



EYFS Curriculum



New Framework

Bleak Hill Primary School



Staffing



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

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

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

We have 3 full time reception teachers and 6 Learning Assistants in a purpose built EYFS department. The classrooms have a variety of free choice provision and areas for the children to access. We have a dedicated outdoor learning area including a covered area for the children to use in all weathers. We also have direct access to the school woodland and an area for reception investigation.

Staff are organised to support the children in a balance of adult led and child-initiated experiences throughout the sessions and the EYFS children have free flow access to outdoor learning and provision. The experienced team plan a variety of exciting learning opportunities each day as well as responding to unplanned themes or topics that interest the children.



Play, Scaffolding, Modelling & Direct Teaching



How do we teach children in the EYFS?

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

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



The Statutory EYFS framework



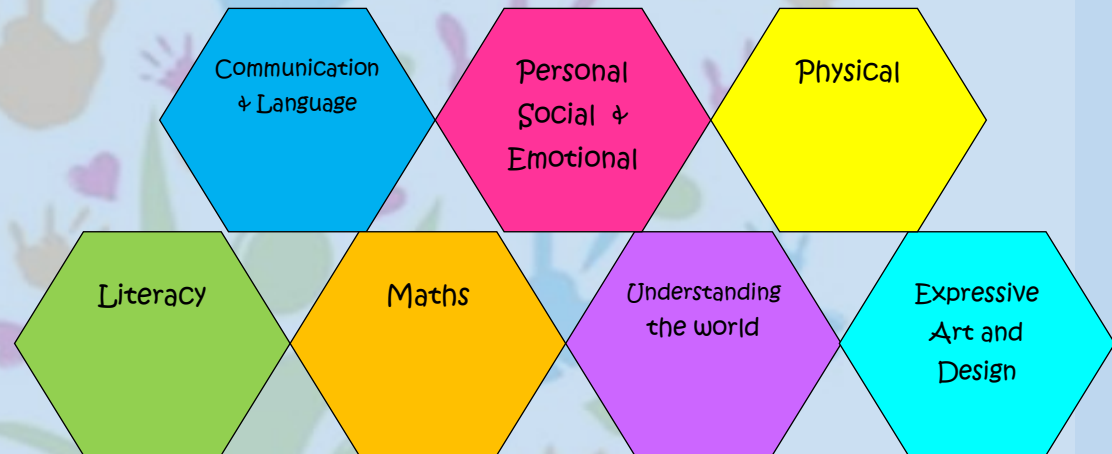
The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:

- Communication and Language Development
- Personal, Social and Emotional Development
- Physical Development

There are four core areas of learning:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design



In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Effective Learning are:

- Playing and exploring-engagement
- Active learning-motivation
- Creating and thinking critically-thinking



Planning in EYFS



Our planning focuses on the children's needs, their interests and their stages of development. We seek opportunities to make links between the areas of learning and plan next steps accordingly.

We deliver the curriculum through planned, purposeful play as well as adult-directed learning to enable the children to build on what they already know. In Class the children may be taught as a whole Class, in their year groups, in small groups or individuals to ensure that all children are progressing from their own individual starting point.

Effective Teaching and Learning

We encourage the children to guide us in shaping their learning experiences. The team discuss with the children about what they are interested in and which skills they would like to develop further. Children are encouraged to talk about things that interest them and share this with their peers. In addition, we use parent observations on Tapestry to learn more about the children's likes and dislikes. We develop children's curiosity and encourage inquisitiveness and a hunger for learning and find ways to answer the children's many questions!

We provide a challenging, exciting and attractive learning environment that offers high-quality opportunities for the children to learn through play within the Classroom and outside. Each Class has continuous provision that is designed to offer practical, open-ended learning opportunities where children are enabled to think creatively and imaginatively. The children are supported to explore how resources can be adapted and use their skills in a variety of contexts. We develop problem-solving skills through open-ended tasks and encourage children to share their thinking with others



Personal, Social & Emotional Development



What do we do at Bleak Hill?

- Jigsaw— a whole school approach to PSHE
- Class Charter created by the children
- whole class sharing and celebrating
- Positive praise, rewards and reinforcement of achievements and behaviour
- Staff are role models for team work and positively
- An environment where children feel safe to learn from success and mistakes
- A provision for children to access with specific needs
- Use of key texts, puppets, songs, stories and videos to explore emotions and feelings
 - Merits and Celebration time

Personal, Social + Emotional

ELG: Self-Regulation

Children at the expected level of development will: -

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will: -

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others; -
- Form positive attachments to adults and friendships with peers;
 - Show sensitivity to their own and to others' needs.



Personal Development



To support children's skills in the prime area of PSED, we aim to promote an understanding of people, different cultures and communities beyond their own. Through Jigsaw lessons and learning opportunities we teach the language of feelings to develop emotional literacy and support emotional security through regular circle time sessions, discussions, modelled behaviour and provision of a safe learning environment. By focusing on the characteristics of effective learning, we strive to promote resilience, motivation and appropriate risk taking and problem solving. This supports a child's independence and builds on key skills that they will need throughout their life.

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





Communication & Language



What do we do at Bleak Hill?

- Talk for writing
- Sharing of quality list of fiction and non fiction texts for focused learning and story time.
 - Adult modelling, question and conversation.
 - Circle time.
- Carpet time and timetabled sessions for attentive listening
 - Daily story time and rereading of texts
 - Show and tell time using Tapestry
 - Vocabulary displayed in the classroom and revisited.
 - Observed interaction between peers
 - Scaffolded play conversation with EYFS team
- Daily nursery rhymes and songs to develop vocabulary and extend learning
 - Daily class songs in routine
 - Use of key words for new learning
 - Use of talk partners/ chat time
- Use of 'tell me more' to encourage conversation

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will: -

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

- - Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



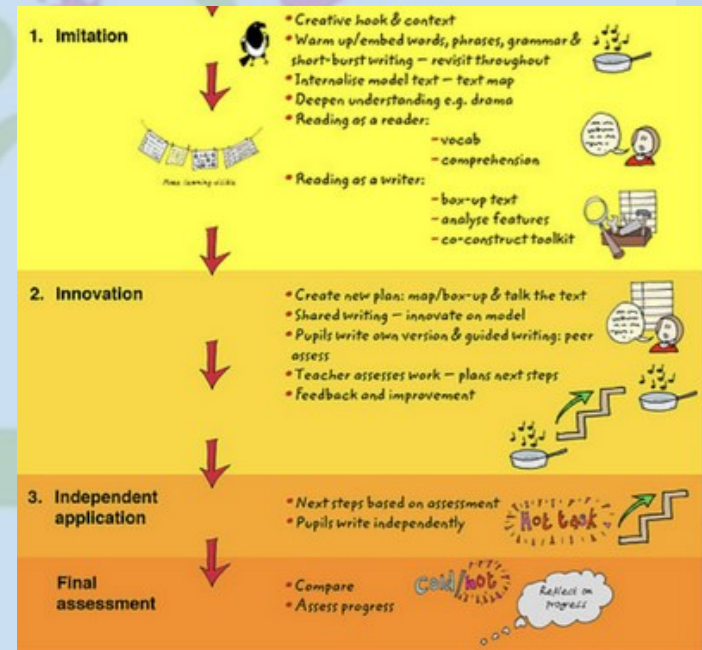
Talk for writing



TalkforWriting

- 6 engaging texts appropriate for reception.
- Wow moments to introduce the books.
- Highlighting and demonstrating the use of adventurous vocabulary
 - Developing storytelling skills
 - Dramatising stories
 - Story mapping
 - Shared writing
 - Independent writing

What do we do at Bleak Hill?

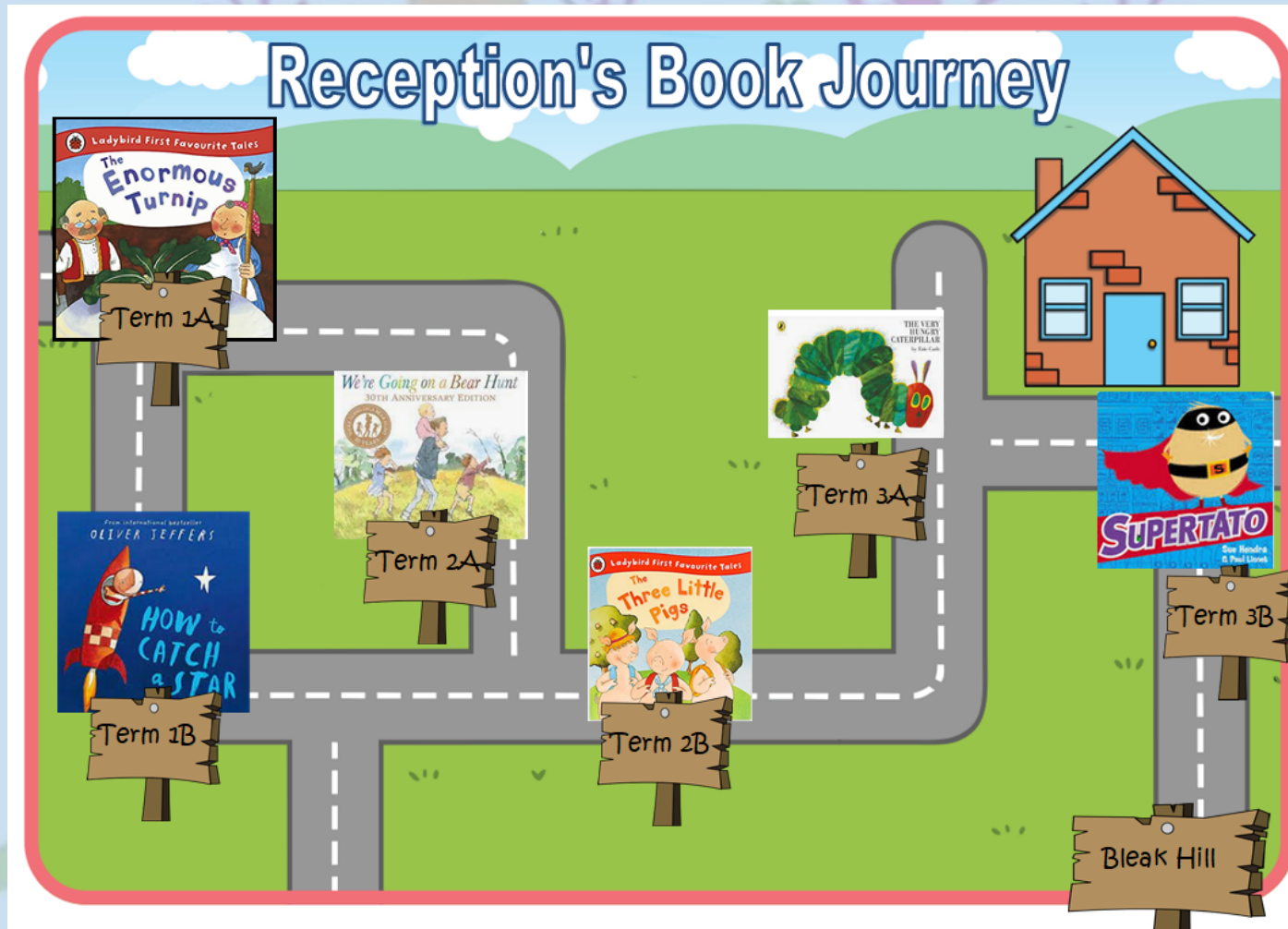




Talk for writing



TalkforWriting





Physical Development

Gross Motor Skills



- EYFS outdoor provision, with covered area, accessible all year rounds
- Playgrounds field, woodland and school garden area.
- A choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like balancing, lifting, carrying, pushing, pulling, and climbing.
- A range of wheeled resources for children to balance, sit or ride on, or pull and push
 - Sand pits and water trays
- Large water investigation with buckets, watering can and guttering
- Equipment to create obstacle courses that demand a range of movements to complete.
 - Parachute, bats, balls, beans bags and cones
- Sequential PE lessons developing skills in dance, athletics ball games and gymnastics
 - Regular yoga and mindfulness activities .

**What do we do
at Bleak Hill?**

Physical ELG: Gross Motor Skills

Children at the expected level of development will:

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



Physical Development



Fine Motor Skills

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

**What do we do
at Bleak Hill?**

Physical ELG: Fine Motor Skills






Children at the expected level of development will: -

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



Physical Development



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



Literacy



- Marking making indoors and outdoors
 - Message centre codes
 - Pencil control activities
- Large and small whiteboards available in continuous provision
- A wide variety of writing tools in provision including Crayons, pencil, Chalks felt pens and pens.
- Daily support with name writing using a variety of tools and resources
 - RWI letter formation rhymes
 - RWI Fred talk
 - Talk for writing story maps
 - Teacher led writing
- Designated writing area as well as writing caddies around the classroom and outdoor areas
- Meaningful reason and opportunities for the children to write for a purpose
- Songs and repetition, use of story maps and retelling of stories to support children being able to articulate their thoughts before writing.

What do we do at Bleak Hill?

Literacy ELG: Writing



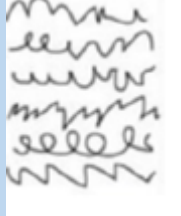
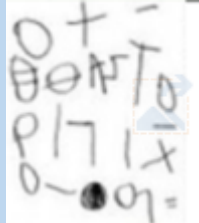
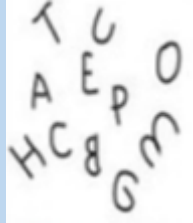
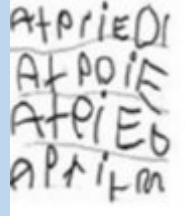
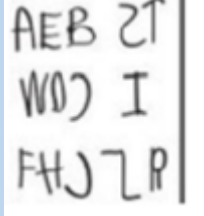
Children at the expected level of development will: -

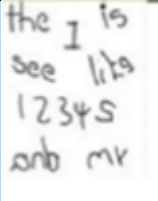
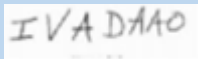
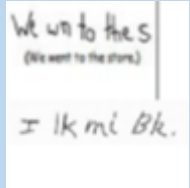
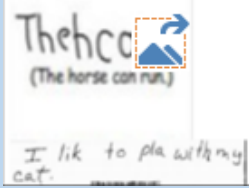
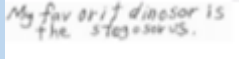
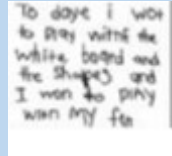
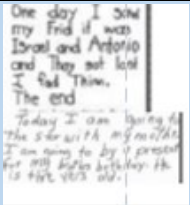
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



Writing Progression



Pre Phonics Stage						
Pictures	Random Scribbling	Scribble Writing	Symbols that represent letters	Random Letters	Letter strings	Letter groups
						
Picture tells a story to convey message.	Starting point at any point on the paper.	Progression is from left to right.	Mock letters or symbols.		Letter strings move from left to right and move don't he page.	Separated by spaces to resemble different words.

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



Writing Progression



Writing sounds, ordering sounds and writing sentences.

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



- Daily story reading, questions and discussions
- Pre-reading picture books to stimulate discussion and questions
- Reading spine books which are regularly shared and discussed with the children.

Topic books are regularly shared to develop vocabulary as well as knowledge and understanding of a subject area.

- Weekly rhymes are introduced and practiced and then regularly revisited during the year
- The role play area, story wall and puppet theatre have resources so children can display their understanding of the book and use new vocabulary in their play

What do we do at Bleak Hill?

Literacy ELG: Comprehension

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



Literacy



- Daily phonics following Read, Write inc systematic phonics programme.
 - Differentiated phonics groups.
- Reading books matched to children's phonic ability.
- Regular group and individual reading.
- Weekly book bag books and focused phonics books to be shared at home.
- Regular revision of letter sounds and words within all areas of the curriculum
- Word mats and posters in provision linked to topic and focus books

**What do we do
at Bleak Hill?**

ELG: Word Reading

Children at the expected level of development will:

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



Teaching of Phonics



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

Each week the children are given the sounds to practise at home and consolidate learning...this is a valuable tool in informing parents about what has been learnt in school. We ask parents to practise reading these graphemes every time that they hear their child read.

RWI children are taught to read Red words which are trickier to sound and read compared to green words which we call Fred talking. We will share these with parents.

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





Literacy



Word reading

Blending and segmenting

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



What do we do at Bleak Hill?

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

Mathematics ELG: Number

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

ELG: Numerical Patterns

Children at the expected level of development will: -

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



Maths



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW		Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW		
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW		Explore 3-D shapes VIEW					
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW		Make connections VIEW	Consolidation				



Understanding the World



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

What do we do at Bleak Hill?

Understanding the World (History/Science)

ELG: Past and Present

Children at the expected level of development will:

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



Understanding the World



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

**What do we do
at Bleak Hill?**

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.



Understanding the World



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

What do we do at Bleak Hill?

Understanding the World (Geography/Religion) ELG: People, Culture and Communities

Children at the expected level of development will: -

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



Expressive Art & Design



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

**What do we do
at Bleak Hill?**

Expressive Art & Design

ELG: Creating with Materials

Children at the expected level of development will: -

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.



Expressive Art & Design



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

What do we do at Bleak Hill?

ELG: Being Imaginative and Expressive

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; -

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



Working with Parents



Working in Partnership with Parents

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We provide an opportunity for parents to stay and play as children start school

All parents have access to Tapestry the online learning journey. We encourage all parents to add observations from home so that we can gain a wider view of their child. In the Autumn and Spring terms we hold parents' evenings and in the Summer term we send home detailed reports.

The children take reading books home to share along with a reading record book which parents/carers are asked to write in every time they read with their child.

Each week we sent fun practical activities for the children to complete at home. This will help us ensure that parents are up to date with current learning and activities taking place in class.

Tapestry is used to record 'wow' moments, to share exciting activities with parents and to communicate daily.





Assessment



Observation and Assessment

At Bleak Hill we use a range of strategies to gather information about the children's learning and development. We use observation as our main form of assessment, and 'wow' moments are recorded in a learning journal online called 'Tapestry'. Tapestry is a secure online journal which builds on children's experiences during their time with us. It enables parents to view work from school and find out how their child is doing online. Parents can share pictures/videos with school in order to inform our planning and assessments of children. Tapestry information is stored on a highly secure server which is monitored closely, and the software can be accessed from a desktop PC or via smartphone app for Android and Apple devices. Keeping children safe online is extremely important to us at Bleak Hill therefore, we ask parents to sign an agreement and other information to show that they understand and agree with our guidelines whilst using Tapestry. The children's learning is monitored and sometimes observed through photographs, notes & videos. Some literacy or maths learning may be recorded in books or on display in the classroom. Teachers constantly use their professional judgement to decide what a child is achieving and what they need to do next. The staff watch the children interacting through their play & learning, we model and guide to support the children and assess the children using the non statutory framework 'Development Matters 2021'. Observations are completed individually and in groups and by all team members

During the first few weeks of the Autumn term the class teacher completes a baseline assessment on each child to decide which band of 'Development Matters' they are working within in each area of the curriculum. We check the preceding age band (3-4 years) and record any gaps that children may have and monitor who is not on track for these specific skills. This allows learning opportunities to be pitched appropriately and as well as providing a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress. Towards the end of each half term, the class teacher uses Tapestry and teacher assessment in books to record how well the children are progressing in each area of the curriculum and which areas we need to work on next. Tracking progress half termly enables staff to monitor the progress the children are making in all areas and check the coverage of all areas of the curriculum. In the summer term, the class teacher reviews the ELGs in the EYF's Profile to decide whether each child is working below or at the expected levels. Judgements against the ELGs are based on observations, evidence in books and discussions with all staff involved with the child. The results of the Profile are shared with parents and carers via a report. After this, there is an opportunity to meet the class teacher to discuss the report. The EYF's profile results are reported to the local authority, who monitor and moderate the judgements made