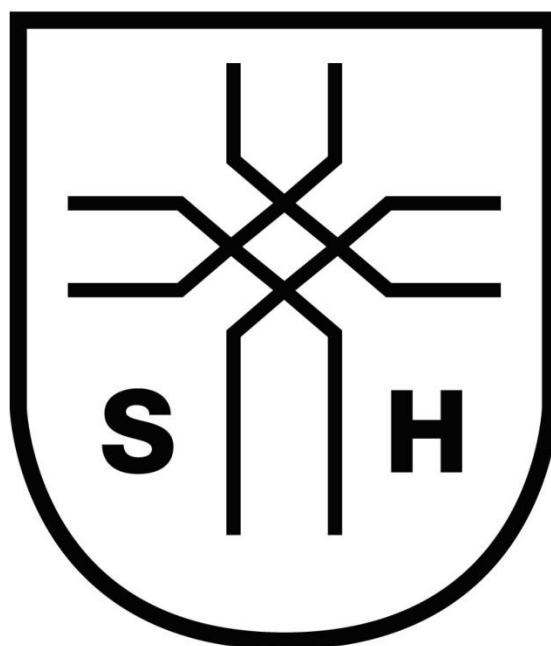


# Sacred Heart Catholic Primary School



## EYFS Policy

Date approved	June 2022
Date of next review	June 2024

### **Equality Act Statement:**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Please refer to St John the Baptist Multi Academy Trust Equality & Diversity

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”*

*(EYFS Framework, 2021)*

## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## **Legislation**

This policy is based on requirements set out in the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021).

**The Curriculum** (Please see appendix A for the EYFS Curriculum.)

**“Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, school values and nature in other parts of the world. It is therefore unique to Sacred Heart Primary school”.**

### **EYFS Curriculum 2022 (Appendix A)**

The EYFS curriculum has been written in accordance with the latest version of the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021). The EYFS framework includes seven areas of learning and development that are important and interconnected:

- **Communication and language.**
- **Personal, social and emotional development.**
- **Physical development.**
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

However, the first three areas in the list above, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive:

We have developed the curriculum giving **communication and language** skills a high priority. This is in line with Development Matters 2021: *“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.”*

A high priority is also given to the teaching of **reading**. We aim to teach children to read and develop a love of books as soon as they arrive at Sacred Heart School, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching based on Twinkl phonics scheme, supported by the Big Cat Phonics scheme books.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy and confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time.

The EYFS Curriculum is based around cross-curricular topics. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leave the Reception Year ready to start the KS1 curriculum. Each topic does not last a specific amount of time but is based on the children’s learning at the time, and so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

## **Teaching and Learning**

**We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. These are:**

**Playing and exploring** – children investigate and experience things, and ‘have a go’.

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achieving.

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The EYFS curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage (see Appendix B). We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however,

there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them.

## **Assessment**

During the first term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline and also through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We record each child's level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July.

Children will be judged at either an emerging level or an expected level in each early learning goal. The exceeding level no longer applies. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

We record each child's level of development throughout the year. At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

## **Inclusion**

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. **The class teacher is also the SENDCO and this ensures children with special educational needs are identified as early as possible.**

## **Safeguarding and welfare procedures**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

Our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy which has been written in accordance with **'Keeping Children Safe in Education 2021'**.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.

Fresh water is readily available for all children and we encourage children to bring in water bottles so that they can help themselves to water at any time.

A member of staff in the setting has a recognised paediatric first aid qualification in line with the EYFS framework 2021.

### **Structure and Staffing of the EYFS**

The EYFS at Sacred Heart consists of one Reception Class. The Reception Class are taught by **two qualified primary school teachers (on a job share basis)**. Both teachers have a vast experience teaching young children.

The class also has a full time, experienced EYFS teaching assistant.

Specialist teachers are brought in for some PE lessons. **These include rugby tots and street dance coaches.**

Children can enter the classroom at 8:45 a.m. and children are picked up at 3.15pm.

The children have lunch with the other KS1 children. The class join the main school for assemblies and other whole school events.

Extra teaching assistants are often employed for children who have an Education Health and Care Plan.

## Parental Involvement

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

- ✓ Contacting parents/carers before their child starts school.
- ✓ Teachers visit preschool setting before their child starts school.
- ✓ Inviting parents/carers and children to attend a Welcome meeting, providing welcome packs, stay and play session and transition visits for new Reception pupils.
- ✓ Inviting the children for a week of mornings plus lunch time to ease transition into full days at school.
- ✓ Inviting parents to phonic and curriculum workshops to show parents/carers how to support at home with learning.
- ✓ Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Written contact through reading records and termly newsletters.
- ✓ Sharing photos, updates and 'wow moments' on Tapestry (our online communication and home learning platform).
- ✓ Offering two, parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.
- ✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.
- ✓ Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.
- ✓ Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas productions and sports day etc.
- ✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers.

## **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

We have a tried and tested induction programme which includes:

- An induction evening for parents so that teachers can get to know parents and carers and ask about the individual children. The teacher gives parents practical information such as the ethos of the school, vision and values, information about equipment and uniform needed.
- Stay and plays in the summer term so that the children can get to know the teachers and school staff with their parent present.
- A gradual introduction to the school day. Children complete a week of mornings and a week of mornings and lunchtimes. This introduces the children to their new routines gradually and this enables children to be less overwhelmed.

When children transition into year 1 the teacher has time with the year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. The Year 1 teacher teaches the Reception children for a whole morning in the last half of the summer term so the children can start to get to know them. This session is done in the Year 1 classroom so that the children see their new classroom before the summer holidays.

## **Monitoring and Review**

It is the responsibility of those working in Reception to follow the principles stated in this policy. The SLT will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Governing Body will also be part of this process.

This policy will be reviewed and approved by the Early Years lead teacher every 2 years. At each review, the policy will be shared with the governing board. The Early Years governor will liaise with the EYFS lead teacher annually to discuss the EYFS Action Plan and relevant Strategic School Development Plan (SSDP) sections.

## The EYFS Reception Year Curriculum at Sacred Heart Primary School

### INTRODUCTION / AIMS

*“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. We planned an exciting, holistic curriculum where children will be taught skills for life throughout different topics and experiences. We don’t make the children to fit our curriculum, we’ll adapt and revise our planning based on our observations, assessments and next steps”*

**It is therefore that this curriculum is unique to Sacred Heart Primary school.** Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the KS1 curriculum. Each topic does not last a specific amount of time but is based on the children’s learning at the time, and so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning. “Talk for writing” is used to promote opportunity to further develop language and vocabulary.

This ambitious Early Year’s curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.



## **Personal Social and Emotional Development**

We strive to enable children to be safe, happy and confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. We teach the children the Sacred Heart School Learning Values. These values underpin our whole curriculum and teaching style throughout the Reception year. These values then follow on throughout the school. Each month, during our RE lesson a new value is introduced across the whole school.

## **Physical Development**

Our stunning outdoor environment and expansive grounds enables us to make the most of the outdoors and we encourage children to play outside as much as possible. Our intention is that children learn how to take measured risks and they are given access to our whole playground when possible. We encourage children to learn about nature and look after their environment through regular visits to the school field. There is a well-established and comprehensive PE curriculum, which includes Multi-skills (qualified coach), Dance, Gymnastics and Games. Children are taught about the importance of regular exercise and healthy eating, and are encouraged to join in with whole-school sports initiatives such as intra-school competitions (sports day), and charity sports events.

## **Communication and Language**

Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor garden area to reflect the current topic. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and story-making tables to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate are targeted in the provision and learning interventions (NELI) are used when children lack confidence or do not have the age-appropriate skills.

## **Reading and Phonics**

We aim to teach children to read and develop a love of books as soon as they arrive at Sacred Heart School, and books are used to teach topics, “Talk for writing” and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching based on Twinkle phonics scheme, supported by the Big Cat Phonics scheme books. Phonics lessons are taught daily for at least thirty minutes, children. In addition to daily phonics, children take part in one to one reading twice a week. They read four reading books per week based on the phonics phase being taught. A short phonics task and reading books are taken home every week. Children are also encouraged to take home age-appropriate picture books from the class library and books in the library are changed each half-term to reflect the different seasons, topics taught and children’s interests. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area. Children who need extra help with phonics are targeted in the provision by key members of staff. Each morning, a phonics activity is set up in continuous provision with individual children’s next steps in mind. Those children who need extra teaching are encouraged to the activity with a member of staff who facilitates a short teaching session each day and receive an extra phonics or reading session daily from term 2 onwards.

## **Writing**

We introduce writing straight away, and teach handwriting alongside our Phonics lessons. Each child has a handwriting book where they are taught how to form letters accurately. Guided writing activities are also taught as a whole class by teacher modelled writing sessions. These include writing topic words, lists, captions and short narratives. Guided writing activities are based on the topic being taught and the class book is often used as a basis for writing “Talk for writing”. Children are also encouraged to write in the provision in the role-play area, writing area, maths area, library and outdoors. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible.

We hope to inspire children to write independently after they have been introduced to writing skills in their guided writing sessions.

## **Mathematics**

Children are taught maths through guided group work and whole-class activities. We also use maths enhancement activities in the different areas in the classroom, including the outdoors. The main aim of the maths curriculum is to teach children to be able to subitise numbers to ten automatically as soon as possible. We begin by concentrating on one number a week in the first term, with the aim that children have a better understanding of one-digit numbers before they move on to place value, calculation and arithmetic later in the year. Children also learn shape, space and measure skills and knowledge through guided work and as activities in the enhanced provision. Children who need extra help with mathematics are targeted in the provision by EYFS staff. Each morning a maths activity is set up in continuous provision with certain children's next steps in mind. Those children who need extra teaching are encouraged to the activity with a member of staff who facilitates a short teaching session each day (three days a week).

We work hard to ensure the children are ready for the National Curriculum by the end of the Reception year.

## **Knowledge and Understanding of the World**

We strive to give children knowledge about the world around them in Sacred Heart and the rest of the world. Science is taught through most of our topics. For example, we observe ice in our "What happens in other worlds" topic and investigate how ice melts and forms through real hands-on experiences. We are extremely fortunate to have a school field to support our learning and investigations. Staff are very knowledgeable about local wildlife and plant species, and endeavour to pass this knowledge on to children at every opportunity. We also have our own pond for observations throughout spring and summer. Our Growing topic links particularly well to our nature walks, and we always have frogspawn hatching in our classroom so that children are encouraged to see nature changing over time.

Geography is taught, including maps and countries of the world, through our Celebrations topics. We introduce the children to history learning through our Transport and Cities topic. For example, we look at old and new buildings and how buildings have changed over time. We teach RE throughout the year based on celebrations including, Chinese New Year, The Christmas story and the Easter Story so that children are introduced to different belief systems.

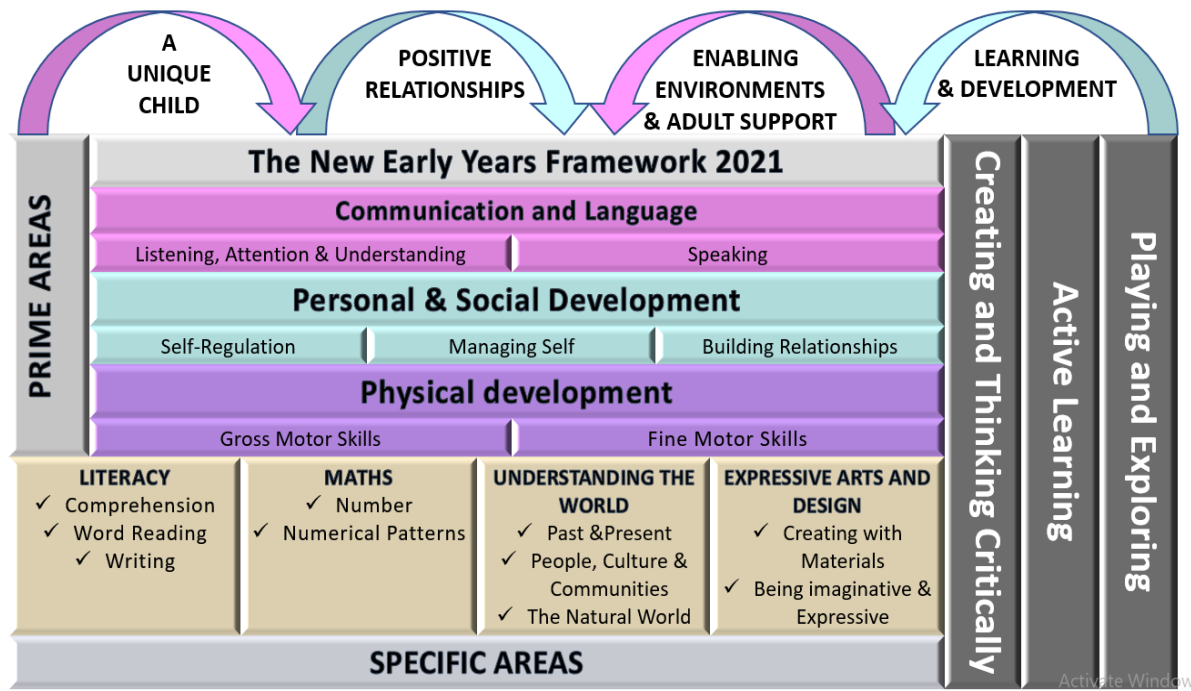
### **Expressive Arts and Design**

There is a rich tradition at Sacred Heart of music, dance and drama. We want children to sing songs, make music, dance and perform. We have regular music and dance lessons taught throughout the year. Children are given time to play imaginative games and make up stories, songs and dances.

In art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We study artists and experience workshops by real artists. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the staff. We endeavour to ensure that children leave Reception with good art skills, as well as encouraging them to use their own ideas and techniques in their art and design work.

*As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.” Sacred Heart EYFS Team.*

*“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Sacred Heart, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date.*



*“Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.” At Sacred Heart EYFS Team.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	<i>All about me! Am I a superhero?</i>	<i>Who is afraid of the Big Bad Wolf?</i>	<i>What happens in other worlds?</i>	<i>Come outside! How did people from the past get around?</i>	<i>Where do animals live? Are Minibeasts like me? Are Plants Alive? Amazing animals</i>	<i>Where would you bury your treasure?</i>
COEL	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Over Arching Principles	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><b>PLAY:</b> At Sacred Heart School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, 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.’. EYFS Team</p> <p><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General themes</b>	<i>All about me! Am I a superhero?</i>	<i>Who is afraid of the Big Bad Wolf?</i>	<i>What happens in other worlds?</i>	<i>Come outside! How did people from the past get around?</i>	<i>Where do animals live? Are Minibeasts like me? Are Plants Alive? Amazing animals</i>	<i>Where would you bury your treasure?</i>
<b>Personal, Social and Emotional Development</b>	<i>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</i>					
<b>Managing Self</b>	<i>Identify and express their own feelings</i>	<i>Think about the perspectives of others</i>	<i>Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.</i>	<i>Follow instructions-making models etc.</i>	<i>Be confident to try new activities</i>	<i>Set and work towards simple learning goals (link to own reports)</i>
<b>Self-Regulation</b>	<i>Understand healthy living and make healthy choices</i>	<i>Show understanding of others feelings (empathy)</i>			<i>Develop independence</i>	
<b>Link to Behaviour for Learning</b>	<i>Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate</i>			<i>“Self-regulatory skills can be defined as the ability of children to manage their own behavior and aspects of their learning. In the early years, efforts to develop self-</i>		

***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.***

- ✓ ***Controlling own feelings and behaviors***
- ✓ ***Applying personalised strategies to return to a state of calm***
- ✓ ***Being able to curb impulsive behaviors***
- ✓ ***Being able to concentrate on a task***
- ✓ ***Being able to ignore distractions***
- ✓ ***Behaving in ways that are pro-social***
- ✓ ***Planning***
- ✓ ***Thinking before acting***
- ✓ ***Delaying gratification***
- ✓ ***Persisting in the face of difficulty.***

***regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.***





<p><b>PSED linked with RE plan</b></p> <p><b>Units of work</b></p>	<p><b>Autumn term:</b></p> <p><b>EYFS Module One: Created and Loved by God</b> explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p>	<p><b>Spring term</b></p> <p><b>EYFS Module Two: Created to Love Others</b> explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe</p>	<p><b>Summer term</b></p> <p><b>EYFS Module Three: Created to Live in Community</b> explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good</p>
<p><a href="https://www.tentenresources.co.uk/relationship-education-subscribers/whats-new-2021-2022/">https://www.tentenresources.co.uk/relationship-education-subscribers/whats-new-2021-2022/</a></p>	<p><b>Unit 1– Religious Understanding</b></p> <p>introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.</p> <p><b>In Unit 2 – Me, My Body, My Health,</b> children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about</p>	<p><b>The two-part session in Unit 1 – Religious Understanding</b> firstly helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another.</p> <p><b>In Unit 2 – Personal Relationships</b> teaches us how to forgive ourselves and others. children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for</p>	<p><b>Unit 1 – Religious Understanding</b> introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things</p> <p><b>Unit 2 – Living in the Wider World</b> helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.</p>

	<i>looking after and using their God-given bodies and develop their vocabulary around this topic.</i>	<i>forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus</i>	
	<p><b>Over the three sessions of Unit 3 – Emotional Well-Being</b>, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p> <p>Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in <b>Unit 4 – Life Cycles</b> children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God’s plan for our lives and that we are loved by Him at every life stage.</p>	<p><b>In Unit 3 – Keeping Safe</b>, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that ‘privates are private’) and the importance of talking to their ‘special people’ if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the ‘People Who Help Us’ topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.</p>	<b>Final assessments</b>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General themes</b>	<i>All about me! Am I a superhero?</i>	<i>Who is afraid of the Big Bad Wolf?</i>	<i>What happens in other worlds?</i>	<i>Come outside! How did people from the past get around?</i>	<i>Where do animals live? Are Minibeasts like me? Are Plants Alive? Amazing animals</i>	<i>Where would you bury your treasure?</i>
<b>Communication and Language</b> <i>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</i>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p> <p><i>We understand that children will make progress at different times. There is no right time... they will progress when they are ready</i></p>					
<b>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, RE, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. Daily story time</b>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Hail Mary</p>	<p><b>Talk it through!</b> Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p><b>What happened?</b> Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General themes</b>	<i>All about me! Am I a superhero?</i>	<i>Who is afraid of the Big Bad Wolf?</i>	<i>What happens in other worlds?</i>	<i>Come outside! How did people from the past get around?</i>	<i>Where do animals live? Are Minibeasts like me? Are Plants Alive? Amazing animals</i>	<i>Where would you bury your treasure?</i>
<b>Physical development</b>	Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>					
<p><i>Fine motor</i></p> <p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p><b>Daily opportunities for Fine Motor Activities</b></p> <p>See this link for ideas</p> <p><a href="https://highlandliteracy.com/emerging-literacy-pencil-control-skills/">https://highlandliteracy.com/emerging-literacy-pencil-control-skills/</a></p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
	<p>Cooperation games i.e. parachute games. Climbing – outdoor equipment</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities</p>	<p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking Ensure that spaces are accessible to children</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children</p>

<p style="text-align: center;"><b>Gross motor</b> <b>PE</b></p>	<p>Different ways of moving to be explored with children <b>Changing for PE</b> / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p>with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance</p>	<p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance</p>
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### From Development Matters 21’:

*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 and other sports.*

*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.*

*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.*

*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.*

***All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.***

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
Speaking
<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>

Understanding the World
Past and Present
<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
People, Culture and Communities
<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul>
The Natural World
<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

Personal, Social and Emotional Development
Self-Regulation
<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul>
Managing Self
<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
Building Relationships
<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>

Expressive Arts and Design
Creating with Materials
<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
Being Imaginative and Expressive
<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

Mathematics
Number
<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul>
Numerical Patterns
<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

Physical Development
Gross Motor Skills
<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Fine Motor Skills
<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

Literacy
Comprehension
<ol style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ol>
Word Reading
<ol style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ol>
Writing
<ol style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed. <b>22</b></li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read</li> </ol>