

## 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 an 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. The emphasis on the teaching and learning is developed through.

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 these 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 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
- focused 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 many of 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 then 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. We plan trips 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 Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Leading questions	<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, has 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>
Key questions	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?
Knowledge Organisers	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 Planet (plants and animals helping our planet)

Each knowledge organiser has a front page which is user friendly. 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.

## Autumn

What is Autumn?

What changes can we see?

How do we look after ourselves in Autumn?

### Key Vocabulary

Autumn – the season after summer and before winter  
Season – four divisions of the year with different weather patterns  
Hibernation – animals sleep through autumn and winter so they can survive in the cold.  
Orowth – something that is growing/increasing in size  
Decay – to rot or decompose  
Acorn, conker, pine cone

### We will be...

Doing fun Autumn walks and discussing the changes in the environment.  
Colouring and exploring Autumn objects such as conkers and pine cones and describing them.  
Creating Autumn inspired art work.  
Mark making using natural objects.  
We will also discuss Halloween.

### Key Information

There are four seasons: Autumn, Winter, Spring and Summer.  
In Autumn, the leaves change from green to brown, yellow, reds and oranges before falling to the ground where they will decay. This usually begins to happen at the end of September and will continue until November or December.  
Some animals such as hedgehogs and dormice prepare to hibernate. Hibernation is where animals sleep through autumn and winter so they can survive in the cold.  
There are many autumn objects you may see in the natural environment such as pine cones, acorns and conkers. These all have different textures – bumpy, spiky, smooth, rough – which we will explore.

### Key Texts

Tree – Patricia Hegarty and Britta Teckenroop  
The fox in the dark – Alison Green and Deborah Allwright  
We're going on a leaf hunt – Steve Metzger  
Room on the Broom – Julia Donaldson

### Things to do at home

What signs of autumn can you spot if you go for a walk?  
Can you find three different coloured leaves?  
What do you need to wear now it is autumn? Get dressed up!  
Are you celebrating Halloween? Show us your costume!

### Horizons

Take photos of the changes in the seasons – collect over the year and create an e-book or collage

#### Personal, Social and Emotional Development

Think about the perspectives of others – listen to and discuss with other children (different autumn objects, etc.)  
Expressing opinions – opinions on the seasons and why  
Soft toy animals for children to care for

#### Physical Development

Autumn walks  
Sorting Autumn objects using tweezers  
Use tools to create Autumn pictures  
Discuss any changes we need to make to look after ourselves in Autumn – keeping warm, what do we wear  
Autumn dances/animal movements – moving in a range of ways  
Autumn themed dough stations

#### Communication and Language

Using the new vocabulary in context, encouraging whole sentences  
Create a tray/table of Autumn objects and encourage conversation, descriptive language, new vocabulary – explore with magnifying glasses  
Draw attention to active listening when on an autumn walk – what sounds can you hear  
Share Autumn stories/songs/rhymes and include high quality non-fiction texts  
Draw attention to active listening when on an autumn walk – what sounds can you hear

#### Literacy

Share key texts linked to the topic  
Use their leveled vocabulary  
Stick puppets and story sacks to retell key texts

Label/list autumn items  
Initial sounds of autumn objects  
Writing recipes e.g. pumpkin soup or bluffer apples

#### Maths

Explore size and weight of different Autumn objects  
Count autumn objects, exploring 1:1 correspondence and subitising  
Create and recreate patterns using autumn objects

#### Understanding of the world

Go for autumn walks and talk about the changes they can see in the environment. Introduce new vocabulary.  
Take photos of changes in seasons or autumn objects for use within class – to discuss, to write about.  
Use our games to explore autumn objects – describe how they feel, smell, look, how do they or autumn make us feel?  
Trips to Forest School

#### Expressive Arts and Design

Use tools to create Autumn pictures  
Sing songs about Autumn  
Provide autumn art or resources for the children to use creatively (paint or pictures, create models, create collages, use to mark make with)  
Use different instruments to make autumn noises e.g. rain and thunder

#### Suggested Resources

Natural resources – pine cones, acorns, different coloured leaves, conkers  
Magnifying glasses/pots and tweezers to explore  
Wellies and waterproofs to ensure outdoor exploration  
Non-fiction books about Autumn  
Fiction books (stick puppets, puppets, resources to retell stories)  
Clothes to dress ourselves for winter  
Soft toy hibernating animals

**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.

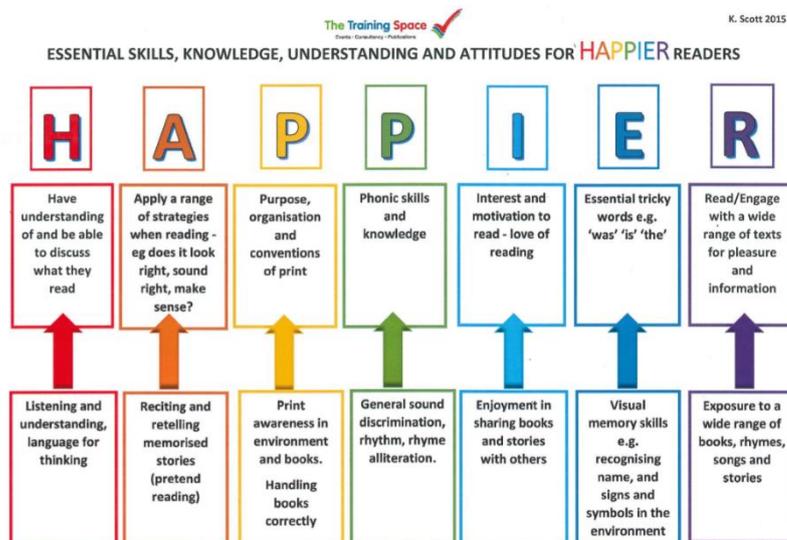
**Phonics-** To support the essential skills, knowledge, understanding and attitudes we support the happier approach to develop the children's early reading approaches. (Early Years teach phonics through a bespoke Oasis Phonics curriculum, Bookwings).

**Early Writing-** Being able to write is one of the many things that most of us take for granted. Even if we're not 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 begin by making marks children create patterns with their palms an 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 make mark with. These resources are available both inside and outside.

**Deeper meanings-** The marks that the children make begin to have more meaning 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 show the value of adult writing and providing the children with your thinking 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>• Pre- school nursery uses the RWI nursery approach. The RWI EYFS book list is divided into differentiated texts to match the ages and needs of the children across the EYFS.</li> <li>• Lower ability children are targeted through letters and sounds 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 if 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>

**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.

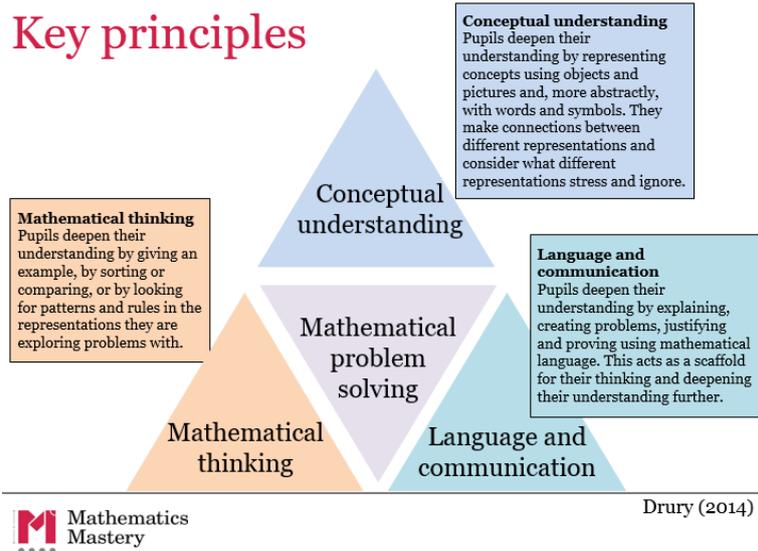
**Composition:** understanding that one number can be made up from (composed from) two or more smaller numbers.

**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.

### Key principles



To teach the children these strategies we use the key principals of the maths mastery approach.

Early Maths-
<ul style="list-style-type: none"> <li>• Counting songs and rhymes taught on a daily basis</li> <li>• Reading books that combine numbers and stories.</li> </ul>

- 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

## 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.

British Values	Rule of law	Democracy: making decisions together	Individual liberty: freedom for all	Mutual respect and tolerance	Individual liberty: freedom for all
	<i>Children understand their own and others' behaviour</i> <i>To understand that we have classroom rules that help us to be safe and help us learn together. To understand that breaking class rules has consequences</i>	<i>Children are encouraged to take turns and share</i> <i>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.</i> <i>To take a class vote on chosen topic</i>	<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.</i> <i>Risk taking.</i>	<i>Children to celebrate different festivals and share experiences of all cultures and faiths</i> <i>Children to learn to take turns to talk and listen to each other</i> <i>Oasis 9 habits</i> <i>Adults to provide resources and activities that challenge gender, cultural and racial stereotyping</i>	<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.</i> <i>Risk taking</i>

## 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.
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*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.

<b>Celebrations/ Events</b>	-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) <u>Valentines</u> day (14 <sup>th</sup> Feb)	World Book Day (3 <sup>rd</sup> March) International Women’s Day (8 <sup>th</sup> March) <u>Mothers Day</u> Science Week (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) <u>Fathers Day</u>	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

Reception Medium Term Map Spring 1 2015 - Butterfly Class.								
	Learning gaps/ Next steps	1	2	3	4	5	6	
<b>Focus</b>		What have you done in the holidays? My holiday news. Routines, expectations, behaviour. <b>New Year's resolutions.</b> Find out children's interests. <b>hook - Rubbish walk</b> - make me know about your presents, what did you like, what did you do with it? What did you do in the holidays?	Jack and the beanstalk. Maths workshop <b>Maths focus week</b> - link to children's interests. Numicon <b>hook - The giant has got lots of chocolate corn - 1 less and subtraction</b> Delivery from Jack - Magic beans - If you had a magic bean what would you grow into?	Pumpkin soup story <b>Healthy week/diet and exercise</b> Fork to Farm (Tesco) <b>hook - Letter from Tesco's secret mission</b>	Kids Zumba (Sharon) School Nurse - washing hands - glitter germs Dental's dental nurse <b>hook - Dental nurse with the teeth - ABCDIOE</b>	The rainbow fish Colour mixing <b>PSED - feelings, celebrating being different.</b> Children's interests Week- Art week Dancing, Musical instruments, creating singing Planet earth- Deep blue <b>hook - Letter from the rainbow fish asking for ideas of how to make friends and feel good about yourself.</b>	<b>Chinese new year (Year of the sheep)</b> Chinese new year dance - Classics Stir fry, food tasting Fine motor - chop sticks Chinese role play Lanterns, money bags. <b>hook - Receive a bag of resources about Chinese new year, with instructions of how to make a stir fry.</b>	
<b>Children's Interests:</b>	Hairdressers, remote control cars, creating using junk modelling, building cars out of construction, superheroes.							
<b>Trials: Whole class</b>	experimenting and exploring 46% Demonstrates curiosity and interest in new experiences 33% Is willing to get messy / make a mess 60% Will explore and try things out, either on own or alongside others 60% Can laugh and have fun, show enjoyment 31%							
<b>Prime Areas</b>	<b>CAL</b> To speak in sentences To talk about the process of an event To use a wide range of vocabulary. Able to follow a story without pictures or props. Questions why things happen and gives explanations. Asks e.g. who, what, when, how.	Review sessions (Plan, Do, Review) Focus on Characteristics of Effective Learning (Process over outcome) • Show and tell/weekend news. • Stories daily to develop vocabulary • Retelling of stories. • Role-play in class and watching real life videos of adults modelling. • Language link for targeted children • Talking partners talking about own experiences • Play partnering alongside children's interests • PSED- circle time LDU- listening and attention • Chinese Role play		learning about options 53% Can be preoccupied and caught imaginatively by an activity 99% Can make simple choices and cope with their feelings about them 50% Learns through and from doing and trying out 52% Can ask for help to manage feelings when choosing				supporting what the child can do 49% has a good sense of their body limits, body shape and size 28% Is energetic, active and physically confident 79% Is willing to have a go and have new physical or social experiences 38% Is willing to try out and get engaged in play / exploring
<b>PSFD</b>	To focus on turn taking and sharing. Understand our own feelings and different feelings. To talk about themselves and others.	Daily circle time focusing on feelings, behaviour, self-awareness and self-confidence. Supporting and encouraging children to share and take turns. Link to characteristics of effective learning. Keeping on trying and sticking at a task.						

Specific Areas	PD	Literacy						
		Descriptive vocabulary, connectives, writing CVC/CVCVC words, sequencing, fiction/non-fiction books. Attempts to write short sentences in meaningful contexts. Links sounds to letters, naming and sounding the letters of the alphabet.	Sentence construction What did you do in the holidays?	Retell of Jack and the bean stalk.	Sort healthy and unhealthy foods Write lists Sentences about farm to fork Write a recount of Farm to Fork trip.	Instructions to wash hands - put them on the back of sink, make posters, order pictures of washing hands	Feeling fish - write in feelings in the fish and write because.	Make a list of food you need to make a stir fry.
Literacy	PD	Special sentence - Focus sentence construction 1A sentences- capital letters, full stops, application of phonics and finger spaces.						
		Numeral recognition Numerical formation Recognising teen numbers. <b>Making a whole class number line.</b>	Subtraction 1 less Numicon Jacks gold coins More and fewer	Measures- height and ordering	2D and 3D shapes naming and their properties (describing)	Estimating- How many can you fit in a box? Model recording	Counting on (Addition) numicon Using a number-line Model recording	
Maths	PD	SSM Naming and describing 3D shapes, pattern, weighing, measuring	Number bingo: 1 more! 1 less (topmarks.com)	Bingo balls - counting movements, things that don't move	Find a number on the number line - say it and count on.	Find a number on the number line - say it and count back.	Number fans - number recognition, make teen numbers	Number bingo: 1 more! 1 less (topmarks.com)

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.

### 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.

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 each weekly showing clearly what is happening and when; alongside staff deployment and differentiation for ability groups. Key questions are planned for with links to the age bands.

Planning is completed using Powerpoint slides a maths and literacy set is completed every week.

Literacy planning follows The Write stuff structure, through the lenses, Fantastic, Grammaristics, Boomtastics, introducing writing through a meaningful moment. Grandma Fantastic explains and models the new vocabulary (star words) that the children will need during the lesson, construct and hold a sentence and class teachers model writing that sentence.

 Can you remember some of the different ways that we can keep healthy?







### Meaningful Moment – Washing our hands

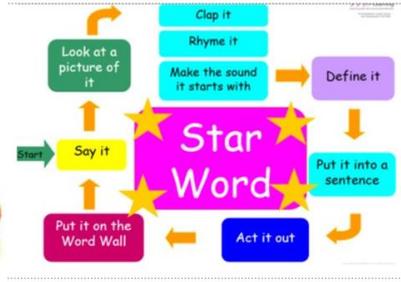
I am going to show you how to correctly wash our hands.

1. Wet your hands with water.
2. Apply enough soap to cover your hands.
3. Rub your hands together. Use one hand to rub the back of your other hand and clean inbetween your fingers.
4. Rub the back of your fingers against your palms.
5. Rub the tips of your fingers on the palms of your hands.
6. Rinse water from hands and dry hands.





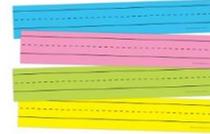
scrubbing



To scrub hard to clean e.g. the floor

### Model

Construct and hold a sentence



Example: "We wash our hands to get rid of germs."

Example: "We wash our hands to get rid of germs."

Talk to your partner and tell them a fact about washing our hands using a full sentence.



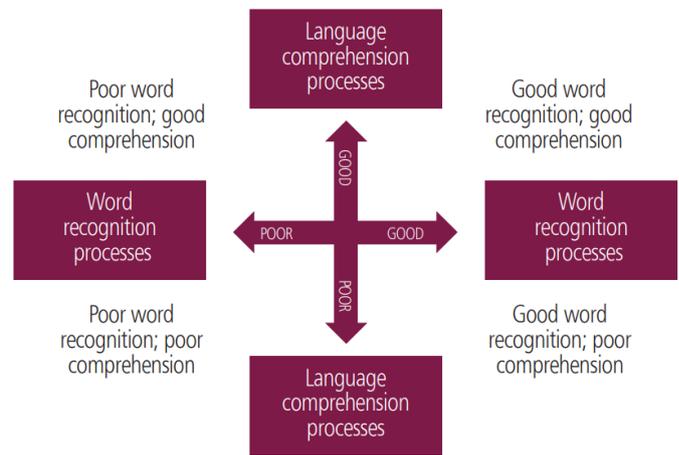
A range of high-quality texts are weaved into all areas of the curriculum.

<b>Key texts</b>	<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. Schrodtt</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>-Eddie's 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 Gogerly</li> <li>- Real Superheroes DK (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
<b>Phase 2</b>	New phoneme	New phoneme	New phoneme	New phoneme	Recap based on formative assessment + new tricky word
<b>Phase 3</b>	New phoneme	New phoneme	Recap	New phoneme	Recap
<b>Phase 5</b>	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
<b>Autumn 1</b>	Baseline			s a t p	i n m d + l	g o c k + the	ck e u r + no
<b>Autumn 2</b>	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
<b>Spring 1</b>	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

<b>Spring 2</b>	<p>At the end of Spring 1, we would recommend doing summative phonics assessments with your class to establish:</p> <ul style="list-style-type: none"> <li>- the phonemes &amp; tricky words they have learnt and therefore the gaps you will need to focus on</li> <li>- their confidence with saying graphemes and blending the sounds to read words</li> <li>- their confidence with orally segmenting words and recalling the graphemes to write them</li> </ul>
<b>Summer 1</b>	<p>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.</p>
<b>Summer 2</b>	



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.

## Maths

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, as happens in Shanghai and several other regions that teach maths successfully. 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 ensures 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

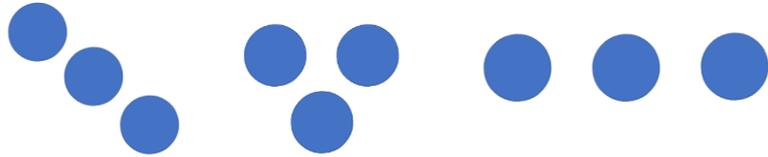
This overview is designed to be used flexibly by your setting, and has consolidation weeks built in for you to target the needs of your children and cohort precisely and ensure that any misconceptions in maths are addressed immediately before moving on.

AUTUMN 1	Concepts	Objectives	Enabling Environments
<b>Week 1-3</b>	Assessment	TRANSITION & BASELINE	
<b>Week 4</b> S1 Episodes 1 (One)	Introduce 1 Circle 1 in the environment Different representations of 1 Recognising the numeral 1 lp	<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 with 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>
<b>Week 5</b> 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>Subitising 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 to 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>
<b>Week 6</b> 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>See  black sheep</li> </ul>

## Maths Daily Planning



### Subitising Practice



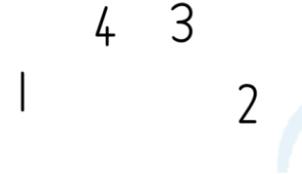
### Star Words



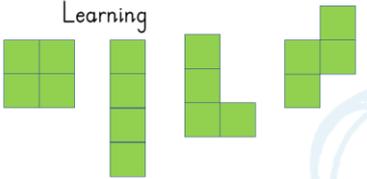
BBC iPlayer - Numberblocks - Series 1: Four



### Activity

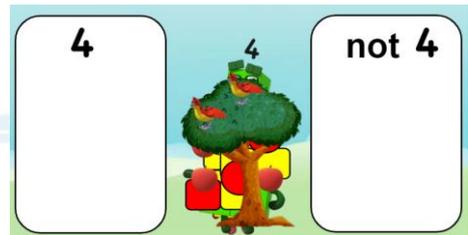


### New Learning



### Activity

4



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 maths books.

## 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 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.

<p><b>Focus Activity</b> Tasting different vegetables from Oliver's vegetables story Mon - Carrots Tue - Pear Wed - Beetroot Thurs - Rhubarb Fri - Chips <b>HAS 16-26</b> Develop own likes and dislikes in food and drink/ Willing to try new foods/ Textures and tastes. <b>Red</b> Seeking challenge/ Showing a <b>can do</b> attitude. <b>Key Vocabulary</b> Orange Carrot, green peas, Purple beetroot, Pink rhubarb, yellow chips. Thumbs up or thumbs down?  Cutting Olivers Chips - Practice scissor cutting <b>MF 30-50</b> Using one handed tools <b>Red</b> Seeking challenge/ Showing a <b>can do</b> attitude.</p>	<p>Song of the week - Head, shoulders, knees and toes. Hooked on books - Oliver's Vegetables <b>Number of the week - 2</b> Investigation Station to explore with mark making tools, number books and items to explore. <b>Tuesday Maths- Vegetables or fruit</b> Each child to complete steps to success <b>Thursday Lit- Steps to Success</b> Each child to complete steps to success <b>Friday Art- Family</b> Share tapestry pictures with the children and their friends <b>HW 22-26</b> Has a sense of own immediate family and relations</p>
<p><b>Targetry Gap Filling week</b> Objective - Each keyworker will work through their folder to fill in gaps in each child's learning tracker. Work with the child to fill in gaps and take an observation.  Others area for group observation: Shoe and socks Walking up and down the stairs holding an object Drinking from a cup</p>	<p><b>Monday P.E</b> <b>PD 30-50</b> Balancing on one foot - Catch a ball <b>PD 22-36</b> Climbs Equipment <b>HAS 30-50</b> Observe the effects of activity on their body - Jumping on the spot.  <b>Wednesday - Welly Walk</b> Creating butterfly flies <b>HAS 22-36</b> experiments with blocks, colours and marks. <b>HAS 30-50</b> Uses various construction materials <b>MF 22-36</b> Show understanding and cooperates with some boundaries and routines. <b>L 16-24</b> Understand simple sentences. <b>L 22-30</b> Understands more complex sentences</p>
<p><b>Thrive</b> Attune and validate children's feelings - Create bonds with key children and links to families.</p>	

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.

What?	Group
Early Years Outcomes:	<p>1. Chinese New Year Learn about the story Watch Short Films Read Book Story</p> <p>2. Chinese New Year Learn about the story Watch Short Films Read Book Story</p> <p>3. 72 14 Learn about the story Watch Short Films Read Book Story</p>
How?	<p>1. 20-26 Learn about the story Watch Short Films Read Book Story Learn about the story Watch Short Films Read Book Story</p> <p>2. 20-26 Learn about the story Watch Short Films Read Book Story Learn about the story Watch Short Films Read Book Story</p> <p>3. 20-26 Learn about the story Watch Short Films Read Book Story Learn about the story Watch Short Films Read Book Story</p>
Who?	<p>1. 20-26 Learn about the story Watch Short Films Read Book Story Learn about the story Watch Short Films Read Book Story</p> <p>2. 20-26 Learn about the story Watch Short Films Read Book Story Learn about the story Watch Short Films Read Book Story</p> <p>3. 20-26 Learn about the story Watch Short Films Read Book Story Learn about the story Watch Short Films Read Book Story</p>
Feed forward/next steps:	<p>1. 20-26 Learn about the story Watch Short Films Read Book Story Learn about the story Watch Short Films Read Book Story</p> <p>2. 20-26 Learn about the story Watch Short Films Read Book Story Learn about the story Watch Short Films Read Book Story</p> <p>3. 20-26 Learn about the story Watch Short Films Read Book Story Learn about the story Watch Short Films Read Book Story</p>

Challenges
<p>1. Chinese New Year Learn about the story Watch Short Films Read Book Story</p> <p>2. Chinese New Year Learn about the story Watch Short Films Read Book Story</p> <p>3. 72 14 Learn about the story Watch Short Films Read Book Story</p>
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Area	Objective	Enhancement	Next Steps
Outside			
Creative	to explore with blocks, colours and marks.	to explore with blocks, colours and marks.	
Malleable materials	to explore with blocks, colours and marks.	to explore with blocks, colours and marks.	
Construction/ small world	to explore with blocks, colours and marks.	to explore with blocks, colours and marks.	
ICT	to explore with blocks, colours and marks.	to explore with blocks, colours and marks.	
Sand	to explore with blocks, colours and marks.	to explore with blocks, colours and marks.	
Water			
Funky fingers	to explore with blocks, colours and marks.	to explore with blocks, colours and marks.	
Mark making	to explore with blocks, colours and marks.	to explore with blocks, colours and marks.	
Light box	to explore with blocks, colours and marks.	to explore with blocks, colours and marks.	
Maths	to explore with blocks, colours and marks.	to explore with blocks, colours and marks.	
Role play	to explore with blocks, colours and marks.	to explore with blocks, colours and marks.	

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
	Planning Scrutiny		AN Tom Debbie carter	doors set up outdoors before 8.45	12:45pm HR Fort Royal Review Rectangle Day
8.45-9.15	Doors open, breakfast, settling activities.	Doors open, breakfast, settling activities.	Doors open, breakfast, settling activities.	Doors open, breakfast, settling activities.	Doors open, breakfast, settling activities.
9.15 - 9.30	<p><b>Chn to carpet</b> Letters and Sounds- listening and attention. Groups- CV-rhyming, HB- listening and attention, AMN: Oral Blending <b>WALT: to begin to blend sounds to make words</b>  Start with a quick session of put hands on head, shoulder, toes, but use phones so frog, d, no-se etc.  Introduce Fred and have a conversation with him whispering the answers in your ear. Say the answers to the children split into their phonemes and see if they can help de-code Fred's answers.  <b>Example questions:</b> What is your name? What is your favourite dinner? What is your favourite colour? Where is your favourite place? Invite the children to ask him simple questions.</p>	<p><b>Chn to carpet</b> Letters and Sounds- listening and attention. Groups- CV-rhyming, HB- listening and attention, AMN: Oral Blending <b>WALT: to begin to blend sounds to make words</b>  I spy with Fred.  Have a variety of items in the middle of the circle. Fred plays I-spy splitting words into phonemes. See if children can identify objects that Fred is saying.</p>	<p><b>Chn to carpet</b> <b>Forest School-</b> <b>WALT- to talk about some of the things they have observed such as plants, animals, natural and found objects.</b> <b>Sort plants and animals.</b>  Introduce metal Mike. Go through cards with children segmenting the phonemes and asking them to repeat. Put cards in a bag and pass around the circle. Children to take out a card and feed it to Metal Mike, speaking as a robot to split words as they do.</p>	<p><b>Chn to carpet</b> Letters and Sounds- listening and attention. Groups- CV-rhyming, HB- listening and attention, RS: Oral Blending <b>WALT: to begin to blend sounds to make words</b>  Mark a river out with chalk on the playground.  Children to be given a card which is their 'pass' card to get across the river.  Say the words that are on the cards and when children recognise them, they can cross the river if they are holding that card.</p>	<p><b>Chn to carpet</b> Letters and Sounds- listening and attention. Groups- CV-rhyming, HB- listening and attention, RS: Oral Blending <b>WALT: to begin to blend sounds to make words</b>  Mark a river out with chalk on the playground.  Children to be given a card which is their 'pass' card to get across the river.  Say the words that are on the cards and when children recognise them, they can cross the river if they are holding that card.</p>

Weekly enhancement is planned for alongside challenges which build on the children's next steps in learning.

Activity	Rationale	Area of Learning	COETL	Resources	Key vocabulary	Children to target
Outdoors Firework painting: Big sheets- spray bottles of watered down paint	Introduce in adult led activity- allow children to complete independently	Physical EAD	Do things independently that they have been previously taught.	Big sheets of paper Spray bottles Paint Water aprons	Firework Big Sparkly colourful	All
Firework pictures: colouring pictures	children to complete independently	Physical EAD PSED UTW CLL	Respond to new experiences that you bring to their attention	Twinkl colouring pictures	Firework Big Sparkly colourful	All
Henna tattoo – decorate the hand with details.	Introduce in adult led activity- allow children to complete independently	P PSED EAD UTW	Respond to new experiences that you bring to their attention	Twinkl hand picture Use of visual aid to show/explain henna tattoos Brown pens/pencils	Henna Tattoo Decorate Design pencils	All
Firework picture- painting with forks	Children to complete with adult support	EAD P	Respond to new experiences that you bring to their attention	Paper Paint Forks Aprons	Firework Big Sparkly colourful	All
Black paper and multi coloured chalks	children to complete independently	EAD P	Do things independently	Black paper Range of chalks	Firework Big Sparkly colourful	All
Chalks on the playground- draw firework pictures/lights for diwali.	children to complete independently	EAD P	Do things independently	Chalks	Firework Big Sparkly colourful	All
Firework chocolate wands- snack time	Adult led activity.	EAD P CLL PSED UTW	Respond to new experiences that you bring to their attention	Chocolate fingers Icing sugar Hundreds and thousands sprinkles Aprons Bowls Spoons	Chocolate fingers Icing sugar Sparklers Dip the stick in the icing sugar Hundreds and thousands	All

## 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.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.00	Gates Open Breakfast Time to Talk 1:1 readers				
9.00 -9.20	Phonics	Enrichment Morning (Including Forest School)	Phonics	Phonics	Phonics
9.20 –10.15	Self-initiated play		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	Lunch
12.45 – 12.50	Register	Register	Register	Register	Register
12.50 -1.10	Maths	PPA (Music, PE, Science)	Literacy	Maths	Literacy
1.10 – 1.45	Self-initiated play		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

Dino Powers  
Celebration  
Assembly

Self-initiated

Maths session

Morning –  
time to talk

Literacy

Phonics

Read aloud

## 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>Communication and Language</b> <ul style="list-style-type: none"> <li>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>
<b>Resources</b> Counters Numicon Number lines Number cards to 20 Spinners Whiteboard and pens Shapes 2D and 3D Sorting circles Measuring tapes Sand timers Cubes	<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>Role count 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 Q'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(g), short(g), heavy/heavier, light/lighter, long(g), 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 to 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.

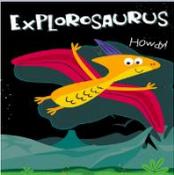
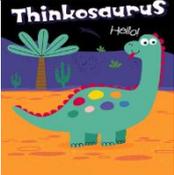
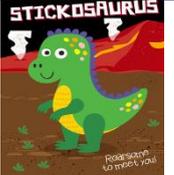
### Characteristics of effective learning

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.

<p>Explorosaurus</p> 	<p>Stickosaurus</p> 	<p>Thinkosaurus</p> 
<p><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</p>	<p><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</p>	<p><b>Having their own ideas</b>            -Thinking of ideas            -Finding ways to solve problems            -Finding new ways to do things</p>
<p><b>Playing with what they know</b>            -Pretending objects are things from their experience            -representing their experiences in play            -Taking on a role in their play            -Acting out experiences with other people</p>	<p><b>Keeping on trying</b>            -Persisting with an activity when challenges occur            -Showing a belief that more effort or a different approach will pay off            -Bouncing back after difficulties</p>	<p><b>Making Links</b>            -Making links and noticing patterns in their experience            -Making predictions            -Testing their ideas            -Developing ideas of grouping, sequences, causes and effect</p>
<p><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</p>	<p><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</p>	<p><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</p>

### 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 ages and stages of ‘Early Years outcomes’ the characteristics of effective learning and the child’s next steps.

When recording speech type this in capital letters **WOW THAT ‘S AMAZING.**

When recording an observation on Tapestry, nest steps are written **NS- to segment to write a label.**

The next steps set are then used to inform future planning and provide the children with targets. They must be measurable targets and achievable in a short space of time. E.g. to form the letter ‘a’ correctly. Each child has only one next step to focus upon at a time. Once the next step has been achieved these need to be highlighted on the child’s individual sheet.

Parents engage with tapestry 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.

## 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.

**Oasis Warndon: T&L CPD Lesson Study Module**

**Planning Module Overview**

- Lesson structure, scaffold of activities to incorporate into a development area,
- Opportunities to plan in bespoke targets from monitoring.
- Key guidance to planning and main points to consider when planning a lesson/series of lessons.

**Stage 1**

- Identify individual key development areas from monitoring.
- Development area 1: Feedback strategies and talking partners- MTT
- Development area 2: Maths- Talk task and transitions between sections of MM.

**Stage 2**

- Planning Meeting 1: Planning development areas into a lesson outline
- Development of lesson structure and resources to enable development of key area.
- Inclusion of key prompts to ensure the correct content is covered.

**Stage 3**

- Videod observations with facilitator following the supported planning session.
- Reflection on own performance using videoed feedback.
- Feedback from facilitator following self-reflection discussion.

**Stage 4**

- Modelled session from an outstanding practitioner
- Participant to watch, make reflective notes and set on targets for followig week.
- Follow up planning session incorporating new refelctions on targets.

**Stage 5**

- Final evaluation procedures
- Observation of participant using enhanced development area.
- Final evaluation of the development process.

**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.

## PAS

Powerful Action Steps is used to coach teachers through regular observations, highlighting effective areas of practice and pin pointing 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 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>		
	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>		
Personal, Social and Emotional Development	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>		
	Managing self	<ul style="list-style-type: none"> <li>- attend to their own toileting needs</li> <li>- attempt to get dressed and undressed with some support, e.g. coats</li> <li>- ask for help if needed</li> <li>- follow simple rules</li> </ul>		
	Building Relationships	<ul style="list-style-type: none"> <li>- engage in play with other children</li> <li>- engage with adults in the setting</li> <li>- engage in new social situations with increasing confidence</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.

Class Progress Tracker page is a resource to support you with assessment. This resource is designed to be used 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 each area of learning and allows you to 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. We are recommending that this document is completed regularly (weekly if possible) to ensure conversations about children's progress are occurring and being recorded.

### Oasis EYFS class progress tracker

*Suggested update for each RIN to form part of moderation discussion*

Class overview		Total	% on track	% not on track
Total				
Boys		/		
Girls		/		
	Names	Total	% on track	% not on track
PP				
SEN				
EAL				
LAC				

	Baseline		Spring		Summer	
	Not on track	On track	Not on track	On track	Not on track	On track
Number						
%						

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. Half termly pupil progress meetings ensure that children who may be off track are reviewed so other may be focused upon.