



Cronton C.E. Primary EYFS Curriculum Areas of Learning Information

Believe Enjoy Succeed Together

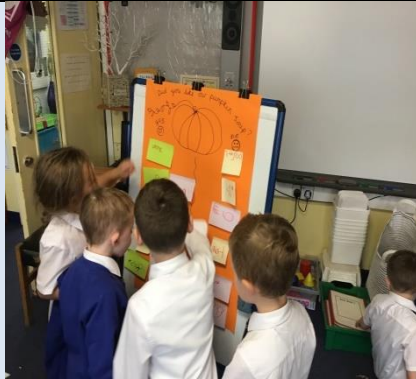
“I can do everything through God who gives me strength”

Philippians 4:13

The Early Years provide the introduction to our school key learning attitudes. It develops values and the learning attitudes of **INDEPENDENCE, PERSERVERENCE, CURIOSITY, TEAMWORK** and **RESPONSIBILITY** so children learn to always be the **BEST** they can be.

This document sets out the seven areas of learning and development that shape our educational programme in the Early Years and the Intent, Implementation and Impact across the seven areas in our school. As a school, Cronton C.E. follows the Development Matters and Early Years Statutory Framework Documentation. Evidence for judgements is collected through observations from the continuous provision, observations during focused activities, anecdotal notes and some summative assessment tasks. Progress is plotted termly and children can be assessed as meeting the expected levels of development or not yet reaching the expected levels of development. At the end of the Reception Year the children are assessed against the Early Learning Goals, using the evidence collected in the same way.

Communication and Language



Intent

At Cronton C.E. we believe that children’s spoken language underpins all seven areas of learning and development. Our intent is for every child to leave the Foundation Stage able to listen attentively for sustained periods of time. Children will be confident in speaking to others within the wider setting and to larger groups of children e.g. performing in front of a school audience. They can express their own thoughts and ideas and taking into account the thoughts and ideas of others. Children also develop their ability from following simple one-step instructions to responding to more complex requests. They will develop a range of rich, new vocabulary which they will be able to use correctly in their speech and play. The children are introduced to topic specific vocabulary and are encouraged through modelling to use this language in their speech.

Listening, Attention and Understanding

Speaking

<p>Birth To Three</p>	<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone’s face as they talk. Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities.</p>
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	<p>Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'ba-ba', 'mamama'. Use gestures like waving and pointing to communicate. Reach or point to something they want while making sounds. Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'. Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Understand simple instructions like "give to mummy" or "stop". Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Make themselves understood and can become frustrated when they can't make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Are usually still learning to pronounce: - /r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</p>	
<p>Nursery 3-4 year olds</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Can the child answer simple 'why' questions?</p>	<p>Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. 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. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>

Reception	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>
ELG	<p>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>	<p>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.</p>

Implementation

Good listening and attention are encouraged throughout the Foundation Stage, across all areas of learning, through the modelling of clear examples for the children. All staff have high expectations of the children. Children understand what is expected of them when others are speaking and can expect to be listened to when they wish to speak. Through focused activities the children are encouraged to take turns in listening and speaking and this is extended into the continuous provision through staff offering low level support or prompts when needed. Children's understanding is developed through careful use of questioning and dialogue both in focused and child led activities. Children are encouraged to speak to each other, through partner talk and many opportunities to speak to groups or the whole class. Correct speech is modelled at all times by the staff and any inaccuracies in the children's speech are corrected through the use of modelling back to them in conversation. Children having difficulty with speech and language are identified early as possible, and activities and interventions are put in place or a referral to speech therapy is made if appropriate. Programmes for those children are delivered in school, often in small groups where other children can also benefit. Talk is used by the children every day to rehearse plans of action, share experiences and ideas, play imaginatively and organise co-operative projects in their play. New vocabulary is introduced through all areas of learning and revisited. Staff model using these new words in sentences and the children are encouraged to model this in their own sentences.

Impact

Children are becoming confident communicators who express their ideas and needs effectively. They enjoy asking questions and are able to respond to peers and adults by effective listening skills. Their range of vocabulary is increased and they can follow a set of increasingly complex instructions. Children know that everyone's 'voice' is valued and respect the importance of everyone being heard.

Personal, Social & Emotional Development



Intent

At Cronton C.E. we believe that the personal, social and emotional development of the children underpins every aspect of learning within our Foundation Stage. It is vital to enable children to lead healthy, happy lives. Our intent is for every child to leave the Foundation Stage with a positive attitude about themselves and those around them. We want children to become valued members of the class and shape their own identity through an increasing awareness of their own needs and the needs of others. Children will develop the ability to make the right choices and learn to reflect on their own behaviour. They learn to compromise, form strong friendships and develop positive dispositions to learning, cooperation and communication.

	Self-Regulation	Managing Self	Building Relationships
Birth To Three	Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, then independently.		
Nursery	Select and use activities and resources, with help when needed. This helps them to achieve	Show more confidence in new social situations.	Become more outgoing with unfamiliar people, in the safe context of their setting.

<p>3 and 4 year olds</p>	<p>a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. 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. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Be increasingly independent in meeting their own care needs e.g. brushing their teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Play with one or more other children, extending and elaborating play ideas. Begin to understand how others might be feeling.</p>
<p>Reception</p>	<p>Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p>	<p>Show themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Manage their own personal hygiene. Know and talk about the different factors that support their overall health and well-being:</p> <ul style="list-style-type: none"> • Regular physical activity • Healthy eating • Tooth brushing • Sensible amounts of screen time. • Having a good sleep routine. • Being a safe pedestrian. 	<p>Build constructive and respectful relationships. Think about the perspective of others.</p>
<p>ELG</p>	<p>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>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>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>

Implementation

Personal, social and emotional development underpins all aspects of a child's daily life at school. We have a rich variety of approaches which aim to support children's progress towards the ELG. These include regular circle times and our school wide use of the Good to be Green behaviour policy. We use JIGSAW as a scheme to base our PSHE teaching on to ensure all aspects of a child's PSED development are taught directly, alongside our Christian Values, focusing on one topic every half term. British values are incorporated into our curriculum. Staff encourage children in their development through modelling what is expected and supporting children in their interactions with others. At Baseline and at the end of every term we assess children's levels of well-being and involvement by using the Leuven Scales. This helps us to identify children who may need extra support in accessing the experiences and opportunities in the setting and allows for activities and appropriate help to be put in place.

Impact

Our children develop and demonstrate an understanding of what is right and wrong, and why this is important. They begin to consider and develop an understanding that there are always consequences to a particular behaviour, whether through rewards or sanctions. We support the development of social skills by providing opportunities that enable children to learn how to socially respond and work with one another. Our Gardener and Seedling initiative supports our younger children by providing role models and familiar faces higher up the school.

Physical Development



Intent

Physical development is vital in enabling children to pursue happy, healthy lives. At Cronton C.E. our intent is for every child to develop and practise the control they have over their own bodies. They develop the confidence and skill in large gross motor movements such as running, jumping, climbing, swinging, hanging etc. Children also develop their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills that they will need to develop holistically. They become independent and manage their own self-care. They have developing understanding of how their bodies work and what they need to be healthy and safe, (including knowing when they are hungry, cold, hot or thirsty, etc.) and how they are able to best meet these needs. They also understand how physical activity can support their mental health.

	Gross Motor Skills		Fine Motor Skills
Birth To Three	<p>Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Eat finger food and develop likes and dislikes. Try a wider range of foods with different tastes and textures. Lift objects up to suck them. Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools.</p>		<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p>
Nursery 3 and 4 Year Olds	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>		

<p>Reception</p>	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
<p>ELG</p>	<p>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>	<p>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.</p>

Implementation

Children have daily opportunities to practice, develop and challenge their physical development. Outdoor provision is accessed daily and the children learn to put on appropriate clothing and footwear independently. Weekly P.E. sessions teach the fundamentals of movement such as spatial awareness, body control, directional work and listening skills. Sessions introduce basic skills in gym, games, dance, athletics and the use of small equipment. Discreet development of fine and gross motor skills is implemented through the curriculum and continuous provision. Children make healthy decisions about lunch and snack choices. They are encouraged to develop independent self-management skills with hygiene and changing for in-school activities. Through collecting observational evidence and evaluating focused activities, children who may need more support or practise are quickly identified and appropriate activities and enhancements are put in place.

Impact

Children can explain the importance of physical activity and the effect this has on their bodies. They are becoming spatially aware, co-ordinated and confident in their movements and develop their hand eye co-ordination. Children develop proficiency, control and confidence. Children demonstrate correct pencil grip for sustained periods and can work with small items. They are able to make healthy choices and manage their own needs effectively.

Literacy



Intent

At Cronton C.E. our intent is for every child to become a confident reader and writer and to enjoy both aspects of Literacy.

Reading: Children leave the Foundation Stage with a wide experience and knowledge of fiction and non-fiction books. They understand the difference between the two and use associated terms. E.g. traditional, character, author, cover, blurb, contents page, fact. They know that print carries meaning. They are able to talk about their favourite books and authors and compare stories for similarities and differences. The children are able to discuss a character's thoughts, feelings and actions. They make predictions about events in the story and can retrieve basic information from a text. Children develop the phonetic and word reading skills to enable them to read a text fluently at an appropriate level.

Writing: Children leave the Foundation Stage understanding that writing can have many different purposes; lists, letters, invitations and stories. They understand that it is another way for us to communicate. Mark making takes many forms in the Foundation Stage and each is valued as a stage of development. By the end of the Foundation Stage children should be able to compose and write a sentence independently using some correct spellings for high frequency words and appropriate letter/sound correspondences in other words they wish to use.

Comprehension

Word Reading

Writing

Birth
to Three

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and responds to the pictures or the words.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

<p>Nursery 3 and 4 year olds.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound such as money and mother. <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<p>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. Write some or all of their name. Write some letters accurately.</p>
<p>Reception</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
<p>ELG</p>	<p>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>	<p>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>	<p>Write recognisable lower case and capital 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.</p>

Implementation

Topics of learning, both child and adult led, are explored predominantly through stories and non-fiction books in daily literacy sessions and the children are encouraged to develop a range of skills to help them learn to read and enjoy books. The children explore character's thoughts and feelings, plots of stories and new vocabulary is explained and modelled. The school follows the Read, Write, Inc. programme of synthetic phonics, which is delivered daily. In Nursery children focus on aural awareness of sounds and words before moving on to some single letter/sound correspondences in the Summer Term. In Reception children are taught to blend and segment and read words on sight and to spot them in the

books we share together in both daily story times and through more focused daily literacy inputs. Children choose library books weekly to take home and share and have reading books linked to their phonetic development. Sound Books and Sight (Red) Word books in Reception ensure that the children can share their learning at home and practise regularly.

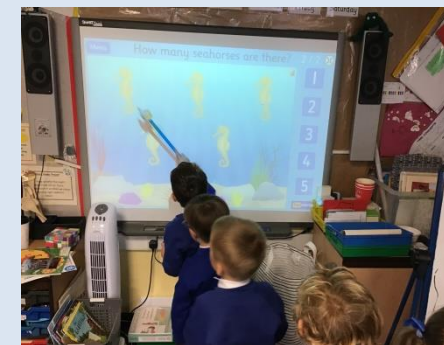
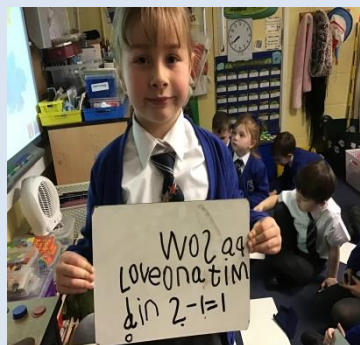
The books we read are used as a stimulus for our writing activities – both focused and through enhancements in the continuous provision. Children are encouraged to explore mark making and writing with many different media across the provision, developing their muscles and co-ordination as appropriate. Correct cursive letter formation is taught discreetly and encouraged in all mark making. An effective tripod grip is modelled and encouraged.

Reading and mark making opportunities are provided throughout the early year's classrooms and the outdoor provision. Through collecting observational evidence and evaluating more focused activities, children who may need more support or practise are quickly identified and appropriate activities, enhancements and interventions are put in place.

Impact

Children make good progress from their starting points with reading and writing. They become independent readers by the time they start Year One. They develop a love of stories, books and reading and develop a sense of wonder of the world of books. They are keen to share their reading with adults and understand that this is the key to accessing the wider curriculum. All children make progress and where support is required there are appropriate strategies to instil a love of learning through books. Children begin to understand that writing is a form of communication and are able to write phonetically plausible sentences that they and others can read. Eventually they can seek resources, e.g. word/sound mats to help them develop writing independently. They can identify purposes for writing, e.g. cards, stories or shopping lists. Children know that their writing is highly valued and can always be improved by reflecting on the process. Phonic Phase assessments are used to identify gaps and provision and teaching is adapted accordingly.

Mathematical Learning



Intent

At Cronton C.E. our intent is for every child to become a confident mathematician, able to explore mathematical concepts and numbers and to use mathematical language fluently. They should be confident to apply their knowledge and use developing reasoning skills to solve problems. Children should be familiar with the names and properties of common 2D and 3D shapes. They should be able to demonstrate an understanding

of pattern and use correct simple vocabulary to describe and order items in terms of height, length, capacity or weight. Children develop positive attitudes and interests in mathematics. They look for patterns and relationships, spot connections, 'have a go' talk to adults and peers about what they notice and are not afraid to make mistakes.

Number		Numerical Patterns
<p>Birth to Three</p>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.</p>	
<p>Nursery 3 and 4 year Olds</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p>	<p>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'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. 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. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
<p>Reception</p>	<p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p>	

ELG	<p>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.</p>	<p>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>
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Implementation

In Nursery the series Numberblocks is used as basis for learning about number. In the Reception Class we follow the White Rose Mastery Medium Term Plans. Mastery is used as an approach throughout the Early Years with a focus on practical activities. Concrete resources are always available and modelled to use alongside pictorial resources. More abstract representation is introduced alongside these in the Reception Year as the children become ready. Mathematics inputs are delivered daily and activities are a balance of adult directed, focused activities and child initiated learning. Continuous provision is enhanced with related resources to enable the children to explore and develop their understanding and complete challenges. This enables the children to have the opportunity to further practise and develop concepts and strategies that are explicitly taught. Mathematical games are used on the interactive board and are placed on the i-pads for the children to go on if they wish. We have a short, fun Maths Meeting at the start of every day, where we practise our number writing, oral counting, shape recognition and days of the week. There is an emphasis on the development of mathematical language, clearly explained to the children and modelled for them. The children are encouraged to use the correct terms and vocabulary they have learned in their activities. Through collecting observational evidence and evaluating more focused activities, children who may need more support or practise are quickly identified and appropriate activities and interventions are put in place

Impact

Our children have developed number sense skills. They can talk about number. They can solve problems and make predictions about what might happen using appropriate vocabulary. They can talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. They are able to apply their mathematical skills in a variety of contexts. They have a positive mind set about mathematics and making 'mistakes'.

Understanding of the World



Intent

At Cronton C.E. our intent is for every child to be confident in exploring, learning about and making sense of the world they live in, their families and community. Children will be able to observe, solve problems, question, make decisions, experiment, predict, and plan in a variety of contexts and develop an understanding of past and present. Children can find out about their environment and talk about the changes they see happening around them. They will make links between their experiences and knowledge. They will develop their senses, understanding and awe of their world. Children will also explore the uses and impact of information and communication technology on their everyday lives.

Past & Present		People, Culture & Communities	The Natural World
Birth to Three	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.		
Nursery 3 and 4 year olds	Begin to make sense of their own life-story and family's history.	Show interest in different occupations. Explore how things work. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.
Reception	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a single map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

ELG	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;	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.	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.
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Implementation

Children learn and play in our outdoor area daily and are encouraged to talk about what they see and find. Through collecting observational evidence and working in focused activities, children who may need more support or practise are quickly identified and appropriate activities and enhancements are put in place. Activities based around celebrations such as Divali, Chinese New Year and World Book Day provide opportunities to explore other countries, their cultures and the differences in people's lives around the world. Learning about events such as The Gunpowder Plot when celebrating Bonfire Night allow them to develop an understanding of events that happened a long time ago at a simple level. Through accessing the outdoor provision they observe and explore seasonal changes. Activities linked to aspects of learning are set up through continuous provision. Visitors, usually linked to an area of learning, and a visit off site in Reception, enhance the curriculum. Children are encouraged to share their experiences outside of school and talk about their families through the Busy Books which are shared weekly. The use of technology underpins daily learning where appropriate and children have access to i-pads, the computer and the interactive board. Children are taught safety online from the start of their school experiences.

Impact

By engaging with the world around us children learn more about people and communities and the world in which they live. They are observant and can describe the changes they notice. They are confident to talk about their families and friends. They can differentiate between long ago and now. Our children can explain what it means to be part of Cronton C.E. School and the school community. Children care about their immediate environment and know that they can have an impact on the wider world. Children can explain why different animals survive in a range of environments. They use different forms of technology and are developing a sense of how to be safe online. Through this area of learning the children receive good foundations ready for the more subject specific learning in the humanities and sciences when they transition to Year One. Evidence is collected through observational evidence from the continuous provision, observations during focused activities and some summative assessment tasks.

Expressive Arts and Design



Intent

At Cronton C.E. our intent is for every child to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. They will be confident to experiment with different media, resources and a rich range of creative activities which will inspire and stimulate their creativity and motivation to move their learning forward. Children will have pride in their creative achievements.

They know a variety of songs and nursery rhymes and can explore beat and rhythm using their bodies and musical instruments.

Exploring and Using Media and Materials

Being Imaginative

Birth to Three

Show attention to sounds and music.
 Respond emotionally and physically to music when it changes.
 Move and dance to music.
 Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
 Explore their voices and enjoy making sounds.
 Join in with songs and rhymes, making some sounds.
 Make rhythmical and repetitive sounds.
 Explore a range of sound-makers and instruments and play them in different ways.
 Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
 Start to make marks intentionally.
 Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
 Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
 Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
 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.
 Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
 Use their imagination as they consider what they can do with different materials.
 Make simple models which express their ideas.

Nursery
3 and 4 year olds

Explore different materials freely, in order to develop their ideas about how to use them and what to make.
 Develop their own ideas and then decide which materials to use to express them.
 Join different materials and explore different textures.

Take part in simple pretend play, using an object to represent something else even though they are not similar.
 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>
	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>
	<p>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>	<p>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.</p>

Implementation

We facilitate a creative, topic based curriculum which helps children develop learning opportunities within an engaging, secure and interesting environment. Direct adult led activities such as dance, role-play and stories, ignite children's creativity which they further explore through provision and child-led activities. The children are encouraged to explore different media, find different ways of combining materials and are taught some skills explicitly, allowing them to develop these in their own work. We use Music Express and Chranga to supplement our teaching of music and singing. Through collecting observational evidence and evaluating focused activities, children who may need more support or practise, are quickly identified and appropriate support and activities are put in place.

Impact

Our children develop a love of the creative arts and use this to regularly express their learning and understanding. Children are confident to share their imaginative ideas and allow others to adapt and extend these as part of an enjoyable learning experience. They are confident to access materials and resources they need for projects and know that what they produced is highly valued. They can confidently talk about their creations e.g., paintings, dances, role-play stories or songs they have created. They participate in concerts and plays and enjoy the experience of the process.