

EDUCATIONAL PROGRAMMES

COMMUNICATION AND LANGUAGE

The development of children's 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 structure.

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.

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

wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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).

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 ten-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.

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.

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.

A large blue oval shape centered on the page, containing the text "Children's Interests" in white serif font.

Children's
Interests

Oral hygiene

Weighing
and
measuring

Choose their own
recipe from a recipe
book

Healthy /
unhealthy
choices

Write their
own recipe

Recipe Books
and
Magazines

Fruit and veg art
inspired by
Arcimboldo

Write a list of
ingredients

Jack and the
Beanstalk

The
Runaway
Pea

Cooking
their own
lunch

Food groups

Plant fruit and
vegetable
seeds

Oliver's
Vegetables

Supertato

Buy fruit and veg
from the market

What do plants
need to grow?

Sorting fruit
and
vegetables

Which food will
you choose? by
Claire Potter

Creating fruit / veg
from playdough /
clay / papier mache
etc

Observational
drawing of
fruit / veg

Money

Communication and Language	New Vocabulary		Personal, Social and Emotional	Physical Development
<ul style="list-style-type: none"> • to use talk to express their likes and dislikes • to use talk to solve problems – what should we do if someone in our group doesn't like.... (certain veg /fruit) • 	<ul style="list-style-type: none"> • natural • roots • stem • flower • seed • pound • pence • healthy • rot • boil • chop • 	<ul style="list-style-type: none"> • fry • bake • stir • heavy • light • mass • capacity 	<ul style="list-style-type: none"> • to be able to talk about healthy eating • to make their own healthy food choices • to wash their hands before preparing food and drink • to understand good oral hygiene • 	<ul style="list-style-type: none"> • to use a safety knife to cut fruit and vegetables • to use a potato peeler • to use a potato masher • to walk to the market and back carrying their own bag of ingredients
Literacy	Mathematics		Understanding the World	Expressive arts and Design
<ul style="list-style-type: none"> • to recognise the difference between fiction and non-fiction texts • to use their phonics knowledge to write a shopping list • to read a simple recipe 	<ul style="list-style-type: none"> • to use scales to weigh ingredients • to use a measuring jug to measure ingredients • to compare quantities • to include number in their recipes • to sort and compare fruit and vegetables • to recognise 1p and 2p coins • to understand that money is used to pay for items • to count out the correct number of coins 		<ul style="list-style-type: none"> • to know that fruit and veg grow from plants • to be able to explain how to look after a plant • to talk about what differences they notice as a plant grows 	<ul style="list-style-type: none"> • to observe plants, fruit and vegetables and draw them making the correct shape and colour choices • to mix colours • to use a range of fruit and veg to create a picture





EYFS BIG EXPERIENCE CURRICULUM PLANNING

Communication and Language	New Vocabulary	Personal, Social and Emotional	Physical Development
<ul style="list-style-type: none"> to learn new vocabulary to listen to a range of stories and be able to talk about what they have heard to hear and recall rhyming words to describe the events from the gunpowder plot to retell the story of Rama and Sita to listen to and follow a set of instructions 	<ul style="list-style-type: none"> Rama Sita Lakshman Hanuman safety sparkler Catherine wheel rocket Roman Candle rescue support conduct insulate oil separate healthy unhealthy carbohydrate protein vitamin 	<ul style="list-style-type: none"> to be aware of and understanding of different people's feelings and beliefs to express their own feelings 	<ul style="list-style-type: none"> to use one handed tool (scissors, clay modelling tools) to use large arm movements to splatter paint to use fine motor skills to squeeze spray bottles to move in a variety of ways (spin, bounce, jump)
Literacy	Mathematics	Understanding the World	Expressive arts and Design
<ul style="list-style-type: none"> to begin to understand the difference between a poem and a story to make marks on paper to represent writing to begin to write the initial sound of a word when writing lists to begin to recognise the initial sound of words when reading independently 	<ul style="list-style-type: none"> to use shapes to create a rocket to use 3d shapes to create rockets to sing along and count back to 10 little firefighters 	<ul style="list-style-type: none"> Firework safety to be aware of and understanding of different people's feelings and beliefs to notice how oil reacts in water to talk about different professions (police, firefighters etc) and how they help us 	<ul style="list-style-type: none"> to mix colours to use various techniques to splatter paint to manipulate clay to create a diva lamp and choose their own decorations

On Bonfire night at five o'clock
I took my money to the firework
shop

I bought a rocket
it cost 50p
I put my rocket on the garden
fence
and my rocket went
Whoooosh (action)

I bought a sparkler
it cost 50p
I put my sparkler on the garden
fence
and my sparkler went
twinkle twinkle twinkle (action)

Repeat for
Banger (bang bang bang)
Catherine wheel (wheeeee)



Toasting
marshmallows
on a fire

Like to be a FIREWORK?
So would I.

To DAZZLE like a flower.
To SIZZLE in the sky.

With a CRACK and a BANG
and a BIM BAM BOOM!

With a WHIZZ and a FIZZ
and a ZIM ZAM ZOOM!

And oh, how I'd SPARKLE
RED, GOLD, BLUE...

as everyone below goes
AHHHH and OOOOH!



Make a new friend

Communication and Language	New Vocabulary	Personal, Social and Emotional	Physical Development
<ul style="list-style-type: none"> enjoys listening to stories and can answer questions about what they have heard. Understand 'why' questions. express a point of view Learn new vocabulary express their ideas 	<ul style="list-style-type: none"> shiny dull reflect capacity large / largest small/smallest full empty lonely excited anxious observe friendship 	<ul style="list-style-type: none"> Show confidence in new social situations to understand the importance of friendship to share with others in the class to begin to understand how others might be feeling to be able to talk about their feelings 	<ul style="list-style-type: none"> to use large-muscle movements to wave the parachute to use their facial muscles to blow bubbles to use fine motor skills to handle tools effectively to paint and draw
Literacy	Mathematics	Understanding the World	Expressive arts and Design
<ul style="list-style-type: none"> to be able to recall parts of a story they have heard to write some letters from their name to make marks to represent 'writing' 	<ul style="list-style-type: none"> to recognise the numbers 1,2 and 3 and create pictures out of them to create a pattern compare capacity (water tray / sand tray) compare size (bubbles) 	<ul style="list-style-type: none"> to talk about differences in materials – shiny / dull to talk about changes they notice – when light shines through sensory bottles / bubbles to develop positive attitudes about the differences between people 	<ul style="list-style-type: none"> make observations when drawing – portraits use drawing to represent an object remember and join in with songs



Make a
new
friend

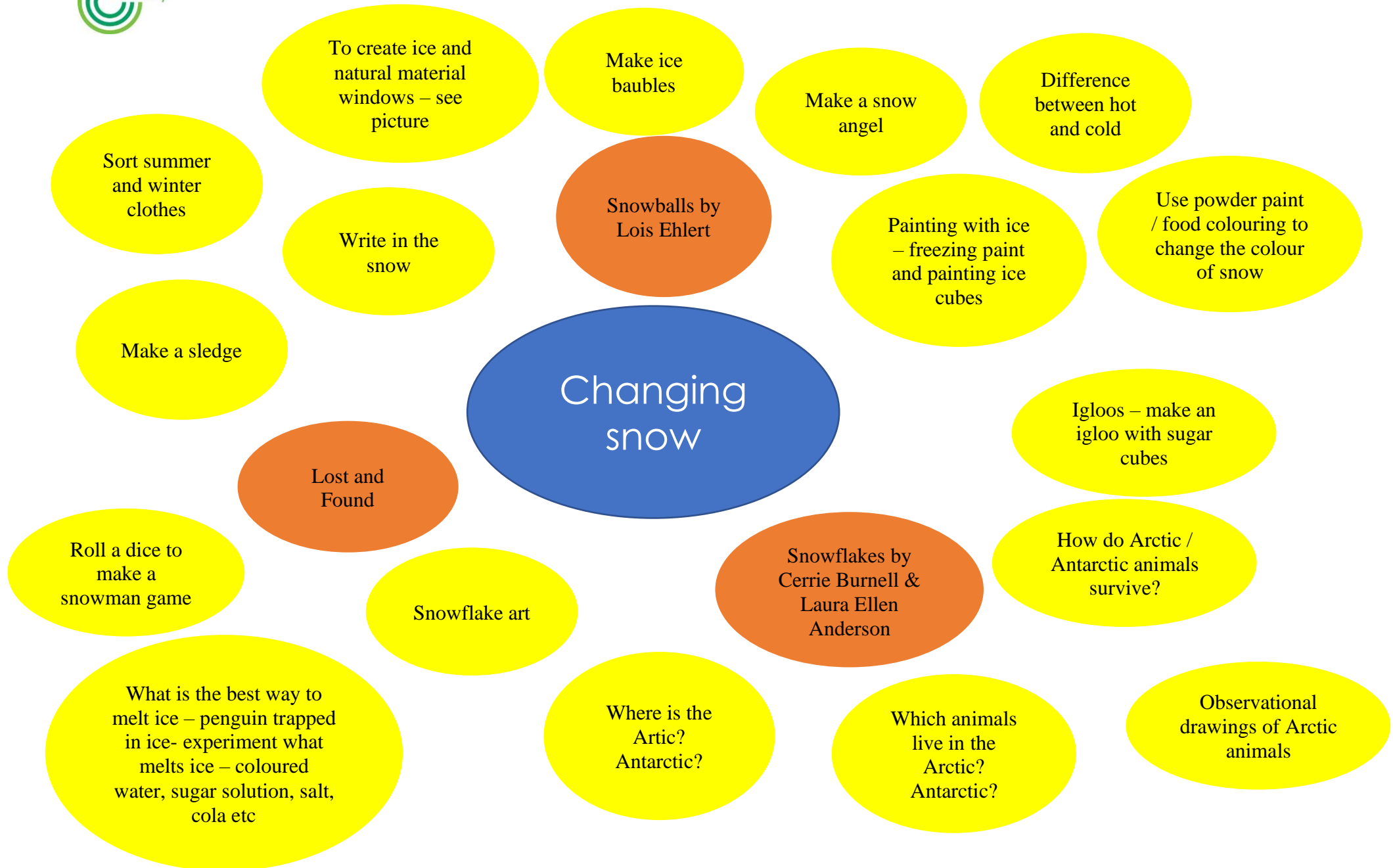




Communication and Language	New Vocabulary		Personal, Social and Emotional	Physical Development
<ul style="list-style-type: none"> To use vocabulary linked to growth and new life To be able to talk about how animals change as they grow To connect ideas together when talking . 	<ul style="list-style-type: none"> duckling hatch nest incubator brooder box thermometer lay webbed feet 	<ul style="list-style-type: none"> butterfly chrysalis metamorphosis caterpillar frog tadpole froglet symmetry symmetrical half whole 	<ul style="list-style-type: none"> To consider the feelings of others and animals To be respectful of animals . 	<ul style="list-style-type: none"> Link ideas about their healthy eating with looking after animals . .
Literacy	Mathematics		Understanding the World	Expressive arts and Design
<ul style="list-style-type: none"> To recognise fiction and non-fiction texts To be able to talk through their ideas before writing To make marks to represent writing / write words / sentences (appropriate to child's development) To recognise rhyming words and be able to continue a rhyming string and to suggest their own rhyming words 	<ul style="list-style-type: none"> To identify symmetrical pattern on a butterfly To create their own symmetrical patterns To begin to use the term half (fold the paper butterfly in half) . 		<ul style="list-style-type: none"> To be able to say what animals need to stay alive To talk about the changes they see as animals grow and develop To talk about how they have changed as they have grown To be able to talk about the life cycles of a butterfly, duckling and frog To talk about the texture of different materials – link to animal coats 	<ul style="list-style-type: none"> make observations when drawing - ducklings / butterflies etc to use a variety of resources and techniques to create symmetrical pictures to use natural resources to build nests



Communication and Language	New Vocabulary		Personal, Social and Emotional	Physical Development
<ul style="list-style-type: none"> to give directions for a verbal map to use language related to directions to listen carefully to instructions 	<ul style="list-style-type: none"> map left right direction forwards backwards North East South West 	<ul style="list-style-type: none"> Continent country town village globe faith belief culture pence pound atlas 	<ul style="list-style-type: none"> to follow social etiquette when out and about to think about other people's feeling and accept other people's opinions and beliefs 	<ul style="list-style-type: none"> to walk into and around town to use pencil control to draw their own maps
Literacy	Mathematics		Understanding the World	Expressive arts and Design
<ul style="list-style-type: none"> to label a map to read cvc words and simple phrases in a book 	<ul style="list-style-type: none"> to use positional and directional language to recognise 1p and 2p coins to understand that money is used to pay for items to count out the correct number of coins 		<ul style="list-style-type: none"> to be able to follow a simple map to be able to create their own simple map to recognise a church and why it is important to some people to begin to realise that we all have different beliefs and faiths and to be respectful of them to know that Oakham castle is hundreds of years old to learn hello in different languages 	<ul style="list-style-type: none"> to create representations of objects / places on a map Create picture maps inspired by Queenie McKenzie



Changing snow

Communication and Language	New Vocabulary	Personal, Social and Emotional	Physical Development
<ul style="list-style-type: none"> To use talk to describe what they see To use talk to predict what might happen To use new vocabulary 	<ul style="list-style-type: none"> frozen ice melt snow snowflake Arctic Antarctic shiver freezing 	<ul style="list-style-type: none"> To be aware of different cultures (Inuit and their own) and be respectful of them 	<ul style="list-style-type: none"> To be able to talk about how to keep their bodies warm in the cold weather To be able to talk about the effects of the cold on their bodies To make large and small marks in the snow and ice To pick up small pieces of ice and sugar cubes with tweezers
Literacy	Mathematics	Understanding the World	Expressive arts and Design
<ul style="list-style-type: none"> To listen to stories and be able to talk about what they have heard To write graphemes / words / sentences in the snow 	<ul style="list-style-type: none"> to talk about size and shape as they observe ice cubes / ice baubles To recognise numbers 1-6 on a dice (subitising) To read numerals on a dice 1-6 	<ul style="list-style-type: none"> to know that ice is formed when water freezes to be able to talk about how and why ice melts to know where the Arctic and Antarctic are to know that Antarctica is a continent to be able to talk about the difference in weather between the Arctic and where we live 	<ul style="list-style-type: none"> to explore colour mixing to explore powder paint to use natural materials frozen in ice to create art Observational drawing – Arctic animals



Changing
snow

