



## Early Years Foundation Stage

### Vision

Early Years Education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. At Oasis Academy Warndon we provide a bespoke, exciting and engaging curriculum that meets the needs of all learners, teaching children to develop social relationships, skills and understanding. The children will be prepared for 'school readiness' by building on what they already know, they will all become successful learners, responsible citizens, and confident individuals. As a result, of good quality provision and leadership, the children make exceptional progress towards catching up with the skills and abilities that are typical of other children their age.

Playful  
Loving  
Accepting  
Curious  
Empathic

PLACE encompasses the ethos of early years through consistent strategies and systems. Staff model PLACE through building positive and supportive relationships with children and parents. All staff are empowered to work as a team to provide the best opportunities for the children, systems and strategies have been developed providing guidance and challenge. Staff teach inspiring lessons where children make rapid progress in all areas of learning, reaching national expectations.

Parents and EYFS staff work together to share information about their child's development and learning journey. Opportunities are provided for parents to work alongside their child supported by staff to CELEBRATE the success and progress of the children. At Oasis Warndon we give children a first rate start to their flight path of learning.

### Teaching and Learning

Across the EYFS there are many different styles and approaches used for teaching and learning. The styles are used at different times depending upon the age and needs of the children. Research on successful outcomes of Early Years provision- both in the short term and for later success in school and as adults- has pointed to some general guidelines. The next best outcomes for children's learning occur where most of the activity within a child's day is a mixture of:

- Child-initiated play, actively supported by adults
- Focussed learning, with adults guiding the learning through playful, rich experiential activities.

This can be illustrated as a continuum of approaches as seen below.



Across each of our three settings, our systems and approaches are consistent, such as observation and assessment. Our planning approaches vary depending upon the needs of the children ensuring that the provision meets as well as challenges their needs. Staff communicate well to check children's understanding, identify any misconceptions and provide clear explanations to improve their learning. In doing so they respond and adapt their teaching if necessary.

## Curriculum

The curriculum is planned following early years outcomes building upon the children's interests. Across the year we ensure that the children have a variety of experiences that teach them new skills and knowledge to develop their self-belief and cultural capital so they can succeed in life. So that we build upon skills and knowledge we set out a yearly coverage calendar. This ensures that the children have a range of opportunities. We then link in texts and themes to provide a rich variety of language and opportunities. Trips are planned out across the year so that the children have experiences that link with the theme. The themes are adaptable and can change depending upon the interests of the children.

## Trips/Experiences

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Happy Hearts	West Midlands Safari Park	Visiting different places of worship - Church	Little Owl Park farm	Forest School	Welly boot land	Slim bridge
Early Explorers Nursery	Smart Trees Christmas	Visiting different places of worship - Church	Cotswold Park Farm	Forest School	Toddington train ride	Picnic
Reception	-Local walk -Visiting community buildings -Dentist visit	-Visiting different places of worship -Visits to outdoor spaces to observe seasonal changes -Virtual tours/google street view -Visit to the cathedral	-Visiting historical building e.g. castles, local buildings -Virtual tours -Travelling theatres	-Sea life centre -Safari Park -Forest School	-Butterfly nets -Farm shops/shops/school kitchen -Local Farm to Fork initiative	-Emergency services -Visitors from different careers

The curriculum delivered in the setting involves activities and experiences from these seven areas of learning. These areas of learning and development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all areas of Learning and development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum, which allows children to make many links between what they are learning. All areas of learning and development are given equal weighting and value.

At Oasis Academy Warndon, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum during the autumn term of Year 1.

## OAW Reception Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Leading questions</b>	<i>I've just joined school and I'm learning about my place in the world.</i>	<i>I've learnt who I am and where I'm from, what about others and other places?</i>	<i>I've learnt about other people, how the world always been like this?</i>	<i>I've learnt about creatures that used to be alive, what animals are alive now?</i>	<i>I've learnt about animals, but how do they grow and what other things grow?</i>	<i>I've learnt about things that grow on our planet; now how can I take care of it all?</i>
<b>Key questions</b>	Who am I? Where am I? Who can I become?	What is the world around me like? Is it Autumn everywhere?	What was the world like before us? What will it be like in the future?	What is a living thing? What animals live on our planet?	How do things grow? How can I look after myself to make myself grow?	Who looks after our planet?
<b>Knowledge Organisers</b>	Baseline Self (including dental health) Houses and homes	Autumn Around the World Christmas past and present	Dinosaurs Castles and Knights	Spring Under the Sea In the Jungle	Minibeasts Growing Healthy Eating (including dental health)	Summer People who help us Our <a href="#">Planet</a> (plants and animals helping our planet)

Each topic has a knowledge organiser linked, which has a user-friendly front page. It is designed to be used with staff, parents, and children where applicable. It contains a variety of information including a suggestion of how the topic could flow week by week; key information to share throughout the topic; key vocabulary; key texts; things to do at home; horizons. There are then three staff only pages which provide suggestions for learning opportunities, broken down into each area of learning, in addition to some suggested resources.



# Self

My new school  
My new environment

All about me  
What do I like/dislike?

How can I look after myself?

Where do I belong?  
Houses and Homes

### Key Vocabulary

**Unique** – unlike anything else  
**The same** – identical or similar  
**Different** – not the same  
**Compare** – look at similarities and differences  
**Favourite** – the one you like the most



### We will be...

Getting to know our new teachers and friends.  
 Exploring our environment, finding out what we like and don't like and discussing these preferences.  
 Learning about how we feel, why we might be feeling that way and how to express ourselves.  
 Exploring ways to look after ourselves, stay healthy and keep ourselves clean, including brushing our teeth.  
 Thinking about who we are becoming and who we want to be when we grow up.



### Key Information

Taking turns and listening to each other is important. It shows we value others and enjoy listening to them as well as knowing that sometimes we have to wait for our turn.  
 Emotions are the way we feel. This includes happy and sad, but there are other emotions too such as scared, nervous, excited and surprised. Knowing our emotions and why we feel this way helps us to understand ourselves and others better.  
 Keeping ourselves clean at school will help us stay healthy. Washing our hands regularly stops the spread of germs – germs could make us ill. Wiping our noses, catching sneezes with a tissue and coughing into our arm also stops the spread of germs.

### Things to do at home

Talk about your likes and dislikes and take photos for tapestry – you could show us your favourite toy or food.  
 Tell us about your family.  
 Talk about your feelings and label the emotions.  
 Role play what you want to be when you are older.  
 Actively participate in hygiene routines – going to the toilet, washing hands, wiping noses.



### Key Texts

I feel... – Mike Gordon  
 Starting School – Janet and Allen Ahlberg  
 Why do I brush my teeth? – Angela Royston



### Horizons

Take photo's and create an e-book of how to look after ourselves  
 Take photo's of each other and our favourite things.

### Personal, Social and Emotional Development

Think about the perspectives of others – listen to and discuss with other children (different objects, etc.)

Know and talk about health and well-being

Identify and express their feelings in relation to a variety of different objects, experiences, etc.

Participate in circle times and discussions about self

Begin to develop relationships with peers

Join in with class rules and routines

### Physical Development

Discuss need for rules and how to stay safe

Explore physical aspects of new environment e.g. climbing frames

Include a variety of different physical activities and discuss the effects on our bodies

### Communication and Language

Using the new vocabulary in context, encouraging whole sentences

Circle times

Opportunities to talk about their likes, dislikes and emotions in a variety of contexts

Opportunity to talk about themselves, their family, past events

### Literacy

Mark making likes and dislikes

Share key texts

Favourite stories and rhymes

Use vocabulary in role play situations (home corner)

Initial sound games

### Maths

Tally charts of favourite things and record answers

Measures – look at similarities and differences of size (e.g. tallest and shortest children, biggest and smallest hands/feet)

Months of the year – do they know when their birthday is?

### Understanding of the world

Invite children to take photo's of each other or of things they like/dislike. Use as discussion or writing points.

Look at baby photo's or family trees – past and present.

What makes us unique? Circle time discussions/activities about similarities and differences – cultures, religions...

### Expressive Arts and Design

Self portraits using a range of media and materials and tools – use mirrors to explore self

Create pictures of their favourite things in whichever medium they choose

Role play scenarios from home, possibly using a home corner role play containing familiar items.

Participate in favourite and familiar songs and rhymes

### Suggested Resources

Mirrors

Resources to discuss our emotions – worry dolls, picture cards, books, puppets, emoji faces

Role play with familiar items from home

Dental hygiene resources – large teeth for brushing and exploring, toothbrushes, toothpaste

Self care items to explore/have in the role play – flannels, soap, shampoo bottles, toothbrushes

## British values

The fundamental British values of Democracy, The Rule of Law, Individual Liberty and Mutual respect and Tolerance of faiths and beliefs are embedded in our curriculum and practice. We use the following strategies to develop the children's understanding.

<b>British Values</b>	<b>Rule of law</b> <i>Children understand their own and others' behaviour Children to understand that we have classroom rules that help us to be safe and help us learn together. Children to understand that breaking class rules has consequences</i>	<b>Democracy: making decisions together</b> <i>Children are encouraged to take turns and share Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. Children to take a class vote on chosen topic</i>	<b>Individual liberty: freedom for all</b> <i>Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. Children to Risk taking.</i>	<b>Mutual respect and tolerance</b> <i>Children to celebrate different festivals and share experiences of all cultures and faiths Children to learn to take turns to talk and listen to each other Children to provide resources and activities that challenge gender, cultural and racial stereotyping</i>	<b>Individual liberty: freedom for all</b> <i>Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. Children to Risk taking</i>
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### Democracy

- Encourage children to know their views count and their opinions are important by following their interests in topics and activities.
- Encourage children to make decisions together for e.g. when sharing
- Encourage children to see their 'bigger picture' e.g. linking to part of a family, class, group, school, community etc.
- Provide opportunities for children to vote for activity choices, choosing a theme for their role play, choosing a story or a song.
- Encourage the completion of turn taking activities, sharing, discussion and collaboration for e.g. role play, model making and using equipment.
- In group times and circle times we model to the children to take turns, listen to others, to value and respect the contributions made by others.
- Encourage a climate of working together to create a safe environment where it is 'safe' to make mistakes, share thoughts and ideas, and to explore different options e.g. promoting forgiveness after an argument, opportunities to retry an activity and tolerance for different views.

### The rule of law

- Adults and children work together to create group rules.
- Discuss the need for rules and how they should be fair to keep everyone safe and happy.
- Teach children to understand their own and others' behaviour and feelings, along with their consequences.
- Work together to create an environment where actions are consistently followed through e.g. behaviour policy, follow up on discussions and other choices after a group vote.
- Encourage and support children to distinguish right from wrong.
- Encourage children to take turns, share and compromise.

### Individual Liberty

- Encourage children to develop a positive sense of themselves.
- Provide opportunities for children to develop their self-esteem and confidence in their own abilities. E.g. Dino Power awards and next step certificates.
- Encourage children to ask questions and trust that their opinions and ideas will be respected and valued.
- Provide opportunities for children to follow and develop their own interest and ideas.
- Provide activities for all children to engage in and actively challenge gender-specific tasks and activities.
- Encourage children to reflect upon their similarities and differences and appreciate and respect that others may have different views.

### Mutual respect and tolerance of different faiths and beliefs

- Work as a group to create an environment that include, values and promotes different faiths, cultures, views and races.

- Provide opportunities for the children to make links with the wider community, e.g. link within the local community, speaker's visitor's links with a local charity.
- Encourage children to learn about other faiths, cultures, traditions, families, communities and ways of life. We encourage the children to share their experiences within the group and allow children to recognize similarities and differences between themselves and others. For e.g. learning about festivals family units, different occupations and places around the world.

**Long term planning** is in the style of a calendar linking into the various religious and seasonal celebrations and events during the year. The plan is then developed from the children's interests so they can lead the way with their learning in the areas they are interested in.

Celebrations/ Events	-Recycle week (20 <sup>th</sup> Sept – 26 <sup>th</sup> Sept) -Black History Month (Oct) - World Space week (4 <sup>th</sup> –10 <sup>th</sup> October) -Halloween (31 <sup>st</sup> Oct)	Diwali (4 <sup>th</sup> Nov) Bonfire night (5 <sup>th</sup> Nov) World Science Day (10 <sup>th</sup> Nov) Remembrance Day (11 <sup>th</sup> Nov) Hanukkah (29 <sup>th</sup> Nov) Christmas Jumper Day (10 <sup>th</sup> Dec) Christmas (25 <sup>th</sup> Dec)	Chinese New Year (1 <sup>st</sup> Feb) Pancake day (2 <sup>nd</sup> Feb) Valentines day (14 <sup>th</sup> Feb)	World Book Day (3 <sup>rd</sup> March) International Women's Day (8 <sup>th</sup> March) Mothers Day (11-20 <sup>th</sup> March) Ramadan begins (early April tbc) Vaisakhi (13 <sup>th</sup> April) Easter (17 <sup>th</sup> April)	Earth Day (22 <sup>nd</sup> April) Eid (May 2 <sup>nd</sup> tbc) <a href="#">Fathers Day</a>	Transition
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**Medium term planning** is completed using the next steps in the children's learning, their interests and 'Early Years Outcomes'. The focus is upon the skills and knowledge that the children need to address the gaps in their learning. As a team all areas are planned for choosing activities and methods that will meet the needs of the children. To engage the children each session; or series of sessions starts with a 'hook' to engage the children and make all learning purposeful.

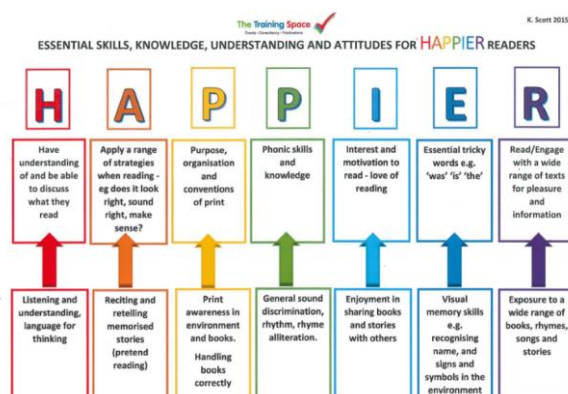
Gaps in learning are identified through data and next steps are planned for.

Spring 1	DM/ELG	Concepts	Objectives	Enabling Environments
Week 1 S3 Episode 5 (Zero) S3 Episode 1 (Once upon a time) S3 Episode 4 (Fruit Salad)	Count objects, actions and sounds Compare numbers Compare weight, length and capacity <i>Have a deep understanding of numbers to 10</i>	Introducing 0 Review of numbers 1-5 Capacity	<ul style="list-style-type: none"> <li>• Introduce the concept of zero</li> <li>• Zero is less than 1 and an absence of something</li> <li>• Exploring how zero relates to 'empty' – there is nothing in it</li> <li>• Review of numbers 1 to 5 (including totalling values and coins)</li> <li>• Comparison of numbers to 5 using language of greater than and less than</li> <li>• Explore capacity – full and empty, nearly full, nearly empty, half full, half empty</li> </ul>	<ul style="list-style-type: none"> <li>• In sand / water area explore concepts of full and empty</li> <li>• Pass round a snack basket with 10 snacks in, count backwards as each child takes one out and when the basket is empty shout 'zero!'</li> <li>• Make shoe-box small worlds for each <u>numberblock</u>. Put the correct number of things in for each <u>numberblock</u>.</li> <li>• Play 'I spy' number game in a circle. First person 'I spy 1 computer', 2nd 'I spy 2 shoes' etc.</li> <li>• Set up fruit stall with up to 5 of each type of fruit. Provide baskets for fruit to be partitioned into.</li> <li>• Play a finding pairs game with 2 children. Print out from <u>numberblocks</u> 'fruit salad' lesson.</li> </ul>
Week 2 S3 Episode 2 ( <u>Blockzilla</u> ) S3 Episode 3 (The <u>numberblocks</u> express)	Link the number symbol with its cardinal number value Compare numbers Understand the one more than/one less than relationship between consecutive numbers Explore the ...	Number bonds to 5 – five frame More than, greater than, less than, fewer than	<ul style="list-style-type: none"> <li>• Composition of 5 and numbers to 5</li> <li>• Partitioning and combining 5 in different ways</li> <li>• Exploring the part <u>part</u> whole model to partition and combine numbers to 5</li> <li>• Explore heights and sizes – taller than, shorter than</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an area for children to record height comparison throughout the year</li> <li>• Set height limit for various activities/areas and vary throughout the day so all children get access to the areas</li> <li>• Feely bags with towers of up to 10 cubes. Each child picks a tower out and compares if it is taller than / shorter than 'name's tower.</li> <li>• Use train set, sort trains into different colour carriages. Find</li> </ul>

## Literacy

**Early Reading-** Reading helps to develop a young child's brain. In the first six years, children learn at a much faster pace than at any other time in their lives. Vital connections in the brain are made very early in life. At birth, a healthy baby is born with approximately 200 billion active brain cells or neurons. Given the right kind of stimulation, each of these brain cells is capable of sprouting up to 20,000 different dendrites / branches and synapses / connections between them which store additional information. These connections, which are a direct result of stimulation the child receives through early experiences, form the basis of all future learning and intellectual ability.

Early reading within the early years is supported by many different opportunities provided across the curriculum. Children are read to on a daily basis exploring these stories or fiction texts in depth. A variety of different strategies are used to develop a love of reading encouraging the children to listen and understand language for thinking, reciting, retelling and memorising stories, purpose and organisation and conventions of print, using phonic skills and applying knowledge, sharing the enjoyment of books and stories with other, using visual memory skills- names, sign and symbols in the environment alongside an exposure to a wide range of book, rhymes, songs and stories.



**Phonics-** To support the essential skills, knowledge, understanding and attitudes we support the happier approach to develop the children's early reading approaches. (Early Years teach phonics through a bespoke Oasis Phonics curriculum, Bookwings).

**Early Writing-** Being able to write is one of the many things that most of us take for granted. Even if we're not a keen writer, we may still write out a shopping list or jot down the odd note. For children, writing is a skill that they have to learn and, like so much during their childhood it develops gradually.

**Starting to write-** The writing journey begins by making marks, children create patterns with their palms and fingers with a variety of sensory materials. The first clear sign that children are interested in mark making comes when they use thick crayons to make large circular and straight lines. This type of mark making is often dismissed as scribble, but it is actually an important step in learning to write, because children are exploring to see what happens. In each of our early year's settings, the opportunity to explore this early writing skill is developed through adult interaction modelling early mark making alongside the presence of environmental print and a variety of stimulating resources to mark make with. These resources are available both in the classroom and in the outdoor area.



**Deeper meanings-** The marks that the children make begin to have more meaning over time. This can be seen by listening to the children when they play with pens, crayons and paper. At first mark making is a blend of writing and drawing. Children act out writing situations and through the use of role play and what they have seen other people do. This shows the value of adult writing and provides the children with examples of how you write and 'lends them your writing brain.' By providing a variety of different situations to model writing, children will see the skills in completing their own writing.

**First words to confident writing-** At around four years old, children begin to write their first words- mostly their name and it has huge meaning for them. The next stage of writing links with their knowledge of reading as children learn letter names, the sounds the letters make and letter formation. Words now begin to have more meaning to them. At this stage children start to segment the sounds to write and will begin to write sentences building on their use of phonics and a good understanding of tricky words. We use a variety of strategies alongside phonics to teach

the children early reading and writing and to give the children the skills and knowledge they need to develop a love of reading and writing. We use 'The Write Stuff' approach to teach and support writing.

Early Reading	Early Writing
<ul style="list-style-type: none"> <li>Nursery- Early Explorers and Happy Hearts use the Alphabet Rhyme time book to support with planning and implementing phonics in Nursery.</li> <li>Sessions introduce each letter of the alphabet to the children through songs, experiences, and a variety of activities. These sounds are revisited and planned into the continuous provision.</li> <li>Lower ability children are targeted through intervention groups to enhance listening and attention skills.</li> <li>Sharing books and stories in whole group and small groups creating excitement</li> <li>Books available for children to access in all areas of the curriculum</li> <li>Key vocabulary taught and explained</li> <li>Communication and language strategies</li> <li>Daily letters and sounds in focus groups</li> <li>Phonics teaching for those who are ready to access</li> <li>Reading for pleasure at home- Home library</li> <li>Key focus text to learn recite, retell and memorise</li> <li>Environmental print</li> <li>Learning rhymes, songs and alliteration</li> <li>Talk for writing strategies to retell orally</li> <li>REAL project sharing strategies with parents.</li> </ul>	<ul style="list-style-type: none"> <li>The Write stuff approach is used in Reception to support the children's developing vocabulary and early writing techniques.</li> <li>Variety of tools to mark make both inside and outside on small and large scale</li> <li>Teaching pencil grip and tracking the progress of pupils</li> <li>Adults modelling writing and mark making in role play or whole class teaching</li> <li>Physical development movements to support control, hand eye co-ordination and to build up muscles- including crossing the mid line</li> <li>Handwriting sessions to teach letter formation</li> <li>Teach spelling strategies to support tricky words</li> <li>Teach, remember and apply tricky words- children have a tricky word tins to practise these at home</li> <li>REAL project for support with early writing strategies.</li> </ul>

### Literacy Planning

Reception teachers plan together taking the skills and knowledge from the medium-term plan and mapping the learning out across the week, with a clear focus upon Literacy and Maths linking in all areas of the curriculum.

Literacy and Maths planning is presented using Powerpoint and includes; structure of the lesson, visual aids, key vocabulary and TA direction, differentiation and focus children/groups (available in the notes).

As the year progresses the children are grouped by ability and a range of adult led and child-initiated activities take place. A weekly plan is created, showing clearly what is happening and when, alongside staff deployment and differentiation for ability groups. Key questions are planned for with links to curriculum.

Literacy planning follows The Write stuff structure, through the lenses within the Fantastics, introducing writing through a meaningful moment. Grandma Fantastic explains and models the new vocabulary that the children will need during the lesson, they can then construct and hold a sentence and class teachers model writing that sentence.



We are going on a spring walk!

What can you see?  
What can you hear?  
What can you smell?  
What can you feel?

What did you notice outside?  
What did you hear?  
What could you smell?

Take notes down children's language

Word Collector

Blossoming  
Beautiful  
Vibrant

The flowers are...

Construct and hold a sentence

Example: "The flowers are blossoming."

Focus Group

Blue group

Look at the picture. Tell me three things you can see in the spring picture. Write down the initial sound of those three things you can see. (If they can hear more than the initial sound, write it down.)

Grandma Fantastic, what words are in your basket?

Blossoming

Model

Example: "The flowers are blossoming."

A range of high-quality texts are weaved into all areas of the curriculum and are linked, where possible, into the themes that run throughout the year.

Key texts	<ul style="list-style-type: none"> <li>- Starting school Janet &amp; Allen Ahlberg</li> <li>- Dirty Bertie David Roberts</li> <li>- Charlie and Lola I am too absolutely small for school Lauren Child</li> <li>- Lulu's first day Anna McQuinn</li> <li>- I feel Mike Gordon</li> <li>- Happy in our Skin Fran Manushkin</li> <li>- Children of the World Tessa Strickland</li> <li>- The Three Little Pigs</li> <li>- Home Carson Ellis</li> <li>- Let's Build a House Mick Manning and Brita Granstrom</li> <li>- In every house on every street Jess Hitchman and Lili La Baleine</li> </ul>	<ul style="list-style-type: none"> <li>- Tree Patricia Hegarty and Britta Teckentrup</li> <li>- The fox in the dark Alison Green and Deborah Allwright</li> <li>- We're going on a leaf hunt Steve Metzger</li> <li>- The Story Orchestra: Four Seasons in One Day Jessica Courtney-Tickle</li> <li>- Goodbye Summer, Hello Autumn &amp; Goodbye Autumn, Hello Winter Kenard Pak</li> <li>- The little red hen - Margot Zemach</li> <li>- Room on the Broom Julia Donaldson</li> <li>- Anna Hibiscus Atinuke</li> <li>- The Name Jar Yangsook Choi</li> <li>- Let's Celebrate! Festival Poems from Around the World Debjani Chatterjee and Brian D'Arcy</li> <li>- Light the lights Margaret Moorman</li> <li>- Christmas in Lagos</li> </ul>	<ul style="list-style-type: none"> <li>- Dear Dinosaur Ryan L. Schrod</li> <li>- Harry and his bucketful of dinosaurs Ian Whybrow and Adrian Reynolds</li> <li>- Dinosaur Roar Henrietta Stickland</li> <li>- Tyrannosaurus Drip Julia Donaldson</li> <li>- Dinosaur Bones Bob Barner</li> <li>- First Facts: Dinosaurs DK</li> <li>- Window Jeannie Baker</li> <li>- Step inside homes through history Goldie Hawk and Sarah Gibb</li> <li>- The Knight and the Dragon Tomie de Paola</li> <li>- See inside castles Katie Daynes and David Hancock</li> <li>- The kiss that missed Karan</li> </ul>	<ul style="list-style-type: none"> <li>- Commotion in the ocean Giles Andreae</li> <li>- The Snail and the Whale Julia Donaldson</li> <li>- The Coral Kingdom Laura Knowles and Jennie Webber</li> <li>- The Big Book of the Blue Yuval Zommer</li> <li>- Flotsam David Weisner</li> <li>- Somebody - Swallowed Stanley Sarah Roberts</li> <li>- Superworm Julia Donaldson</li> <li>- Minibeast madness Giles Andreae</li> <li>- What the ladybird heard Julia Donaldson</li> <li>- Firefly Home Jane Clark and Britta Teckentrup</li> <li>- Look to the Skies</li> </ul>	<ul style="list-style-type: none"> <li>- The very hungry caterpillar Eric Carle</li> <li>- The Crunchy Munchy Caterpillar Sheridan Cain</li> <li>- We found a seed Rob Ramsden</li> <li>- Lulu loves flowers Anna McQuinn</li> <li>- Eddies Garden Sarah Garland</li> <li>- Titch Pat Hutchins</li> <li>- Plants around the world Learning Ladders</li> <li>- Wangari's Tree of Peace Jeanette Winter</li> <li>- The Enormous Potato Aubrey Davis</li> <li>- Oliver's Vegetables Vivian French and Alison Bartlett</li> <li>- I will never not ever eat a tomato Lauren Child</li> <li>- How did that get in my lunchbox?</li> </ul>	<ul style="list-style-type: none"> <li>- A superhero like you Dr Ranj</li> <li>- Heroes who help us from around the world Liz Gogerty</li> <li>- Real Superheroes DK</li> <li>- (Non-fiction books for a range of people who help us)</li> <li>- Somebody Swallowed Stanley Sarah Roberts</li> <li>- Flotsam David Weisner</li> <li>- Window Jeannie Baker</li> <li>- Tidy Emily Gravett</li> <li>- The Great Paper Caper Oliver Jeffers</li> <li>- One Plastic</li> </ul>
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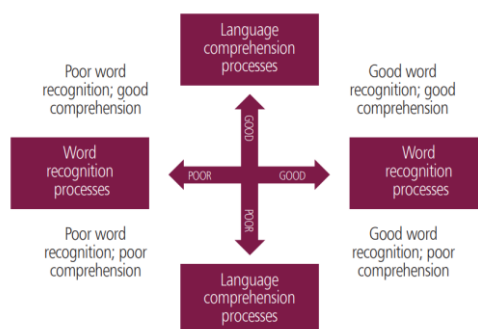
## Phonics - Book Wings

The uniqueness of Book Wings Phonics is that the synthetic phonics teaching opportunities are embedded within the context of real books; books written by skilled and well-known writers and illustrators who know how to engage children and make them want to read for pleasure.

The balance between the two skills (word recognition and language comprehension) changes as children acquire decoding skills and progress from learning to read to reading to learn for information and pleasure. As teachers, our main priority should be to instil a love of books, enthusing and motivating children to want to learn to read for pleasure, whilst working alongside teaching children to decode and encode.

Being able to read opens up the whole world for children. Being able to decode is only a part of reading. Wanting to read, wanting to find things out, wanting to find out what happens next, these are the behaviours that propel children to become readers hence the need to incorporate using real books. Blending and segmenting, recognising split digraphs, recognising tricky words by sight are essential elements of teaching early reading skills but you become a reader when you are driven to read out of a thirst for knowledge or out of a joy of being lost in a story. Just like we need air to breathe, children need to hear and read stories it is so vital to our development as complex human beings. That is why Book Wings Phonics uses storytelling and real books at the heart of the programme.

Whole class teaching is a central part of the programme as it exposes all children to new learning every day. Whole class teaching provides you with the opportunity to take ownership of your class, to be empowered by the knowledge you have of every individual. Gentle reminders can be given to specific children throughout the day enabling you to build and expand upon your phonic session across the curriculum, giving phonics a real purpose of being integral to being a reader and a writer.

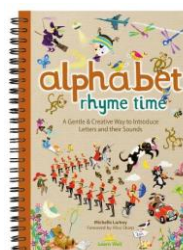


## Weekly suggested sequence

	Mon	Tues	Weds	Thurs	Fri
Phase 2	New phoneme	New phoneme	New phoneme	New phoneme	Recap based on formative assessment + new tricky word
Phase 3	New phoneme	New phoneme	Recap	New phoneme	Recap
Phase 5	New grapheme	Practice + apply new grapheme + other grapheme(s) for phoneme	Practice + apply new grapheme + other grapheme(s) for phoneme	Practice + apply new grapheme + other grapheme(s) for phoneme	Practice + apply new grapheme + other grapheme(s) for phoneme

## Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Baseline			s a t p	i n m d + l	g o c k + the	ck e u r + no
Autumn 2	h b f ff + go	l ll ss + to / into	j v w + we / me	x y z zz + be / you	qu + consolidate + was / are	Consolidate	consolidate
Spring 1	ch sh th + he / she	ng ai ee + they / are	igh oa oo + her / my	oo ar or	ur ow oi	ear air	ure er
Spring 2	At the end of Spring 1, we would recommend doing summative phonics assessments with your class to establish: - the phonemes & tricky words they have learnt and therefore the gaps you will need to focus on - their confidence with saying graphemes and blending the sounds to read words - their confidence with orally segmenting words and recalling the graphemes to write them						
Summer 1	You can then plan your lessons for the remainder of Spring and Summer terms to recap the sounds that your class needs the most practice with, and start to weave in more challenging opportunities for reading and writing. You can also start to include words with consonant blends to develop confidence with Phase 4.						
Summer 2							



## Nursery

Early Explorers and Happy Hearts use the Alphabet Rhyme time book to support with planning and implementing phonics in Nursery. Sessions introduce each letter of the alphabet to the children through songs, experiences, and a variety of activities. These sounds are revisited and planned into the continuous provision.

Alphabet rhyme time and letters and sounds planning follows the sequence of squiggle while you wiggle (when appropriate to make links with topic). Introduce the sound with alphabet rhyme time and the following day recap the sound using letters and sounds activities Phase 1. Happy Hearts- plan in 1 sound a week, this progresses to 2 sounds per week in Early Explorers.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Baseline			i,l	t,s	s,f	w
Autumn 2	n,j	h,u	a,b	c,o	d,m	n,r	q,p
Spring 1	k,y	g,j	e,v	w,x	z	consolidate	consolidate
Spring 2	At the end of Spring 1, we would recommend doing summative phonics assessments with your class to establish: - the phonemes they have learnt and therefore the gaps you will need to focus on and sounds to revisit. - their confidence with saying graphemes orally and identifying the initial sounds in words. - their confidence with orally segmenting words and recalling the graphemes						
Summer 1							
Summer 2							
	You can then plan your lessons for the remainder of Spring and Summer terms to recap the sounds that your class needs the most practice with and start to weave in more challenging opportunities for reading and writing.						

To develop their love of books, children take home a book of their choice to read with their parents, they get the choice of a range of picture books and topic books.

#### Weekly sequence

	Mon	Tues	Weds	Thurs	Fri
Phase 1	Teach New phoneme Alphabet rhyme time	Revise Phoneme Letters and sounds		Teach New phoneme Alphabet rhyme time	Revise Phoneme Letters and sounds

#### Squiggle while you wiggle/Dough Disco

Happy Hearts and Early Explorers participate in daily sessions of dough disco and Squiggle Whilst You Wiggle, to help develop the children's fine motor and gross motor skills.

- Dough Disco is fun, engaging and active, it helps to stimulate the happiness chemicals (endorphins), which in turn impact on memory. Children need to have strong muscles in their hands to enable them to write effectively and dough disco helps the child's brain learn to control the fingers quicker, in preparation for writing.
- Squiggle Whilst You Wiggle uses dance and large movements to help children develop the muscle control they need for writing. They learn a sequence of new gross motor movements in sequence, and each movement links to a piece of lively music. They dance using each movement and then use it to make marks, using pens and a variety of other mark making tools.

#### Maths

**Early Maths**- There are six main areas that collectively underpin children's early mathematical learning, and which provide the firm foundations for the maths that children will encounter as they go through the years in primary school. They are:

- **Cardinality and Counting:** understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents.

- **Comparison:** understanding that comparing numbers involves knowing which numbers are worth more or less than each other.
- **Composition:** understanding that one number can be made up from (composed from) two or more smaller numbers.
- **Pattern:** looking for and finding patterns helps children notice and understand mathematical relationships.
- **Shape and Space:** understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking.
- **Measures:** comparing different aspects such as length, weight, and volume, as a preliminary to using units to compare later.

#### Early Maths-

- Counting songs and rhymes taught daily.
- Reading books that combine numbers and stories.
- Maths equipment puzzles, items to count, measure, explore shape available in the environment
- Matching numerals and quantities
- Focus teaching of maths skills- counting, numeral recognition, shapes.
- Teaching mathematical language
- Opportunities to apply skills in real life content through problem solving and reasoning
- Sorting activities to develop logic
- Daily Maths Meetings following Maths mastery
- Recognising and creating patterns
- Shape matching, recognition and sorting.
- Exploring standard and non-standard units
- Measuring items in the environment
- Comparing heights- build with blocks and count amounts
- Combining amounts exploring addition and subtraction to find a total
- Using number lines and amounts to explore more and less

Reception planning follows the National Centre for Excellence in the Teaching of Mathematics (NCTEM). NCTEM follows Maths teaching for mastery, rejects the idea that a large proportion of people 'just can't do maths'. All pupils are encouraged by the belief that by working hard at maths they can succeed. Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time.

This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. If a pupil fails to grasp a concept or procedure, this is

identified quickly, and early intervention ensure the pupil is ready to move forward with the whole class in the next lesson. Lesson design identifies the new mathematics that is to be taught, the key points, the difficult points, and a carefully sequenced journey through the learning. In a typical lesson pupils sit facing the teacher and the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion.

Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other. It is recognised that practice is a vital part of learning, but the practice used is intelligent practice that both reinforces pupils' procedural fluency and develops their conceptual understanding. Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained.



# Oasis Reception Maths Yearly Overview

This document is designed to be used to support you in planning maths for the [Reception](#) year. It has been created using a variety of resources, including elements of White Rose, Maths Mastery, Karen Wilding's 'number sense' approach and the NCETM's [Numberblocks](#) resources.

This is a suggested yearly overview for you to follow to ensure you are teaching a broad and balanced curriculum, that covers all areas of the new Early Years Foundation Stage Framework. In the revised EYFS framework there is a heavy focus on developing mastery of numbers to 10, rather than stretching beyond 10, although we recognise that there will be cohorts where it is possible to develop mastery to 10 and teach mastery beyond within the Reception Year.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Baseline			Introducing 1 Circles	Introducing 2 2 step patterns Semi-circles	Introducing 3 Triangles	Consolidation
Autumn 2	Introducing 4 Quadrilaterals	Introducing 5 Partitioning	Consolidate to 5 Pentagons	Composition of numbers to 5 / number bonds	Comparing quantities 1 more / 1 less	Sorting Measure (weight / size)	Consolidation Subitising

This overview is designed to be used flexibly by your [setting](#), and has consolidation weeks built in for you to target the needs of your children and cohort precisely and ensure that any misconceptions in maths are addressed immediately before moving on.

AUTUMN 1	Concepts	Objectives	Enabling Environments
Week 1-3	Assessment	TRANSITION & BASELINE	
Week 4 S1 Episodes 1 (One)	Introduce 1 Circle 1 in the environment Different representations of 1 Recognising the numeral 1 1p	<ul style="list-style-type: none"> <li>Recognise 1</li> <li>Identify the quantity 1 (the oneness of 1)</li> <li>Understand that 1<sup>st</sup> means position 1</li> <li>Understand that once means one time</li> <li>Recognise a 1p coin</li> <li>Find 1 on the clock, telephone</li> <li>Introduce a circle - with 1 side</li> </ul>	<ul style="list-style-type: none"> <li>Working wall number display to progress over the weeks (representations of 1 in the environment)</li> <li>Giving one item at snack time</li> <li>1 finger 1 thumb keep moving</li> <li>Performing actions once (reinforcing language of once)</li> </ul>
Week 5 S1 Episodes 2 (Another One) S1 Episodes 3 (Two)	Introduce 2 2 on the clock 2 step repeating patterns 2p Recognising the numeral 2 Shapes with 2 sides - Semi-circles	<ul style="list-style-type: none"> <li>Recognise 2</li> <li>Identify the quantity 2 (the twoness of 2)</li> <li>Know that 2 is 1 more than 1</li> <li>Know the concept of one and another one come together to make two - compose / decompose number</li> <li>Count two objects in different orders, rearrange and recount</li> <li>Two can be represented with the words twice, pair and second</li> <li>Find 2 in the environment</li> <li>Subitizing different representations of 2</li> <li>Be able to continue 2 step repeating patterns</li> <li>Recognise a semi-circle and understand that 2 can be combined to make a circle. Half of a circle is a semi-circle.</li> </ul>	<ul style="list-style-type: none"> <li>Noah's ark songs, story and small world - pairs of animals</li> <li>Baskets of socks and gloves</li> <li>Games that require exactly 2 children to play</li> <li>Building on the number display - things that come in twos</li> <li>Encourage children to make a print pattern using two of something e.g. hands, feet, thumbs</li> <li>Setting a table for two</li> <li>Sorting representations of one and two</li> </ul>
Week 6 S1 Episodes 4 (Three)	Introduce 3 3 in the environment	<ul style="list-style-type: none"> <li>Recognise 3</li> <li>Identify the quantity 3 (the threeness of 3)</li> <li>Know that 3 is 1 more than 2</li> <li>Know that 3 is 2 more than 1</li> <li>Know that one object and two objects together make three objects and vice versa and also three of one object (composing / decomposing numbers)</li> <li>Find 3 in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the three bears with three of everything inside</li> <li>Building on the number display - things that come in threes</li> <li>Baa Baa black sheep</li> </ul>

Maths Daily Planning



Subitising Practice





Star Words





Activity



[BBC iPlayer - Numberblocks - Series 1: Four](#)



Activity





New Learning





Activity





Throughout the course of the lesson children have time to apply the skills taught using a range of resources. All children are involved and taught at age related expectations, the children's learning is either recorded through Seesaw (for their Wow moments) or if recorded by the children it will be in their Reception books or included on the Learning journey wall which is then added into the class Floor Book.



## Early Explorers and Happy Hearts

In Early Explorers and Happy Hearts, the planning formats differ slightly as routines of the day are different and the focus of provision must meet the needs of the children.

A Medium-term plan is developed based on the children's interests and needs, also allowing for coverage of the EYFS curriculum making reference to Nursery Checkpoints.

	Week 1 28/2/22	Week 2 7/3/22	Week 3 14/3/22	Week 4 21/3/22	Week 5 28/3/22	Week 6 4/4/22
Leading questions	Spring	Spring	Spring	Mini beasts	Mini beasts	Mini Beasts
Knowledge Organisers	Pancake Day 1 <sup>st</sup> March World Book day 3 <sup>rd</sup> March			Mothers Day 27 <sup>th</sup> March		Easter
Key texts	Jasper's Bean stalk Don't wake the bear Mare		Playful pets	Hungry Harry Peppa Pig's Nature Trail	What the lady bird heard. Bad tempered lady bird	We are going on a egg hunt The very hungry caterpillars easter egg hunt
Communication & Language	Letters and sound rhyming and alliteration	Letters and sound rhyming and alliteration	Letters and sound rhyming and alliteration	Letters and sound rhyming and alliteration	Letters and sound rhyming and alliteration	Letters and sound rhyming and alliteration
Personal, Social, Emotional, Development	Turn Taking	Turn taking	Listen to each other	Listen to each other	Respect others	Respect others
Gross motor / fine motor skills	Dough Disco Squiggle Whirl You Wiggle Move 7 A horizontal wave left and right Surfin' USA- beach boys Miami- Wil smith I <u>wanna</u> dance with somebody who loves me- <u>Whitney</u>	Dough Disco Squiggle Whirl You Wiggle Move 7 The lead down 8 A horizontal wave crossover Surfin' USA- beach boys Miami- Wil smith I <u>wanna</u> dance with somebody who loves me- <u>Whitney</u>	Dough Disco Squiggle Whirl You Wiggle Move 8 The lead down 8 Im so excited the pointer sister Do your thing- basement Jaxx <u>Asante</u> - fuse ODD	Dough Disco Squiggle Whirl You Wiggle Move 8 The stand up straight 8 Im so excited the pointer sister Do your thing- basement Jaxx <u>Asante</u> - fuse ODD	Dough Disco Squiggle Whirl You Wiggle Move 8 Left 8 Im so excited the pointer sister Do your thing- basement Jaxx <u>Asante</u> - fuse ODD	Dough Disco Squiggle Whirl You Wiggle Move 9 Right 8 Im so excited the pointer sister Do your thing- basement Jaxx <u>Asante</u> - fuse ODD
Literacy	Joining in with songs and rhymes Develop play around favourite stories using props. Develop their phonological awareness, recognise words with the same initial sound, such as money and mother	Joining in with songs and rhymes Develop play around favourite stories using props. Develop their phonological	Joining in with songs and rhymes Develop play around favourite stories using props. Develop their phonological <u>awareness, count</u> or clap syllables in a word.	Joining in with songs and rhymes Develop play around favourite stories using props. Develop their phonological <u>awareness, count</u> or clap syllables in a word.	Joining in with songs and rhymes Develop play around favourite stories using props. Write some letters accurately.	Joining in with songs and rhymes Develop play around favourite stories using props. Write some letters accurately.
Phonics	Letters and Sounds Phase Rhyme and alliteration Alphabet Rhyme Tune  S & A A- Animal fair S- Dingle dangle scarecrow	Letters and Sounds Phase Rhyme and alliteration Alphabet Rhyme Tune  T & P P- Peter and Paul T-	Letters and Sounds Phase Rhyme and alliteration Alphabet Rhyme Tune  I & N I- <u>icky wicky</u> spider N-	Letters and Sounds Phase Rhyme and alliteration Alphabet Rhyme Tune  M & D M- D-	Letters and Sounds Phase Rhyme and alliteration Alphabet Rhyme Tune  L & G L- Lucy lockett G- Goosey goosey gander	Letters and Sounds Phase Rhyme and alliteration Alphabet Rhyme Tune  O & C O- Old mother <u>hubbard</u> B-
Maths	Numberblocks: counting to 4, adding 1's Episode: Three little pigs and the big bad square Shapes 2d- Circles Can you recognise a ____? Can you draw a circle? How many corners? How many sides?	Numberblocks: counting to 5, line up 1 to 5 in order. Episode: Off we go Shapes 2d- Squares Can you recognise a ____? Can you draw a circle? How many corners? How many sides?	Numberblocks: counting to 5, line up 1 to 5 in order. <u>Identify</u> missing numbers 1 to 5 Episode: Off we go continued Shapes 2d- Triangle Can you recognise a ____? Can you draw a circle? How many corners? How many sides?	Numberblocks: counting 1,1 correspondence Episode: How to count Shapes 2d- Rectangle Can you recognise a ____? Can you draw a circle? How many corners? How many sides?	Number blocks Subitising numbers 1 to 5 Different ways of arranging blocks to 5 Episode: Stampolines Shapes 2d- Hexagon Can you recognise a ____? Can you draw a circle? How many corners? How many sides?	Number blocks Composition of numbers 1 to 5, into part-part whole Structure/partitioning a whole number into parts. Episode: the whole of me Shapes 2d- Pentagon Can you recognise a ____? Can you draw a circle? How many corners? How many sides?
Understanding the World	Begin to understand the need to respect and care for the natural environment and all living things	Begin to understand the need to respect and care for the natural environment and all living things	Begin to understand the need to respect and care for the natural environment and all living things	Talk about what they see, using a wide vocabulary	Talk about what they see, using a wide vocabulary	Talk about what they see, using a wide vocabulary
Roleplay	Pancakes: frying pan/ spatula/ ingredients?	Caring for pets: dog/cat Bowl/ food/ lead	Caring for Pets: dog/cat Bowl/ food/ lead	Mothers day cards. Wrapping a gift. Flowers	Spring clean:	Easter- egg hunts Easter Cards
Expressive Arts and Design	Respond to what they've heard, expressing thoughts and feelings. Create closed shapes with continuous lines and begin to use these shapes to represent objects Explore colour and colour mixing	Respond to what they've heard, expressing thoughts and feelings. Create closed shapes with continuous lines and begin to use these shapes to represent objects Explore colour and colour mixing	Play instruments to express feelings and ideas. Show different emotions in their drawings - happiness, sadness, fear, etc Explore colour and colour mixing.	Play instruments to express feelings and ideas. Show different emotions in their drawings - happiness, sadness, fear, etc Explore Texture	Sing with pitch Remember and sing entire songs Explore Texture	Sing with pitch Remember and sing entire songs. Explore Texture

A weekly timetable is planned for sharing the days or weeks focus building on the next steps of the children- this includes adult deployment rota, learning objective, key questions and vocabulary. In Nursery planning stems from a combination of children's interests and adult led opportunities. To ensure that the children have a range of experiences focus days on areas of learning are planned across the week.



	Monday	Tuesday	Wednesday	Thursday	Friday
	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.00	Doors open- Soft Start	Pancake day	Forest school	World book day	AMN PFA = ALL DAY <del>Michael Ondaatje cover</del>
9.00-9.25	Dough Disco Squiggle When You Wiggle- Move 7 A horizontal wave left and right Surf's Up! beach boys WALT to develop gross motor skills, large shoulder movements left to right WALT to use mark making tools to make up and down marks	Dough Disco Squiggle When You Wiggle- Move 7 A horizontal wave left and right Miami Will smit WALT to develop gross motor skills, large shoulder movements left to right WALT to use mark making tools to make up and down marks	Forest school- session 1 Look for Signs of spring = Jaspers Beanstalk WALT: To talk about the changes they notice in their environment WALT: Talk about what they see, using a wide vocabulary	Dough Disco Squiggle When You Wiggle- Move 7 A horizontal wave left and right I wanna dance with somebody- Whitney WALT to develop gross motor skills and co-ordination. WALT to develop gross motor skills, large shoulder movements left to right WALT to use mark making tools to make up and down marks	Dough Disco Squiggle When You Wiggle- Move 7 A horizontal wave left and right Surf's Up! beach boys WALT to develop gross motor skills and co-ordination. WALT to develop gross motor skills, large shoulder up and down movements WALT to use mark making tools to make up and down marks
9.25-9.35	Book wings and letter and sounds Sound x: recognise other words that start with x Walt: develop phonological awareness- recognise words with some initial sound Write sound on IWB	Book wings and letter and sounds Sound s: recognise other words that start with s Walt: develop phonological awareness- recognise words with some initial sound Write sound on paper	Book wings Sound a: recognise other words that start with a Walt: develop phonological awareness- recognise words with some initial sound Write sound on IWB	Book wings Sound a: recognise other words that start with a Walt: develop phonological awareness- recognise words with some initial sound Write sound on IWB	Letters and sounds = Sound a: recognise other words that start with a Bertha the bus is going to the zoo what will she see as she passes through Walt: develop phonological awareness- recognise words with some initial sound Write sound on paper
9.35-9.45	Supervised tooth brushing- WALT to be increasingly independent at meeting their own care.	Supervised tooth brushing- WALT to be increasingly independent at meeting their own care.	Supervised tooth brushing- WALT to be increasingly independent at meeting their own care.	Supervised tooth brushing- WALT to be increasingly independent at meeting their own care.	Supervised tooth brushing- WALT to be increasingly independent at meeting their own care.
9.45-9.55	Snack time with topic talk- talk about spring/pancake day	Snack time with topic talk- talk about spring	Snack time with topic talk- talk about spring	Snack time with topic talk- talk about spring	Snack time with topic talk- talk about spring and what we know.
9.55-11.15	Self-initiated Learning Time. Wishes = Number Blocks Counting to 4, adding 1s The three little pigs and the big bad square. WALT: Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. SEND/ PSED- CJ 10-10.30- outdoor Oarden 10.45- 11.15- Outdoor	Self-initiated Learning Time. Making pancakes WALT: Use one-handed tools and equipment, for example, making snips in paper with scissors. - Show a preference for a dominant hand. 10-10.30- outdoor Bikes 10.45- 11.15- outdoor Communication Group: SS	Self-initiated Learning Time. Revealing stories/holding books correctly: snail- based activities. WALT: Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 10-10.30- outdoor Oarden 10.45- 11.15- outdoor SEND / PSED - QA	Self-initiated Learning Time. PB: Travelling over, under, across apparatus 10.45 = 11.15pm WALT- making part in some group activities. Go up steps and stairs, or climb up apparatus, using alternate feet. Communication: LJ	Outside on bikes: 10-10.30 ALL OUT BIKES PB: Travelling over, under, across apparatus Self-initiated Learning Time. 10.45 = 11.15pm WALT- making part in some group activities. Go up steps and stairs, or climb up apparatus, using alternate feet.
11.10-11.20	Tidy time with Nursery Rhymes	Tidy time with Nursery Rhymes	Tidy time with Nursery Rhymes Nappies Shots	Tidy time with Nursery Rhymes	Tidy time with Nursery Rhymes
11.25-11.35	Read aloud = The Runaway Pancake Story Shape: circle- find circles Toilet- wash hands- Nappy changing Home time	Read aloud = all about spring PP Twinkl Shape: circle- draw circles Toilet- wash hands- Nappy changing Home time	Read aloud = Don't wake the bear Hare Shape: circle- what is circle shape? Toilet- wash hands- Nappy changing Home time	Read aloud = Shape: circle- How many corners does a circle have? Toilet- wash hands- nappy changing Home time	Read aloud = Shape: circle- draw a circle IWB Toilet- wash hands- nappy changing Home time
11.45-12.30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.30-1pm	Wake and shake Thrive group activities	Wake and shake Thrive group activities	Out dressed for forest school	Wake and shake Thrive group activities	Wake and shake Thrive group activities
1-3 See continuous provision	Topic based activities- Crafts- Fine motor skills- Turn taking games 1:15 till 1:45 Outside Oarden 1:45 till 2:15	Topic based activities Pancake making Crafts = cutting pancake toppings Turn taking games 1:15 till 1:45 Outside Oarden 1:45 till 2:15	Forest school- session 2 Nappies/ snack	Topic based activities Crafts Fine motor skills- Turn taking 1:15 till 1:45 Outside Oarden 1:45 till 2:15	Topic based activities Crafts Fine motor skills Turn taking Cooking = Outside 2pm Both nurseries
3 to 3:15pm	Read aloud- Don't wake the bear Hare Number song- 5 crispy pancakes	Read aloud- Don't wake the bear Hare Number song- 5 current buns	Read aloud- child's choice story Number song- 5 little men in a spinning saucer	Read aloud- Jaspers bean stalk Number song- 5 little ducks went swimming one day	Read aloud- Inners bean stalk Number song- 5 green frogs



In Happy hearts to capture a balance of adult directed and child initiated weekly planning ideas are captured by staff across the week for the following week based on the needs of the children. Challenges building on the children's next steps are recorded and when observed are initialled by staff/ Enhanced planning for each are of learning is planned across the term and added to as interests are captured.

Weekly enhancement is planned for alongside challenges, which build on the children's next steps in learning and specify the key vocabulary to be modelled and taught.

### Continuous Provision

Early Years practitioners recognise continuous provision as the resources they offer children as part of an enabling environment or the resources that are safe for children to explore independently. It is both these things, but it is important to remember that continuous provision is not just provision that is continually accessible; it is also a selection of resources that continue children's learning in the absence of an adult.

At OAW we set out continuous provision as below across areas of the classroom- these link with all areas of learning.

Continuous Provision Planning		Maths Area			
Key Learning Opportunities					
<b>Maths</b> <ul style="list-style-type: none"> <li>Recognises some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>		<b>Maths ELG</b> <ul style="list-style-type: none"> <li>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</li> <li>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</li> <li>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li> <li>They recognise, create and describe patterns.</li> <li>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>		<b>PSED</b> <ul style="list-style-type: none"> <li>Children play co-operatively, taking turns with others.</li> <li>They take account of one another's ideas about how to organise their activity.</li> <li>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</li> </ul>	
<b>Resources</b> <ul style="list-style-type: none"> <li>Counters</li> <li>Nunicon</li> <li>Number lines</li> <li>Number cards to 20</li> <li>Spinners</li> <li>Whiteboard and pens</li> <li>Shapes 2D and 3D</li> <li>Sorting circles</li> <li>Measuring tapes</li> <li>Sand timers</li> <li>Cubes</li> </ul>		<b>Organisation</b> 		<b>Intended Experiences</b> <ul style="list-style-type: none"> <li>Make collections of things which are of interest to them.</li> <li>Sort, match and classify.</li> <li>See and make use of written numerals.</li> <li>Compare, estimate and measure.</li> <li>Make marks in play situations which communicate mathematical meaning.</li> <li>Investigate and solve practical problems.</li> <li>Test theories and ideas.</li> <li>Recreate and count a variety of different objects.</li> </ul>	
		<b>Role of the Adult</b> <ul style="list-style-type: none"> <li>Provide a range of equipment covering 'number' and 'shape, space and measure' objectives. For example numbers, number lines, objects for counting and sorting, tape measures, rulers, 2D and 3D shapes, dice, spinners, dominoes, sand timers, clocks, calculators, books, whiteboards, clipboards, jigsaws, different shaped and sized boxes.</li> <li>Provide activities that give children the opportunity and motivation to practice skills.</li> <li>Teach children maths skills and give them opportunities to practice them.</li> <li>Provide a place to put maths to be shared / displayed.</li> <li>Support children with physical difficulties.</li> <li>Also provide challenge cards to extend the children's thinking when an adult is not in the area.</li> </ul>		<b>Key C's/ Vocabulary</b> <ul style="list-style-type: none"> <li>Number names and number songs.</li> <li>Number, numeral, count, add, more, less, take away, fewer, same.</li> <li>2D shape names e.g. circle, triangle, square, rectangle, and terms sides/corners to describe.</li> <li>3D shape names e.g. sphere, cube, cuboid, cylinder, cone and terms faces and corners to describe.</li> <li>Names of other equipment available.</li> <li>Measuring vocabulary – tall (short), long (short), heavy (light), right (left), long (short), thin (wide).</li> <li>Positional language – in front, behind, next to, under, above, on top etc.</li> <li>Pattern.</li> <li>Can you count...?</li> <li>Do you know / can you sing...?</li> <li>What could you do with these shapes?</li> <li>Tell me about these shapes...?</li> <li>Where shall we put...?</li> <li>How did you...?</li> <li>How could you make it longer / shorter / taller?</li> <li>How can you find the total...?</li> <li>What comes next in the pattern...?</li> <li>How did you do that / work that out...</li> </ul>	

**Enhanced provision** is planned for on a weekly basis to enhance all areas of learning and the provision that we provide for the children. Each activity is planned to enable the children to apply the **skills and knowledge** previously taught.

Activity	Rationale	Area of Learning	COETL	Resources	Key vocabulary	Children to target
<b>Tracing letters in sand</b>	Children need to develop letter formation – can they practice the sounds in a multi-sensory way?	PD LIT	Respond to new experiences that you bring to their attention.	Sand Tray Sound cards	Letter Sound Form Write Trace	Arthur Harrison Charlie Ollie Alfie
<b>Globes and Atlases</b> Can they explore the atlas and globe to see where different countries are? Can they have a go at drawing their own map?	Children are exploring the topic "Around the World" and are learning about where we are and where other countries are.	UW	Respond to new experiences that you bring to their attention.	Globe Atlas Paper	Globe World Earth Countries Land Sea	All
<b>Moulding dough</b>	Developing fine motor skills – rolling, pinching, pushing, pressing, squeezing	PD	Respond to new experiences that you bring to their attention.	Playdough Dough tools	Squeeze Press Flatten Roll Push Pinch	Arthur Harrison Charlie Ollie Alfie
<b>Reading CVC words</b> Can the children read the CVC words and books?	Children have learnt the phase 2 sounds – can they practice segmenting and blending.	Lit CAL EAD	Respond to new experiences that you bring to their attention.	CVC words Reading books Glitter	Story Traditional tales Key phrases from the story	All
<b>Stampolines</b> Children use cubes to make different arrangements of number 5 and print them in paint	Children are learning about number 5 and being able to recognise different representations of 5 – can they use the cubes and paint to explore different ways of making 5	Maths EAD	Plan and think ahead about how they will explore or play with objects.	Cubes Paint Paper	Print Count How many Subitise 5	All
<b>Exploring weight with seeds and pulses</b>	Children enjoy sensory activities.	Maths	Respond to new experiences that you	Seeds Scales	Measure Weigh	All

Rather than focus on each area of learning the areas are decided upon by the provision within the classroom. Each activity has an objective for what how we would propose the children use the resources. The focus is how the adult would facilitate the learning, whilst the enhancement comes from the additional resources placed into the area. These may be chosen from the interest of the children. The challenges are activities that the children can do independently, they are skilled based and have challenges within them through chilli challenges, these vary with the outcomes of the children.

Commented [NC1]: Sense

### Timetable-

A weekly timetable is created each week clearly showing the times for activities and sessions that have been planned for across the week, this allows for a consistent approach in all sessions.

Dino Powers Celebration Assembly					
	Monday	Tuesday	Wednesday	Thursday	Friday
	8.45-9.00	Gates Open Breakfast Time to Talk 1:1 readers	Gates Open Breakfast Time to Talk 1:1 readers	Gates Open Breakfast Time to Talk 1:1 readers	Gates Open Breakfast Time to Talk 1:1 readers
	9.00-9.20	Phonics	Phonics	Phonics	Phonics
	9.20-10.15	Self-initiated play (Including Forest School)	Self-initiated play	Self-initiated play	Self-initiated play
	10.15-10.35	Literacy	Maths	Literacy	Maths
	10.35-11.30	Self-initiated play	Self-initiated play	Self-initiated play	Self-initiated play
	11.10-11.30	Assembly			
	11.30-11.45	Handwriting	Handwriting	Handwriting	Handwriting
	11.45-12.45	Lunch	Lunch	Lunch	Lunch
	12.45-12.50	Register	Register	Register	Register
	12.50-1.10	Maths	Literacy	Maths	Literacy
	1.10-1.45	Self-initiated play (Music, PE, Science)	Self-initiated play	Self-initiated play	Self-initiated play
	1.45-2.00	Circle time	Circle time	Circle time	Circle time
	2.00-2.45	Self-initiated play	Self-initiated play	Self-initiated play	Self-initiated play
	2.45-3.00	Read Aloud	Read Aloud	Read Aloud	Read Aloud
	3.00-3.15	Getting ready for home	Getting ready for home	Getting ready for home	Getting ready for home
	3.15	Home time	Home time	Home time	Home time

Morning – time to talk

Literacy

Phonics

Read aloud




### Characteristics of effective teaching and learning

We recognise that children learn in different ways, through developing skills and knowledge alongside learning behaviours. In planning and guiding children's activities, practitioners must reflect on the different ways and reflect these in their practice.

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.

To engage the children with the characteristics we use 'Dino Powers' these are characters that the children use and recognise to understand and celebrate their achievements. Children receive certificates and stickers when they have displayed the dino powers. These are a starting point to a whole school curriculum centred on our Character robots.

Explorosaurus		Stickosaurus		Thinkosaurus	
<b>Finding out and exploring</b> -Showing curiosity about objects, events and people -Using senses to explore the world around them -Engaging in open-ended activity		<b>Being involves and concentrating</b> -Maintaining focus on their activity for a period of time -Showing high levels of energy, fascination -Not easily distracted Paying attention to detail		<b>Having their own ideas</b> -Thinking of ideas -Finding ways to solve problems -Finding new ways to do things	
<b>Playing with what they know</b> -Pretending objects are things from their experience -representing their experiences in play		<b>Keeping on trying</b> -Persisting with an activity when challenges occur		<b>Making Links</b> -Making links and noticing patterns in their experience -Making predictions	

-Taking on a role in their play -Acting out experiences with other people	-Showing a belief that more effort or a different approach will pay off -Bouncing back after difficulties	-Testing their ideas -Developing ideas of grouping, sequences, causes and effect
<b>Being willing to have a go</b> -Initiating activities -Seeking challenge -Showing a 'can do' attitude -Taking a risk, engaging in new experiences, and learning by trial and error	<b>Enjoying achieving what they set out to do</b> -Showing satisfaction when meeting their own goals -Being proud of how they accomplished something- not just the end result -Enjoying meeting new challenges for their sake rather than external rewards or praise	<b>Choosing ways to do things</b> -Planning, making decisions about how to approach a task, solve problems and reach a goal -Checking how well their activities are going -Changing strategy as needed

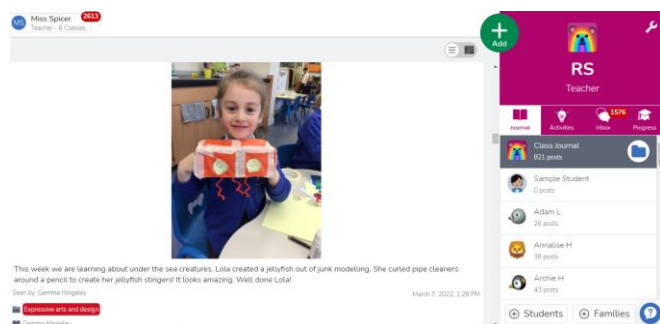
## Observations and next steps

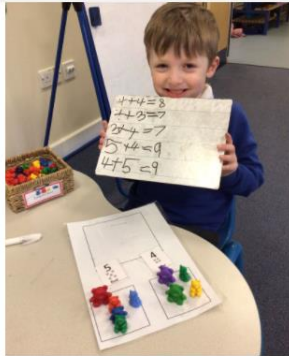
When observing the children and play partnering staff record what the children 'say and do' using observations. These records are then linked to the checkpoints within the age bands (birth to 3, 3-4 and Reception) in the EYFS Framework, the characteristics of effective teaching and learning and the child's next steps.

Recorded observations are to capture the WOW moments in a child's learning, these are uploaded onto Seesaw (online learning journal) and to be shared with parents.

When recording an observation and marking a piece of work in Reception, staff can include next steps if necessary, however this is not mandated e.g. **NS- to practice letter formation of 'S'**. Staff need to have a secure knowledge of where children are at and the children's next steps and use this to inform future planning in order to close gaps and address children's individual needs.

Parents engage with Seesaw through homework challenges and adding on news and achievements that the parents observe at home. It is also used to share key events with parents or changes that might be happening throughout the school year. Parents can also comment and 'like' their child's activity, which is posted onto their learning journeys on Seesaw. This continues to keep parents involved and up to date in their child's learning.





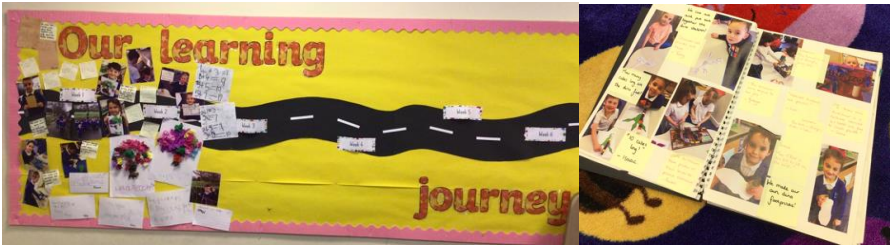
Archie made his own number sentences and used compare bears to work out his answers.  
Seen by: Dawn Evans

Communication and Language Maths Physical

♥ Dawn Evans

🗣 Dawn Evans Wow, fabulous work, I'm a very proud mummy

Observations and Wow moments are also captured and shared with the class via their **Seesaw** and their Learning Journey display board, these moments are then preserved in a 'floor book', to allow the children to revisit and recap prior learning and recall their meaningful moments within their learning experiences.



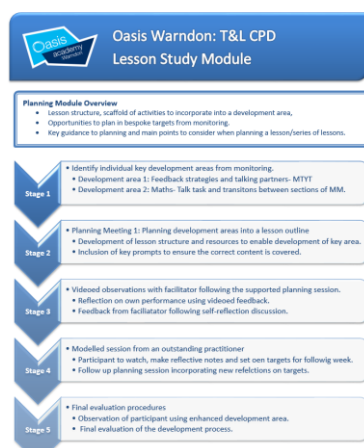
**Learning detectives** are 2 children within the class, who detect purposeful learning in the classroom and capture, share and promote that learning at the end of each session. This develops communication and language for all children and helps to build confidence when sharing with the class.

Commented [NC2]: Would be nice for pics of learning detectives here.



## CPD

Following monitoring outcomes staff receive bespoke CPD opportunities selecting from a variety of modules to meet their needs also feeding into the overall ADP development and their performance management targets.



Complete the following evaluation of the module using the reflections and evaluations in the previous documents and the teaching standards on the following pages.

**What are the main positive developments you believe you have gained as a results of this module?**

I believe that I have significantly improved upon the development points we set out at the beginning of the module, in terms of feedback techniques and transitions. These were both identified as a strength in my lesson and it was noted in the modelled lesson that the children were in a good routine and knew their transitions. This is something I will continue. I have developed my confidence in teaching maths mastery too. In addition to this, I now have some new strategies to improve my teaching even further.

## CPD Readings

Teachers have weekly CPD sessions to undertake readings e.g. Rosenshine's Principals, linked to current research, in order to implement and evaluate within their own practice. Teachers reflect on this weekly on a forum as well as feedback given during 10 min slot at the start of staff meetings.

## Steplab/ Coaching

Steplab is used to coach teachers through regular observations, highlighting effective areas of practice and pinpointing small granular next steps that the teachers can address through their planning and teaching, that will have the most impact on the children's progress.

## TA CPD

Teaching assistants attend half termly phase meetings which enhances their practise the focus of these sessions are planned from developments or sharing best practise across the phase.

TA's also have a 30 minute CPD slot on a weekly basis to attend a variety of training, as well as completing online units to refresh their practise or learn new skills.

## Assessment

Informed by a range of perspectives: assessment is predominantly based on the teacher's professional judgement but should also take account of contributions from a range of perspectives including the child, their parents and other adults.

**Formative assessment** is based primarily on the practitioner's professional knowledge of what the child knows and can-do day to day. It can be gathered during routine interactions with children and does not need to be planned. The practitioner may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Where a child's learning is embedded and secure the child is likely to demonstrate what they know and can do consistently in a range of situations.

**Summative assessment** is based on a holistic view of what the child can demonstrate against each checkpoint within the age bands for Nursery and ELG at the end of the Reception year. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional



knowledge of the child, taking into account the child's strengths and weaknesses. The ELGs are interconnected, meaning that children are likely to demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of attainment in relation to each of the goals make sense when taken together.

Oasis Early Years Assessment Checkpoints is a document to support teachers with making Summative judgements at Baseline, Spring and Summer as to whether the children in your class are on track or not on track. The checkpoint resource is designed to be used as a reference point when inputting data at three points in the year - Baseline, Spring and Summer. They are designed to support your judgments regarding on track and not on track at these points. This document is not designed to be used as an individual tracking sheet for each child.

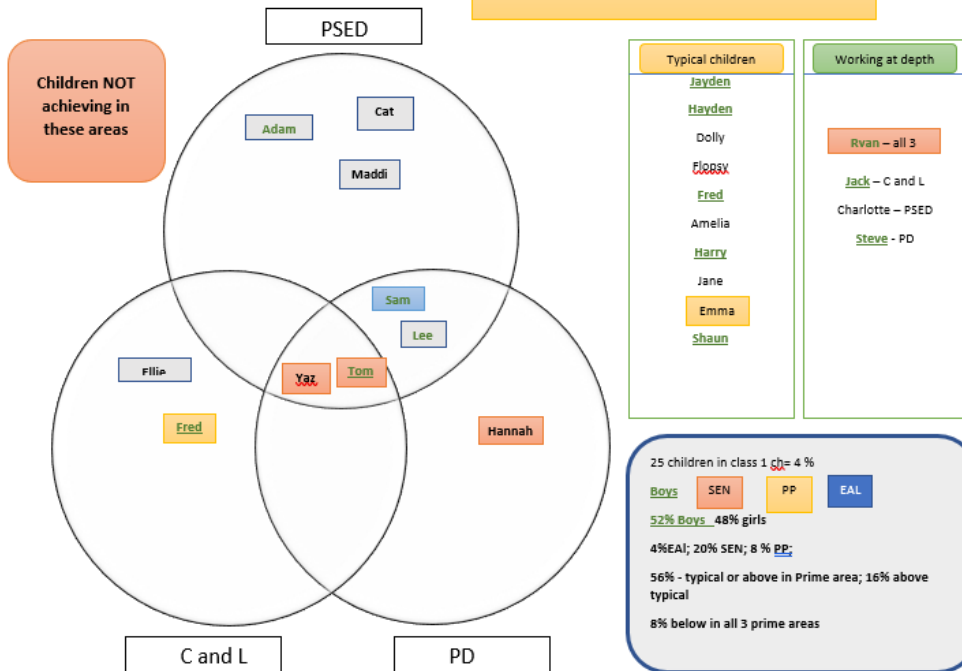
Oasis Early Years Assessment Checkpoints 2021/22			
Area of Learning	Baseline checkpoint	Spring Checkpoint	Summer checkpoint (ELG)
	<i>Children who are on track can mostly...</i>	<i>Children who are on track can mostly...</i>	<i>Children who are on track can mostly...</i>
Communication & Language	Listening, Attention & Understanding <ul style="list-style-type: none"> <li>- engage in listening for short periods of time, either in conversation or group activities such as storytime</li> <li>- listen and respond to ideas expressed by other children or adults</li> <li>- respond to instructions and follow simple directions</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and engage with a short group focus chosen by an adult.</li> <li>- Respond to instructions and follow simple directions with more than one part (complex instructions)</li> <li>- Begin to respond in conversation keeping to the topic and able to offer comments and ask questions</li> <li>- To be able to listen and focus on a guided task/theme and offer comments</li> </ul>	<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</li> </ul>
	Speaking <ul style="list-style-type: none"> <li>- use short phrases or sentences to communicate their needs and opinions clearly</li> <li>- start conversations with others</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to extend a conversation with their own ideas.</li> <li>- Begin to use new vocabulary that they have learnt in context</li> <li>- Use speech to find different ways express feelings and thoughts.</li> <li>- Use talk in different ways during imaginative play, to develop thinking, to collaborate and plan with others and express ideas</li> <li>- Use language to describe events in the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>
Self-regulation	<ul style="list-style-type: none"> <li>- talk about their feelings in a simple way</li> <li>- has awareness of the impact of their choices and actions</li> <li>- adapt to changes to their routine, such as the routines of their Reception class</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to understand that actions have an impact on others, and attempts to show ways to repair relationships or situations when needed</li> <li>- Talk about how they are feeling using more in-depth vocabulary</li> <li>- Show an understanding that their needs</li> </ul>	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>- Give focused attention to what the teacher</li> </ul>

Entry points three times a year: Baseline, Spring and Summer. Following assessments gathered by each practitioner are then entered into OAW early years assessment tracker on Bromcom. This then allows staff to analyse data as part of pupil progress meetings. By using the data analysis, they can clearly see what the strengths of the provision are, which groups and pupils are making accelerated pupils and the plan for gaps in learning through developing the provision, curriculum focuses or timely interventions and therapies.

Pupil Progress Venn Diagrams are a resource to support teachers with assessment. This resource is designed to be used as a working document. It allows you to provide an overview of the children in your class in terms of assessment. In addition to this, it covers the Prime areas of learning and allows you to have professional discussions and make notes as to which children are not on track, why they are not on track and what you are going to provide to support them to make progress. This could be specific interventions, adaptations to the environment or an enhancement to the environment. This document is completed at least termly to ensure conversations about children's progress are occurring and being recorded.

Commented [NC3]: Is the spacing different between paragraphs? Don't know how to change

# Baseline – Reception October 24<sup>th</sup> 2021



We can see the percentage of pupils that are on track for GLD at each assessment point and then plan to meet the children's needs, delving into areas of learning where fewer children may not be working at ARE at that point in the year. Termly pupil progress meetings ensure that children who may be off track are reviewed so other may be focussed upon.