

**School vision** Our vision is for every child within the Hawridge & Cholesbury family to grow, flourish, 'have life and....have it more abundantly' (John 10:10 KLV); to be fascinated, rounded, eager to make a difference, spiritual and have high aspirations through Jesus' teaching and our curriculum. We live our vision through our natural setting and our school values:

**Respect Teamwork Responsibility  
Understanding Peace Honesty**



HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

A successful start to school life starts young children on their way for a future of lifelong learning.

Our aim is to inspire our youngest children to be Fascinated, Rounded, Eager to make a difference, Spiritual and Hold high aspirations for themselves in a nurturing environment.

Our **Hawridge & Cholesbury** curriculum provides opportunities for our children to be;

**F**ascinated ([Playing and Exploring](#))  
**R**ounded ([Creating and Thinking Critically](#))  
**E**ager to make a difference  
**S**piritual  
**H**old high aspirations  
 Learning through nature  
 Active learning ([Active Learning](#))

## Our 10 Curricular Goals in EYFS

<b>Settle in</b> PSED	Settle in and become a confident learner
<b>Retell</b> CL, L	Retell a favourite story in my own words
<b>Solve</b> PSED, CL	Solve a problem using my words
<b>Build</b> PD	Build a den in Forest School
<b>Ride</b> PD	Ride a pedal bike* around one lap of the playground *with or without stabilisers
<b>Read</b> L	Read my reading book to a younger child
<b>Write</b> L	Write a simple character description using 'feeling words' (The Write Stuff)
<b>Make</b> M	Make and retell a number story
<b>Grow</b> UW	Grow a plant from seed and explain how it grows
<b>Create</b> EAD	Create a piece of artwork inspired by Matisse

## Our EYFS curriculum overview

### Curriculum Design

The EYFS curriculum design outlined below provides starting points that we know many young children are interested in, for mastering the knowledge, understanding, skills and attitudes they need to meet our curricular goals. Themes are flexible and may naturally lead on to other areas of individualised interest. Pupils will be allowed time and support to investigate and develop their own ideas and interests in child initiated learning.

<p style="text-align: center;"><b>Autumn I Can Grow</b></p>  <p style="text-align: center;">(being me, our families, harvest, celebrations, festivals, Christmas)</p>	<p style="text-align: center;"><b>Spring Fly High and Explore</b></p>  <p style="text-align: center;">(dreams and goals, light and dark, space, seasonal changes, Easter)</p>	<p style="text-align: center;"><b>Summer Out and About</b></p>  <p style="text-align: center;">(positive relationships, positive change, homes and habitats, buildings, transport, beliefs of creation)</p>
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### Challenge For All

Learning environments and adult interactions provide challenge suited to the individuals. We increase adult led challenges within Reception throughout the year. We will ensure the core knowledge and vocabulary in our curriculum is covered during the year. It is at the discretion of the teachers as to how long is spent learning about each theme. Some themes will naturally take longer to explore than others and the interest and engagement pupils sustain will also be taken into account.

### Progressive small steps to achieving our curricular goals

We have reviewed the Early Years Foundation Stage Framework and compiled progressive small steps that we aspire for all of our children to reach. This includes the vocabulary we intend for the pupils to acquire.

A culmination of the above will lead to success for our children in fulfilling the vision of Hawridge & Cholesbury C of E School, living by our school values, and in achieving our curricular goals and the statutory Early Learning Goals.



HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

### An Overview of Personal, Social and Emotional Development:

Children’s personal, social and emotional development (PSED) is crucial for children to lead **healthy and happy lives**, and is fundamental to their **cognitive development**. Underpinning their personal development are the **important attachments** that shape their social world. **Strong, warm and supportive relationships** with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary**. Through adult modelling and guidance, they will learn how to **look after their bodies**, including **healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to **make good friendships, co-operate** and **resolve conflicts** peaceably. These attributes will provide a secure platform from which children can **achieve at school and in later life**.

	<b>EYFS Autumn Baseline</b>	<b>End of Autumn Term</b>	<b>End of Spring Term</b>	<b>End of Summer Term(ELG)</b>
Self - Regulation	<p>Select and use activities and resources, with help when needed.</p> <p>Increasingly following rules and understanding why they are important</p> <p>Talk about their feelings using words like ‘happy, sad, angry, worried’</p>	<p>Describe themselves in positive terms, talking about their own abilities.</p> <p>Beginning to express their feeling and consider the feelings of others.</p> <p>Showing enthusiasm and excitement when anticipating and engaging in certain activities.</p>	<p>See themselves as a valuable individual</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Vocabulary	Instruction, attention, strengths, qualities, concentrate, patience			

<p>Managing Self</p>	<p>Show more confidence in new social situations</p> <p>Find solutions to conflicts and accept the needs of others; turn-taking &amp; sharing (sometimes with support)</p> <p>Remember some rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Understanding gradually how others might be feeling.</p>	<p>Talk with others to solve conflicts</p> <p>Understanding and accepting the needs of others</p> <p>Beginning to show resilience to persevere in an activity even if it is challenging.</p> <p>Showing confidence in asking adults for help.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own personal hygiene needs.</p> <p>Show more confidence in talking in front of a group.</p> <p>Know and talk about different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- Physical activity</li> <li>- Healthy eating</li> <li>- Tooth brushing</li> <li>- Sensible amounts of screen time</li> <li>- Good sleep</li> <li>- Road safety</li> </ul>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>Vocabulary</p>	<p>rules, confident, challenge, strengths, perseverance, hygiene, healthy, unhealthy, feelings, independent, aspirational</p>			
<p>Building Relationships</p>	<p>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting.</p> <p>Play with one or more other children,</p>	<p>Initiating conversations.</p> <p>Learning to listen to one another and showing respect when doing so.</p> <p>Initiating conversation with peers and adults.</p>	<p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Take steps to resolve conflicts with others and attempt to find a compromise.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>

	extending and elaborating play ideas.			
Vocabulary	Problems, cooperative, sensitive, thoughtful, relationship, confidence, respect			

<b>Opportunities to support Personal, Social and Emotional Development in the Early Years at Hawridge &amp; Cholesbury C of E Primary School</b>	
	<ul style="list-style-type: none"> <li>➤Smooth transitions from home to school – Nursery visits, Stay &amp; Play sessions (with and without parents), Transition Day, meeting with new parents, transition booklets for children with additional needs</li> <li>➤Plentiful child-initiated learning (CIL) opportunities for pupils to play alongside others and cooperative games with familiar adults and peers.</li> <li>➤Whole class discussion times.</li> <li>➤Creation of zones designed to encourage social interactions e.g. – Role play areas / construction areas / stage / dens.</li> <li>➤Provision and scaffolding of interactive games e.g. – ball games, ‘snap’, board games.</li> <li>➤Collaborative group activities e.g. – parachute games.</li> <li>➤Self-regulation interactive displays, vocabulary, Reflection corner</li> <li>➤Home corner / Role play area reflective of home culture AND different cultures, inclusive of all backgrounds.</li> <li>➤Provision of books, puppets, dolls and small world resources to enable pupils to explore and act out social scenarios.</li> <li>➤Literature, social stories and picture prompts about friends, friendship and understanding differing feelings and emotions.</li> <li>➤Setting of clear rules and behavioural expectations – Consistency demonstrated with house point rewards and sanctions.</li> <li>➤Opportunities to work in a range of small groups with different peers.</li> <li>➤Pupils encouraged to make their own choices regarding activities in CIL.</li> <li>➤Pupil Voice’ in planning for learning and in wider monitoring – Pupils to articulate how they felt about activities and what they were good at.</li> <li>➤Activities varied regularly to ensure pupils have new experiences.</li> <li>➤Pupils are provided with plentiful time to fully engage in activities and explore their personal interests.</li> <li>➤Wow Moments’ shared and celebrated with peers and parents.</li> <li>➤Parental involvement in stay and plays to join up thinking. These also include Mystery reader on a Friday, Maths and Phonics workshops which are to include the children</li> <li>➤Enrichment activities planned to support personal, social and emotional skills e.g.- forest school, local walks, dental nurse, firefighter, police visits, posting letters to Father Christmas.</li> <li>➤Participate in ‘Safer internet’ activities.</li> </ul>



HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

### An Overview of Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary** added; practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to **use and embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

	EYFS Autumn Baseline	End of Autumn Term	End of Spring Term	End of Summer Term(ELG)
Listening, attention and understanding	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Listening and following directions and looking at someone when they are speaking.</p> <p>Following stories read to them and talk about the pictures in the book.</p>	<p>Understand how to listen carefully.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Understand why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</p>

			develop a deep familiarity with new knowledge and vocabulary.	
Vocabulary	Listen, respond, understand, question, answer, retell, discuss, explain, sentence, vocabulary.			
Speaking	<p>Understand a question or instruction that has two parts.</p> <p>Sing some familiar songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>May continue to have problems with irregular tenses and plurals (runned for ran)</p> <p>May have problems saying some sounds – r, j, th, ch, sh</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Learn new vocabulary</p> <p>Understand ‘why’ questions</p> <p>Continue to use new vocabulary when the topic or theme has ended.</p> <p>Retell a simple past event in the correct order.</p> <p>Using talk in pretend play that objects stand for something else in play – e.g. this stick is a guitar.</p>	<p>Learn and use new vocabulary in different contexts.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</p> <p>Develop social phrases</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Vocabulary	Listen, respond, discuss, explain, link ideas, conjunctions, question, answer, sentence, tense, vocabulary.			

### **Opportunities to support Communication and Language in the Early Years at Hawridge & Cholesbury C of E Primary School**

- Sustained shared thinking between practitioner and pupils to support and extend language in all areas of the setting.
- Key vocabulary displayed and modelled by practitioners in all areas of the environment.
- Daily story time and weekly poetry with quality texts.
- Reading books that match phonics levels and appeal to pupils.
- High quality wordless picture books.
- Relevant books placed in all areas of learning.
- Regular parent workshops supporting with prime areas and phonics, reading and maths.
- Reading Records and books home that encourage children to share stories with their parents.
- Weekly library visit
- Food and drink tasting opportunities.
- Exploration of fruit and vegetables, plants and flowers.
- On site and local area nature walks.
- Age-appropriate maps displayed to stimulate curiosity and questioning about the wider world.
- Singing time including weekly singing assembly
- Literacy inputs based round a quality text.
- Helicopter Stories
- Organisation of visits from 'People Who Help Us' in the local community.
- 'Real life' experiences including – Forest school, Farm visit, after school clubs + Lifecycle' experiences (Caterpillar > Butterfly).
- Cooking sessions.
- Role play areas updated regularly and linked to topics to provide children with opportunities to learn new vocabulary and apply vocabulary they have learned



HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

### An Overview of Physical Development

Physical activity is vital in children’s **all-round development**, enabling them to pursue **happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s **strength, coordination** and **positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to **develop their core strength, stability, balance, spatial awareness, co-ordination** and **agility**. Gross motor skills provide the foundation for **developing healthy bodies** and **social and emotional wellbeing**. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. **Repeated and varied opportunities** to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control** and **confidence**.

	EYFS Autumn Baseline	End of Autumn Term	End of Spring Term	End of Summer Term(ELG)
Gross Motor	<p>Develop movement, balancing, riding (scooter, trikes and bikes) and ball skills</p> <p>Go up steps and stairs, or climb up apparatus using alternate feet.</p> <p>Skip hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Revise fundamental skills – rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving.</p> <p>Develop overall body strength, co-ordination, balance and agility</p> <p>Use their core muscle strength to achieve good</p>	<p>Combine different movements with ease and fluency.</p> <p>Confidently use range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop ball skills –</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly able to use and remember patterns of movements which are related to music and rhythm.</p> <p>Match physical skills to tasks. (crawl, walk, run)</p> <p>Choose the right resources to carry out a plan (choosing a spade to dig)</p> <p>Collaborate with others to move a plank safely</p>	<p>posture when sitting at a table or floor.</p> <p>Experiment with different types of movements.</p> <p>Jumping off objects safely and carefully.</p> <p>Negotiating space carefully.</p>	<p>throwing, catching, kicking, passing, batting, aiming.</p> <p>Confidence, competence, precision and accuracy in activities involving a ball.</p> <p>Show increasing control when throwing, catching and kicking a ball.</p>	
Vocabulary	Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination , cooperate.			
Fine Motor	<p>Use one-handed tools and equipment (snips in paper with scissors)</p> <p>Use a comfortable grip with good control holding pens and pencils.</p> <p>Show preference for a dominant hand</p>	<p>Develop small motor skills so they can use a range of tools competently, safely and confidently (scissors, knives, forks, spoons)</p>	<p>Develop foundations of handwriting style which is fast, accurate and efficient.</p> <p>Draw with increasing complexity and detail.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

	Start attempting to do up zips.			
Vocabulary	Up, down, left, right, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture			

<p><b>Opportunities to support Physical Development in the Early Years at Hawridge &amp; Cholesbury C of E Primary School</b></p> <ul style="list-style-type: none"> <li>➤Daily free flow access to: <ul style="list-style-type: none"> <li>- stimulating outdoor areas in which pupils have space to explore different ways of moving on a large- and small-scale apparatus.</li> <li>- a range of different wheeled vehicles – tricycles, pedal bikes, balance bikes, scooters.</li> <li>- shed with PE equipment such as bats and balls, balance beams, circuit building equipment.</li> </ul> </li> <li>➤Daily ‘Funky Fingers’ sessions (autumn term) focussing on developing pincer grip, pincer movement, hinge joint and wrist and arm rotations.</li> <li>➤Opportunities to handle equipment and tools through food technology, using playdough and cutting when completing crafts</li> <li>➤Practise of using tools for preparing food and feeding self, e.g. spoon, fork, knife.</li> <li>➤Sports day activities</li> <li>➤Weekly Forest School sessions</li> <li>➤Regular dancing / moving to music, e.g.-‘Wake and Shake’ activities.</li> </ul>
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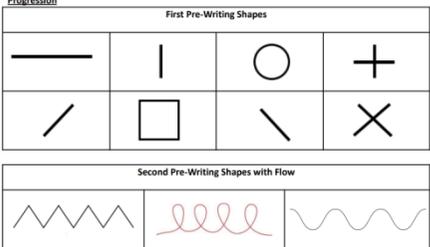


HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

### An Overview of Literacy

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

		EYFS Autumn Baseline	End of Autumn Term	End of Spring Term	End of Summer Term (ELG)
Word Reading  	Rhyming	Develop phonological awareness to spot and suggest rhymes.  Join in with rhymes and stories.	Join in with the rhythm of well known rhymes and songs.	Read 31 sounds including Set 1 special friends; sh, th, ch, qu, ng and nk	Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound blending.
	Print and phonological awareness	Understand 5 key concepts of print – <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- Can have different purposes</li> <li>- In English we read left to right and top to bottom</li> <li>- Names of different parts of a book</li> <li>- Page sequencing</li> </ul> Develop phonological awareness to they can <ul style="list-style-type: none"> <li>- count or clap syllables.</li> <li>- Recognise words with the same initial letter sound</li> </ul>	Recognise own name  Read all 25 Set 1 single-letter sounds  Blend sounds in words orally	Read <b>Red</b> storybooks  Blend sounds into words so that they can read short words made up of known letter-sound correspondences.  Read a few common exception words matched to our RWI phonic programme.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Read 41 sounds (Set 1 and Set 1 special friends and set 2 sounds; ay, ee, igh, ow, oo, oo)  Read <b>Green</b> storybooks.

		such as money and mother.			
Vocabulary	<b>Blending, segmenting, sentences, phrases, letters, formation, posture</b>				
Comprehension	Prediction	Anticipating key events and phrases in rhymes and stories.  Beginning to make suggestions on what might happen next.	Suggest how a story might end.	Make suggestions about what might happen next and explain why.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Retrieval	Beginning to talk about events and characters in books.	Describe main story settings, events and principal characters.	Talk in more detail about events, setting and character in books.	Anticipate (where appropriate) key events in stories.
	Book handling, enjoyment and book talk.	Look at books independently.  Holding a book, turning the pages and indicate an understanding of pictures and print.	Listen to stories with increasing attention and recall.  Telling a story to friends.  Share their favourite stories with peers / adults.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Vocabulary	<b>Characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction</b>				
Writing		Trace and copy early writing shapes:   Write some letters in their name.	Write most letters in their name.  Identify and write initial sounds for known letters in line our RWI phonics programme.  Write simple CVC words with adult support.	Forming most lower case letters correctly.  Spell words by identifying the sounds and then writing the sounds in the correct order.  Writing short phrases (e.g. captions, labels)	Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.
Vocabulary	Lower case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, sentence				

### **Opportunities to support Literacy in the Early Years at Hawridge & Cholesbury C of E Primary School**

- Sustained shared thinking and quality interactions between practitioners and pupils to develop language and vocabulary, a love of books, reading and writing skills.
- Daily story time (Reading for pleasure).
- Reading Records and decodable shared books sent home weekly.
- All pupils utilising high quality wordless picture books.
- Weekly library visit.
- Daily phonics sessions for all EYFS pupils.
- Applicable texts in all areas to support interest and learning.
- Provision of writing opportunities in all areas, both inside and outside.
- Well planned weekly Literacy focused tasks in line with topics and next step learning.
- Topic plans include key vocabulary for children to learn linked to the seven areas of learning.
- Visual resources for children to refer to during focus activities and in child-initiated learning e.g. – Alphabet, Phonics display, Tricky words displayed.
- Provide a 'Print Rich' environment – Plenty of posters, labels, signs, etc.
- Speech and Language Link interventions
- Food dissecting and tasting opportunities.
- Singing time including weekly singing assemblies.
- Literacy input based around quality texts to develop language skills.
- Real life' experiences including – Forest school, off site visits, after school clubs + lifecycle experiences (Caterpillar > Butterfly) which can be enhanced with subject specific vocabulary
- Weekly Mystery Reader and Friday morning Read-In with parents
- Parent workshops to develop parents' ability and confidence in supporting their child at home - phonics, reading – Ensure parents are provided with the correct language to be used when supporting their child's learning for both the letter sounds and letter formation.
- Puppet theatre to provide the children with opportunities to re-enact stories that they know or have learnt about.
- Role play areas updated regularly and linked to topics to give children opportunities to apply new vocabulary they have learnt



HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

### An Overview of Mathematics

Developing a **strong grounding in number** is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently**, develop a **deep understanding of the numbers to 10**, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and **apply this understanding** - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and **vocabulary** from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their **spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children develop **positive attitudes** and interests in mathematics, look for patterns and relationships, **spot connections**, 'have a go', **talk** to adults and peers about what they notice and not be afraid to **make mistakes**.

	EYFS Autumn Baseline	End of Autumn Term	End of Spring Term	End of Summer Term(ELG)
Number	<p>Recite numbers up to 5.</p> <p>Begin to count accurately - Say one number for each item in order to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Show finger numbers to 5.</p>	<p>Begin to subitise (recognise quantities without counting, e.g. amount on a dice)</p> <p>Counting out up to 6 objects from a larger group.</p> <p>Recognising some numerals of personal significance (birthday dates / ages)</p> <p>Explore the composition of numbers to 5 using manipulatives (e.g. Numicon)</p>	<p>Show a number of fingers without counting.</p> <p>Begin to count beyond 10.</p> <p>Count an irregular arrangement of up to 10 objects.</p> <p>Estimate how many they can see and check by counting them.</p> <p>Begin to explore the composition of numbers</p>	<p>Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>Subitise (recognise without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>

			beyond 10 (teen numbers)	
Vocabulary	Number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, number bond, double			
Numerical patterns	<p>Compare quantities using language of 'more than' and 'the same'</p> <p>Begin to extend patterns 'stick, leaf, stick, leaf'</p> <p>Link numerals and amounts to 5.</p>	<p>Extend and create simple patterns.</p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol with its number value.</p> <p>Count beyond 10.</p> <p>Compare numbers within 10.</p>	<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Understand the one more / one less relationship between consecutive numbers.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens, odds, double facts and how quantities can be distributed equally.</p>
Vocabulary	More, less, fewer, even, odd, double, equal, pattern, number bond			
Shape, Space and Measure (Not in ELGs)	<p>Name some simple 2D shapes. Square, circle, rectangle, triangle.</p> <p>Understand position through words alone "the bag is under the table" (no pointing)</p> <p>Describe a familiar route.</p> <p>Make comparisons relating to size and length.</p>	<p>Talk and explore 2D and 3D shapes using informal and mathematical language 'sides, corners, straight, flat, round'</p> <p>Recognise these shapes in the environment.</p> <p>Practically explore capacity.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Name simple 3D shapes. Sphere, cuboid, cube, pyramid</p> <p>Recognise these shapes in the environment.</p> <p>Compare length, weight and capacity.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it just like numbers can.</p>	<p>*There are no ELGS for this section*</p> <p>Use everyday language to talk about size, weight, capacity, position, time and money.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Create and describe a pattern.</p>

Vocabulary	Length, long, short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full, pattern, repeating, 2D, flat, corners sides, straight, curved, 3D, solid, face, edges, vertices
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### **Opportunities to support Mathematics in the Early Years at Hawridge & Cholesbury C of E Primary School**

- Sing counting songs and rhymes – Provide props to aid understanding of number.
- Play games which relate to number bonds, order, addition and subtraction, such as skittles and target games.
- Share stories that relate to addition and subtraction e.g. – The Shopping Basket, Handa’s Surprise,
- Incorporate mathematical components to different areas of the setting e.g. – sand, water and mud kitchen
- Count things that are not objects, such as hops, jumps, clicks or claps.
- Create interactive displays that prompt children to investigate the ‘properties’ / ‘meaning’ of numbers e.g. ‘Two’ – Pair of shoes, wheels on a bicycle, two colours on a string, pair of scissors, letter ‘B’ magnet, a pair of sunglasses etc.
- Use number frames in a range of contexts in the environment – number of children in an area / waiting for a turn
- Talk with children about strategies they are using e.g. to work out a solution to a simple problem by using fingers or counting aloud.
- Provide number labels for children to use in different scenarios e.g. by putting a ‘Numicon’ label on parking spaces and a corresponding number on each vehicle.
- Create opportunities for children to separate objects into unequal groups as well as equal groups.
- Provide role play opportunities / real life experiences which include the handling of money e.g. shop
- Encourage children to record what they have done, e.g. by drawing or tallying.
- Make number lines available for reference and encourage children to use them in their own play.
- Go on ‘number hunts’ and encourage pupils to look for, and identify, numerals in everyday situations / familiar environments e.g. of car number plates or street doors.
- Provide number tracks and basic tens frames available to support with counting and understanding of part/whole models.
- Provide opportunities to support pupils subitise e.g. – playing with dice, dominoes, Numicon.
- Play hiding games with set number of objects in a box, under a cloth, in a tent, in a cave, etc.: “Seven went in the tent and 2 came out. I wonder how many are still in there?”
- Provide pictures that illustrate the use of shapes and patterns from a variety of cultures e.g. Rangoli patterns
- Provide opportunities for children to measure time (e.g. - sand timers), weight (e.g. - balance scales) and length (with standard and non-standard units).
- Vary the volume and capacity equipment in sand, water and other play areas.
- Invite pupils to help measure for a purpose e.g. - finding out which teddy will best fit in a bed.
- Demonstrate language for shape, position and measures in discussions.
- Play ‘descriptive’ games to allow pupils to hear and use properties of shape e.g. ‘Shape Shop’ - “I’m looking for a thick 3D shape with six flat faces. It will slide and stack but will not roll as it does not have any curved faces”.
- Play games involving children positioning themselves, or an object, inside, behind, on top and so on.
- Use stories to talk about position and direction e.g. - Rosie’s Walk, We’re going on a Bear hunt, Lost and Found
- Tell stories that relate to time / seasons / night and day / days of the week etc. e.g.- The Very Hungry Caterpillar, Peace at Last
- Play ‘shape reveal’ games; revealing shapes a little at a time and at different angles, asking children to say what they think the shape is.

- Ask children to give you instructions to get to somewhere / Play 'hidden object' games where pupils to find objects by following instructions.
- Encourage children to use everyday words to describe routes taken and position, e.g. when following pathways / playing on the adventure playground / climbing equipment



HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

### An Overview of Understanding the World

Understanding the world involves guiding children to make sense of their **physical world** and their **community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a **broad selection of stories, nonfiction, rhymes and poems** will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their **familiarity with words** that support understanding across domains. Enriching and **widening children’s vocabulary** will support later reading comprehension.

	<b>EYFS Autumn Baseline</b>	<b>End of Autumn Term</b>	<b>End of Spring Term</b>	<b>End of Summer Term(ELG)</b>
Past and Present	<p>Begin to make sense of their own life story and family history.</p> <p>Begin to have an understanding that different things happen on different days of the week.</p>	<p>Use language of yesterday, earlier, later.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Vocabulary	Yesterday, earlier, later, past, present, change, time, timeline			
People, Culture and	Show an interest in different occupations.	Know that there are different countries in	Understand that some places are special to	Describe their immediate environment using knowledge from observation, discussion, stories, non-

Communities	Continue developing positive attitudes about the differences between people.	the world and talk about differences they have seen or experienced in photos.	members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise similarities and differences between life in this country and life in other countries.	fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this county, drawing on experiences and what has been read to them.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.
Vocabulary	Similar, different, country, world, map, religion, belief, community, celebration, family.			
The Natural World	Use all of their senses to explore natural materials.  Explore how things work.  Begin to understand the need to respect and care for the natural environment and all living things.	Plant seeds and care for growing plants.  Talk about differences between materials and changes they notice.  Draw information from a simple map.	Understand the key features of the life-cycle of a plant and an animal.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments are different to the ones in which they live.  Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them.  Understand some important processes and change in the natural world around them, including the seasons and changing states of matter.
Vocabulary	Similar, different, country, world, earth, senses, touch, taste, sight, hear, smell, nature, habitat, space, planets, sun, stars, seaside, tides, oceans, seas, shadows, light, freeze, melt			

## **Opportunities to support Understanding the World in the Early Years at Hawridge & Cholesbury C of E Primary School**

- Share photographs of children's homes, families, friends, pets or favourite people.
- Use props such as puppets to tell stories about diverse experiences.
- Provide opportunities for children to share experiences and knowledge from different parts of their lives.
- Share a range of non-fiction books which present realistic representations of places around the world.
- Share stories that help children to make sense of different environments e.g. - We're going on a Lion Hunt / Lost and Found.
- Invite children and families with experiences of living in other countries to bring in photographs and objects representative of experiences.
- Display a globe and 'world map'. Highlight family connections and use EYs friendly 'map' books to look at similarities and differences in the world.
- Aid children in developing positive attitudes towards all – Challenge stereotypes through books, displays, visitors etc.
- Have visitors from different parts of the local community, including areas where some children may be very knowledgeable and others less so, e.g. local church or mosque.
- Celebrate and find out about festivals and special occasions as a class including Remembrance Day, Harvest Festival, Christmas, Easter
- Provide role-play areas with a variety of resources reflecting diversity.
- Display photos showing all the people who make up the community and of the setting.
- Share stories that reflect the diversity of children's experiences and backgrounds.
- Parental engagement overview – invite parents in to enrich the curriculum wherever possible; to share cultures, beliefs, traditions, roles in the community etc.
- Provide plenty of opportunities to explore and observe the natural world. Weekly Forest School/outside provision and natural resources to be investigated.
- Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.
- Provide play maps and small world equipment for children to create their own environments.
- Ensure there are opportunities for looking at local maps, aerial view photographs e.g. Google Maps and classroom resources – maps and atlases.
- Plan and implement practical activities that develop skills and knowledge e.g. learning about the characteristics of liquids and solids by involving children in melting ice cubes / exploring how to keep a teddy bear dry, investigating waterproofing.
- Use the local area for exploring both the man-made and natural environment.
- Use 'Curiosity Cubes' to stimulate curiosity and discussion.
- Provide opportunities to record findings by e.g. drawing, writing, making a model or photographing.
- Provide stimuli and resources for children to create simple maps, paintings and models of observations of known and imaginary landscapes.
- Provide enrichment opportunities for pupils to experience a farm, explore options to go fruit picking, to experience animals – e.g. farms, wildlife parks, and to meet 'People Who Help Us'. In addition to observing the life cycle of a butterfly.
- Provide regular opportunities for nature walks and forest school.
- Encourage pupils to look after their environments, e.g.- taking care of the growing areas outdoors, to be considerate when getting rid of rubbish etc
- Provide a range of materials and objects to play with that work in different ways for different purposes e.g.- whisk, torch, pulleys, construction kits.
- Support children to use technologies which support learning e.g.- iPads, internet, IWB



HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

### An Overview of Expressive Arts and Design

The development of children's **artistic** and **cultural awareness** supports their **imagination** and **creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a **wide range of media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	EYFS Autumn Baseline	End of Autumn Term	End of Spring Term	End of Summer Term(ELG)
Creating with materials	<p>Explore different materials freely.</p> <p>Begin to join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings like happiness, sadness and fear.</p>	<p>Draw with increasing complexity and detail.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively,</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

			sharing ideas, resources and skills.	
Vocabulary	Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story			
Being imaginative and expressive	<p>Take part in simple imaginative pretend play, using objects to represent something else.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing familiar rhymes.</p>	<p>Make imaginative 'small worlds' with blocks and construction materials.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing class songs.</p> <p>Play instruments with increasing control.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop story lines in their own play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) move in time with music.</p>
Vocabulary	Retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo			

**Opportunities to support Expressive Arts and Design in the Early Years at Hawridge & Cholesbury C of E Primary School**

- Children to regularly experience live performances.
- Where possible, attend performances from other year groups within school.

- Theatre visits (possibly panto) / visitors
- Provide opportunities to explore art in nature and create art with natural materials, for example – in forest school.
- Draw on a wide range of music / stories from a variety of cultural backgrounds to extend experiences and to reflect a range of cultural heritages.
- Provide a wide range of interesting materials and inspire exploration.
- Provide opportunities for imaginative movement sessions based on children's interests e.g. – moving like different types of animals.
- Provide a place where work in progress can be kept safely e.g. – 'Under Construction' display table.
- Talk with children about professions that require creativity e.g. - Architects, artists, musicians, etc.
- Model and teach skills and techniques associated with tasks children are involved in; for example, show children how to stop paint from dripping from a paintbrush / how to spread glue most efficiently / how to join pieces of a model together most effectively.
- Introduce children to a wide range of music, painting and sculpture.
- Encourage children to express an opinion about 'works of art' giving reasons for their thoughts.
- Support children to think about what they want to make, the processes that may be involved and the materials and resources they might need, e.g. for example use a photograph to remind them what a bridge looks like.
- Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged' 'bumpy' 'soft' and 'hard'.
- Provide resources for mixing colours, joining things together and combining materials.
- Tell stories with actions, puppets and small world items or use story bags.
- Provide props for role play and imaginative play. Update these regularly to reflect current interests.
- Provide stimuli for EAD through use of an imaginary event or set of circumstances, e.g. A character 'writing' a letter to pupils / A scene set up from a familiar tale.
- Ensure there are well resourced, inviting, music areas within the setting.
- Utilise online resources to visually support with singing and dancing.
- Set up 'listening stations' where pupils can experience different genres of music or different instruments or possibly have continuous music playing in the background so that children are listening subliminally to different genres.
- Plan for rhyming activities and poem reading.
- Use visual aids when singing nursery rhymes.



HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

**EYFS key texts & poems**

Autumn I Can Grow 		Spring Fly High and Explore 		Summer Out and About 	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Storytelling and storymaps:</b> The Little Red Hen The Enormous Turnip Hungry Hen</p> <p><b>Information books:</b> Starting school Harvest and Windmills Fruit and Vegetables</p> <p><b>Poetry Basket</b> Triangle Poem: Fruit</p>	<p><b>Storytelling and storymaps:</b> Handa's Surprise Lost and Found Don't Hog the Hedge Leaf Man Stick Man One Snowy Night The Nativity Story</p> <p><b>Information books:</b> Autumn/winter changes and celebrations</p> <p><b>Poetry Basket</b> Triangle Poem: Autumn leaves</p>	<p><b>Storytelling and storymaps:</b> Whatever Next How to Catch a Star Aliens Love Underpants Pigs might fly The First Hippo on the Moon Roaring Rockets Room on the broom Mae Among the Stars</p> <p><b>Information books:</b> Space I Love Space – first facts and pictures Here We Are: Notes for Living on Planet Earth</p> <p><b>Poetry Basket</b> Triangle Poem: Alien</p>	<p><b>Storytelling and storymaps:</b> Owl Babies Wow said the Owl Handa's Noisy Night Emma Janes aeroplane The owl who was afraid of the dark Lazy Ozzie I Love My Mum (Mother's Day)</p> <p><b>Information books:</b> The life cycle of an owl, Light and dark, nocturnal animals</p> <p><b>Poetry Basket</b> Hungry Birdies</p>	<p><b>Storytelling and storymaps:</b> Rosie's Walk The Snail and the Whale Three Little Pigs You Choose The 100 Decker Bus You can't get an Elephant on a Bus</p> <p><b>Information books:</b> Houses, homes, building, transport</p> <p><b>Poetry Basket</b> Triangle Poem: Wolf</p>	<p><b>Storytelling and storymaps:</b> We're Going on a Bear Hunt The Snail Trail The Very Hungry Caterpillar</p> <p><b>Information books:</b> Mini beasts</p> <p><b>Poetry Basket</b> What am I? poems: Transport and Mini-beasts</p>