a superficial way.</li> </ul>   | <ul style="list-style-type: none"> <li>• Talk for writing approach supports rehearsal of key phrases, sentences.</li> <li>• Daily practice of songs and rhymes.</li> <li>• Curriculum adapted according to baseline of cohort.</li> <li>• Planning in the moment approach combined with overarching curriculum plan ensures sequence of skills and content but children’s interests are responded to.</li> <li>• Power Maths scheme used – mastery approach.</li> </ul>   |

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| <p>Pedagogy: helping children to learn</p>            | <p>Children are powerful learners. Every child can make progress in their learning, with the right help.</p> <ul style="list-style-type: none"> <li>• Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.</li> <li>• Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children’s learning.</li> <li>• Children in the early years also learn through group work, when practitioners guide their learning.</li> <li>• Older children need more of this guided learning.</li> <li>• A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.</li> </ul> | <ul style="list-style-type: none"> <li>• Effective interactions training TAs.</li> <li>• Termly environment audit and action plan. Visits to other schools to see other environments in action.</li> <li>• Termly observations/audits of how children using the environment inc different groups of children.</li> <li>• Mixture of whole class, group and individual learning opportunity.</li> <li>• Planning for continuous provision (indoor and outside)</li> </ul>   |
| <p>Assessment: checking what children have learnt</p> | <p>Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.</p> <ul style="list-style-type: none"> <li>• Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.</li> <li>• Accurate assessment can highlight whether a child has a special educational need and needs extra help.</li> <li>• Before assessing children, it’s a good idea to think about whether the assessments will be useful.</li> <li>• Assessment should not take practitioners away from the children for long periods of time.</li> </ul>  | <ul style="list-style-type: none"> <li>• PITM Focus child approach (3 per week) ensures that each child is receiving high quality, thoughtful observations which move learning on and inform future planning. Focus on interacting and engaging with chd rather than ticklists/many obs.</li> <li>• On track/not on track assessment system. Focus on actions needed to bring child closer to on track.</li> <li>• All staff can add flags to Tapestry, enabling any staff member to raise a concern about a child’s learning.</li> <li>• Indepth assessments (eg BPVS/Ravens/AET framework) used by SENDCO as appropriate where there is an SEN query.</li> </ul> |
| <p>Self-regulation and executive function</p>         | <p>Executive function includes the child’s ability to: – hold information in mind – focus their attention – think flexibly – inhibit impulsive behaviour.</p> <ul style="list-style-type: none"> <li>• These abilities contribute to the child’s growing ability to self-regulate: – concentrate their thinking – plan what to do next – monitor what they are doing and adapt – regulate strong feelings – be patient for what they want – bounce back when things get difficult.</li> <li>• Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.</li> </ul>  | <ul style="list-style-type: none"> <li>• Teacher training on Roseshine’s Principles of Instruction includes info on Executive function.</li> <li>• Use of consistent, clear routines and scripts to support ability to self-regulate and solve problems on their own.</li> </ul>   |
| <p>Partnership with parents</p>                       | <p>It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.</p> <ul style="list-style-type: none"> <li>• This includes listening regularly to parents and giving parents clear information about their children’s progress.</li> <li>• The help that parents give their children at home has a very significant impact on their learning.</li> </ul>  | <ul style="list-style-type: none"> <li>• Tapestry used for WOW moments.</li> <li>• Focus child sheet shared with parents.</li> <li>• Parents evenings termly.</li> <li>• Informal conversations with parents – planned meetings if needed.</li> </ul>  |

- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

- Home phonics books.
- Termly newsletter for EYFS detailing curriculum. Signposting parents to useful resources eg One Norfolk.

## Characteristics of Effective Teaching and Learning

### 1: Playing and Exploring

| Children will be learning to  | Examples of how to support this from Development Matters  | Examples of how to support this relevant to Greyfriars EYFS 2021-2022  |
|---|---|--|
| <b>Realise that their actions have an effect on the world, so they want to keep repeating them.</b>   | <p>Encourage babies' exploration of the world around them. Suggestions: investigating the feel of their key person's hair or reaching for a blanket in their cot.</p> <p>Offer open-ended resources like large smooth shells and pebbles, blocks and lengths of fabric for babies and toddlers to play freely with, outdoors and inside.</p>  | Open ended resources – crates, blocks, loose parts to play freely with and explore.  |
| <b>Plan and think ahead about how they will explore or play with objects.</b>   | <p>When playing with blocks: encourage children to discuss what they will make before and while making it, or draw a picture before building.</p> <p>Visual aids can help children to keep track of what they need to do next, for example counting on their fingers or referring to a series of pictures on the wall to remind them what they must do before lunch.</p>  | <p>Provide pencils and paper/clipboards for children to plan and draw out their designs.</p> <p>Provide visual supports for pupils to copy to aid their construction skills.</p> <p>Visual timetable so children understand the structure of the day.</p> <p>Visual supports eg washing hands posters.</p> |
| <b>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. eg a child doing a jigsaw might whisper "Where does that one go? – I need to find the big horse next."</b> | <p>Verbal mental aids include providing a sensitive commentary on what a child is doing. You might comment: "I see you are looking for the biggest pieces first" or ask "how well do you think that's going?"</p> <p>Children may copy your commentary by talking out loud to themselves first. In time, this will develop into their 'inner voice'.</p>  | <p>Interacting or Interfering training for TA, book for all staff to borrow.</p> <p>Verbal aids and questions in each area to support staff.</p>   |
| <b>Make independent choices.</b>  | <p>Provide a well-organised environment so that children know where materials and tools are and can access them easily.</p> <p>Provide enough materials and arrange spaces so that children can collaborate and learn alongside peers.</p> <p>Give children enough time and space to engage in large-scale projects that may continue over several days.</p> <p>Explore the reasons behind children's choices e.g. 'I'm interested that you're using a paintbrush rather than a pencil to make your picture.'</p> | <p>Well organised environment with access to all equipment/resources.</p> <p>Clearly labelled resources using words/pictures/shadowing.</p> <p>Larger scale projects planned in through topics/literacy/maths.</p>   |
| <b>Bring their own interests and fascinations into early years settings. This</b>   | Extend children's interests by providing stimulating resources for them to play with, on their own and with peers, in response to their fascinations. Join in with children's play and investigations, without taking over. Talk with them about what they are  | In the Moment Planning approach/Focus children responds to children's interests and planning/activities are adapted  |

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| <b>helps them to develop their learning.</b>                         | doing and what they are noticing. Provide appropriate non-fiction books and links to information online to help them follow their interests  | accordingly. Resources in the environment adapted in response to children's needs.  |
| <b>Respond to new experiences that you bring to their attention.</b> | Regularly provide new materials and interesting things for children to explore and investigate. Introduce children to different styles of music and art. Give them the opportunity to observe changes in living things in the setting, and around the local environment. Take children to new places, like a local theatre, a museum, a National Trust heritage site, a fire station, a farm or an elderly people's home. Involve children in making decisions about science experiments: what might we feed the plants to make them grow? Why do you think fizzy water might work? How will we know if one is growing faster than another?' | Visits and visitors planned into curriculum map.<br>Planned activities to encourage interest and curiosity as part of topics – use outline activity planning grid.<br>Cookery opportunities for each half term. |

## Characteristics of Effective Teaching and Learning

### 2: Active learning

| Children will be learning to   | Examples of how to support this from Development Matters   | Examples of how to support this relevant to Greyfriars EYFS 2021-2022   |
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| <p><b>Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines.</b><br/>For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens</p> | <p>Help babies, toddlers and young children feel safe, secure and treasured as individuals. The key person approach gives children a secure base of care and affection, together with supportive routines. That can help them to explore and play confidently.</p>   | <p>Use visual timetables, visual and verbal cues to signal transitions. eg timetable, tambourine/bell and song.</p>   |
| <p><b>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</b></p>                               | <p>Provide furniture and boxes at the right height to encourage babies to pull themselves up and reach for objects. Opportunities to play and explore freely, indoors and outside, are fun. They also help babies, toddlers and young children to develop their self-regulation as they enjoy hands-on learning and sometimes talk about what they are doing.</p>  | <p>Encourage pupils to articulate or plan their end goal when approaching an activity.<br/>Resources available for pupils to access them independently.<br/>Involve children in actively planning and adapting their activities and future learning.</p>  |
| <p><b>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</b></p>   | <p>Help young children to develop by accepting the pace of their learning. Give them plenty of time to make connections and repeat activities.</p>   | <p>Support children's learning from their mistake by verbalising and modelling yourself having difficulty. "Hmm.. that didn't quite work. I could try this?" Or ask for children to help you think of another way.</p>  |
| <p><b>Keep on trying when things are difficult.</b></p>  | <p>Help children to think about what will support them most, taking care not to offer help too soon. The following strategies will help children at different times, depending on their confidence, how much previous experience they've had with an activity, and how motivated, or distracted, they are:</p> <ul style="list-style-type: none"> <li>• repeating something hard on their own; learning through trial and error.</li> <li>• asking a friend or an adult for help.</li> </ul> | <p>Interacting or interring training/book. Adults to be aware of not stepping in too early and to support children's own problem solving through verbal prompts. Balance of open ended and planned activities to build key skills.<br/>Children displaying intense emotions can use sand timers or visuals such as Zones of Regulation to help them identify their feelings.<br/>Jigsaw PSHE programme to explore different emotions.</p> |

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|  | <ul style="list-style-type: none"> <li>• watching an adult or another child, modelling what to do, or listening to their guidance.</li> </ul> <p>At times, children respond well to open-ended activities which they choose. Other times, they benefit from a supportive structure established by an adult. It is important to provide both kinds of opportunities. Adults can teach children to use self-calming to help them deal with intense emotions. For example, you could introduce a 'calming jar'. Introduce 'zones of regulation'. These can help children to become more aware of their emotions and think about how to calm themselves.</p> |  |
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## Characteristics of Effective Teaching and Learning

### 3: Creating and thinking critically

| Children will be learning to  | Examples of how to support this from Development Matters   | Examples of how to support this relevant to Greyfriars EYFS 2021-2022  |
|---|--|--|
| <p><b>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</b></p>  | <p>Help babies, toddlers and young children to find their own ideas by providing open-ended resources that can be used in many ways. Encourage, support and enjoy children's creative thinking as they find new ways to do things. Children need consistent routines and plenty of time so that play is not constantly interrupted. It is important to be reflective and flexible.</p> | <p>Written, picture and shadow labelling used so that children know where resources go.<br/>Promote independent tidying at tidy up time with all children involve eg mystery mess rewards.</p> |
| <p><b>Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries</b></p> | <p>Help children to reflect on and talk about their learning through using photographs and learning journeys. Share in children's pride about their achievements and their enjoyment of special memories. Suggestion: you could prompt a conversation with questions like: "Do you remember when...?", "How would you do that now?" or "I wonder what you were thinking then?"</p>     | <p>Share Focus Child sheets with the children to celebrate activities they have carried out and pride moments.</p>   |
| <p><b>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing</b></p>  | <p>Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed. Consider 'how' and 'why' things happen, and 'what might happen next.'</p>   | <p>Role play opportunities for each Talk 4 Writing unit – teacher led and modelled then opportunities to build on this in CP. Hot seating.</p>   |

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| <p><b>the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.”</b></p>                                   |   | <p>Dress up and pretend play opportunities in the environment eg home corner, dress up rail.</p>   |
| <p><b>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</b></p>                                     | <p>Help children to come up with their own ideas and explanations. Suggestion: you could look together at woodlice and caterpillars outdoors with the magnifying app on a tablet. You could ask: “What’s similar about caterpillars and other insects?” You could use and explain terms like ‘antennae’ and ‘thorax’.</p> | <p>When introducing a new topics or activity, make links with previous learning. Support key vocabulary, display and refer to in the classroom eg Maths/English/Topic.</p> |
| <p><b>Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</b></p> | <p>Offer children many different experiences and opportunities to play freely and to explore and investigate. Make time and space for children to become deeply involved in imaginative play, indoors and outside.</p>  | <p>Opportunities for free play and exploration time throughout the day.</p>  |