

## SAUNCEY WOOD PRIMARY – Early Years Foundation Stage

<b>INTENT</b>	<b>OUR RIGHTS</b>	<b>The Right to LEARN</b>				<b>The Right to RESPECT</b>				<b>The Right to be SAFE and be included</b>			
	<b>VALUES</b>	Responsibility	Rights	Tolerance	Democracy	Pride	Perseverance	Curiosity	Cooperation	Confidence	Kindness	Resilience	Freedom
		Responsibility	Rights	Unity	Understanding	Passion	Reflectiveness	Resourcefulness	Respect	Happiness	Change	Honesty	Courage
	<b>VISION</b>	<p style="text-align: center;">At Sauncey Wood Primary School, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences lead by the children through in the moment planning that enable children to become confident and independent learners who continuously grow their curious minds. We value the individual child, build and foster positive relationships and work alongside parents and carers to help every child reach their full potential and instil a life-long love of learning that never stops.</p>											
<b>OUR AIMS</b>	Building for better futures			Our children will lead happy and fulfilling lives			We will grow a collaborative community			We will extend the boundaries of learning			

<b>IMPLEMENTATION</b>	<b>GREAT TEACHING</b>	A learning-focused, built on nurturing, positive relationships, enabling all to feel safe and thrive	Expert subject knowledge, based on an understanding of cognition and learning	High expectations of conduct & learning behaviours	Exceptionally clear modelling of key concepts: a well sign-posted learning journey	Precisely targeted questioning to accurately identify misconceptions and reshape activities	Challenge for all, with rich opportunities for mastery and breadth	'In the moment' feedback; and purposeful feedback addressed through purple polishing	Opportunities to embed concepts into long-term memory; to recap apply and make connections	Accurate assessment informs next-step planning	Teachers passionately model a growth mind-set and engage in life-long learning
	<b>AREAS OF LEARNING</b>	<b>Personal, Social and Emotional</b>	<b>Physical</b>	<b>Communication and Language</b>		<b>Literacy</b>	<b>Mathematics</b>		<b>Understanding the World</b>	<b>Expressive Art and Design</b>	
	<b>BREADTH &amp; BALANCE</b>	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	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	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,		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)	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		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	The development of children's artistic 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	

		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.	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.	and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	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).	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.	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.	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.
<b>AUTUMN</b> <b>Possible themes and curiosities</b>	Being Me in my World Celebrating differences	Fundamental skills- gym and dance  Fundamental skills- throwing and catching	Understand how to listen carefully and why listening is important. Engage in story times. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs.	To say what we think a book is about by looking at the cover, to say who your favourite character is To explain how a character is feeling, to answer simple questions about what has happened  Phase 1, 2 and 3  Name copying and writing. Writing secret symbols, initial sounds, letter formation, CVC words, emergent writing for those who are ready, writing for different purposes	Getting to Know you Just Like me! It's me 1,2,3! Light and Dark	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Forest School	Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.	

<p>Advent, Christmas Seasonal changes – Autumn/Winter Healthy lifestyles</p>							
<p><b>SPRING</b> <b>Possible themes and Curiosities</b> Comparing places Polar regions and the rainforest/jungle Under the sea and space Mother’s day Now and then Chinese New Year Pancake Day Easter Seasonal changes – Winter/Spring Healthy lifestyles</p>	<p>Dreams and Goals Healthy Me</p>	<p>Moving and travelling Rolling and jumping</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs.</p>	<p>to use words to describe a character or setting, to say what happened first in the story to say what you think will happen next, to explain why something happened  Phase 3/4  Writing phonetically decodable words, phrases and captions, Emergent writing for those who are ready, writing for different purposes</p>	<p>Alive in 5 Growing 6,7,8! Building 9 and 10 Fluency and games</p>	<p>Recognise some environments that are different to the one in which they live. Understand that some places are special to members of their community. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Forest School</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources, and skills. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>
<p><b>SUMMER</b> <b>Possible themes and curiosities</b> Growing and changing Plants and flowers Human body, senses Keeping fit and healthy Animals and minibeasts Father’s day Life cycles</p>	<p>Relationships Changing Me</p>	<p>Core Fitness Athletics</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use</p>	<p>To explain why we like a character or story, to find a word which means To say what happened at the beginning, middle and end of a story  Phase 3, 4 and 5 (for those who are ready)  Writing phonetically decodable words, simple sentences, writing for different purposes.</p>	<p>To 20 and beyond First, Then, Now Find my Pattern On the Move</p>	<p>Explore the natural world around them. Draw information from a simple map. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Forest School</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making</p>

<p>Recycling, looking after the world Seasonal changes – Spring/Summer Healthy Lifestyles</p>			<p>new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs.</p>				<p>and dance, performing solo or in groups.</p>
<p><b>Early Learning Goals</b></p>	<p><b>Self-Regulation</b> 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.</p> <p><b>Managing Self</b> 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.</p> <p><b>Building Relationships</b> Work and play cooperatively and take turns with others.</p>	<p><b>Gross Motor Skills</b> 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.</p> <p><b>Fine Motor Skills</b> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>	<p><b>Listening, Attention and Understanding</b> 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.</p> <p><b>Speaking</b> 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.</p>	<p><b>Comprehension</b> 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, nonfiction, rhymes and poems and during role play. <b>Word Reading</b> 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.</p> <p><b>Writing</b> 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.</p>	<p><b>Number</b> 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.</p> <p><b>Numerical Patterns</b> 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</p>	<p><b>Past and Present</b> 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.</p> <p><b>People, Culture and Communities</b> 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</p>	<p><b>Creating with Materials</b> 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.</p> <p><b>Being Imaginative and Expressive</b> 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.</p>

	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					knowledge from stories, non-fiction texts and (when appropriate) maps.  <b>The Natural World</b> 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.	
<b>KEY STORIES AND BOOKS (not exclusive)</b>	Where the Poppies now grow Tadpole's Promise You Choose Brown bear, brown bear, what do you see? Hairy Maclary Come on Daisy The Gruffalo Rosie's walk Cockatoos Farmer Duck			Don't say that Willy Nilly Mixed We're going on a bear hunt Jasper's beanstalk Each peach, pear plum Owl Babies Handa's surprise Six dinner Sid Whatever Next Goodnight moon		Dirty Bertie Dear Zoo The dinosaur that popped... The Very Hungry Caterpillar Hug  Mr Gumpy's outing Mrs Armitage on wheels On the way home Shhhh!	The Train Ride
<b>INSPIRING CONTEXTS</b>	ITMP will allow us to take the children's learning in the direction of their interests, curiosity and needs- each child will have a personalised curriculum where they make progress, being challenged to extend and develop their own knowledge and skills across the year.						
<b>ENRICHMENT (possible)</b>	AUTUMN Autumn Walk Trip to Local Church Harvest Festival Bread making Bonfire Night – toasted marshmallows Fire service visit Remembrance Day Diwali/Hanukkah Advent/Decorating Day Christmas time/Nativity Children in Need Forest School		SPRING Winter/ Spring Walk Chinese New Year Internet Safety Day PCSO visit World Book Day Mothering Sunday Trip to the Eden Project Comic Relief/Sport Relief Spring Walk Easter/Egg hunt Forest school Easter nest cakes			SUMMER Planting sunflower seeds Planting beans in jars Trip to Zoo Baby photos Beach Day Dentist/dental nurse visit Fruit kebabs Food tasting Ramadan/Eid-al-Fitr Balance-ability Forest School Cooking	

		Cooking Anti-Bullying Week Curiosity Cube	Cooking Curiosity Cube	Sports Day Curiosity Cube
	<b>WIDER COMMUNITY</b>	Local walks Use of park and Sauncey Wood Walk to post box Visits from local people- dentists, doctors, police		

<b>IMPACT</b>	<b>POSITIVE OUTCOMES</b>	<b>IMPACT 1: EMOTIONAL</b> Personal development is outstanding. Children are happy and enjoy coming to school. Parents are carers are happy with the school and high proportions would recommend us to others.		<b>IMPACT 2: SOCIAL</b> Behaviour and attitude are outstanding. Children demonstrate our vision and values in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety and the choices children make benefit the school and local community		<b>IMPACT 3: ITELLECTUAL</b> The quality of education is excellent. Children consistently achieve well, particularly the most vulnerable group; disadvantaged and those with SEND. Children make at least positive progress and attain in line with or better than national expectations.	
	<b>EVALUATION</b>	Rigorous monitoring from SLT, SLs and Governors. Scrutiny of books, assessment and marking. Pupil voice. IDSR data. Moderation visits.	One page profiles used to track gaps and vulnerabilities which will be discussed at PPM. SEND offer. Mental health awareness. CPD appropriate to need. Pupil voice to monitor effectiveness.	Quality of curriculum monitored by SLT and SLT to ensure that it meets the needs and challenge of all pupils.  Opportunities for enrichments including visits and visitors to ensure that enrichment opportunities broaden and deepen the learning of all children.	External validation, governance and school leaders monitor the progress of the school against the development plan to ensure that pupils from all groups are supported to achieve their best.	Early Years Adults enable opportunities for children to learn without limits.  They provide opportunities for word recognition and vocabulary building. Pupils in early years will be well prepared for the rest of their schooling with key independence skills to support their development.  SL's and the EY team will work together to monitor the progress of EY pupils to ensure that all areas of the EY are met.	