



## EYFS curriculum

At Moorhill Primary School we follow our school's motto of 'Mutual Respect - Believe and Achieve Together'. In Reception Year, our personalised and tailored curriculum provides all children with the knowledge, skills and understanding they need to be confident, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. We believe that providing an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world and prepares them for the next stage of their education.

We will make a positive difference to every child's life. We recognise the importance of giving our children the best possible start to their education, by planning and implementing teaching and learning opportunities that supports them in reaching their full potential and fulfilling their dreams. Children at Moorhill experience the seven areas of learning through a balance of whole class teaching, small group teaching and play based learning. This is delivered through the children's interests, topics, themes and continuous provision activities. Learning opportunities are carefully planned to support the EYFS statutory framework and ensure that all children reach the Early Learning Goals for the areas of communication and language development; personal, social and emotional development; and physical development as well as literacy, mathematics, understanding of the world and expressive arts and design.

Our core values drive our Early Years curriculum and underpin all that we do throughout the school.

**Self-Belief:** At Moorhill children learn to believe in themselves and be proud of their local community. They understand the importance of their actions and the part they play in the diverse wider world. Through a strong self-belief leading to a positive physical and mental well-being, our children are equipped to take risks and overcome any challenges they may face. Children will leave Early Years as compassionate individuals with a developing understanding that everyone should be valued and respected therefore preparing them for life in modern Britain.

**Teamwork:** The learning opportunities we provide, allow our children to develop the skill of teamwork and helps them to understand how working together can support them in their learning. They will leave Reception knowing how to work co-operatively and how to engage with others effectively.

**Ambitions and Aspirations:** Through the experiences our curriculum offers, our children's ambitions and aspirations are unlocked. These experiences allow them as individuals to develop their own passions and interests and become invested in their learning, leading to a sense of drive and motivation which allows them to reach their potential and achieve their dreams.

**Respect:** Our curriculum teaches the children of Moorhill the importance of respect. They will learn how to show respect for themselves, others and property, including the wider world. The learning opportunities we provide for the children, help to facilitate this learning.

**Effort:** Through our personalised and tailored curriculum, children in Early Years are taught to be responsible, resilient citizens who embrace challenge and feel success. Memorable learning experiences allow our children to retain knowledge, apply skills and develop links in their understanding. In turn,

children leave Early Years with a developing independence and understand that the effort they put into their learning will help them succeed in their future.

At Moorhill Primary School, we follow the Statutory framework for the early years foundation stage (March 2021), and it is our intent for every child to leave our reception classes having met the early learning Goals in all areas of learning. We use the non-statutory guidance of Development matters to support us in each area of learning, allowing us to ensure that any child at risk of falling behind is identified quickly and intervention and support is put in place swiftly to address any barriers to learning and development.

## CHARACTERISTICS OF EFFECTIVE LEARNING

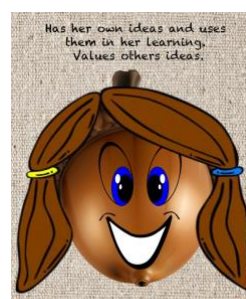
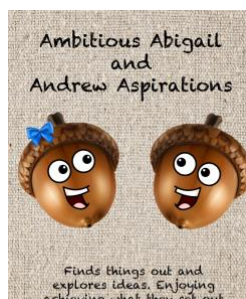
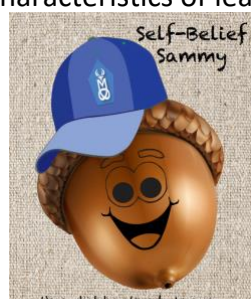
**The Big Picture - Statutory Framework** - In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice accordingly.

Three characteristics of effective teaching and learning 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 achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

| Suggested Learning Statements  |   |  |
|--|---|--|
| Playing and Exploring  | Active Learning   | Creating and Thinking Critically   |
| <ul style="list-style-type: none"> <li>• I am learning to explore</li> <li>• I am learning to investigate</li> <li>• I am learning to find out more about something</li> <li>• I am learning to use resources in unique and interesting ways</li> <li>• I am learning to combine resources in my play</li> <li>• I am learning to communicate my interests</li> <li>• I am learning to pretend that objects are something else</li> <li>• I am learning to act out my experiences with others</li> <li>• I am learning to use my experiences in my play</li> <li>• I am learning to try new things</li> <li>• I am learning to take risks</li> <li>• I am learning that making mistakes can help me in my learning</li> <li>• I am learning to tackle things that may be difficult</li> <li>• I am learning that when I practise things, I can get better</li> </ul> | <ul style="list-style-type: none"> <li>• I am learning to concentrate</li> <li>• I am learning to ignore distractions</li> <li>• I am learning to notice things in more detail</li> <li>• I am learning to choose the things that really fascinate me</li> <li>• I am learning to persist</li> <li>• I am learning to try different ways of doing things to achieve my goal</li> <li>• I am learning to be resilient</li> <li>• I am learning to talk about how I feel when I have achieved something</li> <li>• I am learning to talk about when I feel proud</li> </ul> | <ul style="list-style-type: none"> <li>• I am learning to think of my own ideas</li> <li>• I am learning to talk about the problems I encounter and find ways to solve them</li> <li>• I am learning to find different ways to do things</li> <li>• I am learning to talk about my thinking</li> <li>• I am learning to talk about how and what I am learning</li> <li>• I am learning to predict</li> <li>• I am learning to set hypotheses and test out my ideas</li> <li>• I am learning to recognise when my previous learning or experiences link to what I am doing</li> <li>• I am learning to plan</li> <li>• I am learning to make decisions</li> <li>• I am learning to reflect on how I have tackled a task and how well it is going</li> <li>• I am learning to change my approach where necessary</li> <li>• I am learning to review</li> </ul> |

We use our 'Value characters' to support children in making links between their behaviours, values and characteristics of learning.



## Communication and Language:

**INTENT:** At Moorhill we foster and capitalise on children's instinctive need and desire to communicate by:

- Role modelling the qualities and characteristics of an exemplary communicator
- Immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression
- Engaging children in conversation
- Providing genuine reasons, irresistible provocations and a real purpose to listen and talk
- Valuing the different ways and means that children use to communicate

### Knowledge:

#### Speaking, Listening, Attention and Understanding

##### I will know...

- ...words carry meaning
- ...when it is my turn to speak
- ...the meaning of different words
- ...what a sentence is
- ...different words can mean the same thing
- ...some words can have more than one meaning
- ...the present tense describes what is happening now
- ...the past tense describes what has already happened
- ...the future tense describes what is going to happen
- ...the rules of conversation
- ...which words start a question
- ...story telling vocabulary
- ...how to use my voice in different ways e.g., intonation, volume, projection

##### Skills: I am learning to –

- |                     |                    |                       |
|---------------------|--------------------|-----------------------|
| • Listen            | • Take turns       | • Imitate             |
| • Sustain attention | • Offer an opinion | • Repeat              |
| • Respond           | • Share ideas      | • Retrieve            |
| • Ask questions     | • Explain          | • Process information |
| • Make comments     | • Describe         | • Predict             |
| • Gesture           | • Participate      | • Retell              |
| • Interact          | • Connect ideas    | • Follow instructions |
| • Clarify           | • Discuss          | • Sequence            |
| • Remember          | • Articulate       |                       |
| • Narrate           | • Vocalise         |                       |

**IMPLEMENTATION:** Communication and Language is a fundamental core skill. It is the key to enabling children to achieve and provides the strong foundations for future learning. It is promoted through a language rich ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language and give children reasons and a desire to talk. At the planning stage, new and ambitious vocabulary linked to the theme is identified. Careful consideration is also given to how children develop listening, attention and understanding to improve speaking skills. Within the provision adults actively seek and plan for opportunities to provoke talk. It is also taught through direct teaching i.e., daily group times, snack times and story and rhyme time. Enhancements are regularly added to all areas of the provision as a stimulus to inspire interest and engage children in talk e.g., setting up a scenario in the Role Play area such as a burglary or party to encourage discussion and problem solving. Adults have a sound knowledge and deep understanding of how children learn to talk.

They move fluidly around the environment modelling the qualities of a good communicator and searching for, and capitalising on opportunities to engage with children in conversation.

**IMPACT:** By the end of Foundation Stage I can...

- Give reasons
- Take turns in conversation
- Use different parts of speech in my talk
- Retell in sequence
- Speak in full sentences
- Describe and explain
- Express opinions, feelings and ideas
- Use a range of vocabulary
- Participate in discussions
- Use tenses and conjunctions in my talk
- Ask questions
- Make positive relationships

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as a...**

**Confident Communicator**

...who listens carefully for up to 15 minutes during a class introduction, assembly, and Storytime

...who holds a conversation with friends and adults, using the skills of a good listener (eyes looking, ears listening, lips still, body calm)

...who asks relevant questions and use new vocabulary to explain what they are doing and how they are feeling

## Personal, Social and Emotional Development:

**INTENT:** At Moorhill we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self-worth by:

- Establishing and developing mutually respectful relationships with and between adults and children
- Understanding children's idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others
- Knowing and understanding children's family contexts and dynamics
- Setting rules, establishing boundaries, following routines and explaining consequences
- Modelling and explaining behaviours and emotions and how to manage and resolve conflict
- Empowering children to be independent enabling them to make informed choices and decisions
- Using praise to build confidence

**KNOWLEDGE:**

**Managing Self**

**I will know...**

...the rules to help me keep safe

...the difference between right and wrong

...what is fair and unfair

...different situations require different behaviours

...there are consequences for my actions

...which foods are healthy, and which are unhealthy

...how to keep myself safe

...how to wash my hands to protect myself and others from germs

...the sequence of dressing and undressing

**Self-Regulation**

**I will know...**

...what emotions look like in others

...my own and others behaviour has consequences

...sometimes I have to wait for what I want

## Building Relationships

### I will know...

- ...how to share and take turns
- ...what makes a good friend
- ...we are all unique
- ...the characteristics of bullying

### Skills: I am learning to –

- |                       |                     |                               |
|-----------------------|---------------------|-------------------------------|
| • Take turns          | • Express opinions  | • Be flexible                 |
| • Regulate behaviours | • Follow rules      | • Accept and give compliments |
| • Share               | • Negotiate         | • Develop a positive attitude |
| • Imitate             | • Compromise        | • Manage behaviour            |
| • Communicate         | • Mediate           | • Express emotions            |
| • Listen to others    | • Solve problems    | • Make choices and decisions  |
| • Observe             | • Dress and undress |                               |
| • Ask questions       |                     |                               |

**IMPLEMENTATION:** Personal, Social and Emotional Development is highly valued and underpinned by British values. Children's emotional well-being thrives when they have positive and strong relationships with adults and other children. This starts with a clear and robust transition programme. Information is collected about each child before starting at Moorhill Primary school. This information is used to inform the design of the environment and helps to focus the learning in the first few weeks of term.

On entry quality time is spent establishing clear structures, routines and boundaries. The timetable is planned so that children get to know their new environment, make new friends and build trusting relationships with adults. It is set up to promote independent learning encouraging children to make their own informed decisions and choices. Praise and mutual respect are corner stones of the behaviour policy and are used to create a positive ethos where children feel equally valued, safe and develop high self-esteem. The rules of 'Ready, Respectful & Safe' are explained and visually displayed so that children understand that actions can have consequences and begin to learn to manage their own behaviour. Circle Time, PSHE Jigsaw and RE Jigsaw are used for direct teaching of British Values and specific Personal, Social and Emotional knowledge e.g., bullying, keeping safe, understanding emotions.

Adults understand how to create a nurturing climate and ethos by:

- Providing good role models of how a good citizen should behave
- Demonstrating how to be a good friend
- Showing respect and fairness and are consistent in their approach
- Listening carefully to children, responding to their needs, helping them understand their emotions and empathising and communicating with children and their families.

**IMPACT:** By the end of Foundation Stage I can...

- |                                  |                                    |  |
|----------------------------------|------------------------------------|--|
| • Make positive relationships    | • Wait for my turn                 | • Follow rules and manage my own behaviour     |
| • Share and take turns           | • Persevere                        | • Compromise and negotiate to resolve conflict |
| • Dress and undress              | • Focus my attention               | • Express and talk about my emotions           |
| • Manage my own personal hygiene | • Manage risk and keep myself safe |  |
| • Follow instructions            |                                    |  |

## **MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as an...**

### **Independent Individual and a Fantastic Friend**

- ...who demonstrates the rules of 'Ready, Respectful and Safe' in all areas of the school community
- ...who sets simple goals and perseveres to achieve them
- ...who selects resources to be able to complete an activity successfully
- ...who manages their own personal needs by putting on their own coat, jumper, and shoes
- ...who uses the toilet when they feel the need to go, flush the toilet and wash their hands, to show a good understanding of personal hygiene
- ...who knows how to stay fit and healthy, by selecting appropriate food choices at snack time and lunchtime and say why they are good choices
- ...who treats others as they would like to be treated

## **Physical Development:**

**INTENT:** At Moorhill we nurture children's strong need and desire to be physically active which builds the foundations for other areas of their development by:

- Building children's strength, stamina, balance, co-ordination and dexterity
- Developing a range of large and small movements which they can control
- Improving and refining children's control and manipulation of a variety of tools
- Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces
- Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe

### **KNOWLEDGE:**

#### **Gross Motor Development**

##### **I will know...**

- ...core strength helps me to balance and use my limbs independently
- ...big muscles need to be strong to support the smaller muscles in my body
- ...exercise will build my strength and stamina
- ...I have an imaginary line down the middle of my body, and I can cross over it with opposite hands and feet
- ...crossing the midline helps both sides of my brain to connect
- ...both sides of my body need to work together in a co-ordinated way

#### **Fine Motor Development**

##### **I will know...**

- ...I have fingers and thumbs and that they can each work separately
- ...my wrists and fingers need to be strong to manipulate small tools and objects
- ...which fingers form a pincer grip
- ...which fingers form a tripod grip

##### **Skills: I am learning to –**

- |                                |                                 |                                     |
|--------------------------------|---------------------------------|-------------------------------------|
| • Balance                      | • Roll                          | • Co-ordinate two sides of the body |
| • Throw and catch              | • Turn and Spin                 | • Isolate my fingers                |
| • Lift and carry heavy objects | • Climb                         | • Use a pincer grip                 |
| • Cross the midline            | • Make anti-clockwise movements | • Form a tripod grip                |
| • Hop and skip                 | • Make symmetrical movements    | • Make decisions                    |
| • Negotiate space              | • Retrace vertical lines        | • Take risks                        |
| • Run and jump                 |                                 | • Make healthy choices              |
| • Make alternating movements   |                                 |                                     |



**IMPLEMENTATION:** The adults at Moorhill have a sound knowledge and deep understanding of physical development and the key aspects of gross and fine motor skills. They know that fine motor development relies on children having well developed gross motor strength and recognise the strong links between physical development and the ability to control and manipulate writing tools. Within the environment adults actively encourage children to build their strength, stamina, balance, co-ordination and dexterity.

Physical Development is valued and promoted through:

- Weekly PE sessions.
- Capitalising on transition times to promote gross motor skills e.g., stand in the line on one leg.
- Dough gym activities which offer weekly challenges that develop wrist and finger strength, finger isolation and pincer grip.
- Equipping the provision with different vertical and horizontal surfaces to promote core strength, wrist strength and crossing the midline.
- Providing a wide variety of mark making tools and equipment e.g., hole punches, staples, treasury tags and paperclips to support the development of muscle strength and the control and manipulation of real tools.
- Providing authentic resources throughout the provision where possible e.g., real kitchen equipment.
- Using the outdoor area daily for Physical Development where small apparatus is organised, displayed and available for children to use independently.
- Equipping the outdoor area with a base layer of resources to promote balance and upper body strength e.g., balance bikes, scooters, wheeled vehicles, wheelbarrows, buckets and weighty objects.

**IMPACT:** By the end of Foundation Stage I can...

- |  |  |  |
|--|--|--|
| • Throw, catch and kick a ball         | • Control a variety of tools, such as scissors, paint brushes and cutlery    | • Demonstrate upper body strength  |
| • Balance using my core stability      | • Co-ordinate both sides of my body to do different things at the same time. | • Move in a variety of ways, such as running, jumping, dancing, hopping, skipping and climbing |
| • Negotiate space and obstacles safely | • Demonstrate strength and stamina   | • Draw with accuracy   |
| • Cross the mid-line                   |  |  |
| • Use a tripod grip                    |  |  |

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as an...**

#### **Amazing Athlete**

- ...who can use a large and a small ball by kicking it, throwing it, and catching it
- ...who moves by running, skipping, hopping, and jumping, without bumping into other people or objects
- ...who can use the trim trail to balance and move along with confidence
- ...who can use a scooter and a bike to travel along a designed route and be able to stop them safely

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as a...**

#### **Talented Tool User**

- ...who can hold a pencil effectively
- ...who uses scissors to cut along straight and curved lines safely

## **Literacy: Reading:**

**INTENT:** At Moorhill we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:

- Teaching early knowledge and skills of reading
- Fostering a love of books by sharing and talking about texts

- Immersing children in sounds, words, rhythm, rhyme and song
- Modelling the pleasure and joy that books provide
- Demonstrating that text has meaning
- Showing the characteristics of a fluent reader

## **KNOWLEDGE:**

### **Mechanics of Reading**

#### **I will know...**

- ...how to handle books
- ...reading starts from left to right and top to bottom
- ...print carries meaning
- ...the link between graphemes and phonemes
- ...letters and combinations of letters make sounds and when blended together make words
- ...some common irregular words

### **Characteristics of Books**

#### **I will know...**

- ...the job of an author
- ...the job of an illustrator
- ...the title is what the book is called
- ...the blurb is a summary of the book
- ...which books I like, and which books I dislike
- ...books are grouped into different genres
- ...fiction books tell stories
- ...non-fiction books provide information

#### **Skills: I am learning to –**

- |                   |                     |                 |
|-------------------|---------------------|-----------------|
| • Predict         | • Segment and blend | • Join in       |
| • Connect ideas   | • Listen            | • Retell        |
| • Decode          | • Memorise          | • Discuss       |
| • Discriminate    | • Repeat            | • Form opinions |
| • Recognise words | • Copy              | • Ask questions |
| • Use intonation  | • Remember          | • Respond       |
| • Sequence        | • Concentrate       |                 |
| • Anticipate      | • Imagine           |                 |

**IMPLEMENTATION:** Reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of RWI Phonic sessions, Story and Rhyme Time and listening to children read. Opportunities for children to read within the provision and across the curriculum are also planned for and capitalised on. During the planning process careful consideration is given to the next steps in learning and how this links with phonics and what key texts will be used. For each theme a key text is carefully identified and explored in detail to help children become familiar with its structure and content. Supporting texts are also used to expand children's knowledge and fire their imagination. New and ambitious vocabulary we want children to read is identified and used within the environment in the form of words and sentences.

To help children make connections across their learning each area of the provision is also equipped with relevant fiction and non-fiction texts for children to reference knowledge and stimulate ideas. A Reading Area is situated within each classroom. It offers a selection of fiction and non-fiction material and resources connected to the theme, texts from the reading scheme and familiar rhymes and stories. The resources are carefully selected and organised on open shelves so that they are visually inviting to children and adults and allow for thoughtful choices.



Adults have a sound knowledge and deep understanding of reading development. They:

- Recognise the strong links between reading and phonics and how these lifelong skills enable children to develop knowledge in other subjects.
- Draw children's attention to text.
- Demonstrate that text has meaning, model the enjoyment of reading and support the application of phonic knowledge and skills.
- Actively encourage children to become familiar with the stories and rhymes they have heard through role play, small world play and favourite books.

**IMPACT:** By the end of Foundation Stage I can...

- |  |  |  |
|--|--|--|
| • Make a link between graphemes and phonemes                           | • Read some common regular and irregular words with some fluency | • Predict what might happen in a story             |
| • Say a sound for each letter in the alphabet and at least 10 digraphs | • Talk about what I have read                                    | • Retell stories I have heard                      |
| • Read from left to right and top to bottom                            | • Segment and blend  | • Use vocabulary from books in my talk and writing |

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as a...**

**Brilliant Bookworm**

...who shows a love for reading

...who uses new vocabulary to talk about what they have read or has been read to them

...who has heard stories based on similar themes and can identify the common thread in them all, such as characters, plot, structures

...who recognises their name confidently

...who is working at Green or Purple RWI level and can read words and simple sentences (using single sounds and digraphs they have learnt)

## Literacy: Writing:

**INTENT:** At Moorhill we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- Valuing the different ways that children make marks
- Teaching the physical skills which will enable them to control and manipulate writing tools
- Teaching how phonemes are represented through graphemes
- Teaching letter formation
- Providing children with genuine reasons to write
- Ensuring that writing tools and materials are readily available
- Modelling the pleasure and purpose of writing
- Immersing children in an environment of print e.g., vocabulary, sentences, books, labels
- Developing children's vocabulary by rehearsing orally what they are going to write

**KNOWLEDGE:**

**Mechanics and Characteristics of Writing**

**I will know...**

...how a tripod grip is formed

...how phonemes are represented

...how letters are formed correctly

...writing goes from left to right and top to bottom

...writing has meaning  
 ...the alphabetic code  
 ...when to use capital letters and full stops  
 ...some simple types of punctuation  
 ...there are spaces between words in writing  
 ...some spelling rules  
 ...words are units of meaning  
 ...adjectives can make my writing more interesting  
 ...different ways writing can be represented  
 ...stories have a beginning, middle and an end  
 ...how some common regular and irregular words are spelt  
 ...how many words are in the sentence I say  
 ...the different features of different types of writing

**Skills: I am learning to –**

- |                                |                       |                |
|--------------------------------|-----------------------|----------------|
| • Draw                         | • Segment and blend   | • Concentrate  |
| • Mark-make                    | • Listen              | • Imagine      |
| • Control and manipulate tools | • Memorise            | • Retell       |
| • Use a tripod grip            | • Repeat              | • Discuss      |
| • Form letters correctly       | • Copy                | • Gather ideas |
| • Connect ideas                | • Rehearse            | • Thin         |
| • Spell                        | • Describe            | • Track        |
| • Recognise words              | • Rhyme               |                |
| • Sequence                     | • Remember and recall |                |

**IMPLEMENTATION:** Writing is valued and promoted at Moorhill, through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision. During the planning process careful consideration is given to the next steps in learning and how children can rehearse and refine their writing skills. New and ambitious vocabulary we want children to learn, and use is identified and used in the environment in the form of words and sentences.

A Literacy Tool Station is situated in each classroom offering a wide variety of mark making tools and materials. Vertical surfaces such as white boards and easels are also available indoors and outside e.g., Graffiti walls. Each area of the provision is equipped with relevant writing resources. We use sensory experiences to develop children's confidence and enjoyment in early writing skills. We encourage them to mark make in positions where they feel most comfortable e.g., standing or lying, whilst they are developing their core stability.

Adults have a sound knowledge and deep understanding of child development, and they recognise the strong links between physical and communication skills and emerging writers. Within the environment adults actively encourage children to practise and develop gross and fine motor skills and oral communication in readiness for writing. By modelling, suggesting and encouraging they promote ways in which children can record their ideas in different ways. We recognise and use the links across Literacy between reading, spelling and writing. We ensure that children are immersed in different genres of books promoting an enjoyment of reading, extending their vocabulary and cultivating their imagination. We deliver a daily phonics session following *Ruth Miskin's Read Write Inc* program, which supports us in developing fluency and helping children to make connections between reading and writing.

**IMPACT:** By the end of Foundation Stage I can...

- |  |   |                                       |
|--|---|---------------------------------------|
| • Draw on a rich store of language in my writing | • Control and manipulate a writing tool | • Leave spaces between words          |
| • Hold a sentence in my head                     |   | • Use imaginative ideas in my writing |

- Spell some regular and irregular words
- Use and talk about the features of different types of writing
- Form lower case and upper-case letters correctly using anticlockwise movements and retracing vertical lines
- Use a tripod grip
- Use my phonic knowledge to spell words
- Write phrases or sentences that can be read by others
- Begin to use some capital letters and full stops in my writing

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as a...**

### **Remarkable Writer**

...who writes letters that are formed correctly

...who can write their own first name correctly

...who writes words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others

## **Mathematics:**

**INTENT:** At Moorhill we aim to develop fluent mathematicians who have a deep conceptual understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges by:

- Providing opportunities for children to practise, rehearse and apply mathematical knowledge and skills
- Encouraging children to investigate numbers by exploring their characteristics and patterns, understanding how they can be manipulated using different operations
- Encouraging them to think logically so that they can make connections and solve problems
- Fostering children's acquisition and use of mathematical vocabulary to justify and explain their ideas

### **KNOWLEDGE:**

#### **EARLY COMPARISON AND PATTERN**

##### **Early Comparison**

##### **I will know...**

...objects can be sorted into different groups using different criteria

...what is the same and what is different

...what 'lots' and 'not many' of something looks like

##### **Early Pattern**

##### **I will know...**

...patterns are repeated

...patterns can be continued

...patterns follow a sequence

#### **COUNTING AND CARDINALITY**

##### **One to one Correspondence**

##### **I will know...**

...how to match one object to another object or person

...how to match one number name to each object when counting

##### **Rote Counting**

##### **I will know...**

...the order of numbers

...number names

##### **Counting**

##### **I will know...**

...the last number I say is the total amount  
...when to stop counting out from a larger group  
...anything can be counted

### Subitising

#### I will know...

...how many are in a group without having to count  
...the same amount can be represented by different sized objects

### Conservation

#### I will know...

...the total amount of objects stays the same however the objects are arranged

### Recognising and Reading Numbers

#### I will know...

...symbols represent quantities  
...numbers can have one digit, two digits, three digits or more

## OPERATIONS AND CALCULATION

### Partitioning a Number

#### I will know...

...an amount can be made up in different ways

### Inverse Operations

#### I will know...

...halving is the opposite of doubling  
...addition is the opposite of subtraction  
...doubling is 2 sets of the same amount

### Calculation

#### I will know...

...more is greater than and less is fewer than  
...addition is combining sets  
...subtraction is taking amounts away

### Number patterns

#### I will know...

...some number patterns e.g., odd, even  
...number patterns repeat according to rules

#### Skills: I am learning to –

- |                  |                    |                      |
|------------------|--------------------|----------------------|
| • Reason         | • Compare          | • Take risks         |
| • Problem solves | • Calculate        | • Memorise           |
| • Investigate    | • Sequence         | • Manipulate numbers |
| • Sort and match | • Remember         | • Test ideas         |
| • Count          | • Think            | • Persevere          |
| • Estimate       | • Explain          | • Record             |
| • Discrimination | • Make connections | • Check              |

**IMPLEMENTATION:** Mathematics is valued and promoted through daily direct teaching using the *MyMastery* program and purposeful learning opportunities across all subjects and all areas of provision. During the planning process careful consideration is given to the next steps in learning. Each area of the

provision is equipped with relevant maths resources to enable children to practise and apply their mathematical knowledge and skills. Each classroom has a variety of open-ended resources that promote a conceptual understanding of number encouraging children to become confident and fluent. The environment is enhanced with number lines, hundred squares, mathematical vocabulary and questions to provide children with visual prompts and opportunities to solve problems. Adults appreciate that maths can be taught everywhere and that the conceptual understanding of number is the basis for all other mathematical learning. They have a sound knowledge and deep understanding of mathematical concepts and vocabulary to enable them to teach the necessary foundation skills which children need to become fluent mathematicians. Within the environment adults capitalise on every opportunity to present mathematical problems for children to think about and solve. They support children in practising and applying their mathematical knowledge and skills by encouraging them to talk about their thinking, provide explanations and give reasons for their answers.

**IMPACT:** By the end of Foundation Stage I can...

- |   |  |   |
|---|--|---|
| • Read and write numbers                  | • Sort and match                       | • Count   |
| • Estimate                                | • Give reasons for my answers          | • Talk about shape, space and measure using mathematical language |
| • Recall number bonds to 10               | • Solve problems                       | • Partition numbers   |
| • Identify and talk about number patterns | • Recognise an amount without counting | • Recognise an amount in different arrangements                   |
| • Add and subtract numbers                | • Compare quantities                   |   |
| • Calculate                               | • Sequence numbers                     |   |

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as a...**

#### Master of Maths

...who recognises and uses numbers to 10 confidently, and most of those to 20

...who can recall number bonds to 5, and some to 10

...who can explore mathematical problems using a range of strategies they have learnt

...who can name simple 2D shapes and some 3D shapes

...who has an awareness of the properties of shapes, such as those that can balance when building and why some cannot

...understands what a pattern is and is able to continue and create patterns themselves

## Understanding the World: History:

**INTENT:** At Moorhill we develop a chronological framework to help children understand where they and significant people and events sit in time by:

- Capitalising on children's innate desire to make sense of their own place in history
- Exploring the lives of people who are familiar to them comparing similarities and differences
- Introducing them to well-known historical figures and events both within and beyond living memory
- Cultivating children's curiosity about people and events within and beyond their living memory
- Exploring historical information and artefacts to ask questions and draw conclusions

**KNOWLEDGE:**

#### Passing of Time

**I will know...**

...time is measured in units

...time has a pattern e.g., days of the week, months of the year

...about annual events e.g., birthday, Christmas

...how time and events can be sequenced in chronological order from earliest to latest

...things were different in the past

...the vocabulary that describes time

### **Sense of Identity**

#### **I will know...**

- ...my place in history
- ...there is a past before I was born
- ...things were different in the past to how they are now
- ...about significant events in my life

### **Historical Figures and Events**

#### **I will know...**

- ...how to use information to find out about events and people in the past
- ...about significant events and people in the past
- ...historical events and people have a significant place in our history

#### **Skills: I am learning to –**

- |   |                 |                             |
|---|-----------------|-----------------------------|
| • Compare similarities and differences  | • Observe       | • Describe                  |
| • Record findings                       | • Explore       | • Sequence                  |
| • Examine evidence and draw conclusions | • Ask questions | • Use historical vocabulary |
|   | • Enquire       | • Remember                  |
|   | • Explain       |                             |

**IMPLEMENTATION:** At Moorhill history is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned themes and capitalise on unplanned moments that present themselves to talk about artefacts and significant events to develop a conceptual understanding of the passing of time. These include birthdays, recent events and experiences and well-known points in history. For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

We use the following themes to support us in our teaching of history:

**Superheroes:** through this topic children will understand their own place in history

**Celebrations:** through this topic children will learn about significant people and events in history e.g., Guy Fawkes

**Dinosaurs:** through this topic children will learn about significant events in a prehistoric age

**Transport:** through this topic children will learn about how things have changed over time

Within the provision a timeline is developed as children find out about and plot significant points in their own history and wider historical events. This visually exemplifies the passing of time, the sequencing of events and their own place in history. Children are encouraged to share historical artefacts and events from the past. Adults know and understand historical language. They take every opportunity to model historical vocabulary and teach historical skills encouraging children to ask questions, compare similarities and differences and draw conclusions.

#### **IMPACT:** By the end of Foundation Stage I can...

- |   |   |  |
|---|---|--|
| • Talk about significant historical people and events | • Talk about myself in a historical sense e.g., this year I am 4, next year I will be 5 and last year I was 3 | • Compare similarities and differences                     |
| • Sequence events in the right order                  | • Use information in books to talk about life in the past   | • Use comparative language of the past, present and future |
| • Recall historical facts                             | • Draw conclusions about what I have found out  | • Use time vocabulary                                      |
| • Talk about the roles people have in society         |   | • Ask questions to find out more                           |



**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as a...**

**Historian**

...who knows about key figures and moments in history, including Guy Fawkes and the Gunpowder plot, Mary Anning and her fossil find, the British Monarchy  
...who can talk about how they have changed from a baby to now and how they might change in the future

## Understanding the World: Geography:

**INTENT:** At Moorhill we capitalise on children's fascination and interest in their surroundings and the world in which they live by:

- Encouraging an appreciation of the natural world and recognising its similarities and differences
- Fostering a sense of awe and wonder about the world in which they live
- Developing an appreciation of other people, their communities and their traditions
- Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world

**KNOWLEDGE:**

**PLACES**

**My Community**

**I will know...**

...where I live  
...the key features of where I live  
...about the significant places within my community  
...how to get from one key place to another  
...the vocabulary I need to direct others

**PLACES**

**My Country**

**I will know...**

...the capital city of the country I live in  
...the different key features of cities, towns and villages

**PLACES**

**The World**

**I will know...**

...the names of some different countries around the world  
...different countries have different features  
...how countries are connected  
...how to travel between countries

**People**

**I will know...**

...that people I know have different customs and traditions  
...people in different countries have different customs and traditions

**Environment**

**I will know...**

...about different weather conditions in the UK  
...there are four seasons and the key features of them  
...the key features of different climates around the world  
...some simple things I can do to help look after the planet

...human actions can help or destroy the planet

**Skills: I am learning to –**

- |                 |  |   |
|-----------------|--|---|
| • Notice        | • Compare similarities and differences | • Gather information from different sources |
| • Measure       | • Use my senses                        | • Draw, read and follow maps                |
| • Ask questions | • Explain                              | • Express opinions                          |
| • Record        |  |   |
| • Describe      |  |   |

**IMPLEMENTATION:** Geography is valued and promoted through direct teaching, purposeful learning opportunities and first-hand experiences. We use planned themes alongside first-hand experiences and capitalise on unplanned moments that present themselves to talk about places, communities and the natural world, to develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places e.g., parks, shops, new housing estates. For each theme we have identified the geographical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

We use the following themes to support our teaching of Geography:

**Superheroes:** through this topic children will learn about their local community

**Celebrations:** through this topic children will learn about places around the world

**Animals:** through this topic children will learn about the features of specific locations with reference to animal habitats around the world

**Transport:** through this topic children will learn about a range of places and how to get to them

Within the provision we ensure that children have access to world and local maps and globes and understand how to use them. We make connections with children's first-hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and countries they have found out about. Children are encouraged to expand their knowledge of the natural world by capitalising on every opportunity to explore and experience the outdoors. Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills encouraging children to ask questions, noticing and comparing similarities and differences and expressing opinions.

**IMPACT:** By the end of Foundation Stage I can...

- |   |  |   |
|---|--|---|
| • Talk about what it is like to live in this country                              | • Compare similarities and differences                                     | • Talk about the key features of different places and different countries |
| • Talk about similarities and differences between people's religions and cultures | • Use a simple map to find out information                                 | • Talk about the key features of the country they live in                 |
| • Talk about what it is like to live in another country                           | • Talk about where they live and the key features of the local environment |   |

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as an...**

**Explorer**

...who knows where they live in the world and that they are a member of the Moorhill community

...who looks closely at places, photographs, and objects and knows what they are and where they come from, and how they are similar and different to each other

...have learnt about Africa through stories (Handa's surprise, Handa's Hen, Ronald the Rhino, We all went on Safari) and can talk about how it is similar/different to Great Britain

## Understanding the World: Science:

---

**INTENT:** At Moorhill primary school we capitalise on children's thrill of discovery and their instinctive desire to know, understand and find out more by:

- Providing freedom to explore, investigate and experiment using the five senses
- Cultivating children's curiosity about how and why things work and how things change
- Encouraging questioning, testing out of ideas and drawing conclusions
- Fostering children's excitement and pleasure in the awe and wonder of natural phenomena

### **KNOWLEDGE:**

#### **Living things**

##### **I will know...**

- ...internal and external body parts in humans
- ...the names of the different parts of plants and animals
- ...the features of plants and animals
- ...what living things need to survive
- ...how to keep healthy
- ...about life cycles

#### **Changes**

##### **I will know...**

- ...changes can be reversible and irreversible
- ...the relationship between cause and effect
- ...the characteristics of the four seasons
- ...the characteristics of different weather types

#### **Materials**

##### **I will know...**

- ...what objects are made from
- ...the properties of different materials
- ...how different materials can be used
- ...materials can be sorted into different groups

### **Skills: I am learning to –**

- |                 |                     |                     |
|-----------------|---------------------|---------------------|
| • Explore       | • Communicate ideas | • Record            |
| • Investigate   | • Pose challenges   | • Draw conclusions  |
| • Observe       | • Solve problems    | • Sort and classify |
| • Compare       | • Try things out    | • Measure           |
| • Describe      | • Test ideas        |                     |
| • Ask questions | • Make predictions  |                     |

**IMPLEMENTATION:** At Moorhill science is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned themes and capitalise on unplanned moments that present themselves to talk about living things, materials and changes. These include natural objects, new life and recycling. For each theme we have identified the scientific knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

We use the following themes to support our teaching of science:

**Superheroes:** through this topic children will learn about changes and living things

**Seasons:** through this topic children will learn about changes and materials

**Animals:** through this topic children will learn about living things and materials

**Traditional Tales:** through this topic children will learn about materials and their properties, plants and growth.

In addition to science being taught as a discrete subject, opportunities are also provided for children to practise and apply scientific knowledge and skills through investigation and exploration in all areas of the provision. Investigation areas, inside and outdoors, are resourced with a range of scientific equipment and materials which offer opportunities for children to observe, investigate, explore and experiment. Adults know the characteristics of a good scientist. They model technical language and scientific behaviours and attitudes encouraging children to ask questions, test out ideas, carry out investigations and draw conclusions.

**IMPACT:** By the end of Foundation Stage I can...

- |  |   |  |
|--|---|--|
| • Talk about properties of materials   | • Talk about similarities and differences               | • Observe, notice and make comparisons           |
| • Name the parts of plants and animals | • Record findings                                       | • Talk about reversible and irreversible changes |
| • Make a sensible prediction           | • Draw conclusions                                      |  |
|  | • Talk about the characteristics of weather and seasons | • Carry out an investigation                     |

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as a...**

**Smart Scientist**

...who understands what magnets are for and how they work

...who has carried out experiments to look at cause and effects on materials such as different liquids on eggshells, water when it freezes, chocolate when it heats, ingredients when they are combined

...who has planted seeds and watched what happens to them, and know what a plant needs to grow and develop

## Expressive Arts and Design: Art:

**INTENT** At Moorhill we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:

- Providing children with opportunities to explore and experiment with different media and materials
- Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
- Allowing children to use their own imagination to be uninhibited artists

**KNOWLEDGE:**

**General**

**I will know...**

...about famous artists

...artists use different techniques

**Colour**

**I will know...**

...the names of primary and secondary colours

...how to mix different colours

...how to make different tones and shades

**Lines**

**I will know...**

...there are different types of lines e.g., straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, thick, thin, zig zag  
...how to draw different types of lines  
...the difference between a continuous and a broken line  
...how to join lines to create shapes to create a picture

## Shape

### I will know...

...shapes are made from lines that are joined together  
...lines and shapes create representations

## Texture

### I will know...

...materials have different textures  
...texture can enhance and add interest  
...texture can engage the senses  
...combining materials can create different textures

## Form

### I will know...

...2D representations are flat and 3D representations are solid  
...how 3D representations can be created using for example, junk modelling, malleable materials  
...how to use different materials to express my ideas  
...malleable materials can be moulded into different shapes

### Skills: I am learning to –

- |                                |                    |         |
|--------------------------------|--------------------|---------|
| • Manipulate and control tools | • Explore          | • Paint |
| • Make decisions and choices   | • Experiment       | • Pull  |
| • Observe                      | • Combine          | • Tear  |
| • Notice and discriminate      | • Shape            | • Fold  |
| • Imagine                      | • Mould and sculpt | • Cut   |
| • Connect ideas                | • Mix              | • Join  |
| • Explain                      | • Draw             | • Stick |
|                                | • Review           | • Roll  |

**IMPLEMENTATION:** Art is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned themes and capitalise on unplanned moments that present themselves to talk about line, shapes, colour, form and texture. We look at the work of famous artists which provides children with opportunities to learn about different techniques and styles. This provides a stimulus for the development of their own artistic style whilst learning to appreciate and form opinions about different types of art. For each theme we have identified the artistic knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

We use the following themes to support our teaching of Art:

**Superheroes:** through this topic children will learn about lines and shapes through portraits

**Animals:** through this topic children will learn about form through sculpture

**Dinosaurs:** through this topic children will learn about colour and texture through collage and painting

In addition to Art being taught as a discrete subject, opportunities are also provided for children to express their own creative ideas by exploring, experimenting and combining materials to create different effects.

Creative areas, inside and outdoors, are resourced with a wide range of tools, media and materials and are organised in a way that encourages children to be independent in their choices and decisions.

We recognise and use the links between Art and gross and fine motor development and provide vertical surfaces and large areas where children can stand enabling them to have greater stability and more control over the tools they are using. In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate children in the application of their artistic knowledge and skills.

**IMPACT:** By the end of Foundation Stage I can...

- Mould and sculpt
- Express my imagination and creativity
- Use different techniques
- Share and talk about my creations
- Draw myself to include head, body, arms, legs and facial features
- Express my own ideas
- Explain the process I use
- Control and manipulate different tools
- Use props and materials in my role play
- Draw different types of lines and shapes with control
- Combine different materials to create different textures
- Talk about famous artists
- Create 2D and 3D representations
- Make different tones and shades of colours

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as an...**

**Inspiring Artist**

...who has used paint to create portraits of themselves and others

...who use crayons and other media to colour in the lines carefully

...who can draw representations of simple objects accurately, such as a figure with a body, arms, legs, and head

...who has experienced mixing colours and use appropriate colours and shade for a purpose

...who can use dough, clay and plasticine to create simple 3D models

## Expressive Arts and Design: Design Technology:

**INTENT:** At Moorhill we capitalise on children's natural intuition to be creative, inventive and innovative by:

- Introducing them to the designed and made world and how things work
- Providing children with a purpose to design, make and evaluate functional products
- Encouraging children to investigate and explore a wide range of materials and tools
- Supporting children to find original solutions using resources in unique ways
- Nurturing children's confidence to try new things
- Fostering children's resourcefulness and resilience to enable them to take risks and learn from their mistakes

**KNOWLEDGE:**

**Design**

**I will know...**

...designs need to be thought about and planned

...designs can be changed and modified

...the properties and uses of different materials

...what different tools can be used for

**Make**

**I will know...**



- ...materials can be used for joining
- ...how to join materials together
- ...materials can be modified or changed
- ...products can move, light up, be structurally sound, and be safe and healthy
- ...some objects can move independently, and some can be made to move
- ...how to make structures strong and stable
- ...how to make a structure balance
- ...materials can be used for different things and manipulated in different ways
- ...the possibilities and limitations of different materials
- ...how different tools can be used

## Evaluate

### I will know...

- ...evaluations can lead to improvements
- ...the criteria for success

### Skills: I am learning to –

- |                           |                                       |                                |
|---------------------------|---------------------------------------|--------------------------------|
| • Explore and investigate | • Observe and ask questions           | • Be creative and innovative   |
| • Explain and describe    | • Think critically and solve problems | • Be resourceful               |
| • Design                  | • Make decisions                      | • Assemble and disassemble     |
| • Join                    | • Take pride in my work               | • Control and manipulate tools |
| • Plan and organise       |                                       |                                |

**IMPLEMENTATION:** Design Technology is valued and promoted through direct teaching and purposeful learning opportunities across all planned themes throughout the year. We use planned themes and capitalise on unplanned moments that present themselves to encourage children to design, make and evaluate. For each theme we have identified the Design Technology knowledge and skills that we will teach ensuring that they are regularly revisited. We provide children with a purpose to design, make and evaluate products that move, are structurally sound and are healthy and safe for example through building, cooking and making products. We include opportunities for children to assemble and disassemble objects to learn more about how things work. Opportunities are also provided for children to practise and apply what they have learnt in different contexts and for a variety of purposes.

Both classrooms and the outdoor area have a wide range of resources, equipment and tools resources available for promoting and teaching Design Technology. They are organised in a way that encourages children to be independent in their choices and decisions and to use their knowledge to find solutions and use resources in unique and innovative ways. Children are encouraged to discuss, record and evaluate their ideas. We include a visual prompt for children to remind them of the design process: Think, Plan (design), Create (make), Share (evaluate). In the provision adults promote children's creativity, originality and problem solving by valuing their ideas and encouraging them to make connections in their learning, take risks and learn from mistakes.

### IMPACT: By the end of Foundation Stage I can...

- |  |   |  |
|--|---|--|
| • Solve problems                         | • Design and plan                             | • Talk about and identify what different materials can be used for |
| • Express my imagination                 | • Share and talk about my creations           | • Evaluate my work so I can make improvements                      |
| • Control and manipulate different tools | • Make a structure strong, stable and balance | • Join materials together  |
| • Be creative and innovative             |   |  |

## **MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as a...**

### **Designer**

...who can use tape, glue, staples, fasteners, and other media to fix pieces together

...who can build structures from construction toys on a large and small scale

...who can construct with a purpose in mind such as a bridge for the Three Billy Goats, a house for the Three Pigs, a boat to take the Gingerbread man across the river safely

...who can talk about what they have done and suggest ways to improve their work, using Austin Butterfly as an example

## **Expressive Arts and Design: Music:**

**INTENT:** In Early Years we capitalise on children's innate desire to listen to, make and explore sound by:

- Providing freedom for children to be curious, experimenting with and creating their own music
- Reinforcing children's responses to sounds and encouraging composition and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

### **KNOWLEDGE:**

#### **General**

##### **I will know...**

...the names of different untuned and tuned instruments

...how to play different untuned and tuned instruments

...the words to different songs

#### **Sound**

##### **I will know...**

...sound can be changed

...sound can be made by different things

...sound can be made in different ways

...sound can be at different speeds

...sound can be combined

...sound can be at different volumes

...sound can be at different durations

...sound can be at different pitches

...sound can create different patterns

...sound can be repeated

...sound can have a vibration

...sound can create beats

...sound can be recorded

##### **Skills: I am learning to –**

- |                           |               |                   |
|---------------------------|---------------|-------------------|
| • Create                  | • Collaborate | • Accompany       |
| • Perform                 | • Combine     | • Memorise        |
| • Appreciate              | • Play        | • Keep the beat   |
| • Observe                 | • Refine      | • Follow a rhythm |
| • Turn take               | • Improvise   | • Repeat          |
| • Interpret               | • Sing        | • Imagine         |
| • Listen and discriminate | • Respond     | • Compose         |
| • Explore                 |               |                   |

**IMPLEMENTATION:** At Moorhill music is valued and promoted through direct teaching and purposeful learning opportunities across the provision. Each half term we focus on a different genre of music. Each day as the children come into the setting, a piece of music from differing genres are played to provide opportunities for children to listen to, appreciate and explore sounds, instruments, beat and rhythm. Singing is an integral part of the daily routines and children are taught new songs as well as practising songs they already know. Over the year they develop a wide repertoire of songs and rhymes that they know by heart. Explicit music session focus on musical knowledge and skills.

We provide the children with a wide range of untuned and tuned musical instruments and beaters, copies of familiar songs and rhymes and equipment to play and record music. It is organised in a way that encourages children to be curious about sound and confident in experimenting with ways of combining different sounds. We recognise and use the links between Dance and Music and encourage children to create their own stage in the outdoor area where they can perform themselves and appreciate others' performances.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their musical skills.

**IMPACT:** By the end of Foundation Stage I can...

- |   |                                     |                                      |
|---|-------------------------------------|--------------------------------------|
| • Express opinions about music          | • Share and talk about my creations | • Play untuned and tuned instruments |
| • Express my imagination and creativity | • Sing a range of rhymes and songs  | • Manipulate and combine sounds      |
| • Sing with pitch and melody            | • Compose and perform               | • Keep a steady beat                 |
| • Follow a rhythm                       |                                     |                                      |

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as a...**

#### Musician

...who listens carefully to music and talk about how it affects them, such as our morning music piece when children are entering the classroom before register

...who sing simple songs on their own and with others

...who use instruments in their play to accompany their shows

## Expressive Arts and Design: Dance:

**INTENT:** At Moorhill we capitalise on children's innate desire to move by:

- Providing freedom for children to be expressive, experimenting with and creating their own series of movements
- Reinforcing children's responses to music and encouraging choreography and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

**KNOWLEDGE:**

#### General

**I will know...**

...all my body parts are separate but connected

...my body parts can be moved in different ways

...where I am in relation to other people and other things

#### Movement

**I will know...**

...movements can be changed  
 ...movements can be made using all parts of the body  
 ...movements can be made in different ways  
 ...movements can be at different speeds  
 ...movements can be at different levels  
 ...movements can be in different directions  
 ...movements can be joined  
 ...movements can be sequenced  
 ...movements can be mirrored  
 ...movements can be repeated  
 ...movements can involve the transference of weight

**Skills: I am learning to –**

- |                     |              |                              |
|---------------------|--------------|------------------------------|
| • Create            | • Take turns | • Imagine                    |
| • Perform           | • Repeat     | • Balance                    |
| • Appreciate        | • Sequence   | • Build strength and stamina |
| • Observe           | • Experiment | • Negotiate space            |
| • Cross the midline |              |                              |

**IMPLEMENTATION:** At Moorhill dance is valued and promoted through direct teaching and purposeful learning opportunities within the provision. Dance sessions are delivered during timetabled PE slots, using the key topic theme and focusing on dance knowledge and skills. We recognise the direct link between Dance and Physical Development and use the discrete sessions to practise balance and coordination through core work, building strength, crossing the midline and symmetrical movements. We use our annual themes and the relationship between Dance and Music as a stimulus to plan opportunities for children to experiment with and create their own dance movements.

Children also have access to instruments, recorded music, costumes and props where they are encouraged to be inventive, imaginative and perform themselves and appreciate others' performances. In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their dance skills.

**IMPACT:** By the end of Foundation Stage I can...

- |   |  |   |
|---|--|---|
| • Perform                               | • Share and talk about my movements                | • Cross the midline   |
| • Express my imagination and creativity | • Transfer my weight from one body part to another | • Move their body in different ways and in different directions |
| • Join and sequence different moments   | • Negotiate space                                  | • Balance   |
|   |  | • Move in time to music   |

**MOORHILL'S CURRICULUM GOAL - RECEPTION CHILDREN will leave the academic year as a...**

**Dancer**

...who moves with confidence in PE lessons  
 ...who participates in call and repeat sessions using Go Noodle  
 ...who creates their own sequences of moves with their peers in their play

---

## SUBJECT VOCABULARY

We believe that children should be immersed in a language rich environment. We have provided this vocabulary as a starting point to help adults model, narrate and extend children's language. Please note this list is not exhaustive.

### VOCABULARY: Communication and Language

|   |           |       |         |        |
|---|-----------|-------|---------|--------|
| listen  | attention | focus | engage  | speak  |
| sentence  | answer    | talk  | discuss | report |
| Topic vocabulary will also be included in this area |           |       |         |        |

### VOCABULARY: Personal, Social and Emotional Development

|                 |                |             |             |              |
|-----------------|----------------|-------------|-------------|--------------|
| fair            | unfair         | share       | care        | similar      |
| different       | same           | consequence | helpful     | rules        |
| kind            | gentle         | belonging   | agreement   | disagreement |
| conflict        | responsibility | decision    | view        | opinion      |
| mediate         | compromise     | discuss     | negotiate   | compliment   |
| emotion words   | flexible       | generous    | spiteful    | bully        |
| positive        | take turns     | unique      | personality | proud        |
| characteristics | successful     | challenge   | friend      | foe          |
| enemy           | like           | dislike     | behaviour   | risk         |
| resolution      | point of view  | hygienic    | unhealthy   | healthy      |
| goal            | persevere      | resilient   | confident   | germs        |

### VOCABULARY: Physical Development

|             |               |             |          |            |
|-------------|---------------|-------------|----------|------------|
| core        | anticlockwise | tripod grip | isolate  | forwards   |
| balance     | midline       | vertical    | wobble   | backwards  |
| muscles     | strong        | symmetrical | stable   | sideways   |
| co-ordinate | stamina       | alternating | straight | large      |
| top         | bottom        | upper       | lower    | small      |
| tracking    | left          | right       | across   | together   |
| stretch     | pose          | fitness     | exercise | healthy    |
| pincer grip | repeat        | mobility    | practise | manipulate |
| physical    | unhealthy     | next        | control  |            |

### VOCABULARY: Reading

|              |           |           |             |           |
|--------------|-----------|-----------|-------------|-----------|
| rhyme        | genre     | fiction   | Non-fiction | story     |
| book         | fluent    | segment   | blend       | retell    |
| Fairy tale   | respond   | memorise  | word        | paragraph |
| opinion      | contents  | index     | beginning   | middle    |
| end          | Character | setting   | blurb       | author    |
| illustrator  | phonemes  | graphemes | library     | text      |
| rhythm       | fantasy   | scary     | humorous    | adventure |
| alliteration | chapter   | sentence  | digraph     |           |

### VOCABULARY: Writing

|                |           |              |                |            |
|----------------|-----------|--------------|----------------|------------|
| rhyme          | rhythm    | alliteration | Capital letter | Full stops |
| Question marks | word      | sentence     | title          | paragraph  |
| Tripod grip    | idea      | characters   | setting        | problem    |
| resolution     | beginning | middle       | end            | spelling   |
| alphabet       | segment   | blend        | phonemes       | graphemes  |
| labels         | lists     | captions     | phrase         | chapter    |

|             |             |       |       |  |
|-------------|-------------|-------|-------|--|
| instruction | description | story | genre |  |
|-------------|-------------|-------|-------|--|

### VOCABULARY: Mathematics

|           |                 |            |              |                   |
|-----------|-----------------|------------|--------------|-------------------|
| Same as   | next            | add        | Number bonds | amount            |
| different | between         | total      | Number line  | number            |
| count     | after           | altogether | missing      | numeral           |
| plus      | before          | equals     | digit        | How many          |
| sort      | sum             | Take away  | lots         | pattern           |
| match     | Number sentence | minus      | few          | Repeating pattern |
| set       | more            | odd        | make         | even              |
| pair      | compare         | less       | practise     | last              |
| estimate  | difference      | half       | near         | first             |
| calculate | addition        | double     | Far away     | tens              |
| ones      | share           | bigger     | smaller      | accurate          |
| Count on  | Count back      | record     | problem      | solve             |

### VOCABULARY: History

|                 |            |               |               |             |
|-----------------|------------|---------------|---------------|-------------|
| yesterday       | old        | past          | now           | then        |
| A long time ago | new        | Olden days    | Old fashioned | artefacts   |
| today           | present    | calendar      | year          | ancient     |
| timeline        | research   | week          | memory        | remember    |
| opinion         | generation | chronological | same          | different   |
| before          | after      | discovery     | century       | document    |
| era             | monarchy   | king          | queen         | consequence |
| change          | historian  | annual        | event         |             |

### VOCABULARY: Geography

|             |                  |                |         |            |
|-------------|------------------|----------------|---------|------------|
| environment | world            | country        | town    | city       |
| village     | forest           | lake           | sea     | river      |
| beach       | capital          | coast          | hill    | mountain   |
| ocean       | soil             | season         | weather | farm       |
| atlas       | globe            | map            | area    | earth      |
| bridge      | road             | waterfall      | school  | North pole |
| countryside | route            | footpath       | England | Wales      |
| Scotland    | Northern Ireland | United Kingdom | climate | Local area |
| street      | park             | locate         | left    | right      |
| straight    | journey          | compare        | similar | different  |
| direction   | landscape        | distance       | near    | far        |
| Next to     | symbol           | community      | global  |            |

### VOCABULARY: Science

|            |         |          |          |             |
|------------|---------|----------|----------|-------------|
| hard       | soft    | rough    | smooth   | heavy       |
| light      | springy | firm     | shiny    | dull        |
| push       | move    | pull     | twist    | turn        |
| squash     | squeeze | stretch  | poke     | pinch       |
| shape      | fast    | slow     | speed    | still       |
| up         | down    | gravity  | friction | grip        |
| slip       | spring  | elastic  | energy   | direction   |
| dissolving | melting | freezing | growth   | change      |
| stem       | seed    | roots    | plant    | temperature |

### VOCABULARY: Art

|         |       |       |         |        |
|---------|-------|-------|---------|--------|
| General | Lines | Shape | Texture | Colour |
|---------|-------|-------|---------|--------|



|             |            |             |          |               |
|-------------|------------|-------------|----------|---------------|
| print       | line       | frame       | texture  | primary       |
| portrait    | straight   | rounded     | rough    | secondary     |
| paint       | broken     | cylindrical | hard     | dull          |
| observe     | faint      | size        | furry    | pale          |
| shade       | Fine       | solid       | dry      | deep          |
| design      | thick      | pointed     | cracked  | bright        |
| style       | thin       | square      | spiky    | vibrant       |
| foreground  | wavy       | Circular    | matt     | warm          |
| background  | short      | spherical   | glossy   | cool          |
| easel       | curved     | spiral      | bumpy    | soft          |
| gallery     | bold       | edge        | coarse   | contrast      |
| media       | Zigzag     | regular     | smooth   | shade         |
| symmetrical | sketch     | irregular   | soft     | pastel        |
| decorate    | continuous | shape       | scaly    | hue           |
| collage     | bold       |             | grainy   | mixed         |
| brush       | stripes    |             | wet      | complimentary |
| overlapping | diagonal   |             | shiny    | clash         |
| artists     | horizontal |             | silky    | dull          |
| canvas      | vertical   |             | uneven   | intense       |
| exhibition  | curly      |             | fuzzy    | pale          |
| illustrate  | spiral     |             | collage  | vibrant       |
| palette     | parallel   |             | hard     | watercolour   |
| technique   | dotted     |             | polished | colour        |
|             | draw       |             | ridged   | light         |
|             | pattern    |             |          | dark          |

#### VOCABULARY: Design Technology

|           |              |               |              |                 |
|-----------|--------------|---------------|--------------|-----------------|
| plan      | tower        | evaluate      | circle       | Fruit names     |
| design    | base         | improve       | triangle     | Vegetable names |
| make      | top          | modify        | square       | Utensil names   |
| materials | underneath   | rearrange     | rectangle    | ingredients     |
| purpose   | side         | feature       | cuboid       | slicing         |
| product   | edge         | Step by step  | cube         | peeling         |
| equipment | surface      | adapt         | cylinder     | cutting         |
| invent    | corner       | tools         | pull         | grating         |
| build     | point        | measure       | push         | mixing          |
| ideas     | straight     | cut           | strong       | squeezing       |
| construct | curved       | fold          | fix          | healthy         |
| test      | vertically   | hinge         | join         | diet            |
| structure | horizontally | stick         | framework    | tasting         |
| combine   | metal        | glue          | assemble     | arranging       |
| stable    | wood         | string        | Clothes pegs | recipe          |
| balance   | plastic      | Sellotape     |              |                 |
| original  | equipment    | Masking tape  |              |                 |
| unique    | model        | Treasury tags |              |                 |
| weak      | shape        | Elastic bands |              |                 |

#### VOCABULARY: Music

|      |          |         |      |               |
|------|----------|---------|------|---------------|
| sing | music    | compose | tap  | Musical score |
| beat | musician | respond | bang | composer      |

|        |           |            |         |             |
|--------|-----------|------------|---------|-------------|
| rhythm | orchestra | long       | volume  | sound       |
| high   | conductor | short      | pitch   | instruments |
| low    | verse     | appreciate | vibrate | percussion  |
| loud   | chorus    | play       | string  | shake       |
| soft   | echo      | tune       | count   | performance |
| quiet  | listen    | notes      | band    | perform     |
| fast   | slow      | pattern    | rest    | quick       |
| pitch  | solo      | tuneful    | tempo   | repeat      |
| duet   | record    |            |         |             |

#### VOCABULARY: Dance

|            |               |           |          |              |
|------------|---------------|-----------|----------|--------------|
| wiggle     | roll          | balance   | jump     | skip         |
| twirl      | turn          | spin      | hop      | sway         |
| stamp      | rock          | clap      | bounce   | kick         |
| twist      | slide         | start     | stop     | falling      |
| high       | low           | different | sequence | strong       |
| light      | combine       | play      | solo     | duet         |
| partner    | leap          | quick     | slow     | exercise     |
| clockwise  | anticlockwise | action    | balance  | choreography |
| control    | coordinate    | direction | elevate  | expressive   |
| expression | flexible      | interpret | rehearse | pattern      |
| repeat     | space         | strength  | style    | performance  |

---

## SKILLS PROGRESSION


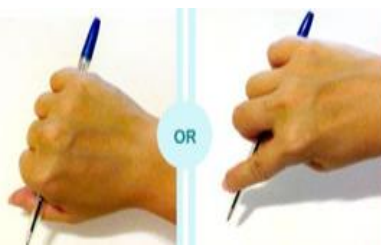
Below are some of the specific skills progressions for areas of the EYFS curriculum and ways the adults can support children to develop these skills. This information is used by all staff in the early years to move children's progress onto the next stage of development.



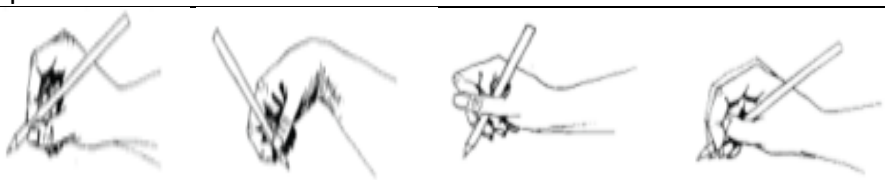
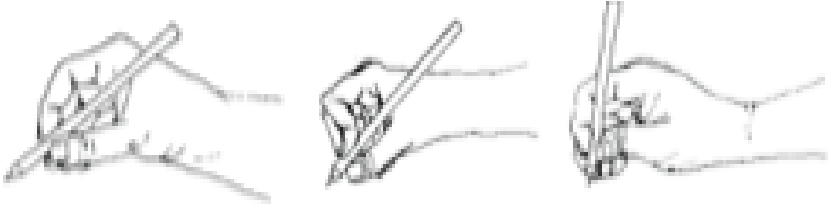

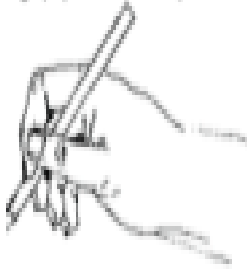

**CUTTING SKILLS** based on <https://www.growinghandsonkids.com/scissor-skill-development-checklist-for-ages-2-6.html>

| Progression of cutting skills  | Vocabulary   | How to support?   |
|--|--|---|
| <b>Holds scissors</b> , often with both hands, learning to open and close the blades       | Hold, move, in, out, open, shut, close, bend, cut, snip, squeeze, stretch, fold, knead, push, pull | Practice tearing paper<br>Strengthen fingers – use soft balls, playdough, toys filled with beans/sand   |
| <b>Opens/closes blades</b> (not ready to use them on paper yet)                            | Open, move apart, close, shut, move in/out, fingers, thumb, together, apart, stretch, up, down     | Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay.<br>Encourage 'thumbs up' position  |
| <b>Starts snipping paper</b> (not moving forward with the scissors but making small snips) | Snip, cut, hold, forward, backwards  | Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed<br>Progress to thicker paper e.g., sugar paper for easier handling<br>You could draw straight lines on the foam to introduce the idea of going forward, if ready |



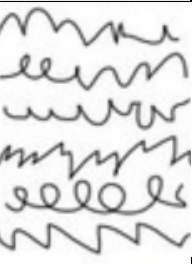
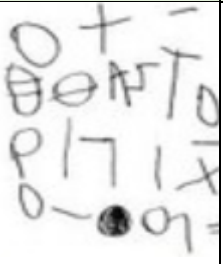


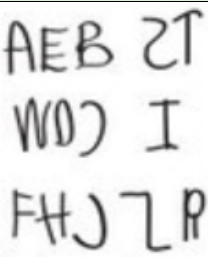
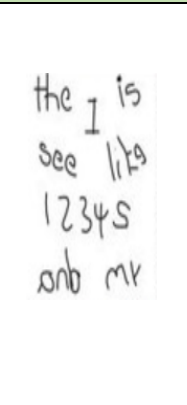




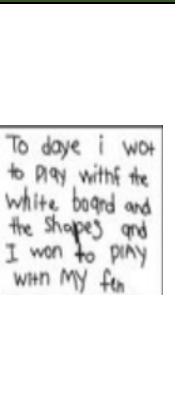
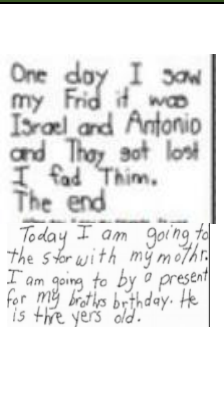
|  |  |   |
|--|--|---|
| <b>Snip paper moving forward</b>   | Across, forward, backward, side to side, straight ahead  | Practice activities to promote crossing the mid-line of the body e.g., passing a ball from left to right, or filling up a pot on the left with the toys placed on the right |
| <b>Uses helping hand</b> to hold and help to guide the paper (non-dominant hand)                                   | Upwards, downwards, sideways, hold still, rest your hand, hands together/apart, up and down    | Promote activities to strengthen bilateral coordination e.g., lacing cards, holding a stencil with one hand and drawing with another, hand clapping games                   |
| <b>Cuts straight line</b> (within ½ inch from the drawn line, improving in accuracy)                               | Straight, across, forward, open and shut, move, together/apart, follow the line, close to      | Use a piece of paper that is up to 6 inches long  |
| <b>Cuts curved line</b> (a ¼ inch curved line, within ¼ inch from the line drawn)                                  | Closer, on the line, next to the line, circle, curve, around, round, wobbly, wavy              |   |
| <b>Cuts circle shape</b> (a circle of 6 inch in diameter, within ½ from the drawn line, improving to about ¼ inch) | Circle, oval, round, curved, wavy<br>Move, twist, turn, pivot<br>Small snips, at the same time |   |
| <b>Cuts square shape</b>   | Stop/start, turn, point, corner, pointed, cross,   |   |
| <b>Cuts complex shapes</b> , such as figures.  | Close to the line, on the line, outline, follow the line, background,                          |   |

#### WRITING PROGRESSION – Pencil Grip

| Age guide | Stage of development | Description   |
|-----------|----------------------|---|
| 1-2 years | Fisted grip          |  <p>Pencil is held in the palm.<br/>All fingers and thumb are used.<br/>Movement is from the shoulder; the arm and the hand move as a unit.<br/>Light scribbles are produced with this pencil grip.</p>  |
| 2-3 years | Digital Pronate Grip |  <p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page.<br/>Movement comes mostly from the elbow and the shoulder is now stabilized.<br/>Horizontal lines, vertical lines and circular lines are able to be copied.</p> |

|           |  |  |
|-----------|--|--|
| 3-4 years | 4 finger grip<br>(high hold)   |   <p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.</p> <p>Movement occurs from the wrist; the hand and fingers move as a whole unit.</p> <p>Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>     |
| 4-6 years | Hooked Wrist<br>Extended Wrist<br>Cross Thumb<br>Thumb Tuck  |    |
|           | *Joint of index finger and thumb in flexed position.<br>*Joint of index finger in hyper extended position.<br>*Thumb in hyper extended position. |    |
|           | Thumb, middle finger and index finger work as one unit.  |   <p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit.</p> <p>Movement is usually from the wrist with this static grasp.</p> <p>A static quadropod grip has a fourth finger involved.</p> <p>Triangles, circles and squares can be copied with this grip.</p> |
| 6-7 years | Dynamic tripod grip  |  <p>Pencil is held in a stable position between the thumb, index and middle finger.</p> <p>The ring and little fingers are bent and rest comfortably on the table.</p> <p>The index finger and thumb form an open space.</p> <p>Movement comes from the fingertips.</p> <p>This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>     |

## WRITING PROGRESSION – Stages of writing

| Pre-Phonemic Stage  |   |   |   |  |   |   |
|---|---|---|---|--|---|---|
| Pictures  | Random Scribbling   | Scribble writing  | Symbols that represent letters  | Random letters   | Letter Strings  | Letter groups   |
|    |    |    |    |    |    |    |
| Picture tells a story to convey message   | Starting point at any point of paper  | Progression is from left to right   | Mock letters or symbols   |  | Letter strings move from L to R and move down the page                                | Separated by spaces to resemble different words                                       |
| Early Phonemic Stage  |   | Letter name stage   |   | Transitional Stage   |   |   |
| Environmenta<br>l print   | Beginning sounds<br>Random and initial consonant<br>s                               | Initial and final sounds appear   | Vowel sounds appear<br>Evidence of tricky words                                     | All syllables represented  | Inventive spelling  | Multiple related sentences with many words spelled correctly                          |
|  |  |  |  |  |  |  |
| Awareness of print, copied from surroundings  | Beginning and ending letters are used to represent words                            |   | Medial sound may initially be written as a consonant. Vowels begin to appear.       | A child hears beginning, middle and end sounds.                                      | Whole sentence writing develops.  |   |

## PROGRESSION IN PLAY & COMMON PLAY BEHAVIOURS

Progression in play reflects the observation and assessment of children's knowledge, skills, and attitudes to provide developmentally appropriate experiences. Children come to school as skilled learners. Through our observations, assessment, and professional judgement we gain valuable insights into how each one learns best. This information informs our planning to meet the needs of each individual child. Progression in play comes about because of a real understanding of the interests, needs and experiences of the child.

The following information ensures challenge for all learners when engaged in play and to support staff in the changing of resources through the year. The resources to facilitate the skills are not defined to a particular level of skill but provide ideas of how to layer resources up into Continuous Provision as the children's skills develop in each area.

### **SMALL WORLD PLAY**

| Behaviour                | Imitates & represents objects as another  | Represents an environment  | Creates narrative around play  | Recalls past events  | Resources to facilitate play  |
|--------------------------|---|--|--|--|---|
| Extended/higher skill    | Represents a range of resources as chosen objects. Able to find a resource for a given purpose to fit in with their narrative.              | Create an environment that they have imagined. Design and imagine their own story setting. | Uses language and story features to create a narrative of their own.             | Able to intertwine their own experiences with the experiences of others. Create shared narratives. | Open ended resources (cones, rocks, pebbles, buttons, lollipop sticks, materials, foliage)  |
| Developing skill         | Represent objects as different objects. Explain what they are. Talks expressively about the object they have represented as something else. | Represent/create environments from stories.  | Uses some story language in their play.  | Articulates thoughts and feelings through narratives.  | Mini me characters (to represent whomever they want them to be), bricks or other construction material, bridges, fabric, artificial grass   |
| Emerging/low level skill | Imitates sounds (vehicles and animals). Represents objects as what they are.  | Represents an environment that they are familiar with.                                     | Explains their actions in small world play (e.g., pretending the man is walking) | Rein acts their experiences.   | Specific resources (fire engines, car parks, dolls house, castles etc), vehicles (trains and cars), animals (farm, safari, dinosaurs, sea), people (Duplo, plastic, wooden figures) |

### **CONSTRUCTION PLAY**

| Behaviour             | Creates a structure  | Special awareness   | Constructs with a purpose in mind   | Resources to facilitate play   |
|-----------------------|--|---|---|--|
| Extended/higher skill | Combines resources to create a structure. Builds more elaborate structures. Includes systems (pathways, roads, bridges etc) and adds detail to structure. Ensures model is stable. | Build a house/model with different rooms or different parts. Uses smaller blocks/construction tools to create intricate structures. | Change, adapt and modify model to serve a purpose. Combine construction resources to create models. Creates a design before they construct. | Small blocks, Meccano, Nuts and bolts, Handles, Wheels and axels, Knex, elastic bands, masking tape, Squared paper/design sheets |



|                          |  |   |   |  |
|--------------------------|--|---|---|--|
| Developing skill         | Uses resources to construct buildings. Positions resources both vertically and horizontally. | Connects buildings and structures (e.g., puts a road between buildings). Select the appropriately sized blocks/resources for their chosen purpose. Select the appropriately sized resources for their workspace. Understands safety elements (e.g., if tower is taller than themselves it might hurt them if it falls). | Knows what they want to build when they begin to construct. Plans what they will use.             | Lego, mobile, small blocks, large blocks, coloured blocks, outdoor blocks, paper |
| Emerging/low level skill | Uses resources to build towers. Builds vertical models.                                      | Constructs in a large space with large blocks. Constructs in a small space with small blocks.   | Has an idea about what they will build before they begin. Selects resources they need as they go. | Duplo, stickle bricks, mobile, small blocks, large blocks                        |

## ROLE PLAY

| Behaviour                | Express emotions and feelings  | Acts in role  | Creates narrative around play   | Recalls past events  | Resources to facilitate play   |
|--------------------------|--|---|---|--|--|
| Extended/higher skill    | Expresses a range of emotions through roleplay. Responds to scenarios in role play with empathy.                                 | Plays as different roles. Uses different voices and expressions. Takes on a range of roles confidently.   | Uses story language and story features to create a narrative of their own. Creates shared narratives.                   | Able to intertwine their own experiences with the experiences of others. | Material, scarves, cloaks, hats, ties, bags, purses, jewellery, pillowcases, or material to create own outfits, safety pins, string, pegs.                 |
| Developing skill         | Expresses some emotions through role play. Shows an awareness of the feelings of other 'characters' feelings in joint role play. | Dresses in different outfits to become different characters. Uses props to develop their chosen character role. Acts out both familiar and imaginative scenarios. | Uses some story language in their play – familiar lines from stories. Describes what they are doing in their role play. | Articulates thoughts and feelings through narrative.                     | Cash till and coins, selection of play food, household objects, role play outfits, babies, and baby clothes, begin to introduce more open-ended resources. |
| Emerging/low level skill | Laughs and smiles in role. Pretends to cry in role.  | Plays in role as themselves in situations that are within their experience. Acts out common scenarios.  | Talks about and explains their actions in role play.  | Rein acts their experiences through narrative.                           | Selection of play foods, household objects (pots, bowls, plates, dustpan and brush, iron etc), role play outfits (hi vis jackets, police/nurse etc)        |

## MALLEABLE PLAY

| Behaviour                | Rolling   | Moulding  | Cutting   | Shaping  | Resources to facilitate play  |
|--------------------------|---|---|---|--|---|
| Extended/higher skill    | Uses rolling pin to roll dough/clay flat with pressure. Ensures they have rolled dough to desired size and shape. | Chooses tools to create a desired shape, size and texture.                        | Uses cutting tools to create a desired shape. Uses cutting tools to cut away any excess dough/clay. | Uses tools to add detail. Creates more intricate shapes. Able to use tools to manipulate dough/clay to add detail. | Modelling clay, clay tools, clay boards, water – to be used to shape and mould clay, lollipop sticks, matchsticks, rolling pins without handles |
| Developing skill         | Uses rolling pin to flatten dough/ plasticine with some necessary pressure.                                       | Explores the way tools create different textures.                                 | Uses cutters to cut out shapes in dough/ plasticine. Uses tools to cut away excess dough.           | Smooths dough with hands/fingers to shape it. Roll's dough in hands to shape it.                                   | Extruders with patterned ends, plastic knives, metal trays and tins in different sizes, introduce tougher materials like plasticine             |
| Emerging/low level skill | Uses rolling pin to roll dough. May need to stand to roll dough.  | Uses hands to flatten dough. Uses hands to squash, bend, twist and stretch dough. | Tears dough with fingers. Splits up dough using hands.  | Squashes dough with hands and fingers to shape it.   | Play dough, muffin tins, metal trays, cookie cutters, rolling pins with side handles, dough stampers, bowls                                     |

## JUNK MODELLING

| Behaviour             | Cutting   | Fixing & joining  | Stick & collage   | Resources to facilitate play   |
|-----------------------|---|---|---|--|
| Extended/higher skill | Uses scissors with increased control to cut out a desired shape. Uses scissors to cut thicker materials such as card. | Plans how they will fasten things together. Checks that fastening is secure. Selects media to achieve desired effect. Experiments with complex folds such as fans, boats. Experiments with hinges and brackets. | Make decisions about what they will use to stick – which will be most effective way to stick? Controls glue spatula to spread glue. Makes decisions about what the correct amount of tape/glue to use is. | Scissors, hole punch, cello tape, masking tape, stapler, paper clips, treasury tags, split pins, glue sticks, PVA glue, range of card and paper, lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons, glue gun (with support) |
| Developing skill      | Some control over scissors to cut materials. Holds scissors correctly.  | Fastens paper and card together with success. Beginning to explore techniques to join thicker materials.  | Able to use glue/tape to fasten thicker materials together. Sticks carefully selected items together to achieve desired purpose. Uses sticking resources to explore creating different textures.          | Scissors, cello tape, masking tape, large and small boxes, thick and thin card, paper, tissue paper, crepe paper, bottles, tubes, PVA glue, glue sticks, lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons                  |

|                          |   |  |   |   |
|--------------------------|---|--|---|---|
| Emerging/low level skill | Uses scissors with two hands to cut a piece of paper.<br>Tears materials to make them the desired size and shape.<br>Begins to make snips in paper. | Explores fastening resources together using available resources. | Uses glue to attempt to stick but may not be secure.<br>Able to use glue to fasten paper/thin resources together.<br>Sticks objects randomly onto paper/card. | Masking tape, glue sticks, pegs, card, paper, tissue paper, crepe paper, boxes, tubes, lollipop sticks, match sticks, pom poms, feathers. |
|--------------------------|---|--|---|---|

## PAINTING

| Behaviour                | Mixing   | Printing  | Mark Making/Painting  | Resources to facilitate play   |
|--------------------------|--|---|---|--|
| Extended/higher skill    | Experiments with different tones and shades.<br>Makes choices about what colours they will mix.<br>Mixes an intended colour for an intended purpose. | Prints to create patterns and pictures.<br>Prints with a range of colours.<br>Carefully plans where they will print and what they will print. | Express their thoughts and ideas with paint.<br>Observes objects on display when painting and responding with paint.<br>Uses a range of movements and brush strokes to paint. | Mixing cards, paint sample cards, different sized paint brushes, range of paper, choice of working horizontally or vertically, artwork examples from artists, natural resources for printing (leaves, sticks, stones), man-made objects for printing (marbles, toy cars) |
| Developing skill         | Uses primary colours to mix secondary colours.<br>Explores the properties of colours as they mix.<br>Mixes colour for a desired purpose.             | Paints onto chosen printing tool before printing.<br>Takes time when printing.  | Uses horizontal and vertical brush strokes to paint.<br>Paints a desired picture.<br>Gives meaning to the marks that they make.   | Different sized paint brushes, powder paint, poster paint, mixing cards, water, palettes, range of paper, sponges, fruit and vegetables to print with  |
| Emerging/low level skill | Experiments with colour mixing but with no intention to mix a certain colour.  | Explores printing with different objects.<br>Prints randomly on paper.<br>Puts printing tool into paint and then prints on paper.             | Covers the paper in paint.<br>Paints in random directions.  | Paint brushes, poster paint, water, palettes, big paper, rollers, paint pens, paint dabbers  |

## SAND

| Behaviour             | Dig  | Mould   | Sieve  | Bury/Enclose  | Resources to facilitate play   |
|-----------------------|--|---|--|---|--|
| Extended/higher skill | Selects the most appropriate scoop, spade, or tool for digging.<br>Digs with control.<br>Digs for a desired purpose. | Uses a range of containers/moulds to create intricate sand creations.<br>Uses spades, scoops, buckets to make sand into desired shapes. | Sieves sand for a desired effect.<br>Sieves sand for a desired purpose.<br>Sieves sand to filter out larger objects. | Buries and covers up resources.<br>Pats sand down to cover up resources.<br>Uses tools to bury objects. | Potato mashers, colanders, kitchen utensils, different sized containers, sieves with small holes and large holes |

|                          |   |   |  |  |  |
|--------------------------|---|---|--|--|--|
| Developing skill         | Scoops sand up using a scoop or spade.<br>Moves sand from A to B using a spade.<br>Loses little sand off the spade.<br>Able to dig a hole or space in sand. | Free play with hands – makes shapes, heaps, and tunnels.<br>Fills moulds and shapes and turns over to make shape.<br>Recognises that damp sand holds shape. | Recognises that dry sand falls freely through their fingers or a sieve.                | Free play with hands.<br>Uses hands to cover up objects. | Ice cube moulds, irregular shaped moulds, different sized buckets, and containers, short - handled scoops and spades |
| Emerging/low level skill | Explores moving sand using spade or scoops.<br>Digs using hands.<br>Lifts sand in hands and places back down.   | Makes impressions using hands, fingers, knees, arms.<br>Fills containers/buckets with sand.<br>Pats down sand to make it smooth.                            | Sifts sand through fingers.<br>Explores and observes the way sand moves through sieve. | Covers their hands and fingers in the sand.              | Different shaped moulds, buckets, spades, scoops with long and short handles, sieves                                 |

## WATER

| Behaviour                | Pouring  | Filling   | Transporting   | Mixing   | Resources to facilitate play   |
|--------------------------|--|---|--|--|--|
| Extended/higher skill    | Pours an amount of water into a chosen container.<br>Pours with increased accuracy with less spilling.             | Fills a container to the intended point of fill.<br>Starting to read scales when filling. | Spills little or no water when transporting.<br>Does not fill the container to the top – shows and awareness of how much they can carry without spilling.<br>Plans and uses the most effective ways to transport water to avoid spillages. | Understands what will happen to water when they mix it.<br>Loses little or no water when mixing.                           | Spoons with slots and holes, measuring spoons, different sized spoons, jugs with spouts, jugs with handles, piping nozzles, pipettes, basters                            |
| Developing skill         | Pours slowly into an intended place (e.g., back into the tray or in another container as not to lose any).         | Fills containers with increasing control.<br>Fills containers with a desired amount.      | Carefully carries water from A to B but spills a little.<br>Explores using a range of resources and techniques to transfer water, for example pipettes.  | Mixes slowly as not to spill.<br>Increased control when mixing.<br>Mixes with a goal in mind, for example to make potions. | Different sized containers, pots and pans, one handled containers, colanders, kitchen utensils, natural materials, funnels, some transparent containers, whisks, sponges |
| Emerging/low level skill | Tips to pour quickly.<br>Drops objects into the water.<br>Observes as they pour water from container to container. | Fills containers until they overflow.<br>Randomly fills different containers.             | Carries water from A to B but spills large amounts of water along the way.<br>Explores the way water moves and is transported.   | Explores the way water moves as they mix and stir it.<br>Spills some water when mixing.                                    | Different sized beakers and containers, two handled containers, irregular shaped containers, buckets, water wheels   |

|  |                               |  |  |  |  |
|--|-------------------------------|--|--|--|--|
|  | Observes the way water moves. |  | Tries to catch water as it is transported. |  |  |
|--|-------------------------------|--|--|--|--|

## MUD KITCHEN

| Behaviour                | Concoct/Imagine   | Problem solves  | Actions   | Purpose   | Resources to facilitate play  |
|--------------------------|---|---|---|---|---|
| Extended/higher skill    | Expands variety of concoctions including magical/fantasy themes, for example magical drinks, potions, lotions, and medicines. | Uses new equipment in a variety of scenarios. Will talk to peers and work together to solve problems.                                   | Sharing out<br>Serving<br>Ladling<br>Whisking<br>Moulding<br>Crushing<br>Mashing<br>Measuring<br>Boiling<br>Sieving | Can follow a recipe that uses simple language and words with phonic knowledge. Works through all stages of process of making something – combining ingredients, cooking, and serving. | Recipes, ladles, whisks, moulds, pestle and mortar, masher, measuring cups/spoons, measuring jugs/scales, sieve               |
| Developing skill         | Adds imagination to what they create, for example worm pie, slime cake, eyeball soup.   | Uses trial and error multiple times to effectively use a new piece of equipment. Will observe peers and learn from what they are doing. | Scooping<br>Stirring<br>Mixing<br>Transferring<br>Patting/smoothing<br>Adding<br>Picking<br>Chop                    | Can follow a recipe that uses pictorial representations. Has an end goal in mind and can talk about ingredients and actions needed to reach goal.                                     | Recipes (pictorial), scoops, wooden spoons, bowls, metal spoons, plastic spoons, plastic knives, herbs, vegetables, and fruit |
| Emerging/low level skill | Create familiar everyday meals, for example pies, cakes, and soup.  | Explores how new resources work and incorporates them into play. Asks for help with new equipment.                                      | Splatting<br>Splashing<br>Filling<br>Pouring  | With support can talk about what they are making and name ingredients that they are using. Explores combining resources.  | Mud, saucepans, bowls, big spoons, water  |

## WRITING

| Behaviour             | Marks  | Meaning  | Pencil Grip  | Purpose   | Resources to facilitate play   |
|-----------------------|--|--|--|---|--|
| Extended/higher skill | Becomes aware of letter/sound connections. Writes recognisable letters, words, phrases.                              | Can read back writing to an adult. Uses phonic knowledge to support with spelling. Beginning to understand use of punctuation. | Modified tripod grip or tripod grip. Dominant hand is developed. | Experiments with different forms of writing. Able to talk about the purpose of writing.   | Letter sound mats, key words, variety of templates, notebooks                |
| Developing skill      | Understands that writing and drawing are different. Is aware of directionality. Name and write recognisable letters. | Is aware that print has meaning. Gives meaning to own marks.   | Digital grip.  | Write words that are familiar to them and their name. Understands different forms and writing and mark makes to imitate this form of writing, for | Name cards, whiteboards and pens, pencils, crayons, chalks, variety of paper |

|                          |   |  |                             |                                       |   |
|--------------------------|---|--|-----------------------------|---------------------------------------|---|
|                          |   |  |                             | example shopping lists.               |   |
| Emerging/low level skill | Controls scribbles. Draws circles, lines, and other patterns. | Marks do not communicate meaning. Does not always look at paper when making marks. | Palmer or whole hand grasp. | Exploring how to make marks on paper. | Chunky pencils and pens, pencil control patterns. |

## FINGER GYM ACTIVITIES

| Behaviour                | Posting (hand-eye co-ordination)  | Squeezing   | Threading   | Resources to facilitate play  |
|--------------------------|---|---|---|---|
| Extended/higher skill    | Small pegs onto peg boards.<br>Small matchsticks into small holes.<br>Balancing marbles on golf tees.                     | Tweezers to pick up small objects.<br>Tongs to pick up small objects.<br>Feed the tennis ball mouths.                     | Threading smaller beads onto string or onto pasta stuck in dough.<br>Threading beads onto pipe cleaners to make bracelets.<br>Weaving ribbon.<br>Hanging objects onto trees/twigs.<br>Threading nuts and bolts. | Pegs, pegboards, marbles, golf tees, tweezers, tongs, beads, pasta, ribbon, nuts and bolts        |
| Developing skill         | Large pegs on pegboards.<br>Scoops or spoons to put objects into containers.<br>Balancing small balls on golf tees.       | Pipettes to squeeze out one drop of liquid.<br>Sponges to squeeze out water.<br>Pegs onto cupboard, fencing, washing line | Threading pasta onto string.<br>Threading pipe cleaners into colanders, plant pots, air flow balls.<br>Thread cut up straws onto pipe cleaners.<br>Threading leaves onto sticks.                                | Large pegs, scoops and spoons, small balls, pipettes, sponges, pegs, pasta, pipe cleaners, straws |
| Emerging/low level skill | Putting coins or cards in a container with a slit (money box or post box).<br>Use of hands to post items into containers. | Popping bubble wrap.<br>Moulding dough into different shapes.<br>Washing up liquid bottles to empty liquid out.           | Threading chunky beads onto pipe cleaners.<br>Threading tubing (cut up toilet roll/kitchen roll) onto string.   | Coins, posting boxes, money boxes, bubble wrap, dough, chunky beads, pipe cleaners                |

## MATHS

| Behaviour             | Number  | Shape/Pattern  | Measures  | Resources to facilitate play  |
|-----------------------|---|--|---|---|
| Extended/higher skill | Move or touch objects to count them.<br>Count objects that cannot be seen e.g., claps or sounds.<br>Give a specified number from a larger group.<br>Subitise when in an irregular pattern.<br>Recognise numerals to 10. | Intentionally select a shape for a purpose e.g., a cylinder because it rolls.<br>Talk about the properties of 2D and 3D shapes.<br>Can identify a variety of 2D and 3D shapes.<br>Makes shape pictures without a template.<br>Spots an error in a pattern and corrects it. | Can use balance scales to determine which is heavier or lighter.<br>Beginning to measure items using non-standard units (cups, paperclips, handprints).<br>Can order 3 objects by size. | Counting objects, 2D shapes, 3D shapes, balance scales, rulers, measuring cylinders/jugs, subitising images, plastic numerals, dice, different number representations |

|                          |  |   |  |   |
|--------------------------|--|---|--|---|
| Developing skill         | Say one number name for each object.<br>Give someone a specified number of objects.<br>Subitise when in a regular pattern e.g., on a dice.<br>Recognise numerals to 5.<br>Recognises different number representations. | Can spot real life shapes in the environment that match shapes within their play.<br>Can name basic 2D shapes (square, circle, rectangle, triangle).<br>Comments on shapes of objects during play.<br>Makes shape pictures with a template.<br>Creates an ABABAB pattern. | Explore balance scales, rulers, measuring tapes, measuring cylinders within play.<br>Can use full and empty to describe capacity.<br>Can use small/big, short/tall to describe size.<br>Can use long and short to describe length. | Counting objects, 2D shapes, 3D shapes, balance scales, rulers, measuring cylinders/jugs, subitising images, plastic numerals, dice, different number representations |
| Emerging/low level skill | Say number names to count objects, not necessarily in the right order.<br>Can use number language within play.<br>Beginning to recognise some numerals.<br>Represent numbers on fingers.                               | Select and rotate shapes to fit a given space.<br>Explore/play with shapes to build towers and make pictures.<br>Can find two shapes that are the same.<br>Continue a pattern that has been started.  | Direct comparison of 2 objects.<br>Use of some language within play.   | Counting objects, 2D shapes, 3D shapes, balance scales, rulers, measuring cylinders/jugs, subitising images, plastic numerals, dice, different number representations |

---

NB. This document is a working document that all adults working within Reception year group will contribute to. It will be shared with our main feeder setting to enable them to see the expectations for our learners during their time with us in the final stage of the EYFS and to support them with their own curriculum guidance.