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There are seven areas of learning and development that shape our teaching and learning in the Early Years. All areas of learning and development are important and inter-connected. They are split into prime areas of learning and specific areas of learning.

The prime areas of learning:

- Personal, Social and Emotional Development (PSED)
- Communication and Language and Literacy (CL)
- Physical Development (PD)

The specific areas of learning:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking.

In the Foundation Stage, half-termly topics are selected based upon children's interests and children are encouraged to vote for the topic that they would like to learn about. Some topics may include:

What Makes Me, Me? Who Am I? What Makes Me Special? **All about Me**	Why Do We Celebrate? Do We All Celebrate the Same Things? **Light and colour**	What are your favourite stories? What are patterns? **Rhyme**	What does healthy eating mean? What food do different cultures eat? **Ready, steady, cook**
Why do we have creatures? Who lives in our world? **Our living world**	Do we all look the same? What are British values? **Around the world**	Why is water important? Who lives in the water? **Water**	What lives at the seaside? What is a holiday? **Seaside**
Other possible topics: mermaids, feelings, family, animals and seasons			

Objectives for the prime areas and specific areas are covered across the year within each topic and support the progress of the children. The EYFS Curriculum helps to guide practitioners in planning everything we want children to experience, learn and do (topics will be shared with parents at the start of each term).

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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, storytelling, 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.
	How We Will Implement this: - Role-Play area: household role play plus roleplay area to be changed half termly to support the chosen topic and to develop vocabulary - Responding to instructions - Key Stories relating to half termly topic and weekly theme - Stories using VIPERS skills, role playing, story bags, picture books - Self-directed play opportunities to encourage conversation and questioning; small world, living things, interesting things, what is inside the curiosity cube? - Adults to use open ended questions, e.g., I wonder, what if? - Development of listening, attention, understanding and speaking; opportunities to speak and listen individually, small group and larger groups. - Topic related opportunities to be provided at a range of activities both indoors and outdoors and during carpet times - Environment to be set up with a range of engaging activities linked to the topic to encourage and embed the children's learning - Promoting collaborative play and discussion - Targeted language groups, attention bucket, social interaction, and Lego Therapy each term - Singing- nursery rhymes and topic related songs - Adults recasting and expanding what children say

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	ELG (By the End of Reception) ***ELG: Listening, Attention and Understanding:*** 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. ***ELG: Speaking*** 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.
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.
	How We Will Implement this: - Opportunities to play in groups, turn take, accept rules and role play - Involve children in choosing themes, topics and activities and resources in the environment - P4C sessions: sharing opinions - Discussing, learning, and establishing school routines (RRS Charter) - 'Star of the Week' chosen each week - Children's evaluation of their learning (half-termly self-assessment) - Involvement and continuing to learn at home (sharing of information using Evidence Me and Google Classroom)

	- Opportunity to work alongside a variety of peers and staff at self-chosen activities - Different activities each day including turn-taking games and role-play area - Offer children the chance to express their own ideas, make choices and build up confidence to talk to other adults and children - Visual timetable showing the routines of each day - Termly targets for each child shared with parents - Milk and fruit time to discuss healthy eating and diet - Children to wash their hands and sit for milk and fruit if they wish during each session - Children always encouraged to use the toilet and wash their hands independently - Develop independent self-care skills - Talk about feelings - Changing for PE to develop independent self-care skills
	ELG (By the End of Reception) ***ELG: Self-Regulation*** 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*** 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*** 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.

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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, co-ordination, 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 well-being. 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.
	How We Will Implement this: - Opportunities to travel around, under, over, and through balancing and climbing equipment in outside learning area - Reception take part in weekly PE lessons focusing on ball skills, multi-skills, dance, balancing and team sports - Opportunities to develop balance, riding, and small equipment skills e.g., balls, beanbags, hoops etc. - Opportunities to dig, rake, carry, pour, load - Developing fine motor skills as part of continuous provision and mark making - Finger gym activities and using malleable materials e.g., playdough or threading - Squiggle Whilst You Wiggle - Scissors, pencils, paints, brushes, and a range of tools to be freely available in a range of areas so that children can always write, cut, draw, paint etc. - Opportunities to develop a comfortable grip and good control of a dominant hand
	ELG (By the End of Reception) ***ELG: Gross Motor Skills*** 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*** 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.

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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).
	How We Will Implement this: - Book corners to encourage reading of a range of texts - Opportunities to write, ascribe meaning to marks and use writing as a means of communication - Listen to and join in with stories, rhymes, and songs - Opportunities to learn that; print has meaning, print can have different purpose, we read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing - Opportunities linked to the topic to enable children to explore different types of real life writing e.g., birthday cards, shopping lists, train tickets, diaries, and calendars - Name writing cards available with tracing paper, dotted letters, and paper - Objects and resources clearly labelled in the learning environment - 'Communication In-Print' signed activities which give written and pictorial instructions - Weekly Phonics sessions: Nursery - Phase 1 Little Wandle Letters and Sounds; Reception – Phase 2, 3 and 4 Little Wandle Letters and Sounds to develop knowledge of sounds, reading and writing words and sentences - Reception will have daily Literacy lessons with a focus text each week to develop reading and writing skills - 'Drawing Club' to allow children to get creative and use their imagination. It is also a creative way to challenge their curiosity and Literacy - Talk for Writing approaches to develop children's storytelling language - Children work with a variety of stories and make story maps; they join in with repeated refrains and sequence the story using pictures - Everyday activities relating to Phonics sessions e.g., eye spy, matching instruments, sound walks etc. - Gross motor activities such as parachute games, Squiggle Whilst You Wiggle, and climbing for muscle development - Fine motor activities such as finger gym, playdough, scissors, and tools for small muscle coordination - Opportunities to use language needed for writing e.g., up, down, across, around, over, under – Squiggle Whilst You Wiggle, in outside games, painting, and messy play

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	ELG (By the End of Reception) ***ELG: Comprehension*** 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*** 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*** 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.
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.
	How We Will Implement this: - Weekly Maths lessons using NCETM Mastering Number - Exploring number throughout day e.g., counting children, songs and rhymes, books, etc. - Exploring shape throughout the day e.g., inside and outside everyday objects and block play - Using language of shape and positional language during self-selected activities e.g., role-play

	- Opportunities to measure time, capacity, weight, length, and height e.g., using sand and water, putting things away, routes and routines - Opportunities linked to current topic or theme at the maths tables, inside and outside - Daily challenges during each session at the maths area for children to participate in and apply knowledge of skills taught in Maths lessons each week - Develop problem solving and critical thinking skills linked to familiar stories or real-world examples
	ELG (By the End of Reception) ***ELG: Number*** Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ***ELG: Numerical Patterns*** Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding 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, non-fiction, 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.
	How We Will Implement this: - Opportunities in the outside area to explore and make collections of natural materials and talk about what they have found - Opportunities to develop observational and investigational skills using equipment such as magnifying glasses - Showing an interest in significant people and events in their lives such as holidays and family customs

- Showing an interest in different ways of life
- Discussing the world, where they may have been born, their family background or places visited
- Children to learn about different countries, taste different food and talk about the similarities or differences to themselves
- Meeting and talking to people who do different jobs
- Opportunities to grow plants and food
- Looking at animals such as minibeasts, pets and farm animals
- Access to non-fiction books
- Opportunities to perform simple experiments e.g., cooking, melting, mixing playdough and paint
- Opportunities to use iPads and media on the IWB

ELG (By the End of Reception)

ELG: Past and Present
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
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
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.

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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.
	How We Will Implement this: - Imaginative role-play in role-play area, linked to current topic - A range of media and materials that are always made accessible to the children - Observational drawings - Imaginative drawings - Opportunities to learn about different artists, sculptors, and styles of art - Time to explore colour and how to change it - Daily singing time and access to musical instruments in continuous provision - Singing time focusing on songs with repeated refrains and numbers - Musical instruments readily available - Opportunities for children to dance - Opportunities for children to construct in different ways at the challenge table - Exploring colour and how colour can be changed - Capturing experiences and responses with a range of media, such as music, dance and paint and other materials or words - Range of construction materials to be available each day as part of junk modelling area - Art area to encourage range of creative skills e.g., painting and collaging - Mindfulness and movement break each day that focus on body movements e.g., yoga, music and breathing exercises
	ELG (By the End of Reception) ***ELG: Creating with Materials*** 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***

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	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.

The topics outlined in the long-term plan are covered in a variety of different ways. This includes:

- Areas of continued and enhanced provision
- Child-led play
- Adult-led activities
- Indoor and Outdoor learning opportunities
- Planning (Topic and Enhanced Provision) is flexible and guided by the children's interests.

'Choosing Time' takes place throughout the areas of continued and enhanced provision. Through a combination of child-initiated learning and adult supported interactions, children are supported to follow their own interests, carry out investigations and develop their independence to become effective learners.

Throughout the Year, there will be opportunities for different enrichment activities, such as:

- Workshops: Little City, The Polka Theatre and Zoo Lab.
- Weekly Themes: British Science Week
- Dress-up Days and Activities