

# Belmont Community Primary School

## EYFS Yearly Overview

Our learning journey may be adapted at various points to encompass the interests of the children, needs of the cohort and events acknowledged by the school community.  
The planning of our inspired curriculum is supported by non-statutory guidance, Development Matters.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Happy, Healthy Me!	Let's Celebrate	Once Upon a Time	All Creatures Great and Small	Sunshine and Flowers	Our Big Wide World
Key Texts (Including, but not limited to!)						
I wonder... (pre and post assessment question)						
I wonder...	...what makes me special?	...are all celebrations the same?	...what makes a good story?	...do all animals live in the same way?	...how can we look after the world around us?	...where in the world would you explore?
Memorable Moments	'All about me' paper bags International Dot Day Self-portrait gallery Dentist visit Harvest festival Bread making Fruit Tasting 'Real-life heroes' day	Fire Service visit Planting poppies Skittle experiment Children in Need Nativity performance Church carol concert Christingle Christmas party	Chinese food tasting Gingerbread experiment Gingerbread baking Construction day Goldilocks Crime Scene Porridge tasting A visit from the giants!	Pancake Day World Book Day Animal handling Comic relief – fairy bread Holi experience Chick hatching experience Easter Nest Cakes Easter Egg Hunt Easter Bunny Visit	Earth Day – litter picking Pond dipping Fairy Garden Planting sunflowers Honey tasting Wormery Butterfly Garden	Explorers' day Map making Pen pals Royal Tea Party Sports Day Forest School Trip
Our Deer Values	<b>Respect</b>  Rosie Respect	<b>Creativity</b>  Cooper Creativity	<b>Empathy</b>  Ellie Empathy	<b>Community</b>  Callie Community	<b>Resilience</b>  Rupert Resilience	<b>Ambition</b>  Andy Ambition

36 experiences in EYFS at Belmont



### The Role of the Environment

Our early years environment underpins all learning within the Early Years Foundation Stage (EYFS). We have a large and inviting indoor and outdoor space that is carefully planned to inspire curiosity, awe and wonder, and instil that early love for learning. Our environment is inspired by *The Curiosity Approach*, with a focus on nature, open-ended resources and real, authentic items. Within our environment, we have our **continuous provision**... resources that are continuously available for the children to access independently, and our **enhancements**... special additions to the environment that enhance learning, related to either a new topic, story, discussion or WOW moment. Enhancements present children with new learning opportunities, inspire them to ask questions and extend their thoughts and discussions further. Within our environment, you will see high-quality adult-child interactions throughout, as we both support, extend and challenge children to take their learning deeper.

### The Seven Areas of Learning

The Early Years Foundation Stage (EYFS) framework in England outlines seven areas of learning and development for children from birth to five years. These areas are categorised into three *prime* areas; Communication and Language, Personal, Social and Emotional Development and Physical Development, and four *specific* areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design. These areas are interconnected and work together to support children's holistic development. Below you will find the sequence of knowledge and skills across a year in EYFS at Belmont, organised half-termly, in preparation for their transition to Year One.

### Communication & Language

#### **Educational programme**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to

thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

## Communication & Language at Belmont;

Communication & Language is developed throughout the year through high quality interactions, daily group discussions, circle times e.g. snack and chat/Tapestry talk, stories and story-spoons, rhymes/singing and targeted speech and language interventions. To explicit teach vocabulary, we use **Concept Cat** to develop a secure understanding of Tier 1 vocabulary and **Drawing Club** to expose and aspire to the use of Tier 2 and 3 vocabulary, associating each key word with a memorable action ("*stand-up, get-up vocab*"). Key vocabulary for each area of provision is suspended above the associated learning area, to support adults in developing this language with the children through play-based learning opportunities. Children learn and recite a range of seasonal poems from '**Poetry Basket**' across the year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG: Listening, Attention and Understanding
<p>Introducing daily talk routines e.g. fantastic listening, modelling using our manners.</p> <p>Introducing listening games e.g. Simon Says, copy me...</p> <p>Talking about familiar/past experiences e.g. 'All about Me bags', family photos/ baby photos, Tapestry challenges</p> <p>Introducing Concept Cat/ Drawing Club "<i>stand-up, get-up vocab</i>".</p> <p>Introducing Poetry Basket.</p>	<p>Listening and responding to stories/discussions.</p> <p>Retelling stories using the story-spoon characters.</p> <p>Develop story telling language/vocabulary.</p>	<p>Develop descriptive language/ vocabulary.</p> <p>Thinking imaginatively and communicating these ideas to others.</p>	<p>Asking questions to find out more...</p> <p>Describe events in some detail (life cycles)</p>		<p>Discussing our hopes and aspirations for the year ahead... what are we excited about moving to Year One?</p>	<p>Children at the expected level of development will:</p> <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> <p><b>ELG: Speaking</b> Children at the expected level of development will:</p> <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 39 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>

## Personal, Social and Emotional Development:

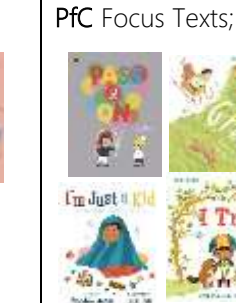
### Educational programme

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

## Personal, Social and Emotional Development at Belmont;

At Belmont, we follow an Early Years PSED programme supported by the registered charity 'Partnership for Children.' *"This programme will help all children, but especially vulnerable children, develop social and emotional skills (coping mechanisms, self-awareness, communication skills, self-regulation, and emotional resilience) using play-based activities and stories. There will be a focus on 'ambition for all', including how to narrow the attainment gap for the most vulnerable children of 3-5 year olds in early years settings."*

Continuous provision - PSED is woven through all aspects of the curriculum through frequent modelling, high quality interactions, circle times, stories, discussions, games and songs. Our daily 'Snack and Chat' and 'Tapestry Talk' times aim to support all children with positive social interactions. Each child is given a 'mini-me' (in the form of a small world character) to develop their confidence to talk and support their social interactions through imaginative play. **Proud clouds** are sent home to celebrate in-school achievements. Children are quickly introduced to **The Belmont Way**. They are explicitly taught 'The Fantastic Principles' (Fantastic walking, Fantastic Listening, Being Charming) and the **Pocket Principles** (Be responsible, Be resilient, Be ready to learn), to guide and support their behaviours and attitude within school. Children are frequently exposed to our school motto; '*Every Child Matters, Every Moment Counts*' and understands what this means to them.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG: Self-Regulation Children at the expected level of development will:
<p>Our Deer Value; <b>Respect</b></p> <p>PfC Focus Texts;</p>  <p>Introducing '<b>The Belmont Way.</b>'</p>	<p>Our Deer Value; <b>Creativity</b></p> <p>PfC Focus Texts;</p>  <p>Remembrance day; poppies animation. Let's remember.</p>	<p>Our Deer Value; <b>Empathy</b></p> <p>PfC Focus Texts;</p>  <p>Character hot seating (Goldilocks, the Big Bad Wolf). Putting</p>	<p>Our Deer Value; <b>Community</b></p> <p>PfC Focus Texts;</p>  <p>Caring for our animals; showing</p>	<p>Our Deer Value; <b>Resilience</b></p> <p>PfC Focus Texts;</p>  <p>Looking after the world around us... how can we make a difference?</p>	<p>Our Deer Value; <b>Ambition</b></p> <p>PfC Focus Texts;</p>  <p>Sports day; being a good sportsperson.</p>	<p>ELG: <b>Self-Regulation</b> Children at the expected level of development will:</p> <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 says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p>ELG: <b>Managing Self</b> Children at the expected level of development will:</p>

Embedding class rules and routines/ building relationships with peers.	Developing confidence to perform in our Nativity.	yourself in another person's shoes.	empathy for living creatures.	Earth Day; litter picking.	Winning and losing.	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
What is unique and special about me?	Showing gratitude; what am I thankful for?	Discussing morals within traditional tales;	Endangered animals – how can we help?	Caring for plants and our sunflowers. Showing patience as they grow; we know that it will be worth the wait!	Look how far I've come... and where I'm going next!	
Identifying feelings and emotions.	Random acts of kindness (sending Christmas Cards to the local care home).	o Right vs wrong.			Supporting the transition to Year One; acknowledging change, common feelings associated with change and how we can respond to these.	
Keeping myself healthy.	Recognising the importance of giving over receiving.	o Consequences of our actions.				
Celebrating differences between me and my friends.		o Rewards of kindness.				

### Physical Development

#### **Educational programme**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

#### **Fine Motor at Belmont;**

As a whole class, we begin with **Dough Disco**, later progressing to **Pen Disco**. We also introduce '**funky fingers**'; a daily rotation of tray-based fine-motor activities e.g. threading, cutting, pegging, which are adapted and changed as the year progresses. Opportunities for fine motor development are present across all areas of the Early Years environment e.g. through playdough, construction, mark-making opportunities and use of scissors/ tweezers/ pencil sharpeners/ hole punches/ staplers in our Art Studio. Children will be taught the knowledge and skills needed in this area of learning, so they can access the continuous provision independently. Fine motor skills continue to be enhanced through Drawing Club, with an imaginative drawing and secret code being modelled daily, beginning simplistic and progressing in detail in line with the children's capabilities. Children develop their fine motor skills when they then try this for themselves in Drawing Club.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	<b>ELG: Fine Motor Skills</b> Children at the expected level of development will:
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<p>Introducing dough disco/ funky fingers.</p> <p>Drawing club; lines and circles, giving meaning to marks.</p> <p>Hold mark making tools beyond whole hand grasp.</p> <p>Show preference for dominant hand.</p> <p>Manipulate objects with control e.g. playdough.</p>	<p>Develop muscle tone to put pencil pressure on paper.</p> <p>Drawing Club; recognisable shapes.</p> <p>Teach and model correct letter formation.</p> <p>Decorating a Christmas tree/ wrapping presents.</p> <p>Changing independently for the Nativity performance.</p>	<p>Introducing pen disco.</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Drawing Club; drawing freely and with control, begin to form letters correctly.</p> <p>Cutting with scissors.</p>	<p>Hold a pencil and other mark making tools effectively with a comfortable grip.</p> <p>Drawing Club; adding detail to drawings, forming recognisable letters.</p> <p>Cut along a straight line with scissors.</p>	<p>Continue to develop pencil grip and letter formation.</p> <p>Drawing Club; developing skill to draw something more complex.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Painting sunflowers.</p>	<p>Form letters correctly.</p> <p>Drawing Club; developing skill to draw something more intricate, with good control.</p>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
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**Gross Motor at Belmont;**

We take inspiration from **Get Set 4 PE** during our weekly PE sessions. However, physical movement and activity is embedded within each day; we use **Danny Go, Go Noodle** and **Cosmic Kids Yoga**, along with the **scarves** and the **parachute** between whole-class inputs. We have **Footprint Friday**, a day dedicated to outdoor learning, where children are encouraged to build dens, climb trees, jump in puddles and be physically active. In our **outdoor area**, we have a climbing frame with bars, a pole and climbing net, alongside balance bikes, trikes and scooters. Children will be taught the knowledge and skills needed in this area of learning, so they can access the continuous provision independently.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG: Gross Motor Skills Children at the expected level of development will:
<p>Introduction to PE; Unit 1.</p> <p>Introduction to PE; Unit 2.</p> <p>SCARF – Harold the healthy giraffe.</p>	<p>Fundamentals; Unit 2</p> <p>Ball Skills; Unit 1</p>	<p>Dance; Unit 1</p> <p>Games; Unit 1</p>	<p>Gymnastics; Unit 1</p> <p>Ball Skills; Unit 2</p>	<p>Dance; Unit 2</p> <p>Gymnastics; Unit 2</p>	<p>Games; Unit 2</p> <p>Sports Day practice.</p> <p>Using the balance bikes.</p>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>

Literacy;

Educational programme

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

### Comprehension at Belmont;

Each week has a **'Spotlight book'** with specific activities and enhancements added to provision to engage and excite young readers. Children will be taught the knowledge and skills needed in this area of learning, so they can access the continuous provision independently. Each book will be re-read and revisited across the week, with Drawing Club imaginatively centred around this text too. Storytime provides many opportunities for quality **book talk**, discussions and introducing new vocabulary. Children take home **sharing books** twice weekly, to promote story-time within the home. Children are able to vote for their story at the **book voting station**, at the end of each day to promote pupil voice.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG: Comprehension Children at the expected level of development will:
Autumn Poetry Basket (5 poems)	Autumn Poetry Basket (5 poems)	Spring Poetry Basket (5 poems)	Spring Poetry Basket (5 poems)	Summer Poetry Basket (5 poems)	Summer Poetry Basket (5 poems)	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
Nursery rhymes (song-box).	Knowing that print has meaning and is read from left to right, top to bottom.	Focus on rhyme/ rhyming strings.	Looking at the setting of a story.	Making up stories.	Listen to stories, anticipating key events & respond to what they hear with relevant comments, questions and reactions.	
Introduce home 'sharing books' and book voting station.	Using our finger to trace text.	Common themes in traditional tales, identifying characters.	Focus on a range of non-fiction texts, looking at how text can have different purposes.	Connecting ideas and events of well-known stories to support storytelling.	Can explain the main events of a story.	
Sharing stories with repeated refrains.	Retell stories related to events.	Recognising a story is structured through beginning, middle and end.	World Book Day.	Confidently able to draw pictures of characters/ events/ setting in a story. May include labels, sentences or captions.	Make predictions... what might happen next?	
Spotting sounds in stories and around the environment.	Exposure to an increasing range of books.	Innovating and retelling familiar stories, thinking of alternative story endings.	Retell a story with actions, story-spoon characters and small word objects, using language and vocabulary specific to the text,		Encourage children to record their own stories through drawing/mark making/ writing.	
Engage in conversations about stories.	Stories from other cultures and Traditions; Diwali, Christmas.	Stories from other cultures and Traditions; Chinese New Year.	Uses vocabulary and forms of speech that are increasingly influenced by their		Sort books into categories.	
Introduce vocab; author, illustrator, front cover, back cover, spine.	Introduce vocab; blurb, title, page, words, sentence.					

			experiences of books.			
<p><b>Reading at Belmont;</b></p> <p>We follow the <b>Read Write Inc</b> phonics programme. Children are taught in small groups specific to their ability level and are listened to read each day. All children take home a <b>phonics folder</b> containing their sound flashcards, reading books and red words to practice in line with phonics teaching. Reading is at the heart of our continuous provision, with books presented across the environment, both indoors and outdoors. We promote <b>reading for pleasure</b> by offering <b>sharing books</b>, a range of text types (fiction, factual, magazines), a <b>book voting station</b>, games such as <b>book bingo</b> and whole school events such as <b>World Book Day</b>. We further support early reading within the environment by providing RWI sound flashcards, sound mats, green word cards, ditty sheets, red words and copies of RWI red and green books for children to explore and use within their play. Children will be taught the knowledge and skills needed in this area of learning, so they can access the continuous provision independently.</p>						
<p><b>Autumn 1</b></p> <p>Phonics: RWI <i>Set 1 single letter sounds</i>,</p> <p><b>Group B:</b> Hearing initial sounds, oral blending (Fred talk). Using pocket chart/magnetic boards.</p>	<p><b>Autumn 2</b></p> <p>Phonics (Introduce differentiated groups). RWI <i>Set 1 single letter sounds</i>,</p> <p><b>Group C:</b> Oral blending, blending CVC to read, word time 1.1-1.5.</p>	<p><b>Spring 1</b></p> <p>Phonics: RWI <i>Set 1 digraphs 'special friends'</i> – sh, th, qu, ch, ng, nk.</p> <p><b>Ditties:</b> Blending CVC to read, word time 1.1-1.5. Introduce red words.</p>	<p><b>Spring 2</b></p> <p>Phonics: RWI <i>Set 1 additional digraphs 'special friends'</i> – ss, ll, ff, ck.</p> <p><b>Red group;</b> Blending CVC to read, inc. words with digraphs. Word time 1.5-1.7.</p>	<p><b>Summer 1</b></p> <p>Phonics: RWI <i>Set 2i digraphs 'special friends'</i> – ay, ee, igh, ow, oo, oo.</p> <p><b>Green group;</b> Blending to read 4-5 sound words. Reading simple sentences with accuracy. Introducing internal blending 'Fred in your head'.</p>	<p><b>Summer 2</b></p> <p>Phonics: RWI <i>Set 2ii digraphs 'special friends'</i> – ar, or, air, ir, ou, oy (if ready)</p> <p><b>Green group;</b> Reading simple sentences with fluency – focus on 'speedy reading!'</p>	<p><b>ELG: Word Reading</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 41</li> </ul>
<p><b>Writing at Belmont;</b></p> <p>Literacy in EYFS is taught through <b>Drawing Club</b>; an innovative literacy approach that immerses young children in the world of story and imagination to build confidence in reading and writing. Children experience a range of picture books, traditional tales and animations and are presented with opportunities to imagine a character, setting or 'adventure time'. Children draw their imaginative response accompanied with 'secret' written 'codes' alongside to add a magical response to their drawing (these 'secret codes' progress in line with phonics teaching). Writing opportunities are present within continuous provision throughout the year, with independent written outcomes noticeably progressing as learning moves forward. Within provision we provide a <b>'message centre'</b> (including papers, notebooks, post-it notes and diaries), a range of writing templates (including postcards, letters, shopping lists, storybook templates, recipe cards, invitations, book reviews, card templates, maps, construction design templates) and a selection of mark making tools (pencils, pens, felt-tips, whiteboard pens, chalk, paintbrushes, pastels and highlighters). Children will be taught the knowledge and skills needed in this area of learning, so they can access the continuous provision independently.</p>						
<p><b>Autumn 1</b></p> <p>Dominant hand, tripod grip,</p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p> <p>Writing captions and labels, writing</p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>	<p><b>ELG: Writing</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>

<p>mark making, giving meaning to marks.</p> <p><i>Secret Code writing;</i> mark making, initial sounds.</p> <p>Name writing, letter formation.</p> <p><b>Term-specific writing;</b> Name writing, shopping lists</p>	<p>Name writing, letter formation, labelling using initial sounds.</p> <p><i>Secret Code writing;</i> initial sounds, CVC words, short phrases.</p> <p><b>Term-specific writing;</b> Christmas cards, present tags, letters to Santa</p>	<p>Name writing, letter formation, labels &amp; captions.</p> <p>Red words words.</p> <p><i>Secret Code writing;</i> CVC, CVCC, CCVC words. Simple sentences.</p> <p><b>Term-specific writing;</b> WANTED posters, crime scene investigation records, recipe cards</p>	<p>simple sentences.</p> <p><i>Secret Code writing;</i> CVC, CVCC, CCVC words. Simple sentences. Red words.</p> <p><b>Term-specific writing;</b> Animal fact-files &amp; posters, signs for zoo enclosures, animal top trump cards</p>	<p>Writing for a purpose using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case letters correctly.</p> <p><i>Secret Code writing;</i> Simple sentences with consideration to finger spaces, full stops.</p> <p><b>Term-specific writing;</b> Mini-beast books, life-cycles, instructions on planting sunflowers</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p> <p><i>Secret Code writing;</i> Simple sentences with consideration to finger spaces, full stops and capital letters.</p> <p><b>Term-specific writing;</b> Pen pal letters, postcards, maps, tea party invitations</p>	<ul style="list-style-type: none"> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
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## Maths

### Educational programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Maths at Belmont;

We use **Mastering Number** for our daily maths inputs, with the addition of **White Rose** to support the teaching of shape and pattern. Counting is woven into our daily routine, alongside number stories and rhymes. Maths is embedded into continuous provision, including (but not limited to), a range of maths based games, opportunities for sorting and matching (to support tidying), opportunities for filling and emptying in the sand and water, a range of shape cutters in the dough kitchen, a selection of rulers and tape measures in the construction area and a clock, timer and scales in the home corner. Accompanying this is a maths shelving unit with a range of open-ended maths resources e.g. dice, unifix cubes, 2D/3D shapes, numicon, number fans and pattern cards for the children to explore and manipulate as they wish. Children will be taught the knowledge and skills needed in this area of learning, so they can access the continuous provision independently.

<p><b>Autumn 1</b></p> <p>Number rhymes and songs.</p> <p>Subitising within 3.</p> <p>Focus on counting skills.</p> <p>Explore how all numbers are made of 1s.</p> <p>Focus on composition of 3 and 4.</p> <p>Subitise objects and sounds.</p> <p>Comparison of sets – ‘just by looking’.</p> <p>Use the language of comparison: <i>more than</i> and <i>fewer than</i>.</p> <p><b>Measure, Shape and spatial thinking;</b> Compare size, mass and capacity. Exploring pattern.</p>	<p><b>Autumn 2</b></p> <p>Focus on counting skills.</p> <p>Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5.</p> <p>Comparison of sets – by matching.</p> <p>Use the language of comparison: <i>more/ fewer than/ equal to</i>.</p> <p>Explore the concept of ‘whole’ and ‘part’.</p> <p>Focus on the composition of 3,4,5.</p> <p>Practise object counting skills.</p> <p>Match numerals to quantities within 10.</p> <p>Verbal counting beyond 20.</p> <p><b>Measure, Shape and spatial thinking;</b> Circles and Triangles. Positional Language. Shapes with 4 sides. Time.</p>	<p><b>Spring 1</b></p> <p>Subitise within 5 focusing on die patterns.</p> <p>Match numerals to quantities within 5.</p> <p>Counting – focus on ordinality and the ‘staircase’ pattern.</p> <p>See that each number is one more than the previous number.</p> <p>Focus on 5.</p> <p>Focus on 6 and 7 as ‘5 and a bit’.</p> <p>Compare sets and use language of comparison: more than, fewer than, and equal number to.</p> <p><b>Measure, Shape and spatial thinking;</b> Compare mass. Compare capacity. Length and height. Time.</p>	<p><b>Spring 2</b></p> <p>Focus on the ‘staircase’ patterns and ordering numbers.</p> <p>Focus on ordering of numbers to 8.</p> <p>Use language of <i>less than</i>.</p> <p>Focus on 7.</p> <p>Doubles – explore how some numbers can be made with 2 equal parts.</p> <p>Sorting numbers according to attributes – odd and even numbers.</p> <p><b>Measure, Shape and spatial thinking;</b> 3D shapes. Repeating patterns.</p>	<p><b>Summer 1</b></p> <p>Counting – larger sets and things that cannot be seen.</p> <p>Subitising – to 6, including in structured arrangements.</p> <p>Composition – ‘5 and a bit’.</p> <p>Composition – of 10.</p> <p>Comparison – linked to ordinality.</p> <p>Play track games.</p> <p><b>Measure, Shape and spatial thinking;</b> Spatial reasoning - match, rotate, manipulate/ compose and decompose.</p>	<p><b>Summer 2</b></p> <p>Subitise to 5.</p> <p>Introduce the rekenrek.</p> <p>Automatic recall of bonds to 5.</p> <p>Composition of numbers to 10.</p> <p>Comparison.</p> <p>Number patterns.</p> <p>Counting.</p> <p><b>Measure, Shape and spatial thinking;</b> Spatial reasoning – Visualise and build/ mapping.</p>	<p><b>ELG: Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
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## Understanding the World



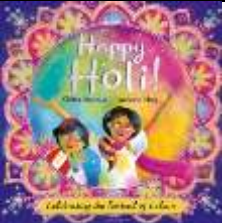
### Educational programme

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

### Understanding the World at Belmont;

**Footprint Friday** is a dedicated outdoor learning day that takes place all throughout the year. Together we continuously explore the weather and seasonal changes, with associated activities inspired by the **Wanderlust Nature Studies**. Examples of weather-related activities may include puddle painting, building shelters, cloud watching, kite making and shadow drawings, whereas seasonal activities may include leaf kebabs, minibeast hunting, bird watching, planting sunflowers and seasonal walks. Alongside this, our continuous provision supports early exploration of the National Curriculum core subjects; geography, history and R.E. We have a range of globes, atlases, postcards and maps, photographs of significant landmarks in Grantham, the UK and wider world and a range of books (including dual-language) to represent the world around us. We have a seasonal suitcase containing natural objects, alongside the appropriate books, vocabulary and resources to support each season. Within our home corner, the clothes will rotate across the year to support the season. E.g. gloves, scarves and dressing gowns in Winter/ sunglasses, sunhats and sandals in Summer. We also have a technology trunk filled with old computers, keyboards, phones, cameras and remote controls. Children will be taught the knowledge and skills needed in this area of learning, so they can access the continuous provision independently.

<p><b>Autumn 1</b></p> <p>Seasonal changes - AUTUMN WEEK</p>  <p>Where do I live? Where do I go to school? School tour.</p> <p>Family photos; who is in my family. Recognising not all families are the same as mine.</p>	<p><b>Autumn 2</b></p> <p>Fire Safety</p> <p>Nocturnal animals.</p> <p>Remembrance Day - planting poppies.</p> <p>Diwali; clothes, items of significance.</p>  <p>Seasonal changes - WINTER WEEK</p>	<p><b>Spring 1</b></p> <p>My First Festivals; Chinese New Year;</p>  <p>Chinese food tasting, clothes, items of significance.</p> <p>Floating/ sinking – gingerbread experiment.</p>	<p><b>Spring 2</b></p> <p>Exploring animal habitats (jungle, rainforest, desert, safari, woodlands, farm, arctic, ocean)</p> <p>Seasonal changes - SPRING WEEK</p>  <p>My First Festivals; Holi</p>	<p><b>Summer 1</b></p> <p>Earth Day – the importance of looking after our world. Litter picking/ recycling challenges!</p> <p>Creating a minibeast hotel 'Bug-ingham Palace'.</p> <p>Using the Beebots – computing.</p> <p>School trip – A Little Bit Wilder Forest School!</p>	<p><b>Summer 2</b></p> <p>Seasonal changes - SUMMER WEEK</p>  <p>London is our capital city!</p> <p>Our Royal Family.</p> <p>Pen pals to a school in another country.</p>	<p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 42</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>
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<p>Baby photos; how we change over time.</p> <p>Using google maps; positional language.</p> <p>Stranger Danger.</p> <p>Road safety.</p> <p>Harvest – baking bread.</p>	 <p>Christmas; the Nativity story.</p>  <p>Visit to church - Christmas carol concert.</p> <p>Christingle service.</p>				<p>Making comparisons between our country and other countries.</p> <p>Journey of a letter.</p> <p>Famous explorers.</p> <p>Map making – encourage navigational language.</p>	<ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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**Expressive Arts & Design**

**Educational programme**

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

**Expressive Arts & Design at Belmont;**

Opportunities for expressive art & design are woven into the environment, both indoors and outdoors. Our continuous provision supports early exploration of the National Curriculum core subjects; Art, D&T, Science and Music. Children are exposed to junk modelling, a range of craft resources, papers and mark making tools, a range of paints and pastels, with the freedom to create, stick, cut, join and make. Children are exposed to a range of songs, poems and musical instruments. Children will be taught the knowledge and skills needed in this area of learning, so they can access the continuous provision independently.

<p><b>Autumn 1</b></p> <p>The Colour Monster; colour mixing.</p> <p><b>International Dot Day;</b> 'every child an artist'. Collaborative art.</p> <p>Process over product.</p> <p><b>Artist;</b> Pablo Picasso Self-Portraits</p>  <p>Scarecrow Competition – Doddington Hall</p>	<p><b>Autumn 2</b></p> <p>Firework art.</p> <p>Nocturnal animals; clay hedgehogs.</p> <p>Poppy field collaborative artwork.</p> <p>Diwali; making clay diva lamps, rangoli patterns, henna berry painting.</p> <p>Christmas crafts, making decorations for the Christmas fair.</p> <p>Making Christmas cards for Sheffield's Children's hospital.</p>	<p><b>Spring 1</b></p> <p>Chinese New Year; dragon dancing, making lanterns, Chinese writing.</p> <p><b>Construction day;</b> using a range of materials to make strong houses for the 3 little pigs. Can they withstand the Big Bad Wolf...?</p> <p>Making puppets to retell our traditional tales.</p>	<p><b>Spring 2</b></p> <p>Building shelters for animals.</p> <p>Mother's Day Cards</p> <p>Holi; colour mixing</p> <p>Easter Egg design competition.</p>	<p><b>Summer 1</b></p> <p><b>Artist;</b> Vincent Van Gogh Sunflowers</p> <p>Symmetrical butterfly art.</p> <p>Leaf rubbing art; patterns in nature.</p> <p>Observational drawings of plants and animals.</p> <p>Using a flower press/ flower pounding (hapa zome).</p>	<p><b>Summer 2</b></p> <p>Father's Day Cards</p> <p>Junk modelling; vehicles and transport</p> <p>Weekly music sessions by external provider; introduce key vocab - beat, pitch, tempo, rhythm.</p>	<p><b>ELG: Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories. 43</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
<p><b>Parental involvement;</b> Parents have access to their child's online learning journey through the <b>Tapestry</b> platform with regular photos, videos and messages uploaded and communicated to parents. Each term, children take home a seasonal '<b>bucket list</b>' to complete with their families at home. Children will bring home a '<b>proud cloud</b>' to communicate and celebrate a special moment or achievement within school, to share with their adults at home.</p>						
<ul style="list-style-type: none"> <li>o Self-portrait 'Art Exhibition'.</li> <li>o Family Photos</li> <li>o Phonics Workshop</li> </ul>	<ul style="list-style-type: none"> <li>o Parents Evening</li> <li>o Nativity Performance</li> </ul>			<ul style="list-style-type: none"> <li>o Parents Evening</li> </ul>	<ul style="list-style-type: none"> <li>o Royal tea party</li> <li>o Sports Day</li> <li>o End of Year Reports</li> </ul>	

## Characteristics of Effective Learning

The three key characteristics of effective learning within the Early Years Foundation Stage (EYFS) are Playing and Exploring, Active Learning, and Creating and Thinking Critically. These characteristics highlight how children learn best through engagement, persistence, and critical thinking.

1. *Playing and Exploring*: This involves children investigating, experiencing, and engaging with their surroundings. It's about letting children explore, discover, and "have a go" at different activities. This includes encouraging sensory exploration, making links between ideas, and choosing to do things that interest them.

2. *Active Learning*: This emphasizes children's ability to concentrate, persevere through challenges, and enjoy their achievements. It involves encouraging children to keep trying, celebrate successes, and develop a strong sense of achievement.

3. *Creating and Thinking Critically*: This focuses on children developing their own ideas, making connections, and thinking strategically. It involves children taking part in pretend play, solving real problems, and using their knowledge to think beyond the present moment. This also includes children becoming more confident in their ideas as their knowledge grows.