

### Early Years Foundation Stage

This year, Mount Charles will become **Early Adopters** of the New EYFS Framework. The Department for Education believes that the changes to the Framework are intended to:

- \* make all 17 ELGs clearer and more specific.
- \* focus on strengthening language and vocabulary development to particularly support disadvantaged children strengthen literacy and numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for year 1.
- \* ensure the ELGs are based on the latest evidence in childhood development.
- \* ensure they reflect the strongest predictors of future attainment.

The new Framework is divided into two sections;

1. Characteristics of Effective Learning
2. Seven Areas of Learning (divided into 17 aspects with Early Learning Goals)

The Characteristics of Effective Learning describe the ways in which a child engages with other people and their environment. They underpin learning and development across all areas and support the child to remain an effective and motivated learner.

<b>Playing and Exploring</b> <ul style="list-style-type: none"> <li>* Finding out and exploring</li> <li>* Playing with what they know</li> <li>* Being willing to 'have a go'</li> </ul>	<b>Active Learning</b> <ul style="list-style-type: none"> <li>* Being involved and concentrating</li> <li>* Keeping trying</li> <li>* Enjoying achieving what they set out to do</li> </ul>	<b>Creating and Thinking Critically</b> <ul style="list-style-type: none"> <li>* Having their own ideas</li> <li>* Making links</li> <li>* Choosing ways to do things</li> </ul>
---	---	--

## The Seven Areas of Learning

Each of the seven Areas of Learning are divided into 17 aspects. The following document gives you information about the Early Learning Goal for each of the 17 aspects. Children work towards achieving these Early Learning Goals by the end of the year.

### Communication and Language

#### Listening, Attention and Understanding

Children at the expected level of development will: Listen attentively and respond appropriately 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.

#### Speaking

Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary, offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate, express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Personal, Social and Emotional Development

#### Self-Regulation

Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate, give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self ELG

Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain the reasons for rules, know right from wrong and try to behave accordingly, manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships

Children at the expected level of development will: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and to others' needs.

### Physical Development

#### Gross Motor Skills

Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases, use a range of small tools, including scissors, paint brushes and cutlery, begin to show accuracy and care when drawing.

## Literacy

### Comprehension

Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate – where appropriate – key events in stories, use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading

Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound-blending, read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

Children at the expected level of development will: Write recognisable letters, most of which are correctly formed, spell words by identifying sounds in them and representing the sounds with a letter or letters, write simple phrases and sentences that can be read by others.

## Mathematics

### Number

Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number, subitise (recognise quantities without counting) up to 5, automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

Children at the expected level of development will: Count confidently beyond 20, recognising the pattern of the counting system, compare sets of objects up to 10 in different contexts, considering size and difference, 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

### Past and Present

Children at the expected level of development will: Talk about the lives of the people around them and their roles in society, know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class, recall some important narratives, characters and figures from the past encountered in books read in class.

### People Culture and Communities

Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps, know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class, explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### **The Natural World**

Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants, know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class, understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Expressive Art and Design**

#### **Creating with Materials**

Children at the expected level of development will: Draw and paint using a range 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.

#### **Being Imaginative and Expressive**

Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well known nursery rhymes and songs, perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

At Mount Charles we use on-going formative assessment at the heart of our Early Years practice.

Practitioners will...

- \* Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home (**observation**).
- \* Consider what a child 'can do' to help identify where the child may be in their own developmental pathway (**assessment**).
- \* Consider ways to support the child to strengthen and deepen their current learning and development. Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development (**planning**).
- \* At the end of the year, make a judgement about whether a child is:
  - meeting the level of development expected at the end of the EYFS (**expected**); or
  - not yet reaching this level (**emerging**)

### **Moderation**

Our processes of moderating formative and summative judgements includes:


- \* In school moderation - judgements are checked and agreed by other teachers in EYFS and from across the school.

- \* Academy Trust moderation - judgements are discussed and agreed with EYFS teachers from across the CELT Academy group of schools.
- \* Local Authority moderation - each year 25% of schools are asked to discuss and agree their judgements with a moderator from the Local Authority.



## Cornerstones Imaginative Learning Projects - Half-Termly Themes

At Mount Charles we offer an exciting curriculum grounded in four Cornerstones: Engage, Develop, Innovate and Express. This cross-curricular approach is designed to enrich learning and enable the delivery of a broad and balanced curriculum.

Term - Autumn Term - First Half	
ILP Title - Do You Want To Be Friends?	
Driver - Listening, Attention and Understanding, Speaking, Building Relationships, Managing Self	
Summary - Do you want to be friends? Would you like to play with me? Explore these questions and more in this project about friendship, being kind and working together. Our lines of enquiry include: <ul style="list-style-type: none"> <li>• friendship</li> <li>• being kind</li> <li>• being helpful</li> <li>• cooperation</li> <li>• similarities and differences</li> <li>• people who help us</li> </ul>	
Memorable Experience - Meeting and making new friends, tour of the school	
Key Texts - The Lion and the Mouse by Mairi McKinnon, Lost and Found by Oliver Jeffers, Have You Filled a Bucket Today? By Carol McCloud, My Mum by Anthony Browne, Superhero Dad by Timothy Knapman	
Talk for Writing Focus Text - While We Can't Hug by Eoin McLaughlin	
Innovate Challenge - Jelly Baby Friends - What does friendship look like?	
Express our Learning - Friendship Recipe - What ingredients do we need to be a good friend?	

## Term - Autumn Term - Second Half

**ILP Title** - Why Do Squirrels Hide Their Nuts?

**Driver** - The Natural World, Speaking

**Summary** - Why do squirrels hide their nuts? Why do hedgehogs hibernate? Explore these questions and more in this project about the seasonal changes in the natural world during autumn and winter.

Our lines of enquiry include:

- seasonal change in the natural world
- hibernation and migration
- autumn foods
- woodland animals

**Memorable Experience** - Woodland visit

**Key Texts** - Squirrels Busy Day by Lucy Barnard, After the Storm by Nick Butterworth, Hibernation Station by Michelle Meadows

**Talk for Writing Focus Text** - Bear Snores On by Karma Wilson

**Innovate Challenge** - Squirrels Winter Muffins - Make a squirrel feeder for the winter months.

**Express our Learning** - What happens after Autumn? Explore the cycle of seasons.



## Term - Spring Term - First Half

**ILP Title** - What Happens When I Fall Asleep?

**Driver** - Listening, Attention and Understanding, Speaking, Creating with Materials

**Summary** - Why are there stars in the sky at night? Does everyone go to bed at the same time as me? Explore these questions and more in this project about night time.

Our lines of enquiry include:

- bedtime routines, the importance of sleep and rest
- the Moon and stars
- nocturnal animals
- people who work at night

**Memorable Experience** - Wonders of the Universe

**Key Texts** - Peace At Last by Jill Murphy, Night Monkey, Day Monkey by Julia Donaldson and Lucy Richards, Owl Babies by Martin Waddell, Papa Please Get the Moon for Me by Eric Carle

**Talk for Writing Focus Text** - How to Catch a Star by Oliver Jeffers

**Innovate Challenge** - Constellation Creators - Create your own constellation and give it a name.

**Express our Learning** - Sharing Time! Share our learning with our home grown-ups.





## Term - Spring Term - Second Half

ILP Title - Will You Read Me A Story?

Driver - Speaking, Comprehension and Writing, Being Imaginative and Expressive

Summary - Was the Big Bad Wolf really so bad? How many bowls of porridge did Goldilocks eat? Explore these questions and more in this magical project all about fairy tales, goodies and baddies! Our lines of enquiry include:

- fairy tale characters, goodies and baddies
- homes and castles
- magic and fantasy
- writing and telling stories

Memorable Experience - Fairy tale visitor

Key Texts - The Enormous Turnip - Ladybird, The Gruffalo by Julia Donaldson, The Gingerbread Man by Mara Alperin, Mr Wolf's Pancakes by Jan Fearnley, The Three Little Pigs by Stephen Tucker and Nick Sharratt

Talk for Writing Focus Text - Jack and the Beanstalk - Usborne

Innovate Challenge - Grow a magic bean by planting a jelly bean. Create a seed packet.

Express our Learning - Royal Tea Party. Write an invitation to a invite a guest.



## Term - Summer Term - First Half

ILP Title - Are We Nearly There Yet?

Driver - People Culture and Communities, Past and Present, Speaking

Summary - Where in the world would you like to go? How would you like to travel there? Explore these questions and more in this project about transport, travel and places near and far! Our lines of enquiry include:

- different types of transport
- how things move - fast and slow, imaginary and real journeys
- holiday destinations
- keeping safe on the roads and pavements

Memorable Experience - Going on a journey

Key Texts - The Hundred Decker Bus by Mike Smith, The Journey from Granpa's by Jemima Lumley, Mr Grumpy's Outing by John Burningham

Talk for Writing Focus Text - We're Going on a Bear Hunt by Michael Rosen

Innovate Challenge - Design an imaginary vehicle. Use a drag and drop computer/tablet program.

Express our Learning - Passports at the Ready! Create a personal passport.



## Term - Summer Term - Second Half

**ILP Title - Who Lives In A Rockpool?**

**Driver - The Natural World, Being Imaginative and Expressive, Speaking**

**Summary - Which creatures live on the seashore? Why do crabs have shells?**

Explore these questions and more in this project about the seashore and the plants and animals that live there.

Our lines of enquiry include:

- seashore plants and animals
- features of the seashore
- water safety
- properties of natural materials
- art using found materials
- pollution

**Memorable Experience - Beach visit**

**Key Texts - Tip Tap Went the Crap by Tim Hopgood, Rainbow Fish by Marcus Pfister, Come Away from the Water Shirley by John Burningham, Sally and the Limpet by Simon James**

**Talk for Writing Focus Text - Welcome to the Rockpool by Ruth Owen (non-fiction)**

**Innovate Challenge - Rockpool in a jar. Use a range of materials to create a rockpool in a jar.**

**Express our Learning - Sharing Time! Share our learning with our home grown ups.**



## Complementary Learning Schemes

At Mount Charles, we use the following schemes to complement our Cornerstones Curriculum.

**Read, Write Inc Phonics**



It is our mission to ensure every child is a fluent reader by the end of Key Stage 1, therefore early reading is our priority. Pupils are taught daily by a Read, Write Inc. (RWI) teacher in groups organised by stage, not age. In addition, 10min daily 1:1 sessions take place to ensure that all pupils 'keep up not catch up'. Pupils are assessed ½ termly, progressing rapidly through the programme.



<p>Power Maths</p> 	<p>Children follow a mastery programme built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of mathematical concepts.</p>
<p>Val Sabin Physical Education</p> 	<p>We are extremely proud of our PE curriculum offer at Mount Charles; taking part in many wider community sporting events throughout the year. Our pupils enjoy a broad range of physical activities including gymnastics, dance, games, athletics and outdoor and adventurous activities. Pupils take part in regular physical activity for sustained periods of time, engage in competitive sports and are taught how to lead healthy, active lives.</p>
<p>Purple Mash Computing</p> 	<p>Every child should have the right to a computing curriculum that champions excellence; supporting pupils in achieving their best. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. Purple Mash facilitates a full and sequential computing curriculum which prepares pupils for life in an increasingly technological world.</p>
<p>Charanga Music</p> 	<p>At Mount Charles, we believe that music teaching and learning should be fun, relevant and inspiring; central to each pupils' academic, social and emotional development. Charanga provides a sequential and progressive curriculum including opportunities to play a wide range of musical instruments both individually and as part of an ensemble. Pupils learn how to listen and appraise as well as how to create and explore their own music making, singing and performance.</p>
<p>Jigsaw PSHCE</p> 	<p>PHSE is taught using a mindfulness approach, which brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development. The whole school works on the same theme every half term, developing their awareness of self, others, our school and the wider community.</p>
<p>Discovery RE</p> 	<p>Through half termly themes, R.E is taught in an exciting, engaging and challenging way. With Christianity at the heart of the teaching, Buddhism, Hinduism, Judaism and Sikhism are explored as children move up through the school. Discovery R.E provides a safe enquiry space, encourages deep questioning, enhances critical thinking and evaluation skills, supports spiritual development and equips pupils to celebrate diversity.</p>

