

Reception Curriculum



Transition September 2021

Children arriving at Whinfield have each had a different nursery experience. We ensure a successful transition by doing the following:

- Meeting children within their own nursery setting to get to know them and their environment
- Speaking to their nursery key workers to get to know them as best we can
- Transition meeting to all new parents
- Detailed letter sent to parents with all information
- Story book with images of provision sent to all children, including key information for parents
- Video of provision placed on the school website
- Welcome video to be placed on Tapestry of staff and the classroom for children to see before starting school
- Children start school in small groups and for half days in the initial stages, which gradually builds across the week
- Dedicated time to get to know all children in the initial stages of school life
- Phone calls to parents in the first week of school from key worker

At Whinfield, we recognise that all children are unique. We acknowledge that all children starting their journey with us will each have different starting points in which to grow and learn. As Early Years Practitioners, we ensure that we spend quality time with each individual child and get to know their strengths, any support they may require, any medical needs and how we can best encourage, extend and challenge their learning. We strive to meet the needs of every child!

At the beginning of my journey into Reception:

I will know the name of my teacher.
I will know where to put my bag, coat, water bottle and wellies.
I will know where to go if I need help.
I will tell my teacher when I'm unsure or if I need help.
I will feel safe.
I will feel happy.
I will be excited to learn.



At the end of my Reception journey and the beginning of my Journey into Year 1:

I will be an inquisitive individual who loves to learn!
I will have a passion for stories, poems and rhymes.
I will be able to draw on my secure knowledge of number to solve problems.
I will be independent in my own learning and show resilience when faced with a challenge.
I will be excited to learn more in Year 1 and not be worried about any challenges that come my way.



Our Reception Curriculum is based on high quality texts that develop children’s vocabulary, their engagement and foster a love of stories, poems and rhymes. Each text then feeds into our overarching topics across the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes /areas of interests/ line of enquiry	<p>Who am I? Where do I live? How do I feel? What changes can I see, feel and hear?</p> <p>Books:</p> <ul style="list-style-type: none"> Starting School My Family My Mum is Amazing/My Dad is Fantastic The Colour Monster The Colour Monster goes to school Pumpkin Soup The Little Red Hen Black History Heroes- Rosa Parks 	<p>What changes can I see, feel and hear? How do we celebrate?</p> <p>Books:</p> <ul style="list-style-type: none"> Dipal's Diwali. Diwali/bonfire non-fiction. Remembrance Poetry. The Ugly Duckling (anti bullying) The Gingerbread Man Stick Man The Nativity story and other Christmas stories 	<p>What changes can I see, feel and hear? Who helps us? (At home, in school and in society)</p> <p>Books</p> <ul style="list-style-type: none"> Lost and Found (winter focus) Hairy McIary's - Rumpus at the Vets Percy the Park Keeper A Superhero like you - Dr Ranj Cops and Robbers by Allan Ahlberg Police Officers on Patrol by Kersten Hamilton 	<p>What changes can I see, feel and hear? What grows?</p> <p>Books</p> <ul style="list-style-type: none"> Jack and the Beanstalk Famer Duck Supertato Oliver Vegetables Hungry caterpillar Mad about mini - beasts Teen Weeny Tadpole and Songbirds - Tadpoles 	<p>What changes can I see, feel and hear? What's in my imagination?</p> <p>Books</p> <ul style="list-style-type: none"> What the ladybird Heard Goldilocks and the Three Bears Little Red Riding Hood The princess and the pea Robin hood Charlie Cook's favourite Book 	<p>What changes can I see, feel and hear? What is our planet like? How can we look after it?</p> <p>Books</p> <ul style="list-style-type: none"> Monkey Puzzle Handa's Surprise Rumble in the Jungle Commotion in the Ocean Duffy's Lucky Escape Marlin's Tangled Tale
Key Vocabulary	<p>Home vocabulary (house, garden, roof, chimney etc.)</p> <p>Family names</p> <p>School vocabulary (cloakroom, toilet, classroom, aprons etc.)</p> <p>Town vocabulary (street, roads, busy, traffic etc.)</p> <p>Feelings- The Colour Monster.</p> <p>Autumn (leaves, tree, hibernation, season, Harvest, senses etc.)</p>	<p>Anti-Bullying- Kindness, friendship, bully etc.</p> <p>Diwali- Celebration, diwa lamp, festival etc.</p> <p>Fireworks, sparkler, safety etc.</p> <p>Winter- seasons, frost, freezing/melting etc.</p> <p>Christmas vocabulary- Jesus, Mary, carpenter, angel, frankincense, gold, myrrh, manger etc.</p>	<p>Emergency</p> <p>Help</p> <p>Uniform</p> <p>Job</p> <p>Vocabulary linked to each profession.</p> <p>Building on town, street and intro of city, society etc.</p> <p>Spring - season, grow, changing, senses</p>	<p>Grow, plant, roots, leaves, life-cycle, soil, vegetables, caterpillar, egg, chrysalis, cocoon, butterfly, antenna, nectar pollen, honey, hive, colonies</p> <p>Farm vocab - animals and their babies, tractor, sow, field, crops, animals, supermarket</p>	<p>Imagination, story, fiction, non-fiction, traditional, tale, information, Once upon a time, Happily ever after, setting, characters, title. Blurb, Author, illustrator</p> <p>Summer- temperature, sun hat, cream, sunbathe, burn etc.</p>	<p>Planet, earth country, city, town, travel, climate, culture, habitats, animals</p> <p>Plastic, recycle, ocean, sea, impact, climate change, sea creatures.</p>

Key Experience	Meeting our new teachers and our new friends.	Visit Beachwood- local area EYFS Nativity	Visits from People that help us in society.	Visit to Farm- Durham Caterpillars - Insect Lore Tadpoles	Library visit	Transition to year 1
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Communication and Language	<p>Learn new vocabulary (listed above) throughout the day. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Understand how to listen carefully and why listening is important. Following and understanding simple instructions. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>		
	<p>Develop social phrases. (Good morning, good afternoon etc.) Learn and use good manners (please, thank you etc.) Listen carefully to and join in with rhymes and songs. Learn new rhymes, poems and songs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand simple instructions building up to 2 step instructions. (Eg, first get your water bottle and then sit on the carpet.) Describe events in some detail. Begin to listen attentively</p>	<p>Describe events in more detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. 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. Talk about the plot and the main problem in the story. Identify the main characters in the story, and talk about their feelings, actions and motives. Practise possible conversations between characters. Able to follow instructions involving 2/3 steps.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of conjunctions. Confidently express themselves through conversation taking into account the listener.</p>
Singing	<p>Learning nursery rhymes Rhythm and rhyme Songs about Autumn changes Songs about Winter changes Nativity songs in preparation for our Nativity performance Singing session 1xper week</p>	<p>Singing nursery rhymes Songs about Spring changes Songs around growing and changing Farm animal songs Minibeasts songs Introduction of poems and tongue twisters Churanga music session 1x per week</p>	<p>Favourite nursery rhymes and songs Songs about Summer changes and Sun Safety Songs from different countries/cultures to complete and contrast Rhyme, poem and tongue twisters Introduction of raps Churanga music session 1xper week.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation</p>	<p>Provision</p> <p>Opportunities to develop communication and language in all areas of the provision.</p> <p>Specific home corner role play for children to develop vocabulary around themselves and their home.</p> <p>Opportunities for children to create their own imaginative role play scenarios using our open ended resources.</p> <p>Opportunities of uninterrupted time to decide on what they are going to say.</p> <p>Opportunities for speaking and listening activities.</p> <p>Opportunities of children who are EAL to use their home language.</p> <p>Introduction of Key Word Wall</p> <p>Communication friendly spaces purposefully provided.</p> <p>Musical instruments as part of continuous provision.</p> <p>Singing as part of the daily routine.</p> <p>Practitioner role</p> <p>Prompt children's thinking and discussion through involvement in their play.</p> <p>Talk to children about what they have been doing and help them to reflect upon and explain events.</p> <p>Give children clear directions and help them to deal with those involving more than one action.</p> <p>Be aware that some children may watch another child in order to know what to do, rather than understanding it themselves.</p> <p>Encourage the use of social phrases and manners across the day- register, snack etc.</p> <p>Use of photographs, mime or gesture to support understanding.</p> <p>Model being a listener.</p> <p>Model using careful language</p> <p>Early Identification of any S&L needs made by child's teacher in the initial stages of school life through quality interactions during play. Discussion then to be had around referrals.</p> <p>Group and 1:1 S&L interventions to take place.</p>	<p>Provision</p> <p>Opportunities to develop communication and language in all areas of the provision.</p> <p>Specific shop role play for children to develop vocabulary around produce and money.</p> <p>Opportunities for children to create their own imaginative role play scenarios using our open ended resources.</p> <p>Introduction of story sacks and story props for children to use and discuss.</p> <p>Use of Key Word Wall</p> <p>Communication friendly spaces purposefully provided</p> <p>Musical instruments as part of continuous provision.</p> <p>Singing as part of the daily routine.</p> <p>Practitioner role</p> <p>Prompt children's thinking and discussion through involvement in their play.</p> <p>Talk to children about what they have been doing and help them to reflect upon and explain events.</p> <p>Give children clear directions and help them to deal with those involving more than one action.</p> <p>Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together.</p> <p>Help children to identify patterns, make predictions, draw conclusions etc. within stories.</p> <p>Model being a listener.</p> <p>Model using careful language.</p> <p>S&L interventions to take place 1:1 for identified children.</p>	<p>Provision</p> <p>Opportunities to develop communication and language in all areas of the provision.</p> <p>Specific school- Year 1 role play.</p> <p>Opportunities for children to create their own imaginative role play scenarios using our open ended resources.</p> <p>Help children to identify patterns, make predictions, draw conclusions etc. within stories.</p> <p>Use of Key Word Wall- now led by the views of the children.</p> <p>Communication friendly spaces purposefully provided</p> <p>Musical instruments as part of continuous provision.</p> <p>Singing as part of the daily routine.</p> <p>Practitioner role</p> <p>Prompt children's thinking and discussion through involvement in their play.</p> <p>Talk to children about what they have been doing and help them to reflect upon and explain events.</p> <p>Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one.</p> <p>Model being a listener.</p> <p>Model using careful language.</p> <p>S&L interventions to take place 1:1 for identified children and information then passed to Year 1.</p>
	<p>ELG - Listening Attention and</p>	<p>Listen attentively and respond to what they hear relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have hears and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	

ELG - Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanation for why things might happen, making use of recently introduced from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
Personal, Social and emotional Development	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Model practices that support good hygiene, such as insisting on washing hands before snack time. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.		
	<p>See themselves as a valuable individual. Build relationships and friendships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others. Give focused attention to what the teacher says. Understand the rules of the setting. Have an understanding of the four core gem values of Kindness, Problem Solving, Resilience and Concentration.</p>	<p>Talk to peers about their work and play. Build constructive and respectful relationships. Reflect and self-evaluate their own work. Narrate own decisions about healthy foods, understand the importance of eating plenty of fruits and vegetables. Explore similarities and differences between ourselves and others- Lucinda and Godfrey. Have an understanding of and demonstrate the four core gem values of Kindness, Problem Solving, Resilience and Concentration.</p>	<p>Show resilience and perseverance in the face of challenge. Develop problem-solving skills by talking through how they and others resolved a problem or difficulty. Understand that mistakes are an important part of learning and going back is trial and error not failure. Identify and understand that everyone is special and unique. Identify similarities and differences between ourselves and others- boys and girls- Lucinda and Godfrey. Have an understanding of and demonstrate the four core gem values of Kindness, Problem Solving, Resilience and Concentration.</p>

Implementation	<p>Provision Opportunities to develop PSED in all areas of the provision. Images of children on display and in areas of the class to promote recognition and to support the building of friendships. Displays of positive behaviour. Circle time opportunities on a daily basis. Gem Values</p> <p>Practitioner role Encourage children to build friendships and form positive relationships with others. Teach children about 'trusted adults'. Children to have an understanding of teachers ID badges and how each adult in the school should have one and why. Provide opportunities for all children to join in and get involved. Support children to understand the rules of the setting. Talk about feelings. Model dealing with own feelings. Model and involve children to find solutions.</p> <p>Plan support for children who are finding it hard to form friendships.</p>	<p>Provision Opportunities to develop PSED in all areas of the provision. Displays of positive behaviour. Circle time opportunities on a daily basis. Display of quality work. Enhancements around healthy/unhealthy Mindfulness Area introduced Gem Values</p> <p>Practitioner role Encourage children to develop positive relationships. Ensure children understand that kindness and respect is key in friendships. Build on work around 'trusted adults' when discussing people who can help us in society. Model being a responsive partner during discussions. Begin to label feelings- worried, angry, happy etc. Give children the opportunity to discuss boundaries within the setting. Conversations around things that are fair/unfair.</p> <p>Special Time/social interventions to take place across the year with identified children.</p>	<p>Provision Opportunities to develop PSED in all areas of the provision. Displays of positive behaviour. Circle time opportunities on a daily basis. Display of quality work. Wonderful week to showcase any achievements across the week and opportunities for improvement. Peer assessment and feedback in a positive way. Gem Values</p> <p>Practitioner role Build on work around 'trusted adults' in school, at home and in society. How do know? Etc. To offer help when asked but not before. To intervene during difficult situations of unkindness. To understand that others may have a different viewpoint to that of their own. Support children to feel good about their own success and not for a reward.</p> <p>Special Time/social interventions to take place across the year with identified children</p>
EL G-Building	Work and play co-operative and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others needs.		
ELG-Managing self	Explain the reasons for rules, know right from wrong and try to behave accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.		
EL G-Seeing	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.		

Physical Development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Develop fine motor skills- dough gym, holding pencil correctly, using a paintbrush and using scissors.</p> <p>Using a knife, fork and spoon.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop fine motor skills- dough gym, holding pencil correctly, using a paintbrush and using scissors.</p> <p>Develop the foundations of a handwriting style.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style.</p> <p>Develop and refine a range of ball skills including: throwing, catching, kicking.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their handwriting style.</p> <p>know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, batting.</p>	<p>Develop a handwriting style which is accurate and efficient.</p> <p>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.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, batting and aiming.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
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Implementation	<p>Provision All areas of provision have opportunities to work on PD skills. Specific areas which support PD: <u>Malleable</u>: Playdough <u>Modelling</u>: glue stick, masking tape, safety scissors. <u>Painting</u>: thick paint brushes. <u>Small Construction</u>: Duplo and mobilo <u>Writing</u>: Thick crayons, pens and pencils with grips. <u>Funky Fingers Area</u> <u>Outdoor Area</u></p> <p>Practitioner role Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. Whiteboards with lines used when learning to write letter sounds. Talk about why children should take care when moving freely. Encourage children to use the vocabulary of movement. Pose challenging questions. Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. Provide time for dough gym each day.</p> <p>Early identification of those who require support with their gross or fine motor skills. Any referrals to OT to be discussed.</p>	<p>Provision All areas of provision have opportunities to work on PD skills. Specific areas which support PD: <u>Malleable</u>: Plasticine <u>Modelling</u>: glue stick, masking tape, scissors, cello tape, string. <u>Painting</u>: paint brushes. <u>Small Construction</u>: lego and mobilo <u>Writing</u>: thin crayons, pens, colouring pencils pencils with grips, lined paper. <u>Outdoor Area</u> <u>Writing opportunities in all areas of provision</u></p> <p>Practitioner role Whiteboards with lines used within all handwriting and phonics sessions. Talk about why children should take care when moving freely. Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. Encourage children to use the vocabulary of movement. Pose challenging questions. Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. Provide time for dough gym or handwriting each day.</p> <p>Gross and fine motor skills intervention groups.</p>	<p>Provision All areas of provision have opportunities to work on PD skills. Specific areas which support PD: <u>Malleable</u>: Plasticine and clay available <u>Modelling</u>: glue stick, masking tape, scissors, cello tape, string, PVA glue. <u>Painting</u>: thin paint brushes. <u>Small Construction</u>: lego and young engineering kit <u>Writing</u>: thin crayons, pens, colouring pencils, pencils, small lined paper. <u>Outdoor Area</u> <u>Writing opportunities in all areas of provision.</u></p> <p>Practitioner role Whiteboards with lines used within all handwriting and phonics sessions. Talk about why children should take care when moving freely. Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. Encourage children to use the vocabulary of movement. Pose challenging questions. Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. Provide time for handwriting each day.</p> <p>Gross and fine motor skills intervention groups</p>
	<p>PE lessons take place across the year to develop core skills. Access to the Outdoor Provision on a daily basis. Gross and Fine Motor interventions across the week. Opportunities to be active across the day- Active 5 and Daily Mile.</p>		
	<p>ELG- Gross Motor Skills</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>ELG- Fine Motor Skills</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>		

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. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Following of Little Wandle's Letters and Sounds Revised Phonics programme.

<p>Name recognition</p> <p>Writing letter sounds that are familiar to them ie. Those in their name.</p> <p>Read individual letters by saying the sounds for them.</p>	<p>Forming letters in own name correctly.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Understand the use of finger spaces and when to use them.</p> <p>Read simple phrases made up of words with known letter-sound correspondences.</p> <p>Read Phase 2 Tricky Words.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Read and write a range of phase 3 sounds.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read simple phrases made up of words with known letter-sound correspondences.</p> <p>Begin to read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write simple phrases that can be read by others.</p> <p>Writing of Phase 2 Tricky Words</p> <p>Reading of Phase 3 Tricky Words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p>Form lower-case and capital letters correctly and on the line.</p> <p>Write simple phrases and captions that can be read by others.</p> <p>Reading and Writing of Phase 2 and Phase 3 Tricky Words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Form lower-case and capital letters correctly and on the line.</p> <p>Begin to write short sentences with words with known sound-letter correspondences with a capital letter and a full stop.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.</p> <p>Reading and Writing of Phase 2 and Phase 3 Tricky Words</p>	<p>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>Form lower-case and capital letters correctly and on the line.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.</p> <p>Reading of Phase 4 Tricky Words.</p>
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Provision

All areas of provision have writing opportunities. All areas of provision are clearly labelled with words to support reading.

Reading and Writing enhancements added across the term linked to phonics phase.

Sounds and words clearly displayed around room.

Displays to showcase and celebrate reading and writing during provision.

Specific areas of provision linked to Literacy:

Reading Area- cosy area with books relating to topics as well as some well known stories that children may be familiar with from home.

Writing Area- paper, coloured paper, pencils with grips, coloured pencils, think pens, thick crayons

Phonics Area- changed weekly to relate to phonics teaching.

Practitioner role

Teaching of Literacy Skills and Phonics.

Promoting a love of stories and reading!

Encouraging children to label everything with their name. Model writing using our Whinfield preferred handwriting style. Model writing on lines.

Plan suitable next steps from observations (eg, made a model in Lego, encourage children to label with their name.)

Intervention sessions for those who require additional support include:

Name writing

Pencil grip support

Fine/gross motor

Targeted support during provision

Provision

All areas of provision have writing opportunities. All areas of provision are clearly labelled with words to support reading. All areas of provision have non-fiction books within them as well as signs and labels.

Reading and Writing enhancements added across the term linked to phonics phase.

Sounds and words clearly displayed around room.

Sound and tricky word mats in all areas to promote independence.

Displays to showcase and celebrate reading and writing during provision.

Specific areas of provision linked to Literacy:

Reading Area- cosy area with books relating to topics as well as some well known stories that children may be familiar with from home. Story sacks and story props introduced within this area.

Writing Area- paper, coloured paper, pencils with grips, coloured pencils, pens, crayons, lined paper, phonic sheets/tasks, rubbers, sharpeners, envelopes.

Phonics Area- changed weekly to relate to phonics teaching.

Introduction of Ron the Reading Rat who loves to read!

Practitioner role

Teaching of Literacy Skills and Phonics.

Promoting a love of stories and reading!

Encouraging children to label everything with their name. Model writing using our Whinfield preferred handwriting style. Model writing on lines.

Plan suitable next steps from observations (eg, made a model in Lego, encourage children to label with a word or caption).

Interventions for those who require additional support include:

Targeted support during provision.

Name writing, pencil grip, fine/gross motor, Launchpad to Literacy. Extra 1:1 reading.

Provision

All areas of provision have writing opportunities. All areas of provision are clearly labelled with words to support reading. All areas of provision have non-fiction books within them as well as signs and labels.

Reading and Writing enhancements added across the term linked to phonics phase.

Sounds and words clearly displayed around room.

Sound and tricky word mats in all areas to promote independence.

Displays to showcase and celebrate reading and writing during provision.

Specific areas of provision linked to Literacy:

Reading Area- cosy area with books relating to topics as well as some well known stories that have been shared across the year. Story sacks and story props introduced within this area. Reading scheme books labelled with children colour group to match ability for independent reading.

Writing Area- paper, coloured paper, pencils with grips, coloured pencils, pens, gel pens, lined paper, phonic sheets/tasks, rubbers, sharpeners, envelopes. Post it notes, rulers etc.

Phonics Area- changed weekly to relate to phonics teaching.

Practitioner role

Teaching of Literacy Skills and Phonics.

Promoting a love of stories and reading!

Encouraging children to label everything with their name. Model writing using our Whinfield preferred handwriting style. Model writing on lines.

Plan suitable next steps from observations (eg, made a model in Lego, encourage children to label with a sentence).

Introduction of voting system for story time

interventions for those who require additional support include:

Targeted support during provision. Name writing, pencil grip, fine/gross motor, Launchpad to Literacy. Extra 1:1 reading.

ELG- Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					
ELG Writ ing	Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.					
ELG Compr ehens ion	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.					
Phonics	Phase 1/2	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4
	<p>We follow White Rose to support the teaching of Maths at Whinfield. We believe this scheme supports all children to have a firm foundation of number. We have adapted the scheme to fit with the needs of our children. This scheme ensures that we are able to bridge any gaps that may have occurred due to the many different nursery experiences. When following White Rose, we use a range of concrete resources to support children's understanding. When the children are ready, we move to pictorial representations as well as concrete.</p> <p>Children receive 4x maths sessions per week from their class teacher. Children are also actively encouraged to use the Maths Area within the provision or demonstrate any new learning in other areas of the provision.</p> <p>We use Numberblocks to enhance our Maths Sessions.</p> <p>We use an app called Numbots from the Spring term. This app is tailored towards children's individual progress within mathematics.</p>					

WHITE ROSE

Getting to know you

N- Counting songs and rhymes

SSM- language to describe (big, little)

Just like me!

N- Matching and sorting

SSM- comparing size, mass, capacity and pattern (ABAB).

It's me 1,2,3

N: Representing, comparing and composition of 1, 2 and 3. Subitising 1-3.

SSM: exploring circles and triangles.

Light and Dark

N- Exploring and comparing numbers to 5. Subitising 1-5. 1 more and 1 less within 5.

SSM- Shapes with 4 sides, Time- sequencing my day.

Numberblocks:

One, Another One, Two, Three, One Two Three, Four, Terrible Two's, Five, The Whole of Me, Stamploines.

WHITE ROSE

Alive in 5!

N- Zero, Comparing Numbers to 5, Composition of 4 and 5. Subitising.

SSM- Mass and Capacity (2)

Growing 6,7,8

N- composition and comparing of 6, 7 and 8.

Subitising. Making pairs. Combining two groups.

SSM- length and height. Time- days of the week and measuring shorts periods of time.

Building 9 and 10

N- comparing and composition of 9 and 10. Subitising. Number bonds to 10.

SSM: 3D shape. Pattern- AAB, ABB etc.

Numberblocks: Zero, Hide and Seek, Numberblocks Express, Fruit Salad, Six, Seven, Eight, Octoblock to the Rescue, Counting Sheep, Fluffies, Nine, Ten, Now We're 6-10, Five and Friends, Hiccups, Ten Again.

WHITE ROSE

To 20 and beyond

N- building numbers beyond 10. Counting patterns behind 10- ordering. Simple place value.

SSM- spatial reasoning- match, rotate, manipulate

First, Then, Now

N- Addition and subtraction.

SSM- spatial reasoning 2- compose and decompose

Find My Pattern

N- Doubling, halving and grouping. Even and Odd Numbers.

SSM- spatial reasoning 3- visualise and build

On the Move

N- Deepening understanding of number and pattern.

Numbers beyond 20. Basic place value of numbers.

SSM- spatial reasoning 4- creating maps.

Numberblocks: All Teen Number episodes, Ten Green Bottles, Numberblocks Rally, Balancing Bridge, Two Land, Odd Side, Odds and Evens, The Legend of Big Tum, Heist, The Wrong Number.

Provision

Opportunities to explore maths in **all** areas of the provision (animals in small world, cakes in Plasticine etc.)

Numbers within the provision to support tidy up time- ie. 4 pencils in the pot.

Numbers on display in the areas.

Numberblocks display and resources available to the children.

Maths Area: open ended resources which the children are familiar with from maths sessions (eg, numicon, cubes, counting beads etc.)

Display and use books based around number.

Opportunities to record what children have done (eg, experimenting with number formation)

Opportunities for children to explore and describe shape (construction area).

Opportunities to play number games with support from practitioner.

Second half term- Maths going home bags to be introduced.

Practitioner role

Teaching Maths 4x per week.

Using differentiated questioning to support and extend all children.

To promote a love of maths!

Use number language within daily conversation.

Model counting daily- bags, water bottles etc.

Ask number questions during stories and rhymes.

Encourage and use positional language on a daily basis.

Interventions for those who require additional support might include:

Targeted support during provision, oral counting, 1:1 counting etc.

Provision

Opportunities to explore maths in **all** areas of the provision (animals in small world, cakes in Plasticine etc.)

Numbers within the provision to support tidy up time- ie. 4 pencils in the pot.

Numbers on display in the areas.

Numberblocks display and resources available to the children.

Maths Area: open ended resources which the children are familiar with from maths sessions (eg, numicon, cubes, counting beads etc.) weekly challenge and game within this area which all children are encouraged to have a go at.

Display and use books based around number.

Opportunities to record what children have done (eg, tally, number sentences etc.)

Opportunities for children to explore and describe shape (construction area).

Opportunities to play number games with support from practitioner.

Numbots app to be introduced to the children.

Numbots display to showcase progress.

Practitioner role

Teaching Maths sessions 4x per week.

Using differentiated questioning to support and extend all children.

To promote a love of maths!

Use number language within daily conversation.

Model counting daily- bags, water bottles etc.

Ask number questions during stories and rhymes.

Encourage and use positional language on a daily basis.

Show interest in how children solve problems and value their interest.

Encourage children to make up their own problems for others to solve.

Use mathematical language and demonstrate methods of recording.

Extend and challenge children to achieve their next step within the continuous provision.

Interventions for those who require additional support will take place within the provision.**Provision**

Opportunities to explore maths in **all** areas of the provision (animals in small world, cakes in Plasticine etc.)

Number sentences within the provision to support tidy up time- pencil pot might say- $2+2=$ children then have to place the correct amount in the pot.

Numbers on display in the areas.

Numberblocks display and resources available to the children.

Maths Area: open ended resources which the children are familiar with from maths sessions (eg, numicon, cubes, counting beads etc.) Weekly challenge and Problem solving/reasoning activity within this area which all children are encouraged to have a go at.

Display and use books based around number.

Opportunities to record what children have done (eg, tally, number sentences, own problems)

Opportunities for children to explore and describe shape (construction area).

Opportunities to play number games.

Use of Numbots app to be used within provision.

Introduction of Red and Blue cards.

Practitioner role

Teaching Maths sessions 4x per week.

Using differentiated questioning to support and extend all children.

To promote a love of maths!

Use number language within daily conversation.

Model counting daily- bags, water bottles etc.

Ask number questions during stories and rhymes.

Encourage and use positional language on a daily basis. Show interest in how children solve problems and value their interest.

Encourage children to make up their own problems for others to solve.

Use mathematical language and demonstrate methods of recording.

Extend and challenge children to achieve their next step within the continuous provision.

Provide opportunities and time for children to investigate, discover and solve a range of mathematical problems independently. Provide support if asked but not before.

			Interventions for those who require additional support will take place within the provision.
ELG- Number	Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.		
ELG- Numerical Patterns	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
Understanding of the World	Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		
	<p><u>Family</u> Life- Discussions around their home and members of their family.</p> <p><u>School</u> Life- Where is school? Why do we come to school? How do we travel to school? Similarities and differences between ourselves and peers. Think about our home and school, what else is in our <u>town</u>?</p> <p>Know some similarities and differences between in the past and now- growing and changing.</p> <p>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- Diwali and Christmas.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter- Autumn and Winter changes.</p>	<p>Understand that some places are special to members of their community- Our town.</p> <p>Understand the different roles in society- Who can help us at home, at school, in our town and within society?</p> <p>Explore maps and how to draw information from a simple map- maps of Darlington and then map of UK. Exploring different <u>towns and cities</u>. Recognise some environments that are different to the one in which they live. Visit to the farm, reading map of the farm.</p> <p>Understanding of where our food comes from- growing our own food and visiting the farm.</p> <p>Understanding of growth and change within animals- life cycles.</p>	<p>Similarities and differences between the natural world around them and contrasting environments.</p> <p>Explore maps and how to draw information from a simple map- looking at maps of the world. Exploring different <u>countries</u>.</p> <p>Explain similarities and differences between life in this country and life in other countries- focus on contrast between UK and Africa through stories and books. Opportunities to compare and contrast other countries with provision time.</p> <p>Naming oceans and seas. What do we notice? Who might live there? Ocean habitats.</p> <p>Understanding of the human impact of the planet. Stories around taking care of the sea creatures and oceans. Understanding of how I can help look after the planet for the future.</p>

Implementation	<p>Provision <u>Small World Area-</u> bricks, people of all faiths and religions, vehicles, non-fiction books. Simple maps of our town. Material. <u>Investigation Area-</u> changes to support our topic. Enhancements across the term based on our homes, our school, our town. Display to showcase our town and where we live. Enhancements across the term based on Diwali and Christmas- Nativity. Enhancements across the year based on Autumn and Winter. Opportunities to record. Opportunities to access the Outdoor Area on a daily basis.</p> <p>Practitioner role Encourage children to talk about their own home and community life. Ask questions to find out more. Ensure EAL children have the opportunity to express themselves using home language. Arouse awareness of features of the environment in the setting and immediate local area. Introduce vocabulary to enable children to talk about their observations and to ask questions. Help children to notice patterns around them. Use appropriate words to help children make distinctions in their observations- street, town, village etc. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" Help children to see the ways in which their cultures and beliefs are similar, sharing and discussing experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. Conversations about how to keep safe in the home and at school.</p>	<p>Provision <u>Small World Area-</u> bricks, people of all faiths and religions, vehicles, non-fiction books. Simple maps of our town and the UK. Farm animals, Minibeasts, Jungle animals, Sea creatures. <u>Investigation Area-</u> changes to support our topic. Enhancements across the term based on our town and our country. Display to showcase where we live and who can help us in our town. Enhancements across the term based on growing and changing. Enhancements across the year based on food and the farm. Opportunities to record. Opportunities to access the Outdoor Area on a daily basis.</p> <p>Practitioner role Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet'. Use correct terms- chrysalis. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" "Tell me about..?" Encourage children to develop positive relationships with community members, such as fire fighters who visit school. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. Conversations about how to keep safe in the home, school and in society- road safety, trusted adults etc.</p>	<p>Provision <u>Small World Area-</u> bricks, people of all faiths and religions, vehicles, non-fiction books. Simple maps of our town, UK and the world. Maps of planets from space. Introduction of globes. Farm animals, Minibeasts, Jungle animals, Sea creatures, desert animals, imaginative characters. <u>Investigation Area-</u> changes to support our topic. Enhancements across the term based on our country and planet. Enhancements across the term based on contrasting environments. Enhancements across the year based on oceans and protecting the planet. Recycling focus. Opportunities to record. Opportunities to access the Outdoor Area on a daily basis.</p> <p>Practitioner role Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. Use correct terms. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" "How do you know...?" "Can you explain...?" Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. Conversations about how to keep safe in the home, school and in society- sun safety, sea/water safety, trusted adults etc.</p>
	ELG- Past and Present	<p>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	

<p>ELG- People, Culture and Community</p>	<p>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.</p>		
<p>ELG-The Natural World</p>	<p>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.</p>		
<p>Expressive Arts and Design</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. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>		
	<p>Develop storylines in their pretend play.</p> <p>Learn a range of nursery rhymes and songs.</p> <p>Explore the sounds of different instruments.</p> <p>Sing in a group and use a combination of art forms (moving and singing)- Reception Nativity</p> <p>To explore media and materials. To begin to join materials.</p>	<p>Make up their own simple songs and use instruments to tap out a simple beat.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explores what happens when they mix colours.</p> <p>Constructs with a purpose in mind.</p> <p>Selects own resources and adapt work where necessary.</p> <p>Join, shape and assemble materials they are using.</p>	<p>Make up their own songs and use instruments to tap out a beat.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses- African music and dance in contrast to that of the music and dance we know in the UK.</p> <p>Understand of primary colours being used to make other secondary colours.</p> <p>Children to confidently create realistic representations of own ideas through art and design.</p> <p>Children to self evaluate their own work and identify strengths and areas of improvement.</p>

Implementation	<p>Provision</p> <p>Children are encouraged to use their imagination and developing their exploration of media and materials in all areas of provision.</p> <p>Areas of the provision that support this area of learning explicitly:</p> <p><u>Modelling Area:</u> boxes, containers, safety scissors learning to regular children's scissors, tape, glue sticks.</p> <p>Enhancements may be added to this area across the term.</p> <p><u>Painting Area:</u> tricky paint brushes, paint in pots, different sized paper, easels and tables.</p> <p><u>Role Play Area:</u> Home Corner.</p> <p>Open ended resources available throughout the year for children to create their own role play scenarios.</p> <p><u>Stage Area:</u> material for children to create costumes, instruments, CD player.</p> <p>Displays in each of these areas to showcase good work and support others with ideas. Non-fiction books within each area to aid ideas and imagination.</p> <p>Work in progress station.</p> <p>Imaginary stimulus from books.</p> <p>Practitioner role</p> <p>Talk to children about ways of finding out what they can do with different media and materials.</p> <p>Support children to understand the uses of the different tools available to them and how to use them safely.</p> <p>Help children to gain confidence in their own way of representing their own ideas.</p> <p>Children to be encouraged to seek out images/ books to support their work.</p>	<p>Provision</p> <p>Children are encouraged to use their imagination and developing their exploration of media and materials in all areas of provision.</p> <p>Areas of the provision that support this area of learning explicitly:</p> <p><u>Modelling Area:</u> boxes, containers, scissors, tape, cello tape, glue sticks, string.</p> <p>Enhancements may be added to this area across the term.</p> <p><u>Painting Area:</u> introduction of colour mixing station.</p> <p><u>Role Play Area:</u> Shop.</p> <p>Open ended resources available throughout the year for children to create their own role play scenarios.</p> <p>People who help us costumes available.</p> <p><u>Stage Area:</u> material for children to create costumes, different instruments.</p> <p>Displays in each of these areas to showcase good work and support others with ideas. Non-fiction books within each area to aid ideas and imagination.</p> <p>Work in progress station.</p> <p>Imaginary stimulus from books.</p> <p>Labelling station in each area.</p> <p>Practitioner role</p> <p>Allow children time to develop their own ideas with the support of peers or practitioner if required.</p> <p>Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need (e.g. a photograph to remind them what the climbing frame is like).</p> <p>Support and encourage children's imagination into different words.</p>	<p>Provision</p> <p>Children are encouraged to use their imagination and developing their exploration of media and materials in all areas of provision.</p> <p>Areas of the provision that support this area of learning explicitly:</p> <p><u>Modelling Area:</u> boxes, containers, scissors, tape, cello tape, glue sticks, string, PVA glue.</p> <p>Enhancements may be added to this area across the term.</p> <p><u>Painting Area:</u> Colour mixing station and thin brushes.</p> <p><u>Role Play Area:</u> School- Year 1.</p> <p>Open ended resources available throughout the year.</p> <p><u>Stage Area:</u> material for children to create costumes, different instruments.</p> <p>Displays in each of these areas to showcase good work and support others with ideas. Non-fiction books within each area to aid ideas and imagination.</p> <p>Work in progress station.</p> <p>Imaginary stimulus from books.</p> <p>Labelling station in each area.</p> <p>Practitioner role</p> <p>Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need (e.g. a photograph to remind them what the climbing frame is like).</p> <p>Support and encourage children's imagination into different words.</p>
ELG- Creating with Material	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.		
ELG-Being Imaginative and Expressive	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>R.E.</p>	<p>Settling in</p> <p>Creation</p> <p>Harvest</p> <p>Harvest Festival - Saying Thank you</p> <p>Sukkot - Jewish festival of Tents</p> <p>Shabbat - Jewish Sabbath</p> <p>Hanukkah - Jewish festival of light</p>	<p>Diwali</p> <p>What is Christmas and how we celebrate it?</p> <p>Christmas -Children's Experiences of Christmas</p> <p>Why do we give gifts</p> <p>Christmas in our own home</p>	<p>Special Books</p> <p>My favourite book</p> <p>Different kinds of books</p> <p>Books with a hidden message</p> <p>The Torah, Bible and Koran</p> <p>Stories for the Bible and Koran</p> <p>The little Birds and the seven new kittens.</p> <p>Noah's Ark.</p>	<p>Friends</p> <p>Good and Bad friends</p> <p>Why do we need friends</p> <p>Jesus is a special friend</p> <p>Jesus' special friends</p> <p>Stories about Jesus' special friend - Jesus calms the storm</p> <p>Easter Story</p>	<p>Special places, things, music and people.</p> <p>Someone special to me</p> <p>Embracing our differences - Ronald the Rino</p> <p>We are all different and all special</p> <p>Our special places</p> <p>Special place of worship</p>	<p>Different beliefs</p> <p>My favourite things</p> <p>Religious artefacts</p> <p>Looking at special places - wedding from different cultures</p> <p>Story from different faiths</p> <p>The tiny ants</p> <p>The baby birds</p> <p>Seven new kittens</p> <p>Creation</p> <p>Noah's Ark</p>
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Playing and Exploring

During the first term in Reception, we have a big focus of 'play and exploring'. We support children to feel comfortable and safe in their environment so that they are happy to play and explore in our setting. All areas are modelled to the children so that they are aware of the exceptions within each area of provision.

During this term, we support children to:

- Make choice and explore different areas of the classroom
- Begin to make independent choices
- Begin to guide their own thinking
- Once been shown, do themselves independently
- Bring their own thoughts and ideas into the setting
- Be willing to 'have a go'

Active Learning

During this term we encourage children to:

- Participate in school routines
- Begin to maintain concentration on one particular activity

This is achieved through a well organised environment where children can be independent as well as the practitioner spending time playing alongside the children and modelling the expectations.

Playing and Exploring

During the second term, we develop the children's confidence with the 'playing and exploring' characteristic of effective learning. We would now expect the children to be demonstrating each of these strands within their play on a daily basis.

We now have a greater focus on the Active Learning characteristic of effective learning.

Active Learning

During this term we encourage children to:

- Participate in school routines
- Maintain concentration on one particular activity
- Pay attention to detail
- Use a range of strategies to achieve their intended goal
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult
- Be willing to take controlled risks under practitioner supervision

Creating and thinking critically

During this term, we also encourage the children to begin to create and think critically.

We encourage the children to:

- Have confidence in themselves and their own ideas to then be able to confidently come up with and share their own ideas on how to approach a task.
- Begin to find ways of solving problems

This is achieved through a well organised environment where children can be independent as well as the practitioner spending time playing supporting and encouraging all children. Teaching children to believe in themselves and that mistakes are valued.

Playing and Exploring and Active Learning

During the final term, children should be confident to play, explore and discover in all areas of the provision. We would also expect them to be coming up with their own ideas and maintaining concentration on this idea until achieved. We would expect the children to set themselves goals on what they would like to achieve that day.

During this term, we have a focus on the Creating and Thinking Critically characteristic of effective learning.

Creating and Thinking Critically

During this term we encourage children to:

- Have confidence in themselves and their own ideas to then be able to confidently come up with and share their own ideas on how to approach a task.
- Begin to find ways of solving problems
- Work towards achieving their independence goal
- Review their progress and they try to achieve their goal
- Making predictions and testing their ideas
- If they fail, try again. Look for other solutions
- Display good concentration skills
- Understand how to manage own risks (eg. Bricks are stacked too high)
- **Become an independent and resilient learner**

This is achieved through a well organised environment where children can be independent as well as the practitioner spending time playing supporting and encouraging all children. Teaching children to believe in themselves and that mistakes are valued. Providing support to children only when required and if asked and not before. Allow children the time to draw their own conclusions and solve problems.