



## EARLY YEARS POLICY

## **1. RATIONALE**

Spring Common Academy Trust recognises and supports the Department for Children, Schools and Families assertion that:

“Every child deserves the best possible start in life and support to fulfill their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.” – EYFS Profile DCSF 2012

Early Years Foundation Stage provision at Spring Common Academy Trust is therefore planned and delivered in accordance with this statement.

The Statutory Framework for the Early Years Foundation Stage states that:

“The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being”.

These aims are central to EYFS provision at Spring Common Academy Trust.

## **2. EYFS PRINCIPLES**

Spring Common Academy Trust aims to ensure effective EYFS provision through effective practitioner implementation of the following four complementary principles, as set out in the EYFS Statutory Framework:

- **A Unique Child** - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being. These commitments include current welfare requirements.
- **Positive Relationships** - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or key people. The commitments are focused around respect; partnership with parents; supporting learning; and the role of key people.
- **Enabling Environments** - The environment plays a key role in supporting and extending children’s development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.  
The classroom environment will be individualised according to need. Children will be provided with appropriate stimulation as well as space for rest and quiet times.

- Learning and Development - Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.
- Characteristics of Effective Learning  
The Unique Child reaches out to relate to people and environments through the Characteristics of Effective learning, which move through all areas of learning:
  - Playing and exploring
  - Active learning
  - Creating and thinking critically.

DCSF 2008

### **3. EQUALITY OF OPPORTUNITY**

Spring Common Academy Trust EYFS works to ensure and promote positive attitudes to diversity and difference, including every child regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. In this way, every child will receive the best possible start to their learning and development, supporting each child in achieving their full potential as an individual and member of society as a whole.

All work undertaken at Spring Common is designed to promote inclusion at all levels. In line with the SEN Code of Practice, the LA Inclusion Statement, Inclusion Statements in Curriculum 2000, The Disability Act 2001 and the Race Relations Act 2000, the school seeks to provide effective opportunities for every student.

In all aspects of their work, staff will identify possible barriers to inclusive practice and will implement strategies to overcome these barriers.

This is achieved in the following ways:

- Promoting positive attitudes to diversity and difference.
- Removing barriers or assisting children in overcoming them.
- Responding to early signs of need and acting quickly.
- Ensuring consistently high expectations, stretching and challenging all children appropriately.
- Enabling children to access all areas of the curriculum, providing an enjoyable and stimulating learning environment for all children, regardless of individual need

### **4. CONTEXT AND LEGAL RESPONSIBILITIES**

The EYFS stems from the ten year childcare strategy *Choice for parents, the best start for children* and the Childcare Act 2006. The Act sets the EYFS as a crucial

element of an agenda aimed at improving outcomes and reducing inequalities.

The EYFS builds on current research and developments in early years curriculum and standards. The document represents an amalgamation of the previous *Curriculum Guidance for the Foundation Stage*, the *Birth to Three Matters* framework, and the *National Standards for Under 8s Day Care and Childminding* and replaces these documents.

The EYFS has been given legal force through an Order and Regulations made under the Childcare Act 2006. It is now mandatory for all schools and providers in Ofsted registered settings attended by young children – that is children from birth to end of the academic year in which a child turns five.

It is the legal responsibility of Spring Common Academy Trust to ensure that EYFS provision meets the learning and development requirements, and complies with welfare regulations, as required by section 40 of the Childcare Act 2006.

## **5. ROLE OF THE EARLY YEARS COORDINATOR**

- To co-ordinate and lead EYFS provision throughout the school.
- To promote and monitor students' progress in the Early Years Foundation Stage.
- To ensure smooth transitions between home, other settings and school, as well as transitions to the primary curriculum.
- To ensure provision reflects and supports Early Years Frameworks and other legal documents related to provision.
- To co-ordinate with senior management to outline progression and development within the Early Years Foundation Stage.
- To support the provision of appropriate resources for staff and students.
- To ensure positive relationships are fostered, working closely with families and other professionals.
- To support parents in their understanding of the EYFS, promoting a two-way dialogue of information and strategy sharing to enable continuity of experience at home and school.
- To support, facilitate and deliver appropriate training for staff.
- To review and support all aspects of short, medium and long term planning.
- To monitor assessment throughout the Early Years Foundation Stage curriculum.
- To attend relevant meetings and training; including those provided by the Local Authority.

## **6. CURRICULUM CONTENT**

The Early Years Foundation Stage learning and development curriculum is expressed as three prime areas of learning and four specific areas:

Characteristics of effective learning and these areas are interlinking and cannot be separated from one another.

➤ **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Children must be provided with experiences and support which will help them to develop a positive sense of self and of others; respect for themselves and others; social skills; and a positive attitude to learning. Providers must ensure support for children's emotional well-being to help them to know themselves and their place in the family, school and the wider world.

➤ **COMMUNICATION, LANGUAGE AND LITERACY**

Children's competence in communicating, speaking and listening must be supported and extended. Opportunities for early literacy skills, leading towards reading and writing, will be well provided for at all times. Children must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

➤ **PROBLEM SOLVING, REASONING AND NUMERACY**

Children must be supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practice and talk about their developing understanding. They must be provided with opportunities to practice and extend their skills in these areas and gain confidence, enjoyment and competence in their use.

➤ **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real life situations; undertake practical 'experiments'; and work with a range of materials.

➤ **PHYSICAL DEVELOPMENT**

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve

their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices.

### ➤ **CREATIVE DEVELOPMENT**

Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role play activities, mathematics, and design and technology.

## **7. THE FUNDAMENTAL BRITISH VALUES OF DEMOCRACY**

**The Rule of Law, Individual Liberty and Mutual Respect and Tolerance of Difference** faiths and beliefs are already embedded in the Early Years Curriculum and practice. They are actively promoted within Early Years through activities such as daily Circle Times whereby children are encouraged to join together, take turns, listen and be valued through verbal and non-verbal praise. Children are taught how to share resources and make decisions. Children have access to a range of symbols and activities which are designed to support making choices and preferences.

**Activities build on children's interests as well as challenging gender specific tasks and activities.**

**Children engage in whole school events that explore various faiths, cultures, views and practices.**

**Our children access their learning experience and environment through a multi modal communication and multi-sensory approach.**

## **8. CURRICULUM PLANNING AND ASSESSMENT**

In the EYFS, all children are treated as individuals and planning must reflect this. Carefully planned opportunities for independent, 'child-initiated' learning will be provided for across all areas of learning and in all areas of provision inside and outside; alongside practitioner directed activities aimed at extending assessed skills and competencies. Students are assessed throughout the day; staff are trained in identifying and recording learning opportunities using post notes, photographs and video. Both formal and informal assessment techniques will be used in order to achieve a full picture of a child's learning and assessments will be made through both adult-led and child initiated activities. These assessments are also recorded in individual Learning Journeys and Blue Books.

Children's work is kept in 'Look What I can Do' books. Data is stored centrally using the 'B Squared' assessment programme. This information is then shared with parents during termly consultations and the outcomes of these discussions are added into the following planning cycle. Children in the Reception year will also be assessed against the Foundation Stage Profile document. These formal assessments are moderated externally with other special schools and Early Years settings.

## **9. CURRICULUM MONITORING AND EVALUATION**

Monitoring and Evaluation is completed on a regular basis by the Senior Management Team and is in line with the Whole School Monitoring Policy. All aspects of planning are evaluated and lessons are observed.

## **10. SAFE GUARDING, MOVING AND HANDLING, TOUCH**

**"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have a positive relationship with the adults caring for them"**

**Statutory Framework for EYFS 2014**

**All adults are aware of safeguarding procedures and have annual training in this.**

**All children have a toileting protocol in accordance with the Intimate Care Policy.**

**Our children are often functioning at an age much lower than their chronological age. When a child is in distress or discomfort they may seek a 'comfort' hug or sensory feedback. Physical contact with children with additional needs allows for emotional refueling and reassurance as it does all children. Touch and physical contact is also part of curriculum experiences such as Tac Pac and sensory story as for some children this is their pathway to learning and accessing the curriculum. Adults respond to children's emotional needs through touch but are sensitive and will forewarn and seek permission when touch is adult initiated for activities such as personal care.**

**Some children will require physical intervention to prevent harming themselves or others. All EYFS practitioners are trained in Team Teach techniques. If any child requires physical intervention this is recorded in accordance with the Behaviour and Physical Intervention Policy. All children whom require moving and handling will have a protocol in accordance with the Moving and Handling Policy.**

## **11. MONITORING OF EARLY YEARS POLICY**

The Early Years policy will be monitored by the Early Years Coordinator and Senior Management Team

**EARLY YEARS  
CLASS 1 YR 1  
NF: NON FICTION, F: FICTION, P: POETRY**

Subject	Term 1		Term 2		Term 3			
<table border="1" style="margin: auto;"> <tr><td style="text-align: center;">EY</td></tr> <tr><td style="text-align: center;">Yr1</td></tr> </table> Festivals	EY	Yr1	<b>Ourselves</b> All about me /family  Growing up /friends <i>Diwali/Eid</i>	<b>Ourselves</b> Bodies  Changes <i>Christmas Hanukka</i>	<b>Fairy Tales</b>  <i>Chinese New Year</i>	<b>Nursery Rhymes</b>  <i>Easter Vaisakhi</i>	<b>Animals</b> Farm animals Zoo/wild life and life cycles <i>Ramadan</i>	<b>Transport/People who help us</b>  <i>Wesak</i>
EY								
Yr1								
Communication Language and Literacy	<ul style="list-style-type: none"> <li>•Intensive interaction; copying actions and sounds repeating sounds made</li> <li>•Use of 'pole bridging' when adults interact with children in play</li> <li>•Switch work with toys and computer and cause and effect toys and activities – turn taking with friends.</li> <li>•Sharing books, stories, sensory</li> </ul>	<b>F: Main Text: Brown bear, Brown bear Birthday Party</b> NF: Matching Makaton symbols to text and pictures. Birthday party objects Looking at books friends Rhyme bags and dice to promote choice.	<b>F Main Text: The Three Bears</b> NF: <b>P: When Goldilocks went to the house of the bears</b> <b>Secondary Text: The Gingerbread Man</b> Reading text using Makaton symbols and sensory objects. Matching symbols and pictures to	<b>F Main Text: Mole digs a hole</b> NF: Oscar the Frog <b>P: Little Arabella Miller</b> <b>Secondary Text: The Tiny Seed / The hungry Caterpillar</b> Reading the story using Makaton symbols. Matching objects to labels. Role play with	<b>F Main Text: Commotion in the Ocean</b> NF: The Blue Planet DVD <b>P: at the bottom of the Sea – Clapping Games</b> <b>Secondary Text: Mr Archimedes Bath</b> Matching animal's pictures and Makaton symbols to pictures. Exploring sea	<b>F Main Text: Who Sank the Boat?</b> <b>NF: Seaside Historical Pack</b> <b>P: Oh I do like to be beside the seaside</b> <b>Secondary Text: Lofty Goes to the Sea Side</b> Matching objects to words. Exploring a range of writing tools. Using streamers ad objects to form letters. Making letters in sensory materials. Moving clockwise and anticlockwise.		

Subject	Term 1		Term 2		Term 3	
	<p>stories and songs daily</p> <ul style="list-style-type: none"> <li>•Instruction following tasks, choosing boards and opportunities to 'choose from 2' throughout day,</li> <li>•Listening corner and everyday sounds sound lotto</li> <li>•Respond to action words (jumping, leaping etc.)</li> <li>•Phonics – Phase 1 (and 2 if appropriate - Starting to introduce letter sounds. Play Pips games / Letters and Sounds / Jolly Phonics).</li> <li>•Using communication modality to</li> </ul>		<p>text</p> <p>Teddy Bears Picnic – Sensory exploration of porridge and objects in sensory story. Story CDs. Makaton linked to song.</p>	<p>toys and objects in the story.</p> <p>DVD of story, linked to book reading.</p> <p>Looking at initial sounds in words repeated in text.</p>	<p>animal objects.</p> <p>Drawing different animals with a range of writing tools such as chalk, felt tips, pencils, crayons, paint brushes.</p> <p>Moving animals through water to develop fine motor skills.</p> <p>Placing sea animals and sea objects in a feely bag and guessing what they are.</p> <p>Phonics of sea animas.</p>	<p>Tracing over initial letter with felt tip.</p> <p>Role-play travel agent / airport</p>

Subject	Term 1		Term 2		Term 3	
	request resources/food items, etc. •Naming body parts through role play and song.					
Numeracy - Problem Solving and Reasoning	Numbers as Labels and for Counting Matching mummy to baby / sorting by animal Clapping games using counting Counting favourite objects and animals. Education City Espresso Sensory Numbers Matching Objects to Numerals.	Counting Counting animals in the book. Sorting and matching by colour Sensory numbers and matching objects to numerals. Education City and Espresso	Size of bears and their items. Laying the table with correct number and size for each bear. Three Billy Goats Gruff / three little pigs. Number Songs and games Espresso, Education City.	More / counting fruits, matching to real fruits. Sequencing the lifecycles. Investigating the different colours of the foods.	Shape, Space and Measures Making a boat out of different shapes. Matching shape cards. Large felt shapes Printing with balloons. Shape hunt in the classroom. Investigating different foods and their shapes. Espresso Education City.	Shape, Space and Measure Floating and Sinking Capacity Exploring a wide range of objects from the sea and experimenting with weight.
Knowledge and Understanding of the World	Sensory games such as parachute	Pulling/Pushing toys Cause and	Sensory timetable of the day	Tasting fruits. Life cycles puzzles /	Mixing different food colouring in	Where have you been on holiday? Photos from home

Subject	Term 1		Term 2		Term 3	
	games Tunnels and tents with objects inside. Mirrors Using bubbles, chimes etc. Indoor/outdoor Program. Objects of Reference Exploring school environment.	effect toys Creating and making animals using a variety of materials and textures. Balancing objects Looking and creating different patterns after looking at animals. Designing and making structures that animals live in using environmental materials.	ICT games emphasising time and place Investigating colours and patterns	books / toys ICT Switch Toys / Caterpillar DVD / taking photos Exploring and investigating historical toys. Using language to compare to modern toys. Making butterflies / caterpillars.	water. Hot/Cold water Who lives in the ocean and why? Investigating why animals live in the sea. David Attenborough –Blue Planet Making boats and placing them in water. Exploring pebbles, sea weed and other objects from the sea.	and display. Map of the world. Sea Side Towns. Hot / cold / melting / freezing activities
Creative Development	Animal songs and games Using streamers, mirrors etc to make movements Exploring and investigating different	Movement to jungle music. Matching animals pictures Tiger Masks Choosing favourite animals Investigating	Making bears for display. Making masks for retelling stories. Bear footprints Role play 3 bears house	Butterfly printing. Making caterpillars Fruit printing Music and Movement CD with historical music. Exploring	Making a range of sea animals such as octopuses, fish out of different textures and materials Creating a sea life corner	Ocean sounds moving to music Resonance Board Imitating and copying movements. Role play airport and travel agent

Subject	Term 1		Term 2		Term 3	
	textures related to animals such as hay, grass.	and moving like animals in their environments.		fruits and vegetables.	with soft sea music and different materials and textures. Listening to loud/soft, slow/fast music sea and encouraging the students to move fast/slow etc.	
Music						
Personal, Social and Emotional Development	Become familiar with the school environment. Songs about themselves – Head Shoulders, Knees and Toes. Parent/Teacher program. Indoor/Outdoor choice. Beginning to develop peer	Indoor/Outdoor activities. Beginning to introduce new experiences and vary activities according to development and encourage exploration. Develop a booklet of favourite animals and	Emotions and feelings. Labelling feelings in self and others. Being kind. Asking. Sharing. Telling someone if you break something.	Healthy or unhealthy food. How much do we need to eat? What is your favourite food? Trying each other's favourite foods.	Dressing up in outfits from the sea. What do we need to do when swimming? E.G. floaties, goggles Swimming in water. Moving plastic dolls in water. Exploring snorkels, flippers,	Book about myself Where have I been on holiday? What do I like to do with my family / to relax? Making a beach picnic – sandwiches, drinks.

Subject	Term 1		Term 2		Term 3	
	relationships.	why we like those animals. Verbalise and record success and achievements.			goggles etc. Decorating sun hats.	
Physical Development	Physio Programs Tents and tunnels Push/Pull resources Cause and effect toys Ball Pool	Indoor/Outdoor Program Music and Movement CD's Actions to Walking Through the Jungle Imitating animals movements Ball skills Sensory objects that promote pushing, pulling, squeezing, rocking. Physio Programs.	Simple games involving the body Roll the Ball Pass the Parcel Parachute Games Statues Physio Being a bear	Healthy Eating Flying like a butterfly. Musical Games such as oranges and lemons, ring a ring rosy, here we go round the mulberry bush, row, row, dingle dangle scarecrow. Trikes Physio	Swimming program Exploring different objects in water Handling balls and a range of objects in water. Physio	Swimming Program Balls Exploring the outdoor space Using a variety of trikes and bikes within the outdoor area. Fly like an aeroplane

**EARLY YEARS  
CLASS 1 YR 2  
F: FICTION, NF: NON FICTION, P: POETRY**

Subject	Term 1		Term 2		Term 3	
	Seasons	Weather and Clothes	Transport	Homes and Buildings	People Who Help us	Senses
Communication Language and Literacy	<p><b>F Main Text: Rain rain go away</b>  <b>NF: Planting Seeds</b>  <b>P: Our Birthday – Clapping Games Text</b>  <b>Secondary Text: This is the bear and the Picnic.</b>            Sensory Story box            Phonics.            Season poems and stories.            Identifying seasons.            Sensory resources to support learning.            Education City</p>	<p><b>F Main Text: The Billy Goat Gruff</b>  <b>NF: Wellingtons and Umbrellas</b>  <b>P: Dancing Girl – Clapping Games Text</b>  <b>Secondary: Little Red Ridding Hood</b>            Matching Makaton symbols to text and pictures.            Rhyme bags and dice to promote choice.            Nursery rhymes and games.            Phonics.  <a href="http://www.kented.org.uk">www.kented.org.uk</a>            Something Special.</p>	<p><b>F Main Text: Wheels On the Bus</b>  <b>NF: Train Station DVD</b>  <b>P: Train, Whistle, Blowing</b>  <b>Secondary Text: Thomas the Tank Engine DVD.</b>            Sensory Story box            Reading text using Makaton symbols and sensory objects.            Sensory exploration of objects in sensory</p>	<p><b>F Main Text: Goldilocks and The Three Bears</b>  <b>NF: Explaining My World DVD</b>  <b>P: This the house that Jack built.</b>  <b>Secondary Text: Bob the Builder DVD</b>            Reading the recipe using Makaton symbols            Matching objects to labels.            Role play with toys and objects in the</p>	<p><b>F Main Text: Barn on Fire</b>  <b>NF: DVD Doctors, Post Office</b>  <b>P: My Mummy Is a Baker – Clapping Games</b>  <b>Secondary Text: Postman Pat DVD</b>            Drawing different with a range of writing tools such as chalk, felt tips, pencils, crayons, and paint brushes.            Phonics.            Identifying</p>	<p><b>F Main Text: Brown Bear, Brown Bear What do you See?</b>  <b>NF: Foundation EY Book Series Senses</b>  <b>P: Poems abut Senses</b>  <b>Secondary Text: Polar Bear, Polar Bear what do you Hear?</b>            Identifying aspects of text.            Sensory story box to support text.            Exploring our</p>

Subject	Term 1		Term 2		Term 3	
	Espresso Something Special		story. Phonic awareness. Identifying letters – sound and names. Identifying different sounds of transport vehicles to support learning. Espresso Education City Something Special	story. Espresso Education city Something Special	letter names. Identifying letters as they are written. Espresso Education City Something Special	sense of touch. Exploring a range of writing tools. Using streamers ad objects to form letters. Making letters in sensory materials. Moving clockwise and anticlockwise. Tracing over initial letter with felt tip. Phonics. Something Special
Numeracy - Problem Solving and Reasoning	Numbers as Labels and for Counting Number songs and games Clapping games using counting Counting favourite	Counting Sensory numbers and matching objects to numerals. Counting Bears Counting programs on the computer. Maths Grab and Go Kit.	Calculating Counting how many wheels etc are on a bus and different vehicles. Investigating vehicles in the area.	Calculating  Investigating the different colours of different houses and buildings. Looking at how many	Shape, Space and Measures Making different means of transport people use who help us such as an ambulance out	Shape, Space and Measure Floating and Sinking Capacity Exploring a wide range of objects that stimulate senses such

Subject	Term 1		Term 2		Term 3	
	objects and animals. Education City Espresso Sensory Numbers Matching Objects to Numerals. Hiding numbers in sand/water and finding them.	Education City and Espresso Number songs and games. Sensory Numbers Finding different numbers in sand etc and then counting on.	Watching cars and then calculating how many cars trucks etc. Number Songs and games Espresso, Education City. Maths Grab and Go Kit.	bricks it can take to build a house. Ballamory looking at different houses. Number Bears Maths Grab and Go Kit.	of different shapes. Matching shape cards. Large felt shapes Printing with balloons. Shape hunt in the classroom. Espresso Education City.	as using shape to explore touch, looking at different shapes. Investigating different foods and tastes in food of different shapes. Education City Espresso
Knowledge and Understanding of the World	Exploration and Investigation Sensory games such as parachute games Tunnels and tents with objects inside. Mirrors Using bubbles, chimes etc. Indoor/outdoor Program. Objects of	Designing and Making Indoor/Outdoor Program Pulling/Pushing toys Cause and effect toys Creating and making wind chimes and mobiles using a variety of resources. Balancing objects Looking and	Time Sensory timetable of the day ICT games Investigating colours and patterns. Using Internet and resources making and constructing different types of transport.	ICT Switch Toys Exploring and investigating how different houses are built. Making other types of homes such as Tee Pees, tents, Igloos. Using the internet to explore pictures of	Place Looking at the local community – Who hellos us and why. Identifying who us and how they help us. Visiting local community places such as fire station, police station etc.	Communities Exploring different foods in the community. Exploring how people use their senses in different ways. Visiting or investigating local restraints and how people eat

Subject	Term 1		Term 2		Term 3	
	Reference Exploring school environment.	creating different weather patterns using resources. Designing and making structures that different people live in to house from the weather using environmental materials.	Investigating what types of transport are used or what purpose. Constructing their own ideas for transport using large boxes.	houses and buildings. Walking in the community to explore different types of house and buildings.	Reading and investigating books about what these people do. Investigating the Internet to find out about people who help us.	differently. Investigating different objects and how we use our senses to identify them.
Creative Development	Being Creative – Responding to experiences, Expressing and Communicating Ideas Songs and games Using streamers, mirrors etc to make movements Exploring and investigating different textures related to the seasons such as flowers,	Being Creative – Responding to experiences, Expressing and Communicating Ideas Movement to jungle music. Exploring different weather and making wind chimes. Rainbow jelly Looking at colours in rainbows. Using different textures in paints. Mixing fake snow with paint.	Exploring Media and Materials. Making different types of transport with a variety of materials. Nursery rhymes about transport. Movement – pretending to be a certain piece of transport and moving like it. Watching	Exploring Media and Materials. Making patterns using a range of materials and textures. Using different paints and materials to make different types of buildings and houses. Feeling the different textures of	Music Listening to different sirens and investigating what that means. Nursery rhymes and games.	Dance Using our senses to make music and dance to that music. Listening to dances and music from other cultures and trying to imitate their movements. Resonance Board Imitating and copying movements.

Subject	Term 1		Term 2		Term 3	
	grass and snow.		vehicles and transport on the internet.	different materials.		
Music						
Personal, Social and Emotional Development	Attitude Disposition and Attitudes Become familiar with the school environment. Songs about themselves – Head Shoulders, Knees and Toes. Parent/Teacher program. Indoor/Outdoor choice. Beginning to develop peer relationships.	Self Confidence and Self Confidence and Self Esteem Indoor/Outdoor activities. Beginning to introduce new experiences and vary activities according to development and encourage exploration. Develop a booklet of what we wear during different seasons. Exploring how to use zips and buttons to do up clothes. Verbalise and record success and achievements.	Self Confidence and Making Relationships Exploring what transport we use to get to school, to the shops. Making stories about vehicles including children in them. Looking at how transport can help us.	Self Confidence and Behaviour and Self Control Making a booklet about what is in our house or bedroom. What type of thing do we like in our bedroom. Investigating different rooms of the house and what are they used for? Using Makaton to share with others.	Self Care Self Care Looking at what people help us and how that helps us to take care of ourselves. How can I help myself? What can I do for myself – listing achievements?	Sense of Community Sense of Community Book about myself Who Am I? Who do I Live? People in my class and at school? My friends? Activities I Like? Foods I Like? Investigating what aspects of the community I use and how do I use them.

Subject	Term 1		Term 2		Term 3	
Physical Development	Movement and Space Physio Programs Tents and tunnels Push/Pull resources Cause and effect toys Ball Pool	Movement and Space Indoor/Outdoor Program Music and Movement CD's Ball skills Sensory objects that promote pushing, pulling, squeezing, rocking. Physio Programs. Dancing to different weather types and making movements.	Health and Body Awareness Simple games involving the body Roll the Ball Healthy Eating Parachute Games Statues Physio Pretending to be different types of transport going at different speeds.	Health and Body Awareness Hoops Ball Games Skipping ropes Musical Games such as oranges and lemons, ring a ring rosy, here we go round the mulberry bush, row, row, dingle dangle scarecrow. Trikes Physio	Using Equipment and Materials Swimming program Exploring different objects in water Handling balls and a range of objects in water. Physio	Using Equipment and Materials Swimming Program Balls Exploring the outdoor space Using a variety of trikes and bikes within the outdoor area.

Policy agreed on: JUNE 2016

Signed on behalf of the Trustees \_\_\_\_\_

Committee: CURRICULUM

Author: LORNA MANSBRIDGE

Review date (optional): \_\_\_\_\_

Website **Y**/N