

Our school vision:

Jesus said, 'Let the little children come to me' Matthew 19:14.

We are all equally important, listened to and loved by God.

We are a Christian school and we value being -encouraging and challenging

- brave and kind

- thankful and thoughtful

Intent Statement

Learning in EYFS at St. Paul's starts with the child; our curriculum changes and develops to reflect the individual needs of the children as they progress through Nursery and/or Reception.

It is our intention that through a balanced approach of child initiated and adult led learning, supported by a well-judged use of planning in the moment and underpinned by sustained, shared thinking in addition to the seven principles of effective practice, the curriculum will adapt to reflect the individual needs of each cohort. Learning takes place in meaningful contexts across the seven areas of learning, supporting all our children to become **active and curious learners** and promoting a lifelong love of learning. We will work in partnership with families to support our children to grow as individuals as well as to support transitions to Nursery, Reception and beyond; enabling children to grow as individuals, develop key skills such as **independence**, resilience as well as their **communication skills**, a sense of **awe and wonder** and a positive attitude to growing their learning. Across EYFS at St. Paul's there will be a strong focus on developing **communication and language skills**. We will build on the language development of children through the promotion of conversations, linking their language skills to growing their skills of listening and responding appropriately to stories and rhymes enabling them to develop a love of reading.

The three Prime areas, Personal, Social, and Emotional development (PSED), Communication and Language (CL), and Physical Development (PD), are core foundations for all Early Years children. The Prime areas strongly influence learning in the Specific areas; Mathematics, Understanding the World, and Expressive Arts and Design, providing progression in crucial shared cultural knowledge, promoting children's engagement as members of the society in which they live. As children progress through the EYFS we will gradually support children to know about and use these Specific areas, either informally as part of daily life or in adult guided and directed learning giving them the tools, skills, and knowledge to support them in their future learning at St. Paul's and beyond.

As our EYFS pupils move on from a period of limited provision and access to wider learning opportunities beyond the school gate we will focus on the need to support them in the Prime areas through the development of healthy practices, approaches to mental health and an increased emphasis on their communication skills and self-regulation as well as other aspects.

Following recent research into the impact of Covid 19 on young children's social interaction development, and their self-regulation we will continue to support them through the development of increased emphasis on their communication skills, self-regulation and executive function, through the introduction of Jigsaw PHSE across the phase.

Progression in Learning and Development Using progression models, we aim to build on the skills and strengths inherent in our children, encouraging them to grow their learning and to develop their skills, understanding and knowledge in an appropriate manner. We acknowledge that developmental steps missed at this early crucial stage are much harder to address later and we place an emphasis on consolidation and deepening development prior to moving on with new next steps in learning.

Progression in EYFS - Communication and Language

ELG: Listening, Attention and Understanding				ELG: Speaking			
Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.				Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			
Educational Programme – Knowledge				Educational Programme – Skills			
New vocabulary fiction non-fiction rhymes poems				Back and forth interactions high quality conversations echoing back new vocabulary story telling role play Other sharing cooperation self-regulation singing gesture predict vocalise discuss			
	Nursery Entry (at 3+)	Nursery (Preschool Year)		Reception			Links to Key Stage 1
Receptive and Spoken language	Listens to other's conversations.	Begin to say how they are feeling.	Continue a conversation with a friend continuing for several turns.	Develop social phrases in response to adult interactions at key times of day.	Ask questions to check or find out more.	Talk about a range of provocations using new vocabulary (provocations linked to child's interests)	Make formal presentations Acquire and use a wide vocabulary Use discussion in order to be able to learn
	Engages in simple role play Develops pretend play.	Initiate a simple conversation with a familiar adult.	Express a point of view when they disagree using words as well as actions.	Begin to understand how to listen.	Talk about why listening is important	Speak confidently in front of a small group.	
	Identifies and name familiar objects.	Use longer sentences of four to six words	Use connections in sentences such as 'or' and 'because'	Listen to and use new vocabulary	Learn new vocabulary linked to their interests and themes in school.	Use well-formed sentences to articulate their own ideas.	
	Using pronouns, plurals and prepositions. (sometimes with support)	Use talk to organise others in their role play.	Use pronouns correctly	Connect ideas together using connectives s	Use sequencing words to talk about something that has happened in the past in sequential order.	Give clear explanations in full sentences.	
	Uses age-appropriate speech sounds.	Use some descriptive language.	Begin to understand some two-part instructions or questions.	Use talk to organise their thinking, giving simple explanations.	Use talk to give c clear explanations.	Describe past events in more detail.	
	Links 5 words together.	Follows instructions with three key words.	Understand 'why' questions.	Understand and respond to 'why' questions			
	Shifts attention when called by name.	Follow instructions with three key words	Use a sentence with four to six words.	Follow a two-part question or instruction.	Use future and past tenses		
Stories, rhymes, poems, songs, Non-fiction texts	Engages in daily story sessions.	Retell parts of a familiar story using props and role play	Listen carefully to longer stories and respond to simple questions.	Listen to longer stories remembering what happens in detail.	Talk about story events	Predict what might happen next in stories and explain why.	Experiences a range of genres
	Points to pictures relating to action words	Sing a repertoire of songs, nursery rhymes and counting rhymes.	Retell a longer story with the support of props.	Take part in conversations about familiar stories.	Listen to and talk about non-fiction books and become familiar with new vocabulary.	Retell a story using own words.	Develop understanding of texts through questioning and discussion
			Talk about what they can see in non-fiction books.	Sequence story events in order using props to support retelling	Continue a rhyme orally and make up own rhymes and songs.	Use story language in different contexts and situations.	

Progression in EYFS – Personal, Social and Emotional Development							
ELG: Self-Regulation Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			ELG: Managing Self Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.			ELG: Building Relationships Children at the expected level of development will Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.	
Educational Programme – Knowledge Ways to stay safe healthy eating online safety sun safety dental health healthy practices					Educational Programme – Skills Positive relationships self-regulation positive sense of self goal setting confidence in abilities, persist and wait direct attention, conflict resolution Other communicate confidently		
	Nursery Entry (at 3+)	Nursery (Preschool Year)		Reception			Links to KS1
Individual feelings	Calms themselves or self-soothes. Expresses a range of emotions confidently.	Talks about their emotions. Explore emotions through role play and stories.	Use props to help represent their emotions.	Name their feelings. Talk about their like and dislikes and how they feel.	Use descriptive language to describe their emotions. Engage in some activities to support good mental health	Explain why they feel the way they do. Engage in activities to support mental health independently as appropriate.	Respectful relationships Importance of self-respect and how this links to own happiness.
Goals	Uses talk and gesture to have their needs met.	Select and choose resources independently.	Select and choose resources to achieve a self-chosen goal.	Set a goal and attempt to achieve it – with varying results.	Talk about how they have grown their learning and evaluate it.	Talk about how they might adapt or change their ideas to achieve the same goal.	
Focus and Attention	Engages with familiar adults and peers. Settles to some activities	Notice differences and similarities. Ask questions about similarities and differences.	Engage in listening games to support focus. Listen to adult when in a small group.	Listen to adults and peers. Attract attention by calling by name and then wait.	Wait patiently. Line up with prompting of appropriate behaviour.	Know expectations for lining up, listening on the carpet etc.	Conventions of curtesy and manners.
Confidence, Independence and Resilience.	Tries new experiences with support.	Interact with trusted adults visiting the provision.	Confident when on a visit (E.g., to church) Show signs of appropriate assertion.	Talk through problems with a familiar adult and arrive at a shared solution.	Take part in dialogical story sessions (talk through ideas arising while reading aloud)	Develop own solutions to problems.	Healthy / unhealthy friendships Bullying How to ask for help and keep asking.
Rules (Managing Self)	Is beginning to wait their turn.	Follow rules using visual prompts. Begin to help tidy up.	Give a simple explanation about why rules are important.	Play turn taking games with rules. Tidy up appropriately	Follow some rules without adult prompting Follow rules to keep themselves safe.	Tidy up efficiently and appropriately. Follow start and end of day routines appropriately.	Conventions of curtesy and manners.
Personal Care and Safety	Uses the toilet - Removes own clothing Dry on most days.	Put on shoes (wrong feet / unfastened sometimes) Wash hands with support Pack away own lunch box / dinner items.	Pull up garments independently. Wash hands with prompting. Talk about 'screen time' and other times. Explores brushing teeth Reliably dry during the day (age 4)	Bring own belongings into school and store them with support. Remove and put-on clothing Put on coat appropriately. Wash hands and begin to explain the need to do this.	Put belongings away in school Sort some food into 'healthy' and 'unhealthy'. Name other healthy practices Begin to know about appropriate internet use.	Look after own belongings and resources at the start and end of the day. Give reasons for some safety measures. Explain safety measure to peers and familiar adults.	Safe family relationships Online safety Taking Care
Cooperation and Empathy	Sometimes shares and takes turns. Engages in pretend play	Carry at appropriate tasks to show sense of responsibility.	Build on the ideas of others when playing with another child. Find solutions to conflicts.	In role play and stories about how others may be feeling. Use talk to solve a conflict.	Talk about how their peers or familiar adults may be feeling. Show kindness to others.	Talk and give explanations about how others may be feeling and why they may feel this way.	Characteristics of friendships and families
Positive relationships	Begins to develop a relationship with a familiar adult. Plays on their own and with peers.	Play and learn alongside a small group of familiar peers. Talk about own family Enjoys the company of other children	Plan and learn in a small group to achieve an end result.	Talk about their own interests with a familiar adult. Plays alongside others rather than alone.	Talk about likes, dislikes, interests etc. with peers and adults.	Explain to adults and peers about how they felt, solved problems, resolved conflicts etc.	Know families are important

Progression in EYFS – Physical Development							
ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.				ELG: Fine Motor Skills Children at the expected level of development will: - - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing.			
Educational Programme – Knowledge Proficiency precision				Educational Programme – Skills Sensory exploration core strength coordination positional awareness stability balance agility precision control Other self-regulation emotional wellbeing self confidence			
	Nursery Entry (at 3+)	Nursery (Preschool Year)		Reception			Links to Key Stage 1
Riding a bike	Pedals a tricycle.	Use feet to scoot and balance	Balance while manoeuvring corners.	Can stop a bike effectively using brakes.	Pedal and maintain balance on a flat surface.	Pedal and maintain balance around some objects.	
Ball Skills	Catches a large ball.	Kick a large ball a short distance. Kick a large ball from standing with one foot.	Catch a large ball between extended arms. Bounce a large ball. Kick a ball from standing with direction – e.g. to knock down a cone or tower.	Roll, catch and kick large balls. Throw overhead Catch a ball by bringing hands in toward chest. Bounce and catch a large ball Walk up to a ball and kick it.	Hit targets with a small ball using an underarm throw. Take part in simple team games with rules. Catch a small ball using only hands. Run up to a ball and kick it Run and kick moving ball	Hit a target from further away accurately and repeatedly. Throw and catch with accuracy. Develop accuracy using a bat and taking aim. Bounce a small ball on the floor and catch it using hands. Take part in team games (kicking balls)	Take part in team games. Develop tactics for defending and attacking.
Balancing, climbing and jumping	Sits comfortably on a chair. Climbs confidently. Stand on tiptoes.	Stand on one foot for a short period of time. Jump off the ground and back onto the ground with both feet together	Walk along a line or rope on the floor. Jump off a low object with both feet together.	Collaboratively create obstacle trails and balance on planks when using. Balance on one leg. Jump over - landing on both feet. Hop on one foot.	Balance on raised apparatus with support. Hop; alternating feet. Run and stop effectively. Play musical statues – holding a pose or balance.	Walk along raised apparatus. Jump and turn in the air. Jump over a skipping rope – beginning to skip.	Master basic movements
Using Tools including pencils and other mark making tools.	Pour from one container to another. Explores mark making Uses a spoon. Uses a palm / fist grasp to mark make.	Use one handed tools Stab food with a fork. Make patterns in dry materials using first finger – copies some patterns. Four finger grasp.	Use an appropriate knife to cut soft items such as soft fruits. Pick up small stones, short chalk or gravel pieces using a thumb finger pinch and use to draw. Wave flags, streamers or ribbons. Thread – large holes	Use an appropriate knife to spread. Paint using water and large brushes. Make anticlockwise and clockwise movements when mark making on diff scales. Show preference for a dominant hand	Cut using a knife. Uses tools effectively Tripod grip. Use tweezers with control. Copy write letters - correct formation Begin to have the core strength to sit at a table to write.	Dynamic tripod grasp. Write letters with correct formation. Form letters and write at an appropriate speed. Draw in detail including colouring within lines. Sit at a table in a correct position – both feet on floor etc. to write.	Sit at a table to write. Form letters correctly Form digits correctly.
Independence including toileting and dressing	Uses the toilet - removing clothing independently. Dry on most days.	Put on shoes (wrong feet / unfastened sometimes) Takes off own coat	Pull up garments independently. Reliably dry during the day (age 4)	Remove and put on clothing (may be back to front) Put on coat appropriately. Walk safely when on school visits.	Put on socks and shoes correctly. Fasten Velcro and zips and large buttons..	Dress and undress independently. (May still need help for some elements.	Fasten small buttons and tie shoe laces.

Progression in EYFS – Literacy

ELG: Comprehension Children at the expected level of development will: ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ● Anticipate – where appropriate – key events in stories ● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		ELG: Word Reading Children at the expected level of development will: ● Say a sound for each letter in the alphabet and at least 10 digraphs ● Read words consistent with their phonic knowledge by sound-blending ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		ELG: Writing Children at the expected level of development will: ● 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.			
Educational Programme – Knowledge Language comprehension word reading		Educational Programme – Skills Decoding word reading transcription composition pronunciation of unfamiliar words					
		Other communicate confidently listening singing					
	Nursery Entry (at 3+)	Nursery (Preschool Year)	Reception			Links to KS1	
Pre – reading, Reading for Pleasure and Comprehension.	Joins in with singing a range of songs and rhymes. Enjoys sharing a book with an adult.	Role play reading familiar stories to toys and peers. Repeat words from stories by joining in story time. Name items in pictures. (no text picture books)	Handle a range of books with an adult or independently. Hold a book the correct way up and point to the illustrations and print. Turn pages carefully. Engage in role play based on familiar stories.	Answer questions about characters in the books. Share a range of books with familiar adult and peers (fiction, non-fiction poetry)	Use a range of story language in play situations. Answer questions giving own opinion. Know where to find information. Sort books into fiction and non-fiction.	Have a favourite story and be able to retell it and explain why it is a favourite. Answer open ended questions about characters and events in stories appropriately.	Listen to and discuss texts. Make links with their own experiences. Rhymes and Poems Predictions, inference
Phonic development	See Communication and Language	Letters and Sounds Phase 1 Aspect 1-6	Match words word with the same initial sound. Hear and say initial sounds in simple words. Count and clap syllables in words. Complete missing words in rhymes.	Orally blend and segment words when looking at a visual prompt. Complete rhyming word strings using graphemes by changing the initial sound. Say the sound for individual letters	Read some letter groups . (Phase 3) Link letter sounds and names by matching games. Blend the sounds into words (CVC)	Read and write longer words linked to phonic development. Read simple sentences.	Apply phonic knowledge and skills to decode. Read accurately by blending.
Word Reading	Pays attention and points to pictures in words. Notifies print E.g., the initial letter of their name.	Point to print and 'read' a familiar story. Follow visual symbols for routines, labels etc.	Recognise familiar logos.	Read some CVC words linked to phonics phases.	Read words containing letter groups Read common exception words (linked to Letters and Sounds)	Read captions and sentences fluently.	Read common exception words
Writing Development	Draws circles or lines. Gives meaning to drawings.	Make marks on paper to represent their name. Use first finger to copy patterns and letters in dry materials. Attempt to form some letters from their name.	Mark makes for a purpose in role play situations (shopping lists, birthday cards, messages, instructions etc.) Use a range of tools to mark make – copying some patterns. Draw in more detail. Match graphemes using magnetic letters etc.	Copy patterns and letters using a range of mark making and graphics tools. Write own name – forming letters correctly.	Begin to develop core strength to sit at a table appropriately when writing. Form upper- and lower-case letters correctly in sand, sensory materials and on large scale using first finger, mark making tools or graphics tools. Write own name independently. Begin to write on lines.	Sit at a table to write – both feet on floor, correct arm position as well as an appropriate pencil grip. Write letters of uniform size. Sit letters on the line. Position ascenders and descenders appropriately.	Sit correctly at a table Form letters correctly. Form digits 0-9 correctly.
Spelling	Letters and Sounds Phase 1 Aspects 1 – 6 Alliteration, body percussion, environmental sounds etc.		Hear and say initial sounds of familiar objects (CVC words)	Identify the sound that is tricky to spell in common exception words. Before writing a word touch one finger for each of the sounds in words. Write initial and end sounds in words.	Spell a wider range of words using the strategies already learned. Write all sounds in CVC words. Write sounds in order.	Name the letters of the alphabet. Spell words containing previously taught graphemes. Spell common exception words already taught.	Spelling

Writing	Draws and mark makes freely.	Writes some letters from name	Write and mark make in play-based situations. Give meaning to their writing E.g. A shopping list for Mummy.	Memorise a word before writing Write short labels and lists using known letter sounds. Write for a wider range of purposes.	Memorise a sentence or caption before writing. Hold a caption or sentence in their head. Write short captions and sentences using known letter sounds. Sometimes use a capital letter, full stop and finger spaces.	Say what they want to write – extending the sentence. (remember it) Write the sentence using finger spaces consistently. Write sentences containing capital letter at the start and full stop at the end. Re-read a written sentence to check it makes sense. - Edit	Write sentences from dictations.
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Progression in EYFS - Maths							
ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.				ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			
Educational Programme – Knowledge Understand numbers to 10 mathematical vocabulary shape space measures relationships between numbers of patterns between numbers				Educational Programme – Skills Count confidently spatial reasoning organise counting Other positive relationships turn taking sharing make links self-confidence self-regulation			
	Nursery Entry (at 3+)	Nursery (Preschool Year)		Reception			Links to Key Stage
Number	Begin to recite numbers to 5. Count in a range of contexts. Take part in finger rhymes. Subitise to 3	Know that a group of objects changes if something is taken away. or added. Say one number for each item. Count in order to 5. Subitise to 3 and 4	Know the last number counted denotes number in a set. Use the language of more / fewer Know that a group of objects changes if something is taken away or added. Say one number for each item when counting – in order to 5 Subitise to 3,4 and 5.	Comparing quantities Matching amounts – more or fewer. Representing 1,2 and 3 Composition of 3 Subitising 1,2 and 3 Counting and representing 4 and 5 Composition of 5	Representing 0 Comparing numbers to 5 Equal and unequal groups Combining groups – saying how many altogether. Composition of 5 – exploring how many have been taken away / missing Dice patterns (subitising Composition of 6,7 and 8	Building numbers beyond 10 Number bonds to 10 Fill 10s frame beyond 10 First, now next problems for addition and subtractions. (Missing first/ second numbers) Subtract from 10 Order 3 numbers	Count to 100 Read write and interpret mathematical signs Represent and use number bonds and facts within 20 Solve one step problems

		Sometime match numeral to quantity correctly. Recognise numerals to 5	Match numeral to quantity correctly. (To 5) Recognise numerals to 5 Combine small groups of items to find a total. Manipulate items to explore one more / one less. Begin to understand how many are left when some are taken away.	1 more and 1 less Subitise to 5	Domino subitise. Exploring representations on 10s frames Adding more Representation and composition of 9 and 10 Spotting mistakes on a number line. Number bonds to 5/10 Combining two groups within 10. Use 'add and subtract' and have awareness of symbols Count on and back Estimation.	Order to 20 Count backwards Odd and Even numbers Sharing and grouping Doubling – domino doubles Conceptually subitise larger groups by first subitising two smaller groups. Represent number sentences and own calculations in play based learning using symbols addition, subtraction and equals.	involving addition, subtraction
Pattern	Organise and sort objects Notice and arrange things in patterns. Use the language 'same and 'different when matching objects.	Copy simple patterns Use the language 'same and 'different when matching objects. Continue a simple repeating pattern Design a simple repeating pattern.	Extend a repeating pattern Recite numbers beyond 5 in order (forwards) Correct an error in a repeating pattern. Sequence some events- first, then, every day.	Matching and sorting Repeating patterns a b b a b colour and shape patterns. Spotting simple pattern errors. Day and Night	Movement patterns Patterns in nature. Order 3 numbers within 10 Order numbers to 10 Pattern – a b c a b c	Pattern – circular patterns Complex patterns – self invented – notice patterns Talk about patterns in number – Sharing, equally Doubling Grouping and counting in 2s, 10s.	
SSM	Construct with 2D and 3 D shapes) Match shapes Recognise circles and triangles in the environment.	Name 2D shapes Begin to use positional language (in front, behind, next to) Describe a route	Select a named 2D shape Combine shapes to make new shapes or larger versions of the original. Begin to name 3D shapes Compare items by size, height, weight or capacity.	Comparing size, mass, amounts and capacity Comparing height and length Using vocab relating to size. Shape hunt all 2D shapes – name shapes Positional Language Time – first, next and last.	Same and different Measuring time Measuring capacity – how many objects fit inside. Comparing weights – which is heavier / lighter? Baking – measuring ingredients Properties of 2D shapes Naming 3D shapes Building with 3D shapes	Tangrams Properties of 3D shapes Making maps – positional language Positional language – beet bots, obstacle courses, designing mazes. Measuring using tape measures and rulers - Designing long bridges to solve a problem.	Compare, describe and solve practical problems for capacity, length, time, etc Measure and record height, length, time, weight etc

Progression in EYFS – Understanding the World								
ELG: Past and Present Children at the expected level of development will Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling			ELG: People, Culture and Communities Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.			ELG: The Natural World Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Educational Programme – Knowledge Cultural, social, technological and ecological diversity Important community figures				Educational Programme – Skills Specific vocabulary Other widening vocabulary listening to stories widening vocabulary				
		Nursery Entry (at 3+)	Nursery (Preschool Year)		Reception			Links to KS1
PAST AND PRESENT	Personal Histories	Makes connections and comments about similarities and differences with their family and other families.	Make representations of themselves and close family members. Compare a picture of themselves as a baby compared to now.	Retell a simple story about a family event in the past.	Comment on images of familiar situations in the past. E.g. Birthday celebrations. Begin to use historical vocabulary ('A long time ago, yesterday, before, When I was...')	Retell stories about things they have done in the past with some historical language. Talk about what they might do in the future. Sequence events that happen during a day.	Sequence events in their own life. Compare what they can do now compared to what they could do as a baby or toddler.	Describe memories that have happened in their own lives. Sequence events that are close together in time.
	Important times, Important People	Comments on key figures in their own life e.g. parents, grandparents, siblings.	Use role play to explore a range of occupations such as emergency services Comment on characters in stories.	Talk about a wider range of occupations. Explore stories surrounding Saints on our House Days. Share likes and dislikes	Identify similarities and differences between occupations. Link characters in stories to our school values.	Identify emergency situations and know who to call. Share similarities and differences between characters, figures, settings and objects. Explore key historical events and features through stories, songs, and information texts.	Compare and contrast key figures or periods of time from the past. Compare artefact and photos of objects from a long time ago. Talk about differences between now and then.	Distinguish between fact and fiction. Recognise some similarities and differences between past and present.
PEOPLE, CULTURE AND COMMUNITIES	Personal Geographies	Talks about who lives in their house. Makes representations of their house.	Identify similarities and differences between their own home and other places	Comments on features of other homes	Know our school is in Leamington Spa and they live in Warwick or Leamington Spa. Notice features on aerial images – E.g. our school.	Describe things they see on their walk to school. Create Journey Strings from a local walk around the school – noticing features.	Look at maps on different scales naming some things they can see (local) Draw a map of their route to school Represent features on a map.	Use geographical vocabulary to refer to physical and human features. Use world maps. Compare the UK with a contrasting country.
	The Wider World		Talk about holidays or a place they have visited –	Look at photos and artefacts from different places – make comments	Recognise our school on Google Maps/Earth, name features on a globe. Draw story maps.	Talk about similarities and differences between places such as Africa, Polar regions, and their local area.	Name features that are natural and man-made. Name the four countries of the UK (link to Saints Days)	

PEOPLE, CULTURE AND COMMUNITIES (Cont'd)	Our school, church, community, religious communities and beliefs.	Notices differences between people.	Talk and comment about differences between people positively. Share books with an adult that reflect diversity Share stories from religious faiths.	Name places their own special place(s) Take part in celebrations and festivals -engaging in role play, use of props and puppets and storytelling.	Talk about members of own immediate family Name and describe familiar people. Engage with cultural and religious communities through their celebrations. Name some special places	Compare special places of religious significance. Retell stories from religious faiths using props to support. Comment on key features of sacred or holy places.	Comment on the similarities and differences to describe their own lives and the lives of others. Talk about similarities and differences between ways of life in regions of the world compared to their own.	Similarities and differences Recognise, name and describe religious places festivals
THE NATURAL WORLD	Caring for Living Things	Engages in small world play with animals.	Name animals and know which sounds they make.	Water plants in the garden. Follow simple rules regarding looking after plants such as not picking the flowers.	Make observations of plants and other living things. Engage in 'close looking'. Engage in caring role play situations such as vets, pets in home corner situations etc.	Plant seeds and bulbs and care for them. Make observational drawings of living things. Talk about how to care for animals.	Name some plants and creatures at Forest School and when outside. Give simple care instructions. Categorise items into living and not living. Explain and represent simple lifecycles.	Explore the world around them asking questions. Decide how to sort and classify objects. Observe the natural and humanly constructed world. Identify seasonal weather patterns.
	Natural Phenomena and Changes	Responds to changes in nature. Explores the natural world	Use all senses to explore. Begin to talk about what they have observed. Name different types of weather.	Observe changes in nature .and comment on the changes. Observe and comment on different types of weather. Plant seeds	Talk about what they have observed using a wide vocabulary. Describe different types of weather. Explore the outside in all seasons – observing key features.	Record the weather – selecting a visual to indicate. Select appropriate role play costumes linked to the weather. Name the different seasons.	Observe changes at forest school – know how to dress for the season. Record the weather over a series of days. Observe the weather and make links to sun safety etc.	
BEING A SCIENTIST	Materials and Material Changes	Explores materials with different properties.	Sort materials by their properties deciding if they are the same or different.	Make playdough with an adult.	Comment on changes when mixing ingredients.	Explore melting – compare ice melting in the sun and with salt on it. Make cooked items – cakes, biscuits or bread. – comment on the changes.	Make predictions based on experiences. Select the most appropriate material for a purpose.	Notice links between cause and effect.
	Forces	Explores mechanical toys	Explore cause and effect – turning the tap on, pressing switches etc.	Explore everyday forces and how they feel.(pushing toys underwater, stretching and bending materials) Make shadows outside.	Investigate magnets using the words attraction and repulsion . Explore floating and sinking. Explore materials using torches.	Categorise items that float or sink. Explore shadows and how they can change.	Investigate and explore using new vocabulary appropriately (Magnetic, attraction, repulsion, transparent, opaque, shadow, float sink, heating, melting, cooling. Etc.)	

Progression in EYFS – Expressive Arts and Design									
ELG: Creating with Materials Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories.					ELG: Being Imaginative and Expressive Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.				
Educational Programme – Knowledge Artistic and cultural awareness					Educational Programme – Skills Imagine create explore observe play participate express communicate interpret articulate Other cooperate share explain sing move				
		Nursery Entry (at 3+)	Nursery (Preschool Year)		Reception			Links to Key Stage 1	
Exploring		Comment about patterns, colours and textures.. Uses imagination.	Explore using all senses. Use materials to represent other items in role play. E.g. pine cones for pasta. Explore large scale materials. Explore paint colours and textures and tools	Use touch to explore unseen objects and begin to represent them. Decide which materials to use to represent something in their play. Look at photos and artefacts and works of art and comment on what is seen. Begin to select resources independently	Talk about ideas represented in the group art floor book. Explore artwork linked to a theme or book. Select resources independently and use them to explore.	Develop a questioning approach to artwork and creativity. Select particular resources for a self-driven goal or purpose.	Develop a sense of ownership of their own artwork. Begin to record individual responses in their own sketchbook.	Generate ideas through exploring and thinking. Recognise that ideas can be addressed through art. Engage in open ended exploration.	
MAKING – Open ended outcomes	Drawing	Begins to use tools for mark making. Draws circles or lines. Gives meaning to drawings.	Make marks on paper to represent their name. Use first finger to copy patterns and letters in dry materials. Use crayons and chalks to make spirals.	Draw in more detail. Draw faces with simple features. Draw marks on paper to represent movement and sound. Chalk/ pastel investigation – colour mixing.	Observational drawing – ‘close looking.’ Use photographs to inform self-portraits made using pencil, charcoal, or pen.	Observational drawing – select the correct colour for a purpose.	Add more details to drawings.	Use materials purposefully. Begin to understand what art is. Describe some characteristics or art and design. Know the names of tools / techniques.	
		Painting and Collage	Makes marks using paint and brushes or paint and fingers. Explores paint using fingers, hands and feet.	Apply drawing skills to painting Use large scale brushes – paint with water.	Explore and observe colour mixing Join materials together using wet glue or a glue stick or masking tape.	Select an appropriate premixed colour for a purpose. Mix paints to match a particular colour with guidance. Draw around stencils. Explore mixing drawing, collaging and painting.	Create colours and textures through exploration of natural materials. – Adding sand, rice, leaves etc to paint. Collaborate to make large paintings.	Select a colour to make and suggest how they will mix the appropriate colour, tone, or shade. Use mixed media to create a landscape – selecting resources and techniques independently.	Work on a range of scales.
			Print	Explore painting with hands / feet.	Makes impressions in dough	Print using found materials and natural items.	Use print to create representations of things.	Make backgrounds using printing or colour mixing paint.	
		3D	Constructs with 3D shape	Explores loose parts Explores malleable materials.	Make representations using clay and natural materials.	Use loose parts to make representations as a reaction to a stimulus.	Make 3D models using papier mache, and card. Change the appearance of models by taping	Select the most appropriate materials to join / attach pieces.	

Evaluating		Say what they see when looking at artwork	Express how an artwork makes them feel.	Express a preference for a piece of art, music or dance. Display and share own artwork. Listen to a range of music genres. Watch and take part in traditional dances from around the world.	Talk about features of own artwork. Talk about the processes that they have engaged in	Talk about how they might adapt their own work	Show an interest in the works of others. Show enjoyment in the process of the artwork they produce.
Singing, Music, Dance and performing	Sings some songs and rhymes. Takes part in action songs. Explores sound makers in a range of ways.	Create sound makers with support. Listen with growing attention Join in with familiar songs.	Sing in a small group. Express an opinion about different music and sounds. Use a their 'singing voice' (rather than shouting) Play untuned percussion with increasing control. Tap syllables in names and words.	Create sound makers – deciding what would be an appropriate material to use inside. Sing an entire song. Pitch match – sing a melodic shape with support. Move to music in a range of ways. Watch and talk about dance performances E.g., Chinese Lion dances. Dance in role play situations Use props and 'story voices' to retell familiar stories. Take part in choreographed dances as a group.	Sing call and response songs. Listen attentively. Hear patterns in music. Talk about patterns in music. Express feelings in response to music. Sing as an individual to others. Select a role to play when acting out a story.	Move in time to music with a pulse. Maintain a steady beat. Play untuned percussion to express feelings and emotions. Take on the characteristics of a role when acting out a story.	Use the voice expressively. Play untuned instruments musically. Listen with attention to live and recorded music. Understand some of the interrelated dimensions of music. Perform dances using simple movement patterns.
Storytelling	Takes part in simple role play of familiar situations.	Engage in role play based on familiar stories.	Retell familiar stories using props to support.	Create stories around small world characters and creatures and construction pieces.	Collaborate to build on and extend own stories. Use open ended props to tell a familiar story.	Tell a detailed story, holding the listeners attention.	Become very familiar with key stories and traditional tales etc.

Implementation

Pedagogy – How we help our children to learn at St. Paul's

We know that all children can progress in their learning given the right help and support. Our EYFS environment at St. Paul's is carefully organised to enable high-quality play, nurture and challenge both indoors and outside. Our '**Learning Garden**' approach enables all children to '**grow their learning**' through a **balanced approach** based on the knowledge that children learn through **play, modelling, observing one another and through a balanced approach to guided, direct teaching and a well-planned learning environment**.

Adults at St. Paul's encourage children to grow their learning in many ways across the whole range of contexts and all areas of learning. These include but are not limited to:

- Creating a rich environment indoors and outside; bringing the outside in through neutral, calming tones.
- Creating a communication friendly environment where learning is supported signs, symbols or gestures.
- Providing opportunities to develop language.
- Setting challenges and allowing time and space to solve their own problems
- Demonstrating how to do things and directly teaching new skills
- Asking open ended questions and discussing
- Encouraging collaboration
- Guiding learning in a playful and joyful way
- Commenting on what children are doing
- Scaffolding learning; knowing when to step in or step back
- Allowing children to choose their own learning through flexibility
- Responding to individual interests and needs appropriately

Sustained Shared Thinking

At St. Paul's we often use the practice of Sustained Shared Thinking when scaffolding learning.

This is defined as:

'an episode in which two or more individuals work together in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking, and it must develop and extend'.

Adults at St. Paul's tune in to learners by listening carefully and showing genuine interest. They speculate and reciprocate as well as model thinking and ask open questions.

Self-Regulation and Executive Function

Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- regulate their behaviour
- plan what to do next.

These abilities contribute to the child's growing ability to **self-regulate**:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult

Our Over Arching Curriculum Goals	Literacy Develop a love of sharing stories and reading. Retell stories through play Read sentences and captions linked to growing phonic knowledge. Use talk to explore texts and develop ideas for writing. Hold writing pencils appropriately and use them with control. Write for a range of purposes in 'real-life' situations.
Communication and Language Communicate effectively. Tell stories with expression. Express feelings and ideas with confidence. Ask and respond to questions Engage in back-and-forth conversation	Mathematics Understand in depth numbers to 5 and then 10. Recognise the pattern of the counting system. Compare quantities in a range of contexts. Explore shapes, capacity, money, and time in meaningful situations
Personal, Social and Emotional Development Demonstrate resilience in the face of challenges. Complete a goal with bravery and determination. Name and express feelings appropriately. Value themselves and others and know how to stay safe. Collaborate and cooperate showing kindness and a developing empathy. Know a range of ways to stay healthy Grow in independence and have a sense of responsibility for actions.	Understanding the World Show curiosity and engage with the natural world with awe and wonder. Care for plants, animals, and the natural world. Sequence events in their own lives. Understand there are similarities and differences in relation to families, communities, beliefs, and places around the world and closer to home. Explore changes, materials, and processes. Comment and ask questions to find out more
Physical Development Move and balance, negotiating space. Ride a two wheeled bike. Take part in team games using a range of ball skills. Develop core strength to sit appropriately and then use tools for writing. Use a range of tools including cutlery and mark making tools with increasing control.	Expressive Arts and Design Create artwork in response to a range of emotions, music, art, and the natural world. Perform stories, music, song, dances and by telling stories.

Curriculum Map – See Separate document

Planning, Observation and Assessment

At St. Paul's our pedagogy is responsive' allowing us to recognise and build on what the children know, understand, and can do. It provides challenges in a stimulating environment and through adult interaction enables pupils to demonstrate their learning a wide range of contexts. As adults we take part in interactions involving listening, guiding, explaining, and asking appropriate, open ended questions. We tune in to children and enable them to apply skills and concepts with increasing independence allowing their learning to become embedded. As children plan how they will take part in activities they are developing the skills of self-regulation and executive function. Adults are involved in this process through observing and interacting with children as they act on their own interests and fascinations.

In EYFS formative assessment is an integral part of teaching and learning. Starting with the child we reflect the different rates and ways in which children learn, adjusting our practice accordingly to account of the Characteristics of Effective Teaching and Learning. Ongoing formative assessment takes place continually involving observing the children in many different contexts and using these observations to understand how they are developing, learning, and growing. Often observations are fleeting and, in the moment with next steps shared verbally as part of the play rather than being physically recorded. We observe as interactions take place in play, everyday activities, the environment, with peers and adults and in adult directed learning. These observations are used to guide our professional judgement; enabling us to support further development in an appropriate manner.

St. Paul's, we use scaffolding to support this through the use of planning in the moment during our child-initiated learning (Free Flow sessions). Staff reflect on how much support children need and when to step back. Our adults move the learning on in that moment through well-judged direction, sustained shared thinking etc.

Observation and commentary on how individuals are growing their learning is maintained through online and paper journals time spent sharing information between home and school and regular information sharing and progress meetings with EYFS staff.

We firmly believe that to plan with children in the moment, we as adults need to be fully engaged with them in the moment rather than behind a device or notebook. A written account of some of these interactions becomes part of a shared learning journey which is then discussed and reviewed with children during times of reflection on their learning. Group notes, observations, and planning in the moment ideas evidence etc are kept in large books or 'floor books', as well as mark making journals (Reception) and individual journals focusing on the prime areas (Nursery).

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. New and ambitious vocabulary linked to the theme is identified, introduced, and used within the environment in the form of words and sentences acting often in the form of visual prompts for adults and children. Careful consideration is also given to how children develop listening, attention and understanding to improve speaking skills.

- A 'Wonder Box' is used to display intriguing objects and pictures and children are encouraged to describe, discuss and ask questions about what they see.
- The **Investigation Area** is used to pose questions and extend language through observing change, growth and new life.
- **Enhancements and provocations** 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 party to encourage discussion and problem solving.

Within the provision adults promote opportunities for children to communicate through talk. Across EYFS, CL is also taught through direct teaching during group times as well as during stories and rhymes. Adults understand how children learn to talk. They model the qualities of a good communicator and searching for and capitalising on opportunities to engage with children in conversation. Early assessments of language development through the Welcomm Screening Tool take place with trained members of the EYFS team and activities for those pupils who need additional support in these areas will be planned.

Personal, Social and Emotional Development is highly valued and underpinned by our school values and vision, as well as the Characteristics of effective learning. We promote positive relationships with families, children and their peers to support children's emotional well-being this begins with our transition programme. Information is collected about each child through on-site visits, taster sessions, visiting other settings and discussions with parents, carers and staff. Things to do before you're 5' This information helps to focus learning and development in the first few weeks of term and beyond.

- 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 and **build trusting relationships** with adults.
- **The environment** is set up to promote independent learning encouraging children to make their own informed decisions and choices.

Adults understand how to create a nurturing climate and ethos through showing respects, fairness, and a consistent approach. They listen carefully to children, responding to their needs, helping them to understand their emotions and empathising and communicating effectively with their families. Using the Thrive approach, Jigsaw PHSE and Taking Care children across the phase are supported to develop self-regulation, executive function, self-respect and a positive approach to mental health.

Physical Development is vital in across EYFS and is promoted through:

- Weekly **PE** sessions.
- A daily **Wake and Shake or Fine Motor** session focussing on the four key aspects of gross motor development as appropriate.
- **Finger Gym** area offering a range of challenges that develop wrist and finger strength, finger isolation and pincer grip.
- Opportunities to work on **different surfaces, at different heights** to promote core and wrist strength.
- Access to a range of **tools for mark making as well as other one handed equipment**.
- Providing **authentic resources** throughout the provision e.g. real kitchen equipment.
- Equipping the outdoor area with a base layer of resources to promote balance and upper body strength e.g. **texture trails, and self-made obstacle courses as well as weighty items**.

Adults are knowledgeable about how physical development progresses 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. A value is also placed on access to the outdoors improving mental health and healthy lifestyles.

Mathematics is valued and promoted through daily direct teaching *using White Rose Maths for Reception and drawing on key elements and strategies of White Rose Maths for Nursery*. Children have easy access to relevant maths resources to enable children to practise and apply their mathematical knowledge and skills.

- A **Maths Base** is situated within the provision. It offers a variety of **open-ended resources** that promote a conceptual understanding of number encouraging children to become confident and fluent.
- The **resources are thoughtfully organised** on open shelves so that children can see what and how many are available, access them independently and tidy up time can be optimised as an opportunity to practise and rehearse number skills.

At St. Paul's we know that **maths can be taught everywhere** and that the conceptual understanding of number is the basis for all other mathematical learning. We also know that high quality maths learning takes place with an adult. Within the environment adults capitalise on opportunities 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.

Literacy - Reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of phonics session (based around Letters and Sounds progression) stories and rhymes. Opportunities for children to read within the provision and across the curriculum are also planned for and include 1:1 reading, home reading, shared reading in linked learning times, reading in child-initiated play. Provocations and enhancements are planned around key texts that are then explored in detail with the children. Additional supporting texts are also used to expand knowledge and develop imagination. New and ambitious vocabulary is introduced.

- **Relevant fiction and non-fiction texts** for children to reference knowledge and stimulate ideas.
- **Reading Areas** are situated within the provision. They offer 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. Children have access to books linked to their stage of phonics development.
- **Props** linked to key texts are displayed in the provision to promote oral and sequential retelling of familiar stories either in the **small world, puppet theatre, home corner or construction areas**. **Non-fiction** texts are located in construction areas, and the creative areas.

We recognise the strong links between reading and phonics and how these lifelong skills enable children to develop knowledge in other subjects. They draw children's attention to text, demonstrate that it has meaning and model the enjoyment of reading.

Literacy - Writing is promoted through direct teaching and purposeful learning opportunities across all areas of learning in EYFS in and all areas of provision. Consideration is given to the next steps in learning and how children have opportunities to **rehearse and refine their writing** skills. New and ambitious vocabulary is used and displayed within the phase.

- Access to a range of **tools for mark making and one-handed equipment**.
- Each area of the provision is equipped with **relevant writing resources** such as paper, envelopes etc
- A '**message centre**' equipped with writing and mark making resources for children to explore.
- **Sensory resources** to develop children's confidence and enjoyment in early writing skills.

Whilst children are developing their core stability, adults encourage mark making in positions where they feel most comfortable e.g., standing, or lying; 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.

Understanding the World - History Through the use of themes linked to key texts, provocations, enhancements and unplanned moments that present themselves we support children to talk about [artefacts, personal histories and significant events](#) to develop a conceptual understanding of the passing of time. These include birthdays, recent events, and experiences as well as well-known points in history for example, ourselves, dinosaurs, Bonfire Night or transport. 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.

Understanding the World - Geography Through the use of themes linked to key texts, provocations, enhancements, and unplanned moments that present themselves we support children 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, river, library. Within the provision we ensure that children have constant 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.

Understanding the World - Science Children are supported to talk about themes such as living things, materials and changes. These include natural objects, new life, growth, and space. Opportunities are provided for children to practise and apply scientific knowledge and skills through investigation and exploration in all areas of the provision. They have access to an '[Investigation Area](#)' that includes mechanical toys, items linked to [seasonal changes and the weather, programmable toys, and ICT](#). 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.

Understanding the World – RE As a Church of England school, we followed the local agreed syllabus (SACRE) and Understanding Christianity units of work. RE is taught as a discrete lesson and encourages pupil's awareness of a range of religions, faiths, cultures, and festival. Through the teaching of RE out pupils develop an understanding of the views and experiences of others, consideration, and respect. RE teaching from in Nursery and Reception is supported using [artefacts, photos, pictures, visits, drama art and music](#).

Expressive Arts and Design – Art We use planned and unplanned moments to talk about and explore line, shapes, colour, form and texture. We study a range of artistic styles including those of illustrators for familiar texts to provide us with opportunities to learn about different techniques and styles. We use artworks as a stimulus for the development of children's own creativity. Pupils are regularly encouraged to engage in observational drawing. Additionally, we encourage children to engage in the process of exploring artistic tools, techniques and processes; allowing them to reflect on their own work and the work of others. Pupils regularly add their own artistic representations to a 'floor book' in their key / class group and during their time in Reception, sketch books are introduced. (these will then move through the school with them) 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.

Expressive Arts and Design -Design Technology During their time in EYFS we provide children with a purpose to design, make and evaluate. We encourage and support them to create products through building, cooking, modelling and making. Children are given opportunities to experiment with attaching and joining and to investigate how things work. The environment has focused areas **doE Dt**; the **Construction Area' (inside and outdoors)** and **'Creative Area'** which are resourced with a wide range of equipment and tools. Resources 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. Resources to promote planning and design are available and these areas provide stimulus for the sining process such as **photographs, instructions, or artefacts**.

Expressive Arts and Design -Music 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. Music is resourced with a **range of untuned and tuned musical instruments and beaters, familiar songs and rhymes and equipment** to play 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. Opportunities for making their own instruments occur both inside and outdoors. We recognise and use the links between Dance and Music and provide children the space where they are encouraged to perform themselves and appreciate others' performances.

Expressive Arts and Design – Dance We recognise the direct link between Dance and Physical Development and use the discreet sessions to practise balance and coordination through core work, building strength, crossing the midline and symmetrical movements. We use links to festivals and Saints Days and the relationship between Dance and Music as a stimulus to provide opportunities for children to experiment with and create their own dance movements. Children also have access to a **space, instruments, recorded music, costumes and props** where they are encouraged to be inventive, imaginative and perform themselves and appreciate others' performances.

Adults promote children's creativity, imagination originality, problem solving by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to make connections into their learning, talk about processes, rehearse, refine, take risks, and develop skills and artistic knowledge.

Impact

Summative assessment at St. Paul's takes place regularly encompassing practitioner's professional judgements and knowledge as well as formative assessments such as observations. During each year in EYFS children are assessed as '**on track**' or '**not on track**' in working towards achieving a '**Good Level of Development**' at the end of their Reception year. We consider an overall picture of each individual child for this with a holistic professionally formed view that gives attention to knowledge, skills, emotional development, well-being, and attitudes to learning. When making summative assessment we assess in 'milestones' (in the form of learning garden flowers) linked to our progression models. Where there are concerns, we are able to act upon them appropriately.

Our regular summative assessments enhance the development of the children. For example, where a child is not on track, further detailed formative observations will take place accompanied by sensitive interventions such as Time to Talk with outside agency support called upon if necessary. Summative assessments inform the further development of our provision and practice; feeding in to both our provision for adult led and guided learning as well as child-initiated learning and our development as practitioners.

At the end of the Reception pupils have a statutory assessment. The Early Years Foundation Stage Profile with children being assessed at having achieved 'expected' or 'emerging' against all 17 Early Learning Goals and subsequently if they have achieved a 'Good Level of Development' (Expected in all ELGS in the three Prime areas plus Literacy and Mathematics.) This is shared with parents in the end of Reception report as well as with Key Stage 1 teachers; enabling suitable provision to be made for pupils as they continue to build on grow their learning from Year 1 onwards.