

# Mastering the Balance

## Navigating the EYFS



### Breakout Session 4

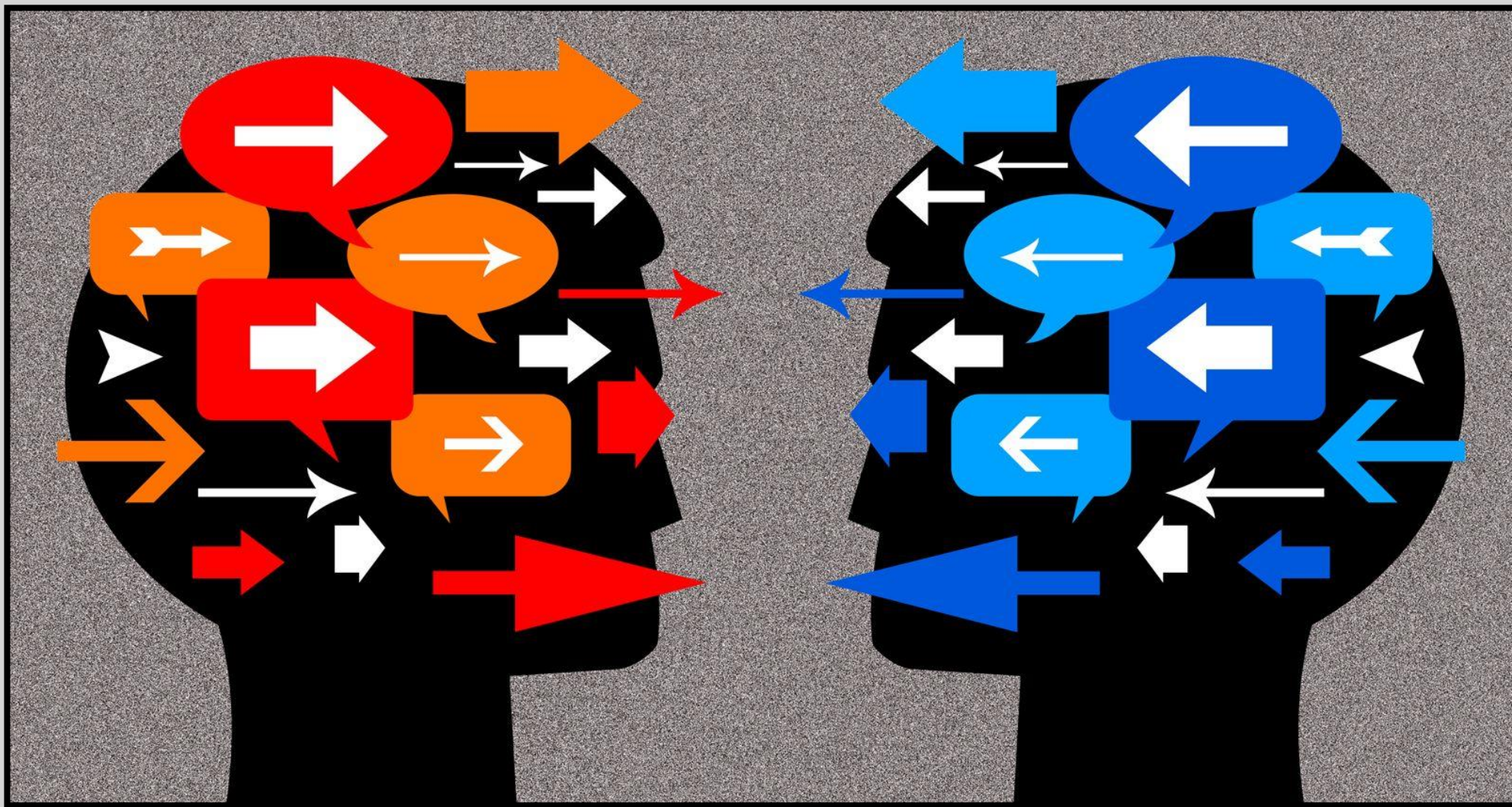
#### **Mastering the Balance: Navigating the EYFS - Repeated Morning and Afternoon Session**

Speaker: Hannah James

Hannah James will guide attendees through the complexities of the Early Years Foundation Stage framework. This session will offer practical advice on balancing educational objectives with child-centered approaches, ensuring that all young learners thrive in their early educational experiences.

# Session Agenda

- EYFS Statutory Framework
- Building a Curriculum Aligned with EYFS
- The Power of Assessment in Early Years
- Ofsted



*The Balancing Act* - Cornerstone English Hub Conference March 2025

So, what do we HAVE to do?

# EYFS Statutory Framework

# Overview of the EYFS framework

The EYFS framework specifies essential learning and development requirements for children aged birth to five, ensuring a strong foundation.

It is vital for educators to understand the framework's structure and objectives to effectively support children's learning and development.

It provides the Educational Programmes – the bones of our curriculum and ELGs.



## Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,  
development and care for children from  
birth to five

Dated: 11 October 2024

Effective: 01 November 2024



# What content **MUST** we include in our EYFS Curriculum?

# Educational Programmes

## Communication and Language

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, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

## Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>9</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional 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.

## Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

# Educational Programmes

## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and 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 curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics. Look for patterns and relationships. Spot connections. 'Have a go'. Talk to adults and peers about what they notice and not be afraid to make mistakes.

## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



## Overarching principles

Four guiding principles should shape practice in early years. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

‘Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by **leading their own play**, and **by taking part in play and learning that is guided by adults.**’

- **Playing and exploring** - children investigate and experience things, and ‘have a go’.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

# My Approach to Building an 'Outstanding' Curriculum Aligned with EYFS

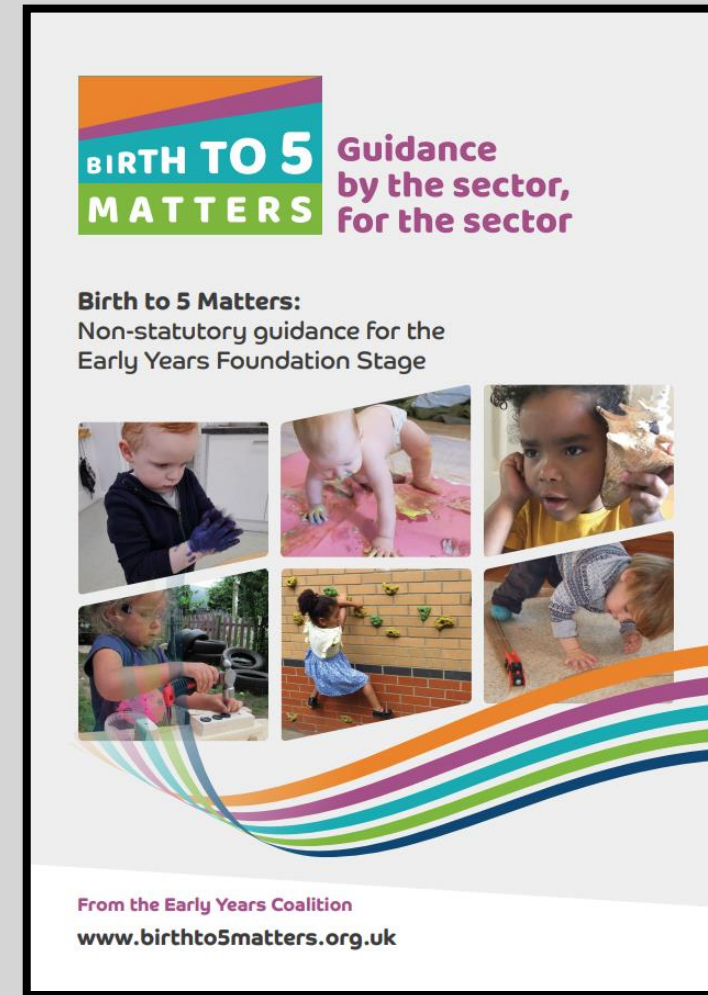
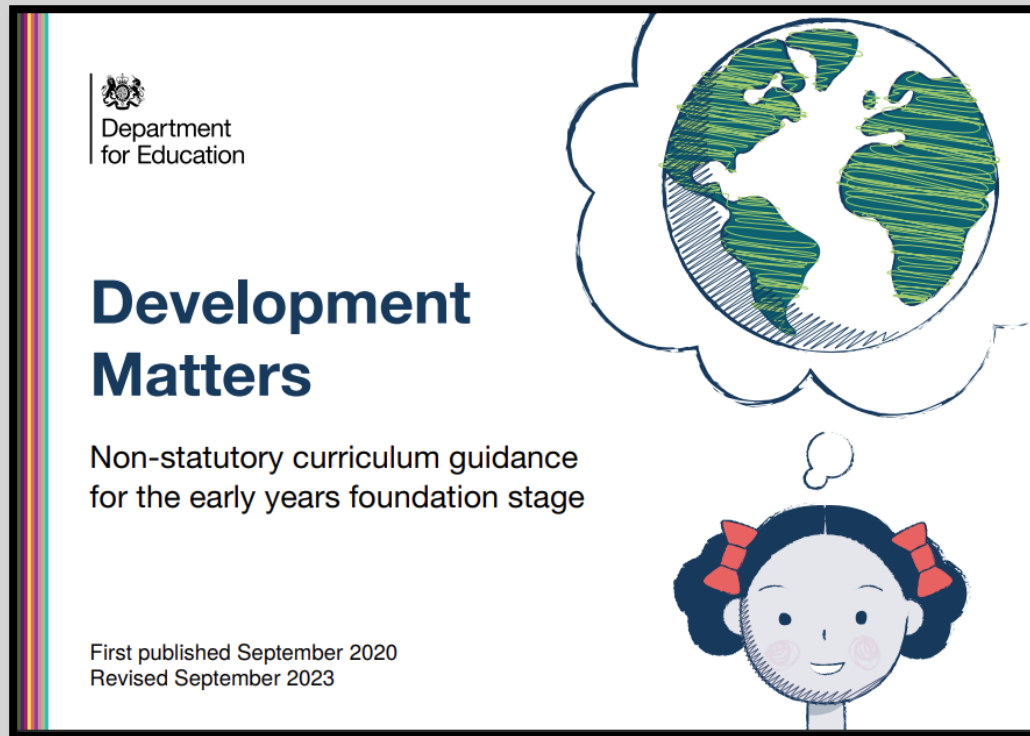
*The Balancing Act* - Cornerstone English Hub Conference March 2025

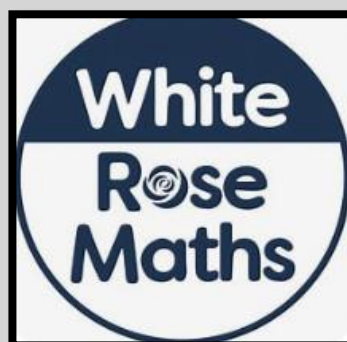
# There are two parts to an effective EYFS Curriculum

## Adult Led

The things we want all of our children to know and experience.

# Non-Statutory Guidance







# The TCAT Curriculum



## EYFS CURRICULUM

### Our Mission

The Cornerstone Academy Trust creates and promotes a challenging learning environment that inspires children to achieve high standards and become life-long learners. The Trust has high expectations, builds children's confidence, and ensures success for all.

We seek to foster creative thinkers, inquisitive questioners, avid problem solvers with flexible skills, who are successful communicators. Children learn to collaborate effectively at all levels, including working with our international partners and are able to adapt to the needs of a diverse and fast changing society.

Our motto across The Cornerstone Academy Trust (TCAT) is "Fortune Favours the Brave" and our values include individual liberty and respect for other religions and cultures. These are discussed explicitly with the children during assemblies, and they are reinforced during class time.

*At TCAT, we recognise that all children are unique and special. We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally. We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development. We will encourage children's independence and decision-making, supporting them to learn through their mistakes. At the heart of education is positive relationships between the adult and the child. This dynamic creates the environment for learning to take place. It is important for parents and schools to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*

UNIQUE EXPERIENCES, THRIVING CHILDREN



Broadclyst | Westclyst | Yeo Valley | Monkerton | Marpool | Clyst Heath | Countess Wear



# The Cornerstone Curriculum

## Overarching Principles

### Characteristics of Effective Teaching and Learning

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

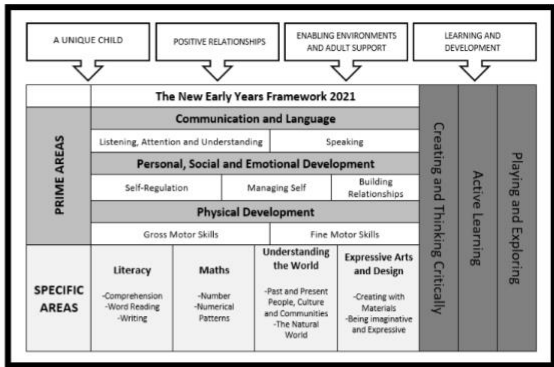
**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Relationships between staff and parents/carers are developed and highly valued.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of all children who need greater support than others, including those with special educational needs and disabilities (SEND).

**Play:** At TCAT, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, ideas, stimuli and events that aim to engage and involve children for sustained periods. We provide a wide variety of objects for children to use, some with prescribed methods of play and other items which can be used entirely at the discretion of the child. These objects enable children to explore, create and imagine in all the senses of those words and assign their own purpose and meaning to the objects.

Within the daily timetable, we balance extended opportunities for play and child-led learning with direct teaching and adult-led activities.

We will ensure that all children learn and develop well and are always kept healthy and safe.



# The Cornerstone Curriculum

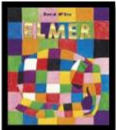

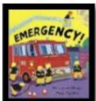










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	<u>WHO AM I?</u>	<u>WHO HELPS ME?</u>	<u>ONCE UPON A TIME</u>	<u>WHAT'S OUTSIDE?</u>	<u>WHERE SHALL WE GO?</u>	<u>AMAZING ANIMALS</u>
<b>NURSERY DIRECT TEACHING INPUT THEMES</b>  <i>Please note: Children's interests will be followed during 'Learning Through Play'.</i>	Starting School / My New Class My Family What am I good at? Human Body Healthy Living	People Who Help Us Superheroes Careers How do I make others feel? Christmas Lists Letters to Father Christmas	Winter Traditional Tales Favourite Stories	Growing What's a Lifecycle? Floating and Sinking Weather Easter	Journeys Where in the World have you been? Design your own transport How do I get there? Space	Safari Animals Down on the Farm Minibeasts Habitats Dinosaurs and Fossils
<b>RECEPTION DIRECT TEACHING INPUT THEMES</b>  <i>Please note: Children's interests will be followed during 'Learning Through Play'.</i>	Starting school My Family Rosie's Walk Autumn Harvest	Emergency Services People Who Help Us Run, Run, As Fast as you Can! Owl Babies Stick Man Christmas	Winter Time for Tea! The Little Pigs Goldilocks and the Three Bears Lunar/Chinese New Year	Growing What's a Life Cycle? Weather Float your Boat! Easter	Journeys Where in the World? Little Red Hen Space	Pets Farm Animals British Wildlife Habitats The Deep Blue Sea Dinosaurs
<b>Reception School Trips and/or visitors</b>		Emergency Services Visitors Bear Town Visit Little City (YV)	World Book Day Author Visits	National Trust Visit		World of Country Life The Big Sheep (YV)
<b>Nursery Assessment Opportunities</b>  2 Year Checks run as appropriate	<ul style="list-style-type: none"> <li>Baseline</li> <li>Target Setting Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Maths Assessment</li> <li>Progress Checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Year Review Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Assessment</li> <li>Maths Assessment</li> <li>Progress Checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Year Review Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Assessment</li> <li>Maths Assessment</li> <li>Progress Checkpoint</li> <li>Moderation</li> <li>End of Year Review Meetings</li> <li>Reports : N1 - Evidence Me Portfolio, N2 – Evidence Me Portfolio with a written paragraph about the characteristics of learning.</li> </ul>
<b>Reception Assessment Opportunities</b>	<ul style="list-style-type: none"> <li>Baseline (Statutory and TCAT)</li> <li>Language Link (All children)</li> <li>PASS GL Assessment (All children)</li> <li>Phonics Assessment</li> <li>Target Setting Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Assessment</li> <li>Maths Assessment</li> <li>Progress Checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Assessment</li> <li>Mid-Year Review Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Assessment</li> <li>Maths Assessment</li> <li>Progress Checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Assessment</li> <li>Mid-Year Review Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Moderation</li> <li>PASS GL Assessment</li> <li>Language Link (Focus children)</li> <li>Reports to include EM Portfolio and Arbor Data Report.</li> <li>Phonics Assessment</li> <li>EYFSP data</li> <li>End of Year Review Meetings</li> </ul>
<b>Parental Involvement</b>	See 'School Calendar' for Parent Information Meetings, Key Worker Meetings (Nursery), Parents' Evenings (Reception), Performances and Parent Information Evenings. We also use Evidence Me to share key learning moments with families and invite parents and carers to use the App to send in Parent Postcards.					

# The Cornerstone Curriculum

Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes	WHO AM I?	WHO HELPS ME?	ONCE UPON A TIME	WHAT'S OUTSIDE?	WHERE SHALL WE GO?	AMAZING ANIMALS
<b>Literacy</b>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> <p>(Early Years Foundation Stage Statutory Framework, Educational Programme, January 2024)</p>					
<b>Comprehension</b>	<p><b>NURSERY</b></p> <p>Joining in with rhymes</p> <p>Filling in missing words from well known rhymes</p>	<p><b>NURSERY</b></p> <p>Enjoys an increasing range of books</p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains</p> <p>Identifying themselves in stories and show enjoyment for stories about familiar people</p> <p>Holding a book, turning the pages and indicating an understanding of the pictures and print</p>	<p><b>NURSERY</b></p> <p>World Book Day</p> <p>Having a favourite story/rhyme</p> <p>Showing an interest in illustrations and print in books as well as print in the environment</p> <p>Beginning to become aware of the way stories are structured</p>	<p><b>NURSERY</b></p> <p>Making up stories</p> <p>Describing main story settings, events and principal characters</p> <p>Making suggestions about what might happen next in a story</p>	<p><b>NURSERY</b></p> <p>Stories from other cultures and traditions</p> <p>Talking about events and characters in a book</p> <p>Suggesting how a story might end</p>	<p><b>NURSERY</b></p> <p>Retell stories related through acting/role play</p> <p>Describing main story settings, events and principal characters</p> <p>Telling stories to friends</p>
<p>Developing a passion for reading</p> <p><u>Nursery Objectives</u></p> <p>N1: Birth to 3</p> <p>N2: Follow Cornerstone Plan</p>	<p><b>RECEPTION</b></p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains</p> <p>Environment print</p> <p>Having a favourite story/rhyme</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul>	<p><b>RECEPTION</b></p> <p>Retell stories related to events through acting/role play</p> <p>Christmas letters/lists</p> <p>Retelling stories using images / apps</p> <p>Pie Corbett Actions to retell the story – Story Maps</p> <p>Retelling of stories</p> <p>Editing of story maps and orally retelling new stories</p> <p>Non-Fiction Focus</p>	<p><b>RECEPTION</b></p> <p>Making up stories with themselves as the main character</p> <p>Encourage children to record stories through picture drawing/mark making</p> <p>World Book Day</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p><b>RECEPTION</b></p> <p>Information leaflets about animals in the garden/plants and growing</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Timeline of how plants grow</p> <p>Life cycles</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p><b>RECEPTION</b></p> <p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative</p> <p>Rhyming words</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story</p> <p>May create labels, sentences or captions</p>	<p><b>RECEPTION</b></p> <p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story</p>



# The Cornerstone Curriculum

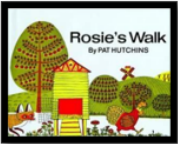









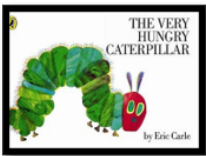

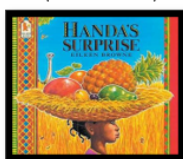



	Sequencing familiar stories through the use of pictures to tell the story  Recognising initial sounds  Name writing activities  Engage in extended conversations about stories, learning new vocabulary	Sequence story – use vocabulary of beginning, middle and end  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences  Enjoys an increasing range of books	Read a few common exception words matched to RWI  Make the books available for children to share at school and at home  Avoid asking children to read books at home they cannot yet decode	They develop their own narratives and explanations by connecting ideas or events	Role play area – book characters	Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title  Sort books into categories
<b>Word Reading</b>  <b>Nursery Objectives</b> N1: Birth to 3 N2: Follow Cornerstone Plan  Nursery: We introduce picture cards over the Autumn term, we introduce the Set 1 speed sounds over the Spring term and we aim to introduce the children to blending over the Summer term. Nursery children enjoy listening to the 'Story of the Weel'. This text also provides a stimulus for CO enhancements.  Reception: Once the Set 1 Sounds have been taught for the first time, children will be working in groups for Read Write Inc. Phonics and Early Reading Sessions. Children will be assessed and regrouped regularly.  Once ready, children will be provided with an in school teaching book and a matching home reading book that include the sounds that they have learnt and therefore fully decodable.	<b>NURSERY</b>  Joining in with rhymes and stories	<b>NURSERY</b>  Identifying rhymes  Noticing and repeating sounds	<b>NURSERY</b>  Understanding that print has meaning  Holding a book up the right way up and turning pages independently	<b>NURSERY</b>  Knowing that print can have different purposes  Knowing the names of different parts of a book	<b>NURSERY</b>  Knowing that English is read from left to right and from top to bottom  Identifying signs and symbols in the environment and recall what they mean	<b>NURSERY</b>  Spotting and suggesting rhymes  Clap syllables in a word  Recognise words with the same initial sound
	<b>NURSERY STORY OF THE WEEK</b> Elmer (David McKee)  Ruby's Worrry (Tom Percival)  Love Makes a Family (Sophie Beer)	<b>NURSERY STORY OF THE WEEK</b> Emergency! (Margaret Mayo and Alex Ayliffe)  A Superhero Like You (Dr Ranji)  Supertato (Sue Hendra and Paul Linnet) 	<b>NURSERY STORY OF THE WEEK</b> The Big Freeze (Pippa Curnick)  Blue Penguin (Petr Horacek)  The Tiger Who Came to Tea (Judith Kerr)	<b>NURSERY STORY OF THE WEEK</b> The Tiny Seed (Eric Carle)  Jack and The Beanstalk (Ladybird Books)  The Very Hungry Caterpillar (Eric Carle)	<b>NURSERY STORY OF THE WEEK</b> We're Going on a Bear Hunt (Michael Rosen)  Handa's Surprise (Eileen Browne)  The Snail and the Whale (Julia Donaldson)	<b>NURSERY STORY OF THE WEEK</b> Rumble in the Jungle (Giles Andrea and David Wojtowycz)  Farmer Duck by (Martin Waddell and Helen Oxenbury)  Mad about Minibeasts (Giles Andrea and David Wojtowycz)



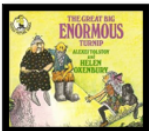


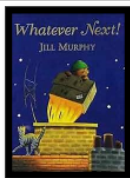
# The Cornerstone Curriculum

<p>Children will also take a library book home of their choice to share with their adult to help to foster a love of reading.</p>	 <p>Rainbow Fish (Marcus Pfister)</p>  <p>My Monster and Me (Nadia Hussain and Ella Bailey)</p>  <p>Oliver's Vegetables (Vivian French)</p> 	 <p>The Dot (Peter H. Reynolds)</p>  <p>What the Ladybird heard at Christmas (Julia Donaldson and Lydia Monks)</p>  <p>The Christmas Eve Tree (Delila Huddy)</p> 	 <p>The Three Little Pigs and the Big Bad Wolf (Axel Scheffler)</p>  <p>Goldilocks and The Three Bears (Lauren Child)</p> 	 <p>The Smeds and the Smoos (Julia Donaldson)</p>  <p>The Gruffalo (Julia Donaldson)</p>  <p>We're going on an Egg Hunt (Laura Hughes)</p> 	 <p>Mrs Armitage on Wheels (Quentin Blake)</p>  <p>Mr Gumpy's Motor Car (John Burningham)</p>  <p>Whatever Next! (Jill Murphy)</p> 	 <p>Rosie's Walk (Pat Hutchins)</p>  <p>Happy Hatchday (Rob Biddulph)</p>  <p>Harry and the Dinosaurs go to School (Ian Whybrow and Adrian Reynolds)</p> 
	<p><b>RECEPTION</b></p> <p>Phonic Sounds: RWI Set 1</p> <p>Whole Class Reading: Initial sounds, oral blending, CVC sounds, reciting known</p>	<p><b>RECEPTION</b></p> <p>Phonic Sounds: RWI Differentiated groups</p> <p>Whole Class Reading: Blending CVC sounds,</p>	<p><b>RECEPTION</b></p> <p>Phonic Sounds: RWI Differentiated groups</p> <p>Whole Class Reading: Rhyming strings,</p>	<p><b>RECEPTION</b></p> <p>Phonic Sounds: RWI Differentiated groups</p> <p>Whole Class Reading: Story structure-beginning, middle, end.</p>	<p><b>RECEPTION</b></p> <p>Phonic Sounds: RWI Differentiated groups</p> <p>Whole Class Reading: Non-fiction texts, Internal blending (Fred in your Head),</p>	<p><b>RECEPTION</b></p> <p>Phonic Sounds: RWI Differentiated groups</p> <p>Whole Class Reading: Reading simple sentences</p>

# The Cornerstone Curriculum

	stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to pinch on sounds on each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.	Naming letters of the alphabet. Distinguishing capital letters and lowercase letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'	with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition work
<p><b>Writing</b></p> <p><u>Nursery Objectives</u> N1: Birth to 3 N2: Follow Cornerstone Plan</p> <p>Letter formation and writing is explicitly taught in daily RWI lessons. Children who are not keeping up, receive support through our Notice and Mentor programme.</p> <p>Additionally, alternative stimuli will be provided to encourage writing.</p> <p>We only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>Sounds taught are displayed on a Phonics Wall in each classroom.</p> <p>RWI Sound Charts to be freely accessible at all times.</p>	<p>RECEPTION BOOK HOOK</p> <p>Rosie's Walk (Pat Hutchins)</p>  <p>Leaf Man (Lois Ehlert)</p>  <p>The Great Big Enormous Turnip (Alexei Tolstoy, Katie Daynes)</p>	<p>RECEPTION BOOK HOOK</p> <p>The Gingerbread Man (Alan MacDonald and Anja Riegar)</p>  <p>Owl Babies by (Martin Waddell)</p>  <p>Stick Man (Julia Donaldson)</p>  <p>The Christmas Promise (Alison Mitchell)</p>	<p>RECEPTION BOOK HOOK</p> <p>The Tiger Who Came to Tea (Judith Kerr)</p>  <p>The Three Little Pigs and the Big Bad Wolf (Axel Scheffler)</p>  <p>Goldilocks and The Three Bears (Lauren Child)</p> 	<p>RECEPTION BOOK HOOK</p> <p>The Tiny Seed (Eric Carle)</p>  <p>Jack and The Beanstalk (Ladybird Books)</p>  <p>The Very Hungry Caterpillar (Eric Carle)</p> 	<p>RECEPTION BOOK HOOK</p> <p>We're Going on a Bear Hunt (Michael Rosen)</p>  <p>Handa's Surprise (Eileen Browne)</p>  <p>Also, a selection of Atlases</p> <p>The Little Red Hen (Susanna Davidson)</p>  <p>Whatever Next! (Jill Murphy)</p>	<p>RECEPTION BOOK HOOK</p> <p>Farmer Duck by (Martin Waddell and Helen Oxenbury)</p>  <p>Tiddler (Julia Donaldson)</p> 

# The Cornerstone Curriculum

<p>Nursery to use 'Story of the Week' texts as a stimulus for the environment, develop a love of reading and spark talk)</p>				<p>The Garden the Curtain and the Cross (Easter story) (Catalina Echeverri)</p> 		
	<p><b>NURSERY</b></p> <p>Beginning to balance while sitting.</p> <p>Making connections between actions and the marks being made.</p>	<p><b>NURSERY</b></p> <p>Controlling the marks of the page.</p> <p>Using a range of tools to make marks and show an interest in their own marks and arks that others make.</p>	<p><b>NURSERY</b></p> <p>Ascribing meaning to their marks.</p>	<p><b>NURSERY</b></p> <p>Telling an adult what their marks mean.</p> <p>Drawing lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body movements.</p> <p>Copying shapes and simple pictures.</p>	<p><b>NURSERY</b></p> <p>Identifying sounds in their own name and in some other words.</p> <p>Beginning to write their name.</p>	<p><b>NURSERY</b></p> <p>Using some of their print and letter knowledge in early writing e.g. creating a pretend shopping list with 'm' at the top for 'mummy'.</p> <p>Beginning to write some letters accurately.</p>
	<p><b>RECEPTION</b></p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists, writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p>	<p><b>RECEPTION</b></p> <p>Name writing, labelling using initial sounds, story scribing.</p> <p>Retelling stories in writing area and/or Role Play.</p> <p>Help children identify the sound that is tricky to spell and model use of RWI Sound Charts.</p>	<p><b>RECEPTION</b></p> <p>Writing some of the tricky words such as I, put, the etc. (See RWI Red Word List)</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Writing labels, captions, lists and creating diagrams</p> <p>Rhyming words</p> <p>Guided writing based around developing</p>	<p><b>RECEPTION</b></p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p>	<p><b>RECEPTION</b></p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and begin to form capital letters correctly.</p> <p>Aim to write two sentences.</p>	<p><b>RECEPTION</b></p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Aim to write three sentences.</p> <p>Using familiar texts as a model for writing own stories.</p>

# Laying the Foundations

‘Some schools do not identify clearly enough the knowledge that children need to learn during Reception and key stage 1. This means that teachers do not know what to prioritise in their teaching and assessment.’

(Ofsted – Strong Foundations in the first years of school – Published 8 October 2024)

**EYFS Educational Programme for Understanding the World:**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and ‘have a go’; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In Addition, the prime areas of learning **(CL, PSED and PD)** underpin and are an integral part of children’s learning in all areas.

(Statutory Framework)

**‘Science’ in the EYFS**

Working scientifically	<ul style="list-style-type: none"><li>• Comments and asks questions about aspects of their familiar world such as the natural world, making observations and drawing pictures of animals and plants.</li><li>• Talks about why things happen and how things work.</li><li>• Looks closely at similarities, differences, patterns and change.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li><li>• Use senses to explore the world around them.</li><li>• Engage with images, video clips, shared texts and other resources to bring the wider world into the classroom.</li></ul>
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Autumn 1 – Who Am I?		Context
Plants	<ul style="list-style-type: none"><li>• Investigate seasonal British vegetables.</li><li>• Introduction to where vegetables come from.</li></ul>	Harvest

Autumn 2 – Who Helps Me?		
Animals (Including humans)	<ul style="list-style-type: none"><li>• Introduction to nocturnal animals.</li></ul>	Owl Babies
Plants	<ul style="list-style-type: none"><li>• Use senses to investigate spices.</li></ul>	The Gingerbread Man
Everyday Materials	<ul style="list-style-type: none"><li>• Follow a recipe and notice how materials can be changed.</li><li>• Introduction to natural and human made materials.</li></ul>	The Gingerbread Man Stick Man

Spring 1 – Once Upon a Time		
Plants	<ul style="list-style-type: none"><li>• Introduction to evergreen and deciduous trees.</li><li>• Begin to identify native trees in the school site.</li></ul>	Winter
Everyday Materials	<ul style="list-style-type: none"><li>• Ice Melting Experiment</li><li>• Introduction to materials are chosen for a purpose.</li><li>• Following a recipe and notice how materials can be changed.</li></ul>	Winter The Three Little Pigs Goldilocks

Spring 2 – What’s Outside?		
Animals (Including humans)	<ul style="list-style-type: none"><li>• Life cycle of a butterfly</li><li>• Life cycle of a frog.</li><li>• Life cycle of a human.</li><li>• Life cycle of a stick insect.</li></ul>	The Hungry Caterpillar
Plants	<ul style="list-style-type: none"><li>• What do seeds need to germinate and grow?</li><li>• Grow Cress Seeds and observe over time.</li><li>• Life cycle of a flowering plant.</li><li>• Plant broad beans and observe over time.</li></ul>	The Tiny Seed  Jack and the Beanstalk
Everyday Materials	<ul style="list-style-type: none"><li>• Floating and sinking – Design and make a boat that can hold cargo.</li></ul>	Float Your Boat!

Summer 1 – Where Shall We Go?		
Animals (Including humans)	<ul style="list-style-type: none"><li>• Compare animals that live in hot and cold countries.</li><li>• Life cycle of a chicken (Little Red Hen)</li></ul>	Little Red Hen
Plants	<ul style="list-style-type: none"><li>• Investigate fruit – link to previous learning about seeds.</li><li>• Where do bananas and pineapples come from? How are they harvested?</li></ul>	Where in the World? - Handa’s Surprise
Everyday Materials	<ul style="list-style-type: none"><li>• Follow a recipe and notice how materials can change (Baking Bread)</li><li>• Introduction to Space - Gravity</li><li>• What is the moon?</li><li>• What are craters?</li><li>• What is the sun?</li><li>• What is the solar system?</li><li>• What is an astronaut?</li><li>• What is a rocket?</li></ul>	Little Red Hen Space - Whatever Next!

Summer 2 – Amazing Animals!		
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Animals (Including humans)	<ul style="list-style-type: none"><li>• Introduction to grouping animals – pets, farm animals, British wild animals, Minbeasts.</li><li>• Introduction to classifying animals mammals, reptiles, birds, fish, amphibians.</li><li>• Revisit ‘nocturnal’ and introduce ‘diurnal’.</li><li>• Introduction to habitats – Amazon rainforest, Animals found in the five Ocean habitats.</li><li>• Introduction to carnivores, herbivores and omnivores</li></ul>	Pets Farm Animals British Wildlife Habitats Dinosaurs
Plants	<ul style="list-style-type: none"><li>• Introduction to habitats – Amazon rainforest</li></ul>	Habitats
Everyday Materials	<ul style="list-style-type: none"><li>• Mixing oil and water experiment.</li><li>• Revisit floating and sinking - Create a floating raft designed to hold an egg safely down a waterslide.</li></ul>	The Deep Blue Sea Eggy Challenge
Seasons and Weather - see ‘EYFS Laying the Foundations for Geography’		
Key Vocabulary		
Science, experiment, test, fair, why, investigate, senses, world, plants – leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment, habitat		



# Implementation

The *Balancing Act* - Cornerstone English Hub Conference March 2025

Spring Term First Half: Week 3					
Topic: Once Upon a Time			Weekly Theme: Time for Tea!		
Story of the Week: The Tiger Who Came to Tea					
Monday		Tuesday	Wednesday	Thursday	Friday
9:00	Whole School Assembly <i>Objective: (UW) Increase knowledge and sense of the world and community around them.</i>	Maths Input	Class Assembly Burn's Night <i>Objective: (UW) Foster understanding of their own and others' cultures.</i>	Class Assembly EYFS News <i>Objective: (UW) Increase knowledge and sense of the world around them.</i>	KS1 Assembly <i>Objective: (UW) Increase knowledge and sense of the world and community around them.</i>
Phonics <i>Objective: (L) Reading - Speedy working out of pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing - Transcription (spelling and handwriting).</i>					
Adult Led Group Activity during CP	Technology Group Input and Project (Must Do) (EM) <i>Objective: Develop understanding of technology.</i>  <i>Develop digital drawing skills</i>  Choose a selection of children to visit Nursery to give the invites to the teacher who will then read one to start their week's project.	Maths Activity (Book or EM)	Maths Activity (Book or EM)	Literacy Draw and Write <i>Objective: (L) Writing Articulate ideas and structure them in speech before writing (Composition).</i>	Make sandwiches. (Must Do) (EM)  <i>Objective: (PD) Develop fine motor control and precision.</i>
Notice and Mentor					
Quick Maths:	NCETM	Choir <i>Objective: Hear a variety of songs and participate in the arts through group singing.</i>	NCETM	NCETM	NCETM
Lunch – Family Dining <i>Objective: (PD) Practice using small tools (cutlery). (PSED) Interact and build relationships with children from other year groups.</i>					
Afternoon Input 1	Literacy 1 Revisit Book Hook  What have we done so far to prepare for the party? What still needs to be done? Make a to do list!  <i>Objective: Write for a purpose.</i>	Project 2 Organise for the SLT staff member or Deputy to visit class so the children can give them their invitation. Encourage the children to tell them what they've been doing to prepare for the party so far.  <i>Objective: (C&amp;L) Through conversation, share ideas. Invite them to elaborate through sensitive questioning.</i>	Project 3 Model how to make tiger inspired paper chains. Make them orange and black and explain that they need to be a repeating pattern.  Put strips of orange and black paper on a table to continue this activity during provision for the next few days.	Music Charanga  <i>Objective: Engage with the arts. Develop the ability to interpret, appreciate and respond to what they hear.</i>	At lunch time set up the hall or shared space for the joint Nursery and Reception party.  HAVE A TIGER TEA PARTY!  Provide a disco so children can dance for their PE.  (Group EM)  <i>Objective: (UW) Receive a personal experience of attending a party.</i>
Adult Led Group Activity during CP	Literacy Draw and Write (Continued from last week)  <i>Objective: (L) Writing – Articulate ideas and structure them in speech before writing (Composition).</i>	Make party hats. Correct children's cutting method if it is incorrect.  <i>Objective: Practice using small tools with feedback and support from adults.</i>  Continue all afternoon	Support children to create paper chain decorations.  <i>Objective: (PD) Develop fine motor control and precision through art and craft.</i>	Literacy Draw and Write (Continued from last week)  <i>Objective: (L) Writing Articulate ideas and structure them in speech before writing (Composition).</i>	
Notice and Mentor					
Afternoon Input 2 2:30	Project 1 Model how to make a party hat.  Provide a strip orange card or sugar paper. Model how to use scissors properly to cut black sugar paper into strips. Stick the stripes on to the band to represent tiger stripes. Then fit to the child's head.	SLT to visit this afternoon. Children to share how they have prepared for the party and give the invitation to the staff member.	Project 4 PSED Setting a goal  <i>Objective: I can set a goal and work towards it</i>	Project 5 Model how to make a jam sandwich. Show children how to spread using a knife.  Say you are going to the shops tonight with their shopping list from last week to buy the ingredients for their sandwich making!	

	Alternatively, this can be done with a black band with orange stripes.  <i>Objective: Practice using small tools with feedback and support from adults.</i>		<i>Objective: (PD) Develop fine motor control and precision.</i>  <i>Objective: (UW) Receive a personal experience of making a sandwich.</i>	Weekly Reflection What did we learn this week?  <i>Objective: (C&amp;L) Through conversation, share ideas with support and modelling from the teacher and sensitive questioning that invites them to elaborate.</i>
3:00	Nursery Rhyme and Story Time <i>Objective: (L) Enjoy stories, non-fiction texts, rhymes, poems and songs together to develop a love of reading.</i> Tiger who came to tea story retelling tray but replace the tiger with a different character each day.			
Indoor Enhancement		<i>Objective: (PD) Explore and play with small world activities.</i>		
Outdoor Enhancement	Disco	<ul style="list-style-type: none"> <li>- Party music through a speaker</li> <li>- Stage Area</li> <li>- Selection of musical instruments</li> <li>- Tickets</li> <li>- Till and money</li> <li>- Paper, masking tape and drawing equipment to make posters</li> </ul> <i>Objective: (EAD) Express themselves through the arts (dance).</i>		
Domestic Role Play Enhancement	Birthday	<ul style="list-style-type: none"> <li>- Presents</li> <li>- Party hats</li> <li>- Birthday cake</li> <li>- Pin the tail on the donkey</li> <li>- Paper chains, banners and other decoration</li> <li>- Balloons</li> <li>- Birthday cards</li> <li>- Birthday badges</li> <li>- Party bags</li> <li>- Paper plates</li> <li>- Napkins</li> <li>- Birthday candles</li> </ul> <i>Objective: (C&amp;L) Through role play, share ideas. (UW) Make sense of their community. (EAD) Express themselves through the arts (drama and role play).</i>		

Key: Objective taken directly from Statutory Educational Programme. Objective taken from alternative source.

# The Cornerstone Curriculum

Year R Planning Notebook  
Spring 1 Week 2


OverviewMondayTuesdayWednesdayThursdayFridayHome Learning+


Search Notebooks

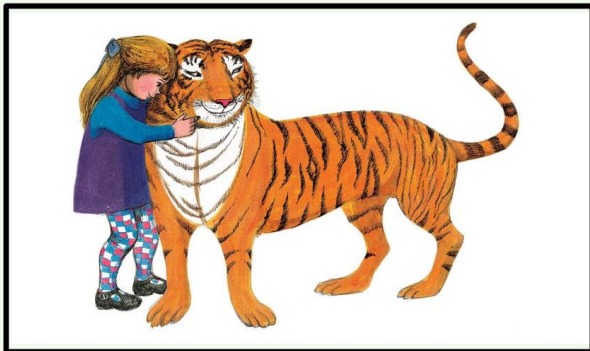
## Literacy Input 1 - The Tiger Who Came to Tea

Objective: (L) Read books (stories and non-fiction) together.

Book Hook: The Tiger Who Came to Tea by Judith Kerr

 [The Tiger Who Came To Tea](#)  
ClickView





Teach Vocab: Absent, alone, worried, anxious, hopeful, ravenous.

Add Page

Good Morning Reception!

What Is Today?

Wake and Shake!

Phonics

1A - Read first 16 Set 1 single letter sounds

1B - Read 25 Set 1 single letter sounds

1C - Read Set 1 single letter sounds speedily

Ditty - Read Set 1 Special Friends

Red - Review Set 1 sounds speedily

Green - Read Set 2 sounds

Purple - Read Set 2 sounds

LF Scaffolding

Learning Through Play

Technology - Adult Led Activity

Tidy Up Time

Quick Maths 1

Lunch Time!

Project 1 Input

Learning Through Play

Adult Led Activity

Tidy Up Time

Literacy Input 1 - The Tiger Who Came to T...

Nursery Rhyme and Story Time

Home Time

# The Cornerstone Curriculum

Year R Planning Notebook  
Spring 1 Week 2

OverviewMondayTuesdayWednesdayThursdayFridayHome Learning

Search Notebooks

Project 2 Input

Objective: (UW) Make sense of their culture and community.



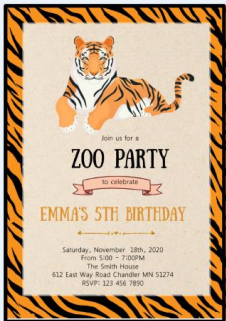

Wouldn't it be fun if we had a Tiger Tea Party at school!

**TTYP:** Shall we do it?

Now, we can't just have a party. We will need to prepare for it properly.  
TN: Teach 'prepare'

What do we need to prepare for a party?

Let's make a list of things we need:  
TN: Include invitations, make food, make party hats and decorate the room.



Add Page

What Is Today?

Maths - Counting, Ordering and Cardina...

Maths Enhancement - Tuff Tray Activi...

Wake and Shake!

Phonics

1A - Read first 16 Set 1 single letter sou...

1B - Read 25 Set 1 single letter sounds

1C - Read Set 1 single letter sounds spe...

Ditty - Read Set 1 Special Friends

Red - Review Set 1 sounds speedily

Green - Read Set 2 sounds

Purple - Read Set 2 sounds

LF Scaffolding

Learning Through Play

Maths Adult Led Activity 1

Maths Adult Led Activity 2

Tidy Up Time

EYFS Choir

Lunch Time!

Project 2 Input

Learning Through Play

Adult Led Activity

Tidy Up Time

Literacy Input 2 - The Tiger Who Came to ...

# Balancing Structured Activities with Free Play



## **Importance of Structured Activities**

Structured activities provide essential guidance and help children develop specific skills in a focused manner.

## **Benefits of Free Play**

Free play encourages children to explore their interests and fosters creativity, problem-solving, and independence.

## **Finding the Right Balance**

Balancing structured activities and free play is crucial for holistic child development and effective early years education.



# There are two parts to an effective EYFS Curriculum

## Child-Led and Free Play

# Enabling Environments

## Overarching principles

Four guiding principles should shape practice in early years. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

(EYFS Statutory Framework – p.7)



# How do we KNOW that learning is taking place during Free Play?

'Curriculums, particularly in some Reception classes, leave children's learning too much to chance.'

(Ofsted - Strong Foundations in the first years of school - Published 8 October 2024)

# Our Curriculum

CONTINUOUS PROVISION PLAN – CREATIVE AREA						
NURSERY						
<ul style="list-style-type: none"> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Make simple models which express their ideas.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Explore colour and colour-mixing.</li> <li>Develop manipulation and control.</li> <li>Explore different materials and tools.</li> <li>Use large and small motor skills to do things</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>(Development Matters)</p>	Common Play Behaviours					
	Cutting	Fixing and Joining	Sticking and Collage	Mixing	Printing	Mark Making and Painting
	<ul style="list-style-type: none"> <li>Scissors (Progressive)</li> </ul>	<ul style="list-style-type: none"> <li>PVA glue</li> <li>Glue sticks</li> <li>Sellotape</li> <li>Masking tape</li> <li>Hole punch</li> <li>Single small hole Punch</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Tissue Paper</li> <li>Pom Poms</li> <li>Lollipop sticks</li> <li>Match sticks</li> <li>Junk modelling</li> </ul>	<ul style="list-style-type: none"> <li>Palettes</li> <li>Paint blocks</li> <li>Paint brushes</li> </ul>	<ul style="list-style-type: none"> <li>Sponges</li> <li>Stampers</li> </ul>	<ul style="list-style-type: none"> <li>Pencils</li> <li>Pencil crayons</li> <li>Paint blocks</li> <li>Crayons</li> <li>Chalk</li> <li>Clipboards</li> <li>Notebooks</li> </ul>
	<p>Explore how to use scissors.</p> <p>Begin to put thumb and finger through the correct holes.</p> <p>Make snips in paper.</p> <p>Begin to cut a range of materials.</p>	<p>Explore what glue is and what it can do.</p> <p>Explore Sellotape and Masking Tape and what it can do.</p> <p>Attempt to mend things.</p> <p>Attempt to join recycling items together.</p>	<p>Know that glue will help stick things on paper.</p> <p>Stick glue then collage onto paper.</p>	<p>Explore colour by mixing but with no intention of making a certain colour.</p> <p>Begin to understand by mixing colours you can make another colour.</p>	<p>Explore the different objects which can be used to print.</p> <p>Puts printing tool into paint then prints on paper.</p> <p>Begin to print with control. Print a pattern.</p>	<p>Fills the whole paper with paint.</p> <p>Paint in random directions.</p> <p>Give meaning to the marks they make ie "this is mummy".</p> <p>Begin to paint a desired picture.</p>

# RECEPTION

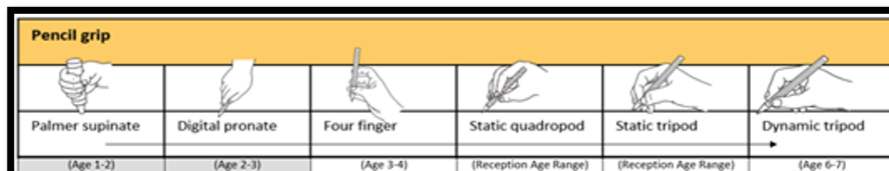
	Common Play Behaviours					
	Cutting	Fixing and Joining	Sticking and Collage	Mixing	Printing	Mark Making and Painting
<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Scissors</li> <li>Scissors with different shaped blades</li> <li>Craft punches</li> </ul>	<ul style="list-style-type: none"> <li>Glue</li> <li>Hole punch</li> <li>Single hole punch</li> <li>Stapler</li> <li>tags</li> <li>Elastic bands</li> <li>String</li> <li>Paper clips (different sizes)</li> <li>Sellotape</li> <li>Masking tape</li> <li>Split pins</li> <li>Stitching – large blunt ended darning needle and embroidery thread</li> </ul>	<ul style="list-style-type: none"> <li>Range of paper and card (variety of sizes)</li> <li>Envelopes</li> <li>Lollipop sticks</li> <li>Match sticks</li> <li>Pom Poms</li> <li>Feathers</li> <li>Sequins</li> <li>Beads</li> <li>Buttons</li> <li>Junk Modelling</li> <li>Magazine pages to cut out</li> <li>Tinfoil</li> <li>Googly eyes</li> </ul>	<ul style="list-style-type: none"> <li>Paint blocks</li> <li>Paintbrushes (different sizes)</li> <li>Pallets</li> </ul>	<ul style="list-style-type: none"> <li>Pom Poms</li> <li>Rollers</li> <li>Stamps</li> <li>Cotton buds</li> <li>Toothbrushes</li> <li>Corks</li> <li>Dabbers</li> <li>Cotton wool balls on pegs</li> </ul>	<ul style="list-style-type: none"> <li>Crayons</li> <li>Pencils</li> <li>Paint Blocks</li> <li>Poster Paint</li> <li>Pallet Knives</li> <li>Highlighters</li> <li>Thin felt tips</li> <li>Thick felt tips</li> <li>Pens</li> <li>Clipboards</li> <li>Notebooks</li> <li>Large rolls of paper</li> </ul>
(Development Matters)	Use scissors cut confidently.	Know that glue, Sellotape, masking tape can be used to fix and join things.	Select the resources which will help make a collage.	Mix colours with a certain colour in mind.	Print using a range of colours.	Add features to painting.
Reading Basket: Provide access to craft books to use as inspiration.	Follow a line to cut.				Print with an idea in mind.	Demonstrate good control when using paintbrushes.
	Cut a range of materials.	Make desired models by joining recycling items together.		Explore different tones, shades of colour.		
	Cut circles and other shapes.	Make holes and use treasury tags to hold things together.				



## THE ROLE OF THE ADULT

Characteristics of Effective Teaching and Learning:	Autumn	Spring	Summer
<p><b>Playing and exploring</b> - children investigate and experience things, and 'have a go'</p> <p><b>Active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p><b>Creating and thinking critically</b> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things'</p>	<p><b>NURSERY AND RECEPTION</b></p> <ul style="list-style-type: none"> <li>- Invite children to explore making marks in a variety of different materials, such as food, water, damp sand, gloop, rice, paint or shaving foam.</li> <li>- Develop pencil grip (Appendix 1)</li> <li>- Ask children to describe their work giving meaning to the marks they have made.</li> <li>- Model how to use the resources and how to store them.</li> <li>- Help children to hold scissors correctly. Thumb up, elbow in, move paper, not scissors and snip, snip.</li> </ul>	<p><b>NURSERY AND RECEPTION</b></p> <ul style="list-style-type: none"> <li>- Encourage children to mark make in a variety of positions. For example, sitting, kneeling, on all fours, lying on their back (mark making on paper stuck under a table) or standing up.</li> <li>- Model colour mixing</li> <li>- Help children to hold scissors correctly. Thumb up, elbow in, move paper, not scissors and snip, snip, snip.</li> <li>- Develop pencil grip (Appendix 1)</li> </ul> <p><b>RECEPTION</b></p> <ul style="list-style-type: none"> <li>- Direct children to speed sound charts and red word lists when writing independently</li> <li>- Encourage the use of Fred Fingers to spell when writing independently.</li> <li>- Encourage children to paint outlines of patterns/shapes and fill in with a different colour</li> <li>- Explore tones</li> <li>- Describe the work of notable artists</li> <li>- Encourage children to understand that various materials can be combined to create new effects</li> <li>- Help children to plan what to make.</li> <li>- Teach children how to fold.</li> <li>- Make zig zag books</li> <li>- Help children to Understand various materials can be combined to create new effects</li> <li>- Provide stimulus (e.g. Books of things to make and pictures of art by famous artists)</li> </ul>	<p><b>NURSERY:</b></p> <ul style="list-style-type: none"> <li>- Encourage children to ascribe meaning to their marks.</li> <li>- Encourage children to create representations of events, people, and objects.</li> <li>- Help children to hold scissors correctly. Thumb up, elbow in, move paper, not scissors and snip, snip, snip.</li> <li>- Develop pencil grip (Appendix 1)</li> </ul> <p><b>RECEPTION:</b></p> <ul style="list-style-type: none"> <li>- Help children to plan sentences.</li> <li>- Encourage the use of Fred Fingers to spell when writing independently.</li> <li>- Encourage the use of capital letters, finger spaces and full stops in independent writing.</li> <li>- Develop pencil grip (Appendix 1)</li> <li>- Encourage children to replicate techniques used by notable artists and designers</li> <li>- Use some ideas from artists to create own piece</li> <li>- Encourage children to create representations of events, people, and objects.</li> <li>- Encourage children to evaluate their creations.</li> </ul>

### APPENDIX 1 - Pencil Grip Progression





The *Balancing Act* - Cornerstone English Hub Conference March 2025

# The Power of Assessment in Early Years

When schools identify weaknesses in children's knowledge, skills and behaviour, they do not always consider carefully enough how the curriculum or teaching approaches might need to be adapted to compensate.

(Ofsted - **Strong foundations in the first years of school** - Published 8 October 2024)

- SSP Assessments
- Maths Assessments
- Checkpoints (Nursery and Reception!)

We know the gaps, now  
what?!

# Gap Analysis

Use data to identify the Areas for Development for the Cohort.

Do you need to adapt the Provision?



# Personalised Curriculum



# Notice and Mentor

When there is a choice about whether to take part, some children, often those who need the most teaching and practice, opt out.

(Ofsted - **Strong foundations in the first years of school** - Published 8 October 2024)

# Notice and Mentor – How?





- Adult roles need to be clear at all points of the day.
- Who is in Provision?
- Is there an Adult-Led Activity to complete? Who is doing it?
- When is Notice and Mentor happening? Who is delivering it? Be realistic!

Once ‘jobs’ are complete, all adults should return to Provision. Not to supervise, to play and talk!

## NOTICE AND MENTOR

Week Beginning: 10.11.24

<u>MORNING</u>	Monday	Tuesday	Wednesday	Thursday	Friday
MATHS	Subitising on a die Snakes and Ladders HJ – Group – 10 minutes Sally Martin Ben Kim	Washing Line and number cards Ordering numbers to 5 EO – 1:1 – 5 minutes Sam Lily	Snakes and Ladders Subitising on a die HJ – Group – 10 minutes Sally Martin Ben Kim	Washing Line and number cards Ordering numbers to 5 EO – 1:1 – 5 minutes Sam Lily	Washing Line and number cards Ordering numbers to 10 EO – 1:1 – 5 minutes Greg Ian Lucy
PHONICS	Sound Gaps Tutoring HJ – 1:1 – 5 minutes Kelly Sophia Jack Lee	Sound Gaps Tutoring EO – 1:1 – 5 minutes Kelly Sophia Jack Lee	Sound Gaps Tutoring HJ – 1:1 – 5 minutes Kelly Sophia Jack Lee	Fred Games – Blending EO – Group – 10 minutes Ollie Harry Len Mary Joe	Virtual Classroom Video EO – Group – 5 minutes Kelly Sophia Jack
EHCP		Mirroring in play LM – 1:1 – 15 minutes Josh		Mirroring in play LM – 1:1 – 15 minutes Josh	

<u>AFTERNOON</u>	Monday	Tuesday	Wednesday	Thursday	Friday
SPEECH & LANGUAGE	SALT Programme LM – 1:1 – 10 minutes Sue Harry  LM - Engage in child-led conversation during play with Sam. Focus on extending vocabulary.	LL Group LM – Group – 10 minutes Jack Manny Lisa Freddie  LM - Engage in child-led conversation during play with Sam. Focus on extending vocabulary.	SALT Programme LM – 1:1 – 10 minutes Sue Harry  LM - Engage in child-led conversation during play with Sam. Focus on extending vocabulary.	LL Group LM – Group – 10 minutes Jack Manny Lisa Freddie  LM - Engage in child-led conversation during play with Sam. Focus on extending vocabulary.	SALT Programme LM – 1:1 – 10 minutes Sue Harry  LM - Engage in child-led conversation during play with Sam. Focus on extending vocabulary.
FINE MOTOR	 HJ – Group – 15 minutes Don Meg Lily	 HJ – Group – 15 minutes Fred Sully Rory	 Scissor Skills HJ – Group – 10 minutes Don Meg	 Scissor Skills HJ – Group – 10 minutes Sully Jim	Dough Disco HJ – Group – 5 minutes <a href="#">Bruno Dough Disco</a> HJ – Group – 5 minutes Don Meg Lily Sully Fred

# Ofsted



- Safe
- Happy
- Engaged
- Quality Interactions
- Routines in place
- “Let me feel it!”



# Conclusion

## Understanding EYFS Principles

A deep understanding of EYFS principles is essential for educators to navigate early years education effectively.

## Curriculum Building

Effective curriculum building is crucial for creating an engaging and supportive learning environment for young children.

## Assessment Strategies

Implementing strong assessment strategies helps to track progress and tailor support to individual children's needs.

## Reflective Practices

Reflective practices allow educators to evaluate their methods and enhance the quality of early years education.

**Time to Reflect**

**Any Comments or Questions?**

**Thank you for listening**