

Communication, and Language

<p>Educational Programme - Statutory Guidance</p>	<p>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.</p> <p>English as an additional language</p> <p>Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>	
<p>Early Learning Goal</p>	<p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.

Our Curriculum	<p>Children in Daisies will learn to;</p> <ol style="list-style-type: none"> 1. Enjoy singing, music and toys that make sounds. 2. Listen and respond to a simple instruction. 3. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). 4. Babble, using sounds like 'baba', 'mamama'. 5. Use gestures like waving and pointing to communicate. 6. Reach or point to something they want while making sounds. 7. Copy your gestures and words. 8. Constantly babble and use single words during play. 9. Use intonation, pitch and changing volume when 'talking'. 10. Reach or point to something they want while making sounds. 11. Copy your gestures and words. 12. Use intonation, pitch and changing volume when 'talking'. 13. Understand single words in context – 'cup', 'milk', 'daddy'. 14. Understand frequently used words such 	<p>Children in Sunflower Nursery will learn to:</p> <ol style="list-style-type: none"> 1. Enjoy listening to longer stories and can remember much of what happens. 2. Develop attention to focus on one thing. 3. Use a wider range of vocabulary. 4. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". 5. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 6. Sing a large repertoire of songs. 7. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 8. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 9. Use longer sentences of four to six words. 10. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 11. Start a conversation with an adult or a friend and continue it for many turns. 12. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<p>Children in Reception Elm will learn to:</p> <ol style="list-style-type: none"> 1. Understand how to listen carefully and why listening is important. 2. Listen to an adult or child speaking by looking at them – 'tracking'. 3. Learn and use new vocabulary introduced throughout the reception year. 4. Ask questions to find out more. 5. Demonstrate that they understand what has been said to them. 6. Articulate their ideas and thoughts in well-formed sentences. 7. Connect one idea or action to another using a range of connectives: because, and, but, first, finally, when, then. 8. Describe real life events or experiences in some detail. 9. Use talk to help work out problems and organise thinking and activities. 10. Explain how they think things work and why they might happen. 11. Use social phrases – please, thank you, you're welcome, good morning.
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	<p>as 'all gone', 'no' and 'bye-bye'.</p> <ol style="list-style-type: none"> 15. Understand simple instructions like "give to nanny" or "stop". 16. Recognise and point to objects if asked about them. 17. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. 18. Listen to other people's talk with interest, but can easily be distracted by other things. 19. Make themselves understood, and can become frustrated when they cannot. 20. Start to say how they are feeling, using words as well as actions. 21. Start to develop conversation, often jumping from topic to topic. 22. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. 23. Use the speech sounds p, b, m, w. 24. Pronounce: <ol style="list-style-type: none"> a. l/r/w/y - s/sh/ch/dz/j b. f/th - multi-syllabic words such as 'banana' and 'computer' 25. Listen to simple stories and understand what is happening, with the help of the pictures. 26. Identify familiar objects and properties for practitioners when they are described. For example: 		<ol style="list-style-type: none"> 12. Engage in story times, sharing ideas or predictions when talking about a story. 13. Listen to, talk about and act out stories to build familiarity and understanding. 14. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 15. Learn rhymes, poems and songs and join in with them 16. Engage with non-fiction books, knowing the difference between non-fiction and fiction books. 17. Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. 18. Make a non-fiction page for a book created by the class.
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Meadowside Offer	<p>'Katie's coat', 'blue car', 'shiny apple'.</p> <p>27. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>28. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>		
Meadowside Offer	<p>In our foundation stage, we offer a language rich environment and Language Development is central to everything we do; it is one of our main curriculum drivers. The teaching of oracy, vocabulary, dialogical teaching and reading are all embedded in our curriculum offer. All EYFS children are assessed using WellComm assessment tool (within 4 weeks of starting). Interventions are used for children who are not working at expected level for their age. (Interventions – Chatty Bats, Early Talkboost, Talk boost, NELI, WellComm). Word Aware is a regular part of the timetable.</p> <p>Our environment promotes the development of vocabulary that is being encouraged with adults. Children are encouraged to use the vocabulary within the provision (supported by the pictorial and Makaton symbols). The teaching of vocabulary is planned for and is progressive throughout EYFS. Talk for writing and Talk for Reading lessons in Nursery and Reception supports the use of new vocabulary and language structure. Makaton is used in all EYFS class to support language and communication.</p> <p>Reading is central to language development as vocabulary is developed in context and this is supported with a daily storytime in each class. Provision is central to teaching of collaboration and dialogical teaching. Our environment promotes curiosity and opportunity to ask questions and comments.</p> <p>The curriculum is broken down into smaller steps to work through at each age group in the attached curriculum document.</p>		

Personal, Social and Emotional Development

<p>Educational Programme - Statutory Guidance</p>	<p>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.</p>		
<p>Early Learning Goal</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Key Vocab</p>	<p>Self Regulation: (Nursery) feelings ■ scared / worried ■ angry ■ kind ■ quiet / thinking time ■ careful ■ brave ■ cross</p> <p>(Reception) emotion ■ expression ■ frightened ■ angry ■ frustrated ■ excited ■ confused ■ disappointed ■ proud ■ pleased ■ lonely ■ goal ■ instruction ■ independent ■ nervous ■ surprised ■ embarrassed ■ calm.</p>	<p>Managing Self: (Nursery) ■ washing hands ■ zip / button(s) ■ buckle / velcro ■ clothing e.g. jumper / cardigan ■ put on / take off ■ hot / cold ■ body parts e.g. fingers / toes ■ teeth / toothbrush ■ clean ■ right ■ wrong</p> <p>(Reception) Managing Self: ■ take turns ■ weekly challenge ■ healthy/unhealthy ■ fit ■ body parts e.g. lips/ eyebrows/ ankle / wrist /heart ... ■ exercise ■ heart beat ■ gums ■ risk</p>	<p>Building Relationships: (Nursery) ■ teacher ■ extended family names ■ mine ■ yours ■ caring ■ kind ■ together ■ nursery ■ reception</p> <p>(Reception) Building Relationships: special ■ friendly ■ school personnel e.g. site manager / head teacher ■ alone ■ give ■ support ■ team ■ partner</p>

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Our Curriculum	<p>Children in Daisies nursery will learn to:</p> <ol style="list-style-type: none"> 1. Find ways to calm themselves, through being calmed and comforted by their key person. 2. Establish their sense of self. 3. Express preferences and decisions. They also try new things and start establishing their autonomy. 4. Engage with others through gestures, gaze and talk. 5. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. 6. Find ways of managing transitions, for example from their parent to their key person. 7. Thrive as they develop self-assurance. 8. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. 9. Play with increasing confidence on their own and with other children, because they know their key person is nearby and 10. available. 11. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. 12. Feel strong enough to express a range of emotions. 13. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. 14. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their 	<p>Children in Sunflower Nursery will learn to:</p> <ol style="list-style-type: none"> 1. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 2. Develop their sense of responsibility and membership of a community. 3. Become more outgoing with unfamiliar people, in the safe context of their setting. 4. Show more confidence in new social situations. 5. Play with one or more other children, extending and elaborating play ideas. 6. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 7. Increasingly follow rules, understanding why they are important. 8. Independently follow some rules and routines. 9. Develop appropriate ways of being assertive. 	<p>Children in Reception Elm will learn to:</p> <ol style="list-style-type: none"> 1. Demonstrate the school values; Meadowside Mindset – persistence, determination and ‘can do’ attitude. 2. Show awareness and respect of other beliefs, appearance and abilities. 3. Demonstrate inclusive play. 4. Use manners in everyday situations. 5. See themselves as a valuable individual within their class and as part of the school. 6. Build constructive and respectful relationships 7. Use vocabulary around different emotions and feelings 8. Express and talk about their feelings. 9. Consider the feelings of others, in stories and real life. 10. Think about what others might be thinking – accept a different point of view. 11. Identify and begin to moderate their own
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	<p>way to the front.</p> <p>15. Be increasingly able to talk about and manage their emotions.</p> <p>16. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>17. Develop friendships with other children.</p> <p>18. Safely explore emotions beyond their normal range through play and stories.</p> <p>19. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>20. Learn to use the toilet with help, and then independently.</p>	<p>10. Talk with others to solve conflicts.</p> <p>11. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.</p>	<p>feelings socially and emotionally.</p> <p>12. Show some self –regulation skills, wait for their turn.</p> <p>13. Listen to and follow instructions.</p> <p>14. Manage their needs, toilet, hand washing, snack, lunch, coat, apron, jumpers and using resources.</p> <p>15. Know, understand and follow carpet rules consistently.</p> <p>16. Know and follow routines, know and follow daily transition times.</p> <p>17. Take part in turn taking activities, games and share resources.</p> <p>18. Know more about healthy living; why healthy food, looking after teeth, exercise and sleep are good for us.</p> <p>19. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>
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Meadowside offer

The child's education journey at Meadowside starts with well established relationships between school and home and more importantly with the child themselves. Home visits and nursery visits are planned to ensure a good transition to school. Communication with parents is central and we do this via the Clasdojo APP as we celebrate successes together. We support parents with toilet training and referral to outside support of needed. Parent workshop (stay and play) sessions are every half term – building relationships with parents and allowing parents to fully understand their role as educators whilst being supported by school. PSHE is planned using guidance from PSHE Association ensuring that children are well prepared to start school. Teaching of Personal, Social and Emotional Development is broken down to progressive steps as highlighted in our curriculum document. This is taught both through discrete teaching and also through provision in each of our units. Where a child is struggling with their Personal, Social and Emotional Development, our [welfare team](#) are always there to support.

Physical Development			
Educational Programme - Statutory Guidance	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.		
Early Learning Goal	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. </td> <td style="width: 50%; vertical-align: top;"> <p>ELG: Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. </td> </tr> </table>	<p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
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Key Vocab	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Nursery focus: Gross Motor Skills: follow ■ lead ■ copy ■ balance ■ hop ■ skip ■ stretch ■ swing ■ high/low ■ step ■ gallop ■ slither ■ pedal ■ steer ■ dig ■ bend ■ flap ■ spin ■ twist ■ bow ■ bat ■ throw/catch ■ bounce ■ hill ■ settle/rest ■ target ■ faster/slower ■ travel / move ■ positional language e.g. behind, in front, over, through, forward, backward ■ reach ■ rule ■ games equipment e.g. hoop, goal, cone, stilts</p> <p>Reception focus:</p> <p>Gross Motor Skills: ■ land ■ crouch ■ squat ■ sideways ■ slope ■ avoid ■ dodge ■ hang ■ stable ■ march ■ rotate ■ twirl ■ aim ■ shoot ■ strike ■ dribble ■ speed ■ brake ■ dash ■ steady ■ reverse ■ swerve/sway ■ team ■ skill ■ obstacle ■ apparatus ■ stop watch ■ time</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Nursery focus: Fine Motor Skills: short ■ long ■ thin ■ collect / pick up ■ pour ■ fold ■ funnel ■ sieve ■ tip ■ spread ■ pinch ■ tuck ■ tweezers / tongs ■ beat ■ tap ■ scoop ■ hammer ■ nails ■ repeat ■ thread ■ sew ■ words to support writing/mark making e.g. line, circle, back, hold, pencil grip, over, arch, dot, cross, a bit, curl/y, zig-zag, tail, curly, straight, cross</p> <p>Reception focus:</p> <p>Fine Motor Skills: wide ■ mould ■ flatten ■ construct ■ collapse ■ grip ■ snip ■ beat ■ words to support writing e.g. ascender, descender, flick, under, line, space, neat, below ■ pipe ■ fasten ■ resources ■ tools</p> </td> </tr> </table>	<p>Nursery focus: Gross Motor Skills: follow ■ lead ■ copy ■ balance ■ hop ■ skip ■ stretch ■ swing ■ high/low ■ step ■ gallop ■ slither ■ pedal ■ steer ■ dig ■ bend ■ flap ■ spin ■ twist ■ bow ■ bat ■ throw/catch ■ bounce ■ hill ■ settle/rest ■ target ■ faster/slower ■ travel / move ■ positional language e.g. behind, in front, over, through, forward, backward ■ reach ■ rule ■ games equipment e.g. hoop, goal, cone, stilts</p> <p>Reception focus:</p> <p>Gross Motor Skills: ■ land ■ crouch ■ squat ■ sideways ■ slope ■ avoid ■ dodge ■ hang ■ stable ■ march ■ rotate ■ twirl ■ aim ■ shoot ■ strike ■ dribble ■ speed ■ brake ■ dash ■ steady ■ reverse ■ swerve/sway ■ team ■ skill ■ obstacle ■ apparatus ■ stop watch ■ time</p>	<p>Nursery focus: Fine Motor Skills: short ■ long ■ thin ■ collect / pick up ■ pour ■ fold ■ funnel ■ sieve ■ tip ■ spread ■ pinch ■ tuck ■ tweezers / tongs ■ beat ■ tap ■ scoop ■ hammer ■ nails ■ repeat ■ thread ■ sew ■ words to support writing/mark making e.g. line, circle, back, hold, pencil grip, over, arch, dot, cross, a bit, curl/y, zig-zag, tail, curly, straight, cross</p> <p>Reception focus:</p> <p>Fine Motor Skills: wide ■ mould ■ flatten ■ construct ■ collapse ■ grip ■ snip ■ beat ■ words to support writing e.g. ascender, descender, flick, under, line, space, neat, below ■ pipe ■ fasten ■ resources ■ tools</p>
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Our Curriculum	<p>Children in Daisies nursery will learn to:</p> <ol style="list-style-type: none"> 1. Eat finger food and develop likes and dislikes. 2. Try a wider range of foods with different tastes and textures. 3. Lift objects up to suck them. 4. Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. 5. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. 6. Clap and stamp to music. 7. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. 8. Enjoy starting to kick, throw and catch balls. 9. Build independently with a range of appropriate resources. 10. Begin to walk independently – choosing appropriate props to support at first. 11. Walk, run, jump and climb – and start to use the stairs independently. 12. Spin, roll and independently use ropes and swings (for example, tyre 	<p>Children in Sunflower Nursery will learn to:</p> <ol style="list-style-type: none"> 1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 2. Go up steps and stairs, or climb up apparatus, using alternate feet. 3. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 4. Use large-muscle movements to wave flags and streamers, paint and make marks. 5. Start taking part in some group activities which they make up for themselves, or in teams. 6. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 7. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 8. Choose the right resources to carry out their own plan. For example, choosing a spade to 	<p>Children in Reception Elm will learn to:</p> <ol style="list-style-type: none"> 1. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing – balancing- tiptoeing 2. Progress towards a more fluent style of moving, with developing control 3. Combine different movements with ease and fluency. 4. Demonstrate special awareness. Find a space, move safely around the classroom, outdoors and in the hall. 5. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 6. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions or events 7. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing and aiming. 8. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball, bean bag, quoit or hoop 9. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 10. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils, paintbrushes, scissors, glue sticks, tweezers, small construction, hole punch, threading laces, knives, forks, and ‘finger gym’ resources
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	<p>swings).</p> <p>13. Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>14. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>15. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>16. Start eating independently and learning how to use a knife and fork.</p> <p>17. Develop manipulation and control.</p> <p>18. Explore different materials and tools.</p>	<p>enlarge a small hole they dug with a trowel.</p> <p>9. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>10. Use cutlery to spread and feed themselves.</p>	<p>11. Develop an efficient pencil grip and good pencil control</p> <p>12. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>13. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>14. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p>15. Brush their teeth following the supervised tooth brushing programme</p>
Meadowside Offer	<p>Provision across EYFS supports the physical development of our pupils, giving them an age appropriate environment where they can take risks and develop their physical skills. Physical challenge are there for <i>all</i> of our children. Further to this, there are weekly PE lessons for Sunflowers and Reception that follow the Real PE scheme of learning. Within Daisies (2 y.o. provision), there are daily music and movement for our children. All children are encouraged to be independent – coat pegs, trays, toilet, snack.</p> <p>Fine motor skills are developed through Dough disco/fine motor activities/squiggle wiggle are featured daily. This is also central to our provision in EYFS. All EYFS (parental permission must be gained) participate in Supervised toothbrushing.</p> <p>The pathway through physical development is highlighted in our EYFS curriculum Documents..</p>		

Literacy Development			
Educational Programme - Statutory Guidance	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).		
Early Learning Goal	<p>ELG: Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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
Key Vocab	<p>Nursery focus:</p> <p>Comprehension: favourite ■ back ■ front ■ turn ■ point ■ page number ■ cover ■ character ■ retell ■ author ■ rhymes/rhyming ■ role play ■ predict ■ order ■ funny</p> <p>Reception focus:</p> <p>Comprehension: title ■ blurb ■ beginning ■ middle ■ set ■ event ■ sequence ■ fiction ■ nonfiction ■ poem ■ prediction ■ expression ■ question mark ■ exclamation mark ■ contents ■ index</p>	<p>Nursery focus:</p> <p>Word Reading: ■ word ■ letter ■ start ■ point ■ follow ■ capital letter ■ lower-case letter ■ last / first ■ full stop ■ front sound/phoneme ■ segment/blend ■ print ■ top ■ bottom ■ sentence</p> <p>Reception focus: Word Reading: phonics ■ letter names ■ alphabet ■ phoneme ■ grapheme ■ blend ■ segment ■ spell ■ digraph ■ trigraph ■ tricky/ common exception word ■ practise</p>	<p>Nursery focus:</p> <p>Writing: Transcription: ■ back ■ hold ■ pencil grip ■ over ■ arch ■ dot ■ cross ■ stop ■ a bit ■ curly ■ zig-zag ■ long ■ tail</p> <p>Composition (including positional language): label ■ message ■ letter ■ card ■ list ■ sign</p> <p>Reception focus:</p> <p>Writing: Transcription: ■ join ■ flick ■ under ■ line ■ neat ■ space capital letter ■ full stop</p> <p>Composition: ■ caption ■ sentence ■ address ■ instruction ■ first ■ next ■ then ■ after that ■ so ■ and ■ but ■ or ■ because ■ until ■ unfortunately ■ luckily ■ finally ■ after that ■ sadly ■ happily ■ quietly ■ silently ■ some ■ most ■ all</p>

<p>Our Curriculum</p>	<p>Children in Daisies nursery will learn to:</p> <ol style="list-style-type: none"> 1. Enjoy songs and rhymes, tuning in and paying attention. 2. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. 3. Say some of the words in songs and rhymes. 4. Copy finger movements and other gestures. 5. Sing songs and say rhymes independently, for example, singing whilst playing. 6. Enjoy sharing books with an adult. 7. Pay attention and respond to the pictures or the words. 8. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. 9. Repeat words and rephrases from familiar stories. 10. Ask questions about the book. Makes comments and shares their own ideas. 11. Develop play around favourite stories using props. 12. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 13. Enjoy drawing freely. 14. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 	<p>Children in Sunflower Nursery will learn to:</p> <ol style="list-style-type: none"> 1. Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom 2. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 3. Engage in extended conversations about stories, learning new vocabulary. 4. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. 5. Write some or all of their name. 6. Write some letters accurately. 7. Repeat words and phrases from familiar stories. 	<p>Children in Reception Elm will learn to:</p> <ol style="list-style-type: none"> 1. Have a love for language and books, talk about books they like and why 2. Talk about stories and use what they know as a motivation to write 3. Write their name independently 4. Write in different areas of Continuous Provision indoors and outdoors 5. Read individual letters by saying the sounds for them. 6. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. 7. Read some letter groups that each represent one sound and say sounds for them. 8. Read a few common exception words matched to Letters and Sounds. 9. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. 10. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 11. Form lower-case and capital letters correctly. 12. Spell words by identifying the sounds and then writing the sound with letter/s
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	<p>15. Make marks on their picture to stand for their name.</p>		<p>13. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 14. Re-read what they have written to check that it makes sense. 15. Use letter mats and word mats to support independent writing</p>
<p align="center">Meadowside Offer</p>	<p>At Meadowside, we follow the Little Wandle Phonics scheme. See Reading and Phonics Policy. Phonics assessments throughout the year – data submitted 4 times per year (sept, Dec, April. June - end of year). Phonics is taught daily in Nursery and Reception. Talk 4 Reading is also part of the reception timetable. Home reading is crucial to our offer and the children developing the self efficacy to see themselves as readers. The children are provided with GPC matched books and the expectation is that this is completed at least 3 times per week. Our reading raffle to recognise home reading efforts. Nursery children are offered a library borrow service to ensure they have access to a range of books. Support and training for parents in how they can support in developing reading is planned throughout the year.</p> <p>Within our provision, reading is also central. Each class has a welcoming designated reading area with well chosen literature. However reading and writing is encouraged across all of the provision.</p> <p>Throughout their time at Meadowside, the children are encouraged to read and get to know the "Golden Thread" of books that we have chosen.</p> <p>Talk 4 Reading teaches basic comprehension skills and Talk 4 reading enables our children to orally retell stories and learn the basic structures of some story types. These sessions are delivered in both Nursery and Reception. This is further supported by using Mighty Writers in Sunflowers and Reception classes to give the sentence scaffolding the children need in learning basic sentence structure and writing..</p>		

Mathematics			
Educational Programme - Statutory Guidance	<p>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.</p>		
Early Learning Goal	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. </td> <td style="width: 50%; padding: 5px;"> <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. </td> </tr> </table>	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 		
Key Vocabulary	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Nursery focus: Number: ■ different ■ sort ■ match ■ six to ten ■ more than ■ fewer than ■ less ■ all ■ most</p> <p>Reception focus: Number: ■ eleven to twenty + ■ before ■ after ■ more than ■ less than ■ estimate ■ add / addition ■ take away ■ subtraction ■ leave ■ left over ■ makes/equals ■ share ■ half ■ pair ■ whole ■ double ■ equal ■ few ■ enough ■ even ■ odd ■ number bonds ■ 5/10 frame</p> </td> <td style="width: 50%; padding: 5px;"> <p>Nursery focus: Shape/Pattern: ■ circle ■ rectangle ■ triangle ■ cuboids ■ sides ■ corners ■ straight ■ flat ■ round ■ pattern ■ spots / spotty ■ strips / stripy ■ pointy</p> <p>Measure: ■ smallest ■ biggest ■ lower ■ taller ■ heavier ■ long ■ short ■ large ■ first ■ then ■ last ■ after ■ before ■ day ■ night/ night-time ■ morning ■ afternoon ■ evening ■ earlier ■ later ■ to late ■ too soon ■ in a minute</p> <p>Positional Language: ■ in ■ on ■ under ■ up ■ down ■ besides ■ between ■ in front of ■ behind ■ through ■ near ■ between ■ side ■ front ■ back ■ over ■ around ■ next to</p> <p>Reception focus:</p> <p>Shape/Pattern: ■ sphere ■ cylinder ■ cone ■ rotate ■ repeating pattern</p> <p>Measure: ■ longer ■ longest ■ shorter ■ shortest ■ largest ■ heaviest ■ balance ■ thick ■ thin ■ wide ■ narrow ■ early ■ later ■ morning ■ afternoon ■ evening</p> <p>Positional Language: forwards ■ backwards ■ above ■ below ■ both ■ second ■ next</p> </td> </tr> </table>	<p>Nursery focus: Number: ■ different ■ sort ■ match ■ six to ten ■ more than ■ fewer than ■ less ■ all ■ most</p> <p>Reception focus: Number: ■ eleven to twenty + ■ before ■ after ■ more than ■ less than ■ estimate ■ add / addition ■ take away ■ subtraction ■ leave ■ left over ■ makes/equals ■ share ■ half ■ pair ■ whole ■ double ■ equal ■ few ■ enough ■ even ■ odd ■ number bonds ■ 5/10 frame</p>	<p>Nursery focus: Shape/Pattern: ■ circle ■ rectangle ■ triangle ■ cuboids ■ sides ■ corners ■ straight ■ flat ■ round ■ pattern ■ spots / spotty ■ strips / stripy ■ pointy</p> <p>Measure: ■ smallest ■ biggest ■ lower ■ taller ■ heavier ■ long ■ short ■ large ■ first ■ then ■ last ■ after ■ before ■ day ■ night/ night-time ■ morning ■ afternoon ■ evening ■ earlier ■ later ■ to late ■ too soon ■ in a minute</p> <p>Positional Language: ■ in ■ on ■ under ■ up ■ down ■ besides ■ between ■ in front of ■ behind ■ through ■ near ■ between ■ side ■ front ■ back ■ over ■ around ■ next to</p> <p>Reception focus:</p> <p>Shape/Pattern: ■ sphere ■ cylinder ■ cone ■ rotate ■ repeating pattern</p> <p>Measure: ■ longer ■ longest ■ shorter ■ shortest ■ largest ■ heaviest ■ balance ■ thick ■ thin ■ wide ■ narrow ■ early ■ later ■ morning ■ afternoon ■ evening</p> <p>Positional Language: forwards ■ backwards ■ above ■ below ■ both ■ second ■ next</p>
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<p>Our Curriculum</p>	<p>Children in Daisies nursery will learn to:</p> <ol style="list-style-type: none"> 1. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. 2. Take part in finger rhymes with numbers. 3. React to changes of amount in a group of up to three items. 4. Compare amounts, saying 'lots', 'more' or 'same'. 5. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. 6. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' 7. Climb and squeeze themselves into different types of spaces. 8. Build with a range of resources. 9. Complete inset puzzles. 10. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. 11. Notice patterns and arrange things in patterns. 	<p>Children in Sunflower Nursery will learn to:</p> <ol style="list-style-type: none"> 1. Fast recognition of up to 3 objects, without having to count them individually ('subitising'). 2. Recite numbers past 5. 3. Say one number for each item in order: 1,2,3,4,5. 4. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 5. Show 'finger numbers' up to 5. 6. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 7. Experiment with their own symbols and marks as well as numerals. 8. Solve real world mathematical problems with numbers up to 5. 9. Compare quantities using language: 'more than', 'fewer than'. 10. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 11. Understand position through words alone – for example, "The bag is under the table," – with no pointing. 12. Describe a familiar route. 	<p>Children in Reception Elm will learn to:</p> <ol style="list-style-type: none"> 1. Have a love for mathematics and solving maths problems 2. Count up to 10 objects, actions and sounds consistently and accurately subitise – not just on dice 3. Link the number symbol (numeral) with its cardinal number value 4. Count beyond ten 5. Count forwards and backwards to 10 6. Count on from a given number 7. Compare numbers using the vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' 8. Distribute objects or items. Talk about what you did. Draw it 9. Understand the 'one more than/one less than' relationship between consecutive numbers 10. Explore the composition of numbers to 10. Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers 11. Automatically recall number bonds for numbers 0–5 then 0 -10 12. Double a given number 1-5 13. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 14. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 15. Continue copy and create repeating patterns. Spot a mistake and correct it in a pattern
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		<ol style="list-style-type: none"> 13. Discuss routes and locations, using words like 'in front of' and 'behind'. 14. Make comparisons between objects relating to size, length, weight and capacity. 15. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. 16. Combine shapes to make new ones – an arch, a bigger triangle etc. 17. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. 18. Extend and create ABAB patterns – stick, leaf, stick, leaf. 19. Notice and correct an error in a repeating pattern. 20. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... 	<ol style="list-style-type: none"> 16. Understand that a pattern needs to repeat 17. Compare length, weight and capacity. 18. Use vocabulary longer than, shorter than, measure, tape measure, ruler, weigh, heavier than, lighter than, scales, balanced, half full, half empty, nearly full, nearly empty, measuring jug, capacity (the amount a container can hold) 19. Make and test predictions for maths problems 20. Draw images that represent mathematical thinking 21. Use language linked to shape when drawing on what they have made, seen, to explain thinking and reasoning.
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Meadowside offer

All children will have access to math problem solving and exploration. This is evident in our continuous provision but also in daily teaching. Maths is provided through cross curricular approach allowing children to build schema with other concepts. Maths is a part of the daily routine, (counting and recording number of pupils in class). Key knowledge is progressive and is highlighted in our curriculum documents.

Understanding the World			
Educational Programme - Statutory Guidance	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 fire-fighters. 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.		
	Early Learning Goal	<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.

Nursery focus:

Past and Present: ■ before ■ after ■ next ■ now ■ day ■ night ■ today ■ grow ■ change ■ old ■ young ■ new ■ same ■ different ■ family ■ photograph

Reception focus:

Past and Present: ■ history ■ past ■ present ■ future ■ long ago ■ morning ■ afternoon ■ yesterday ■ tomorrow ■ week ■ month ■ remember ■ year ■ parent ■ extended family members, e.g. cousin, auntie, uncle ■ grandparent ■ toddler ■ adult ■ time ■ later ■ compare ■ similarities ■ differences ■ younger ■ older

Nursery focus: People, Culture and

Communities: ■ teacher ■ extended family names ■ names of peers ■ occupations e.g. doctor, nurse, police, firefighter ■ job ■ help ■ kind ■ celebrate ■ same ■ different ■ places e.g. nursery/school, shop, park, house, garden ■ body parts e.g. face, neck, teeth, knees, body, back, skin ■ transport e.g. train, aeroplane, digger, boat ■ world ■ country ■ land ■ sea ■ beach ■ farm ■ hills ■ zoo ■ wild ■ road

Reception focus: People, Culture &

Communities: geography ■ special ■ similar ■ differences ■ cultures ■ traditions ■ cultural celebrations e.g. Diwali, Christmas etc ■ places of worship e.g. church, temple, mosque ■ religion ■ believe ■ compare ■ occupations e.g. dentist, paramedic, pilot, astronaut ■ brave ■ care ■ helpful ■ body parts e.g. shoulder, elbow, bones, heart, lips, freckles, skin, chest, tongue ■ transport e.g. rocket, ship, submarine ■ places e.g. library, museum ■ features of the environment e.g. island, forest, jungle, woodland, mountain, fields, river ■ map ■ location e.g. earth, planet, UK, some country names linked to cohort, local town/village name, address, city ■ geographical terminology e.g. forwards, backwards, turn, left, right

Nursery focus: The Natural World: senses e.g.

listen, smell, hear, see ■ hard ■ soft ■ stretch ■ snap ■ forces e.g. push, pull, magnet, float, sink ■ weather e.g. wind, sunny, snow, ice, splash ■ day ■ night ■ dark ■ light ■ sky ■ star ■ minibeasts names e.g. caterpillar, ant ■ wriggle ■ life cycles e.g. egg, grow, change, caterpillar, butterfly ■ woodland animals e.g. squirrel, hedgehog ■ farm animals e.g. cow horse, pig, sheep ■ wild animals e.g. lion, elephant, monkey ■ natural objects e.g. wood, rock ■ fruit names e.g. strawberries, blueberries ... ■ some vegetable names ■ cooking ■ melting

Reception focus:

The Natural World:

■ science ■ senses e.g. touch, taste, feel ■ sweet ■ sour ■ bright ■ clear ■ rough ■ smooth ■ shiny ■ shadow ■ dull ■ bumpy ■ waterproof ■ magnetic ■ freeze ■ melt ■ heat ■ frozen ■ sound ■ material names e.g. plastic, glass, metal ■ observe ■ magnifying glass ■ weather e.g. warm, icy, sunshine, windy, clouds, rainy, fog, thunder, lightning, rainbow, hailstone, storm ■ season names e.g. spring, summer, autumn, winter ■ extended animal names e.g. including mammals, birds, fish, polar ■ hibernate ■ nocturnal ■ hunt ■ nature ■ minibeast ■ insect ■ life cycle e.g. egg, hatch, chrysalis, duckling, chick ■ animal features e.g. feathers, fur, beak, scales, shell, talons ■ animal mums and babies e.g. cow / calf ■ plant and tree parts e.g. seed, plant, petal, stem, roots, leaves, branch, bark ■ natural materials e.g. conker, acorn, pinecone, pebble, rock ■ extended fruit and vegetable names ■ experiment ■ test

<p>Our Curriculum</p>	<p>Children in Daisies nursery will learn to:</p> <ol style="list-style-type: none"> 1. Repeat actions that have an effect. 2. Explore materials with different properties. 3. Explore natural materials, indoors and outside. 4. Explore and respond to different natural phenomena in their setting and on trips. 5. Make connections between the features of their family and other families. 6. Notice differences between people. 	<p>Children in Sunflower Nursery will learn to:</p> <ol style="list-style-type: none"> 1. Use different senses to explore materials. 2. Explore materials of similar and/or different properties 3. Talk about what they see, using a wide vocabulary. 4. Begin to make sense of their own life-story and family's history. 5. Show interest in different occupations. 6. Explore how things work. 7. Plant seeds and care for growing plants. 8. Understand the key features of the life cycle of a plant and an animal. 9. Begin to understand the need to respect and care for the natural environment and all living things. 10. Explore magnets and talk about they have found out. 11. Talk about the differences between materials and changes they notice. 12. Continue to develop positive attitudes about the differences between people. 13. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Children in Reception Elm will learn to: Children in Reception will learn to:</p> <ol style="list-style-type: none"> 1. Talk about members of their immediate family and community. 2. Name and describe people who are familiar to them. 3. Comment on images of familiar situations in the past –e.g. celebrations, transport, toys, clothes or homes. 4. Compare and contrast characters from stories, including figures from the past. 5. Talk about information shown on a simple map. 6. Know some features of their local community. – e.g. Understand that some places are special to members of their community e.g. church/mosque. 7. Recognise that people have different beliefs and celebrate special times in different ways. 8. Learn more about some celebrations 9. Recognise some similarities and differences between life in this country and life in other countries. 10. Recognise some environments that are different to the one in which they live. 11. Explore the natural world around them. 12. Describe what they see, hear, smell and feel whilst outside. 13. Grow and look after plants 14. Explore different natural objects using the senses 15. Identify the seasons and the effect of changing seasons on the natural world around them. 16. Create observational drawings and paintings of natural objects
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EYFS Curriculum 2022/23 – Meadowside CP and Nursery School.

Meadowside offer

Each week, all of our EYFS children have the chance to visit Froggy Forest. Outside learning spaces will provide opportunities to explore the natural world and observe changes. Family photographs are in each classroom and help our children start to make sense of the world. Exploration and promotion of different families are evident within the classroom and teaching. Strong links to home (Dojo, home learning, Tapestry). Weekly home learning powerpoint for all eyfs classes. (via dojo). Within our EYFS, we celebrate and learn about different cultural festivals such as; Chinese new year, easter, Christmas, Eid, Diwali. We provide real life experience of life cycles (caterpillar, visit to a farm). Maps are used within displays and provision. Non fiction books are evident in provision and teaching and are available in all of our reading areas. A breakdown of how this is taught throughout EYFS is available in our curriculum map.

Expressive Arts and Design	
Educational Programme - Statutory Guidance	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.
Early Learning Goal	<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Key Vocab	<p>Nursery focus: Creating with Materials ■ mix ■ colour mixing ■ extend colour range, e.g. grey, purple, pink ... ■ light ■ dark ■ pattern ■ line ■ circle ■ naming tools and equipment, e.g. pencil, felt pen, sellotape, paintbrush ■ card ■ collage ■ fix ■ hard ■ soft ■ press ■ roll ■ squash ■ squeeze ■ stretch ■ same ■ different ■ thread ■ sew</p> <p>Reception focus: Creating with Materials ■ art ■ design / technology ■ primary colours ■ secondary colours ■ metallic colours, e.g. gold, silver... ■ palette ■ thick ■ thin ■ fine ■ texture e.g. smooth, bumpy, rough ■ represent ■ materials, e.g. fabric, clay, wood ■ shape ■ space ■ construct ■ create ■ combine ■ join ■ attach ■ connect ■ mould ■ flatten ■ pinch ■ problem-solve ■ thread ■ weave ■ safety ■ purpose ■ artist/s ■ gallery ■ museum ■ 2D ■ 3D</p> <p>Nursery focus: Being Imaginative and Expressive show ■ costumes ■ pretend ■ small world ■ hum ■ tap ■ beat ■ rhythm ■ rest ■ high ■ low ■ move ■ instrument ■ voice ■ volume ■ actions ■ match ■ copy ■ listen ■ emotions, e.g. happy, sad, scared</p> <p>Reception focus: Being Imaginative and Expressive ■ different types of music e.g. classical, traditional/folk, pop, rock... ■ instrument names e.g. drum, tambourine, piano... ■ echo ■ syllable ■ pulse ■ time ■ quick ■ adjectives to describe music e.g. bouncy, pointy, smooth ■ compose ■ topic based vocab linked to themed role play ■ musician/s ■ dancers ■ perform / performance ■ range of movements, e.g. march, creep... ■ props ■ materials ■ fabric ■ imagine / imagination ■ role ■ character ■ role play ■ act ■ setting ■ steps ■ sequence ■ poems ■ extend emotions, e.g. frightened, surprised, excited</p>

Our Curriculum EAD – Creating with Materials	<p>Children in Daisies nursery will learn to:</p> <ol style="list-style-type: none"> 1. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. 2. Start to make marks intentionally. 3. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. 4. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 5. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 6. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. 7. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. 8. Use their imagination as they consider what they can do with different materials. 9. Make simple models which express their ideas. 	<p>Children in Sunflower Nursery will learn to:</p> <ol style="list-style-type: none"> 1. Make imaginative and 'small worlds' with blocks and construction kits, adding features of locations such as farm. City, park. 2. Talk about their creations. 3. Explore different materials freely, in order to develop their ideas about how to use them and what to make. 4. Develop their own ideas and then decide which materials to use to express them. 5. Join different materials and explore different textures. 6. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 7. Draw with increasing complexity and detail, such as representing a face with a circle and including details. 8. Use drawing to represent ideas like movement or loud noises. 9. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 10. Explore colour and colour-mixing. 	<p>Children in Reception Elm will learn to:</p> <ol style="list-style-type: none"> 1. Explore, use and refine a variety of artistic effects continuing to use different tools and materials 2. Express their ideas and feelings through art 3. Talk about what they have created and how they made it 4. Look at and talk about art made by different artists 5. Explore paint, collage, recycled materials and natural materials to create different effects and understand more about what different materials can do 6. Look at, discuss and use artists work to inspire our art explorations (Andrew Goldsworthy, Paul Klee) 7. Use props to enhance story telling or imaginative play 8. Make props for their play using recycled and found materials 9. Create collaboratively, share ideas, resources and skills 10. Listen attentively to different types of music
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Our Curriculum	EAD – Being imaginative and expressive	<p>Children in Daisies nursery will learn to:</p> <ol style="list-style-type: none"> 1. Show attention to sounds and music. 2. Respond emotionally and physically to music when it changes. 3. Move and dance to music. 4. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. 5. Explore their voices and enjoy making sounds. 6. Join in with songs and rhymes, making some sounds. 7. Make rhythmical and repetitive sounds. 8. Explore a range of soundmakers and instruments and play them in different ways. 	<p>Children in Sunflower Nursery will learn to:</p> <ol style="list-style-type: none"> 1. Take part in simple pretend play, using an object to represent something else even though they are not similar. 2. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. 3. Talk about their creations. 4. Listen with increased attention to sounds. 5. Respond to what they have heard, expressing their thoughts and feelings. 6. Remember and sing entire songs. 7. Sing the pitch of a tone sung by another person ('pitch match'). 8. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 9. Create their own songs, or improvise a song around one they know. 10. Play instruments with increasing control to express their feelings and ideas. 	<p>Children in Reception Elm will learn to:</p> <ol style="list-style-type: none"> 1. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 2. Move to and talk about music, expressing their feelings and responses 3. Tap or clap a steady beat to different types of music. March in time with music or a steady beat 4. Watch and talk about dance or performance art, expressing their feelings and responses. 5. Perform on the outdoor stage by singing, dancing, acting, story-telling, making music 6. Sing in a group or on their own 7. Matching the pitch of a note or notes and follow the melody of a song 8. Develop storylines in their pretend play, role play, and small-world play 9. Know how to use percussion instruments 10. Explore and engage in music making, performing solo or in groups 11. Explore and engage in dance, performing solo or in groups
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EYFS Curriculum 2022/23 – Meadowside CP and Nursery School.

Meadow side Offer	<p>All children will be exposed to various artist</p> <p>All children will be encouraged to develop their own creative style</p> <p>All children will be given the opportunity to perform and share their work</p> <p>Children’s work will be displayed with their environment and celebrated with parents and carers.</p> <p>Role play is a consistent feature of continuous provision</p> <p>Children will gain experiences through visits and events these include; post box, pot office, café, library, police officer visit, dentist visits, health worker visits,</p>
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