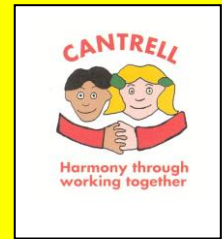




Cantrell Primary School – Foundation Stage Yearly Overview



Each half-term, we will focus on a different theme, underpinned by a variety of texts, songs and rhymes. Across the year, we will cover all the areas of learning of the Early Years Curriculum. We aim to provide learning which is relevant, fun and engaging for our young children.

Autumn 1

Marvellous me

- All about me
- My family and others'
- Around our school and community
- People and places

Spring 1

Into the woods

- Traditional tales and other favourites
- Exploring natural materials
- Winter
- Chinese New Year

Summer 1

Amazing animals

- Minibeasts and chicks
- Looking after pets
- Rumble in the jungle
- Down on the farm

Autumn 2

Let's all celebrate!

- Autumnal changes
- Birthdays
- Festivals and celebrations – Bonfire Night, Diwali and Christmas
- Singing and performing

Spring 2

The great outdoors

- Signs of Spring
- Planting, growing and tasting
- Life cycles
- Easter celebrations

Summer 2

Off we go!

- Travelling
- How things work
- Looking after our world
- Going on a journey and moving on



Cantrell Primary and Nursery School - EYFS Curriculum



EYFS Mission Statement Values and Ethos **Nursery (3-4 years) and Reception (4-5 years)**

At Cantrell, we aim to support individual children to excel and develop to their full potential. We provide first-hand opportunities to engage, explore and investigate through meaningful teaching and learning experiences. We offer a safe, inclusive, and nurturing environment which enables our children to thrive. We aim to narrow the gaps in learning and overcome challenges by providing high quality teaching, resources and supportive adults to act as positive role models.

Language, Communication and Understanding underpin all areas of the curriculum and we aim to provide a language-rich setting to support this. Adults develop communication skills by narrating and immersing themselves into the play alongside the children. We value the importance of positive relationships and interactions and encourage everyone to show respect for each other. We model strategies for self-regulation, encouraging children to talk about their feelings and become confident and engaged learners.

Within our Early Years Foundation Stage, routines and expectations are clear within the learning environment. We offer continuous provision, where children can foster their self-initiated play and learning. We value Makaton signs and symbols to encourage children to become independent in their daily routines.

We support our parents and school community through regular formal and informal conversations. We identify the needs of our children and their families and offer encouragement and guidance. Within our school community, we recognise that young children's emotional well-being, resilience and ability to manage their own health and self-care needs has become a priority. As practitioners, our aim is to nurture and develop these skills within a safe, secure and supportive environment.

We follow the EYFS curriculum guidance 'Development Matters' incorporating the Characteristics of Effective Learning. On entry into the Reception Class, children undertake the DfE Baseline Assessment (RBA). We use formative assessment through child-adult interactions and observations where necessary. We follow the 'Statutory framework for the Early Years Foundation Stage' (2021). Summative assessment takes place at the end of the Reception School year using the mandatory EYFS Profile; this is shared with the local authority and parents. In line with the wider school, there are three assessment points during the year: Autumn, Spring and Summer. Children in Reception are more formerly assessed for Phonics, Reading and Mathematics. Ongoing progression and assessment for the seven areas of learning are recorded using Tiny Tracker our online assessment and observation platform.



Cantrell Primary and Nursery School - EYFS Curriculum



Communication and Language Nursery (3-4 years)

Intent

- To offer children a well-structured and resourced environment with all adults supporting and encouraging independent speech and language whatever their starting points.
- To offer a range of books, rhymes and songs freely available to all children throughout the Nursery provision. Adults to share, read and motivate story talk by actively encouraging children to self-select stories.
- Adults to directly read a wide range of texts at specific group times and incidentally through the session

Implementation

- Children are encouraged and supported to communicate with a greeting as they enter Nursery. Adults support children by narrating what children do and repeating phrases and commands offered. Adults model clear precise speech to encourage back and forth talk.
- Nursery children have a dedicated story/rhyme time in both the morning and afternoon session. This allows for children to listen and comment on stories, rhymes and songs sung together.
- Group time is often introduced with our mascot dog; 'Dario', where children are encouraged to hold him and tell him their name, how they're feeling or convey a simple comment.
- We offer first-hand opportunities such as planting seeds, beans and flowers after an introductory discussion about plant life. New language and terminology are introduced through stories such as Jasper's Beanstalk. We allow children to observe and comment about changes and what they see.
- Through continuous provision including small world play; children are encouraged to develop imagination and creativity through acting out scenarios. Adults support play and communication by taking turns and offering talk opportunities with other children that may come into the play.
- Books including fiction, non-fiction and rhymes are freely available around the Nursery. Our dedicated group areas each have a collection shelf/basket and space to independently look at books. Adults read aloud during the session and encourage children to participate.
- Story pictures and prompts are sent home to encourage children to talk about our 'Book of the Week' with their families. We notify families about exciting upcoming events through Dojo.

Impact

By the time children are ready for the transition into Reception, most should:

Be able to

- Have growing confidence to hold a back-and-forth conversation with adults and their peers.
- Story talk within their imaginative play/role play.
- Sit for short amounts of time to participate in rhyme/story time sessions.

Have experienced

- New vocabulary relating to a first-hand experience such as planting a bean.
- A wide range of texts: stories, non-fiction, songs, poems and rhymes.
- Daily rhyme time/story time sessions in a small group.



Cantrell Primary and Nursery School - EYFS Curriculum



Communication and Language Reception (4-5 years)

Intent

- In Reception, children are immersed in a language-rich environment, made up of quality texts, songs and rhymes. This is underpinned by purposeful adult interactions with the children through small group, whole class and one-to-one discussions. Our intent is to develop children's vocabulary and speech within this environment.
- We aim to develop the skills required for listening, attention and understanding, by having clear expectations of what we want the children to do and modelling/promoting good practice.

Implementation

- Children are encouraged to use their manners and speak in full sentences, using a variety of tenses and conjunctions. We help them develop their conversation skills by modelling turn-taking, questioning, commenting and listening, as well as extending vocabulary and sentence structure.
- Children are given the opportunity to talk about things which are of interest to them (eg their pet, birthday or family) through regular 'show and tell' sessions. By using subjects which are familiar to the children, we aim to develop their confidence in speaking to the whole class.
- Our focus on offering hands-on and multi-sensory learning opportunities means that our children can hear new and relevant vocabulary in context, which they can then use and embed.
- We have weekly topic or text-related Chatterbox words (on display in class and sent home), each with a picture linked to the word. These are referred to frequently to develop familiarity. We are keen to extend our children's vocabulary, so each time we come across an unfamiliar word, we will define what it means, using contextual information to support understanding.
- We have regular story times, including songs, rhymes, poems and a high-quality book of the week. Through these sessions, we develop the skills of inference, prediction, listening and understanding.
- We display pictures to promote listening and attention, rewarding those who set a good example with smiley faces. Before each session, we reiterate our rules for listening through song and visuals.
- It is a priority for us that our children are able to develop their communication skills at home. Through Dojo, we notify parents about our exciting learning (such as a visit by a beekeeper or tasting noodles for Chinese New Year) to encourage parents to talk to their children about their learning. Parents are also encouraged to attend our weekly reading mornings.

Impact

By the time children are ready for the transition into Year One, most should:

Be able to

- Hold a conversation, by listening attentively, making comments and asking questions.
- Express their ideas and feelings about their experiences, using some learnt vocabulary, different tenses and simple conjunctions.
- Participate in small group and whole class discussions.

Have experienced

- A wide range of texts: stories, non-fiction, songs, poems and rhymes.
- New vocabulary relating to quality texts and first-hand learning opportunities.
- Opportunities for 1-1, small group and whole class discussions.



Cantrell Primary and Nursery School - EYFS Curriculum



Personal, Social and Emotional Development Nursery (3-4 years)

Intent

- All Adults within Nursery to develop and nurture caring and supportive relationships with all children.
- To support children's understanding of their own emotions and how to regulate these.
- Support with toileting and liaise with parents on how to do this successfully.
- Adults to model and support good, healthy friendships and how to share, take turns and co-operate with others.

Implementation

- To greet all children with a welcoming positive interaction on arrival and acknowledge their presence and well-being.
- Adults to model and talk about how we feel, using emotion cards and discussion at group time. During sessions support individual children if needed with comfort and attention; acknowledging any distress by offering solutions.
- Using appropriate resources such as stories and props to engage and talk through turn taking, sharing and looking after ourselves and others around us.
- Praise children and raise self-esteem by encouraging and challenging children to keep going, if they struggle.

Impact

By the time children are ready for the transition into Reception, most should:

Be able to

- Feel safe and secure when entering Nursery and greet known adults with a gesture or spoken words.
- Use the toilet independently and wash own hands.
- Select own resources to engage with alone or alongside others.
- Begin to regulate emotions with the help of an adult.

Have experienced

- Sharing and turn taking: waiting for their turn.
- Being independent and managing simple self-care tasks such as changing shoes and fastening coat.
- Working collaboratively with others guided by adult.



Cantrell Primary and Nursery School - EYFS Curriculum



Personal, Social and Emotional Development Reception (4-5 years)

Intent

- Strong, warm and supportive relationships with our children are at the heart of everything we do. These enable our children to feel secure, allowing them to learn and make good and healthy relationships with other children. Our intent is to model and support good, healthy friendships and how to share, take turns and co-operate with others.
- We look at each child holistically and aim to support them to develop the skills they need to lead happy and healthy lives. We help them to manage their personal needs independently and make positive behaviour choices, including supporting their understanding of their own emotions and how to regulate these.

Implementation

- Our interactions with the children are personalised to develop their sense of self, ensuring that they feel safe and welcomed into the setting. We support them to develop positive relationships and attachments with their peers and adults.
- Adults use emotion coaching, alongside signs and symbols, to explore the children's feelings and together, we develop strategies for self-regulation.
- Positive reward systems e.g. smiley face charts, stickers and 'handy helpers' are used to incentivise positive behaviour choices such as turn-taking, sharing, being resilient, persevering and having an 'I can' attitude etc.
- We follow an RSHE curriculum for Nottingham City and the children take part in weekly sessions. Alongside this, we also use circle time as an opportunity to model, discuss and share strategies and resources.
- We encourage the children to be independent in their self-care including dressing, washing their hands and managing their personal hygiene.
- We discuss the importance of just drinking water throughout the day and regularly encourage this. We also discuss healthy food choices and take part in food tasting throughout the year, linked to our topics.
- Each child has a SuperMe square in their classroom. This is their special square where they can display the work they are proud of, helping them to feel valued.

Impact

By the time children are ready for the transition into Year One, most should:

Be able to

- Use strategies to self-regulate.
- Make positive attachments with adults and peers.
- Make positive choices in their day.
- Manage their personal needs.
- Take turns, share and have an 'I can' attitude.
- Take risks and show perseverance.

Have experienced

- Emotion coaching
- RSHE lessons
- Circle time
- Rewards – smiley face charts, stickers, handy helpers
- Healthy food tasting
- Personalised conversations with adults



Cantrell Primary and Nursery School - EYFS Curriculum



Physical Development Nursery (3-4 years)

Intent

- To offer children a well-structured and resourced environment with all adults supporting and encouraging independent fine and gross motor control whatever their starting points.
- To offer a range of physical opportunities to develop confidence and enjoyment.
- Adults to scaffold and model skills to develop children's fine and gross motor skills.
- To offer children a daily healthy snack time, talking about food and healthy choices.

Implementation

- Children are encouraged to have fun, move, dance and be active during the Nursery session. We have a stage area where they can perform for their peers and staff.
- Children are encouraged to free flow inside and outdoor the Nursery in all weathers and staff are enthusiastic about physical play.
- Children have access to high quality continuous provision both inside and outside, where they can select resources to support their fine and gross motor development.
- Children have access to building equipment, large sand pit and slides outside to support balancing, strength and co-ordination. They make their own dens and obstacle courses.
- During the year children go up to our woodland to take part in Forest School sessions. Here, they can climb trees, build, balance, experience woodland art and cook food. Children look forward to these sessions and supports their social and emotional well-being.

Impact

By the time children are ready for the transition into Reception, most should:

Be able to

- Access, with support if necessary, small and large resources and equipment.
- Have growing confidence to tackle and persevere with new physical challenges
- Use a range of tools with support if necessary.

Have experienced

- Ways to move, dance, balance, build and enjoy being outside in nature
- Fine motor skills to enable them to develop their hand-eye coordination and precision.
- A wide range of small world and construction equipment.



Cantrell Primary and Nursery School - EYFS Curriculum



Physical Development Reception (4-5 years)

Intent

- To offer opportunities for play where children develop their core strength, stability, balance, spacial awareness, co-ordination and agility.
- To promote social and emotional well-being and healthy bodies
- To offer opportunities for play where children develop their control and precision which helps to develop their hand-eye co-ordination.
- To offer a range of resources to develop gross and fine motor skills including pencil control

Implementation

- Children are encouraged to be active and move in a range of ways, using resources where necessary.
- Children have access to large resources outdoors to develop gross motor skills e.g. large sand pit, mud kitchen, crates, planks, climbing equipment, guttering, brushes, tyres etc. Staff encourage the development of these skills and...
- Children have access to a variety of resources to develop fine motor control e.g. painting tools, dough, scissors, writing materials, jigsaws, cutlery, small world and construction equipment.
- The development of fine motor skills is integral to our continuous provision indoors and we also offer specific fine motor sessions as well as sessions for handwriting and phonics.
- During the year children go up to our woods to take part in Forest School sessions. Here they can climb trees, build, balance, experience woodland art and cook food. Children look forward to these sessions and supports their social and emotional well-being.

Impact

By the time children are ready for the transition into Year One, most should:

Be able to

- Access small and large resources (e.g. pegs and tyres) and equipment independently
- Negotiate outdoor/indoor space safely, with control
- Move energetically in a variety of ways, such as running, jumping, dancing etc.
- Use a range of tools
- Hold a pencil effectively, using a tripod grip, in preparation for fluent writing

Have experienced

- Access to large outdoor equipment & resources
- A variety of tools within the class & creative area
- Small world and construction equipment
- Dedicated handwriting sessions in addition to phonics sessions
- Opportunities to develop their accuracy in drawing and writing
- Dedicated dance and movement sessions



Cantrell Primary and Nursery School - EYFS Curriculum



Literacy Nursery (3-4 years)

Intent

- To develop a life-long love of reading, with adults modelling the joy of stories, songs and rhymes.
- To offer a range of high-quality fiction and non-fiction books and talk actively and enthusiastically about them.
- To teach listening skills, oral blending and segmenting through engaging Phase 1 phonic activities.
- To offer a range of writing opportunities to support confidence and develop fine motor skills.
- To recognise their name and write letters from it.
- To write for different purposes.

Implementation

- Children are encouraged to start the session by sharing a story with their peers and adults in the calm and relaxed setting of their register groups.
- Stories are interactive and engagingly taught through our 'Book of the Week'. There is a focus on key vocabulary, repeated refrains and linked poems and rhymes. Children are encouraged to participate and have fun with the use of props and puppets to support engagement.
- Mark making is modelled and encouraged across all areas of the setting.
- Stories, songs and rhymes are celebrated through our weekly 'Superstar' assemblies.
- Phase 1 phonics are taught through activities and games that encourage children to 'tune in their ears' and 'warm up their voices'. This progresses onto rhyme, rhythm, and teaching the skills of oral blending and segmenting with objects and puppets.
- Book swap and 'Reading Morning' Friday; parents and children together select and share a variety of stories to take home.

Impact

By the time children are ready for the transition into Reception, most should:

Be able to

- Find their name card and use it to write letters.
- Sit, listen and participate in stories, songs and rhymes that they enjoy.
- Orally blend and segment using objects and actions.

Have experienced

- A shared love of reading and stories with their friends, familiar adults and families.
- The joy of hearing a favourite story and participating in the telling of it.
- Mark making for different purposes.



Cantrell Primary and Nursery School - EYFS Curriculum



Literacy Reception (4-5 years)

Intent

- Our intent is to develop a reading culture which actively fosters a love of reading, offers opportunities to engage in 'book talk', access high quality texts including fiction, non-fiction, magazines and poetry and to listen to texts that are read aloud in an engaging manner, including songs and rhymes.
- In addition, children will discuss texts, retell stories, anticipate key events and use and understand new vocabulary.
- Our children will access dedicated phonics sessions which teach the necessary skills for reading and writing as well as continuing to develop their fine motor skills and letter formation.
- We endeavor for children to have the skills and love of books which will empower them to read for their own motivation

Implementation

- Children in Reception take part in daily phonics sessions which follow the pace and progression from the school's SSP programme.
- Children learn to read and spell common exception words through phonics sessions and 'star words'.
- Each child has a decodable reading book which has been carefully matched to their phonic knowledge. This is read to an adult each week.
- Children access daily 'read aloud' sessions which are linked to their interests or the current topic/book of the week.
- Vocabulary takes precedent in EYFS at Cantrell and we regularly introduce new vocabulary including our weekly chatterbox words which are also shared with parents. We ensure that our children have the opportunity to use and understand their newly acquired vocabulary.
- Our environment offers the opportunity to read for different purposes.
- Whole class, group and one to one literacy sessions take place throughout the week, which enable staff to teach specific literacy skills.
- In addition to texts; songs and rhymes take centre stage in Reception. Daily singing sessions are offered alongside songs and rhymes that are used to support our routines and transitions throughout the day.

Impact

By the time children are ready for the transition into Year One, most should:

Be able to

- Blend and segment and apply their knowledge to read and write words, captions and sentences.
- Demonstrate understanding of what has been read to them
- Use and understand recently introduced vocabulary

Have experienced

- 'Reading morning' every Friday for our families
- An 'Early Reading workshop' for parents
- Opportunities to read and write for different purposes
- High quality texts, which are read aloud in an engaging manner
- Parents and children choose 'reading for pleasure books' each week.



Cantrell Primary and Nursery School - EYFS Curriculum



Mathematics Nursery (3-4 years)

Intent

- Children develop confidence to count and notice patterns within the Nursery environment and beyond
- Offer dedicated group 'number time' where all children are exposed to counting, matching, recognizing numerals and forming numerals (Mastery approach).
- Become confident mathematicians; use appropriate vocabulary and problem solve.
- Offer a number rich learning environment, where children explore number, pattern, and have opportunities to calculate.
- Offer children opportunities to investigate both 2d and 3d shapes; exploring using a variety of resources including block and small world play inside and outside.

Implementation

- At group/carpet time count with the children. Eg Count round the circle to see how many children there are.
- At snack time use appropriate vocabulary to work out how many more do we need?
- Tidy time, challenge children to count 5/10 toys to put away (Big tidy 10).
- Use of manipulatives for each child to access at dedicated number teaching time.
- In most environmental areas inside and out offer opportunities for children to independently count and sort/calculate.
- Display number lines/poster displaying amounts within the designated teaching areas and where appropriate around the setting both inside and outside.
- Adults to carefully nurture and support language development and understanding of mathematical thinking during 'number time' and within child-initiated play.

Impact

By the time children are ready for the transition into Reception, most should:

Be able to

- Rote count to 10
- Count independently small number set
- Recognize numerals personal to them and more.
- Begin to develop a deep understanding of numbers to 5.
- Confidently access and use mathematical resources

Have experienced

- Dedicated daily number time teaching session in a small group.
- Counting and using number beyond 10.
- Making own and repeated patterns. Making marks to represent amounts and numerals.
- Using different shapes to build, describe and talk about shapes.



Cantrell Primary and Nursery School - EYFS Curriculum



Mathematics Reception (4-5 years)

Intent

- Children develop confidence to count and notice patterns within the Reception classroom environment and beyond
- Adults invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of number.
- Offer an enabling 'number rich' environment with skilful adult interactions to support the children as they begin to link learning to their play and exploration through number; both indoors and outdoors.
- Offer focused daily 'Number sessions' with planning in line with the mastery approach.
- Become confident mathematicians; use appropriate vocabulary and problem solve.
- Offer children opportunities to investigate both 2d and 3d shapes; exploring using a variety of resources including block and small world play inside and outside.

Implementation

- During dedicated number time sessions children develop a deeper understanding of maths using a mastery approach.
- Use of manipulatives for each child to access at dedicated number teaching time.
- Have a number rich classroom with number lines, number cards and resources for children to access independently in the 'number area' and in the continuous provision.
- Incidentally use mathematical language through their play and during transition times in the day eg, counting children in the line, counting animals on the farm etc.
- There are planned opportunities for children to count and use mathematical language throughout the day eg. When changing the calendar, counting how many lunch boxes we have or counting the number of milk/snacks. Are there a greater/fewer number of votes for 'Book of the day'?,
- Use ICT to develop number skills and knowledge on class computers and IWB.

Impact

By the time children are ready for the transition into Year One, most should:

Be able to

- Subitise up to 5
- Develop a deep understanding of the numbers to 10
- Automatically recall number bonds up to 5, and some number bonds to 10, including double facts.
- Verbally count beyond 20
- Compare quantities up to 10 in different contexts
- Explore and represent patterns within numbers up to 10

Have experienced

- Dedicated number time sessions through a mastery approach
- Manipulatives to develop their skills and mathematical understanding
- Opportunities to apply mathematical knowledge through independent play and continuous provision



Cantrell Primary and Nursery School - EYFS Curriculum



Understanding the World Nursery (3-4 years)

Intent

- To offer children real life /first-hand experiences both inside and outside Nursery.
- To explore the woodland environment through Forest School.
- Extend and use new vocabulary linked to first hand experiences.
- Talk about and have discussions around the children's own life experiences such as celebrations and special events.
- Use stories and non-fiction books to highlight new learning and embed understanding.
- To offer a broad experience of language and vocabulary through real- life events and occasions.

Implementation

- Children given talk time opportunities at group time where they talk about their family and things that interest them.
- When teaching lifecycles use real tadpoles in our pond to look at and talk about changes, they see,
- Celebrate special occasions such as Birthdays, Diwali, Coronation of the King by collective discussion and information through 'Super Star' assemblies.
- At group time introduce 'Book of the Week' and related books around themes such as growing, life cycles and celebrations.
- Adults demonstrate new vocabulary when teaching at dedicated group times around specific
- Adults to support discovery within the natural environment during forest school sessions.

Impact

By the time children are ready for the transition into Reception, most should:

Be able to

- Talk about first-hand experiences and recall special events personal to them.
- Begin to talk about different people they know about through discussion and books.
- Begin to use new vocabulary in context when talking about something they know.

Have experienced

- Taking part in a special celebration such as Christmas Concert
- Planting a seed or bean and nurturing for growth.
- Taking care and observing natural life such as fish and tadpoles in our pond.
- Being part of a larger group to celebrate achievement in 'Super Star' assembly.
- Being adventurous and risk taking at Forest school.



Cantrell Primary and Nursery School - EYFS Curriculum



Understanding the World Reception (4-5 years)

Intent

- Children have an inbuilt wonder for the natural and physical world around them. Our intent is to use this instinctive curiosity as a hook for learning, helping them to become active learners as they develop their knowledge and understanding of the world.
- We aim to offer first-hand and real-life experiences combined with knowledge gleaned from a broad selection of stories, non-fiction, rhymes and poems. Our topics and texts are carefully selected to foster diversity and reflect the society in which we all live.

Implementation

- We use the children's personal experiences as a starting point for topics like 'All about me' 'Pets' and 'Birthdays.' They are invited to bring in resources, such as photos, artefacts, costumes, and special objects which they use as a prompt to tell their classmates about their families, pets, community celebrations etc. Through these dedicated talk times and the fiction and non-fiction texts that we share in class, we learn about similarities and differences.
- We hold special celebration days – such as Diwali day, Chinese New Year party and our recent Coronation party – where we learn about different religious and cultural events celebrated within our community. We wear our special clothes, learn stories from different communities, make artefacts, and celebrate with special assemblies.
- We offer a variety of first-hand experiences, such as making and tasting food from different communities, planting seeds and watching them grow, making ice bombs to explore changing states of matter, exploring the natural world in our Foundation garden and during Forest School, and observing life cycles of our growing tadpoles, chicks and caterpillars. We use these experiences as an opportunity to enrich and develop our children's vocabulary, through topic-based 'Chatterbox' words and practitioner interaction.
- To bring learning to life, we invite special visitors to come and talk to our children. Before any visit, we prepare questions with the children for our visitor to answer. To animate our bee week as part of our 'Amazing animals' topic, for example, we were visited by a beekeeper who brought in some hives as well as pots of tasty honey which we made into honey cake!
- We foster home-school links by sending home practical tasks so the children share learning with their grown-ups, such as seeds to plant to attract the bees or bird-spotting in the locality.

Impact

By the time children are ready for the transition into Year One, most should:

Be able to

- Talk about people who are familiar to them, special things they do with them and where they live.
- Understand that there are different sorts of families and cultural communities with their own traditions in this and other countries.
- Understand how the past and present relates to their own lives.
- Talk about things they have observed from their exploration of the natural world, including processes and changes.

Have experienced

- A range of first-hand learning experiences and related vocabulary.
- The natural world around them in all weathers and seasons.



Cantrell Primary and Nursery School - EYFS Curriculum



Expressive Arts and Design Nursery (3-4 years)

Intent

- To develop an enjoyment of creativity including making, singing and being imaginative.
- To offer all children a wide range of opportunities to explore different types of media to support the development of skills and imagination when using resources. These include: dough, paint, collage, water, sand, natural materials
- Enhance our continuous provision by providing additional resources and materials to develop children's interests and our curriculum themes.
- To collaborate in a creative way with a larger group and celebrate at the end of the year through carnival day.
- To offer opportunities and ways to express themselves imaginatively through role play, dance and drama.
- To expose children to the works of art and art form from world-wide artists such as Picasso, Frida Kahlo

Implementation

- Children are taught and encouraged how to use our creative continuous provision work stations. Children are encouraged to then explore these independently. These include painting, collage, mixed media, large box modelling, dough and messy play.
- Our children have access to a stage outdoors with instruments and music where they are encouraged to perform to others, dance and sing.
- On a daily basis, we sing our song of the week as well as other rhymes and songs.
- Our small-world continuous provision allows children to create their own imaginative worlds and scenes, talking and engaging with peers as they play.
- Have the opportunity to take part in a wide variety of role play experiences following children's own interests and cultures.

Impact

By the time children are ready for the transition into Reception, most should:

Be able to

- Select their own simple tools and materials and use with support if necessary.
- Sing songs and nursery rhymes and play simple musical instruments.
- Be confident to explore and express themselves in a creative way.

Have experienced

- Opportunities to create, sing, dance and express their ideas and feelings through a variety of different medium.
- Exploring colour, texture, creating own pieces using a variety of resources.
- Playing imaginatively using props and materials both inside and outside.



Cantrell Primary and Nursery School - EYFS Curriculum



Expressive Arts and Design Reception (4-5 years)

Intent

- Our intent is to give children regular opportunities to engage with the arts, in all their forms, in order that they can explore and create using a wide range of media and materials.
- We want our children to be imaginative and see their creativity as a form of self-expression.

Implementation

- Our children have a daily session in our Creative area where they can use a wide range of materials and tools to create with. These include mark-making and drawing tools (such as pencils, chalks, pens, felt tips); tools for cutting, shaping and joining; boxes, paper and collage for modelling; painting resources (including different sized brushes, stampers, spongers and fingers); playdough and cutters; and natural, man-made and recycled materials for sculpture.
- Practitioners support the children to develop their design ideas, by encouraging them to think about and discuss what they want to make, supporting them to adapt their designs as problems arise, and reflecting whether they have achieved their aims.
- We aim to promote independence, by teaching specific skills which the children practise and apply, such as how to safely use scissors, or how to mix paint.
- We use 'transient art' resources to produce artwork around a specific theme, such as making minibeasts with natural resources from our Foundation garden.
- Every Friday, we hold a storytelling session where we celebrate stories created by our children. Our class mat becomes a stage that we sit around as we take turns to act out each others' stories.
- Our children have access to a stage outdoors with instruments and music where they are encouraged to perform to others.
- On a daily basis, we sing our song of the week as well as other rhymes and songs.
- Our small-world resources allow our children to create their own imaginative scenes.

Impact

By the time children are ready for the transition into Year One, most should:

Be able to

- Safely use a range of simple tools and materials, such as scissors, shape cutters, paints and brushes, sponges and collage pieces.
- Understand that different artistic effects/techniques can be used to express their ideas and feelings.
- Make and talk about models and artistic creations, using a range of tools and techniques.
- Sing some well-known nursery rhymes and songs.

Have experienced

- Opportunities to perform songs, rhymes, poems, stories and dances in a group and solo.
- A range of props and materials to support role-playing characters in narratives and stories.
- An introduction into the works of key artists by producing artwork inspired by them.