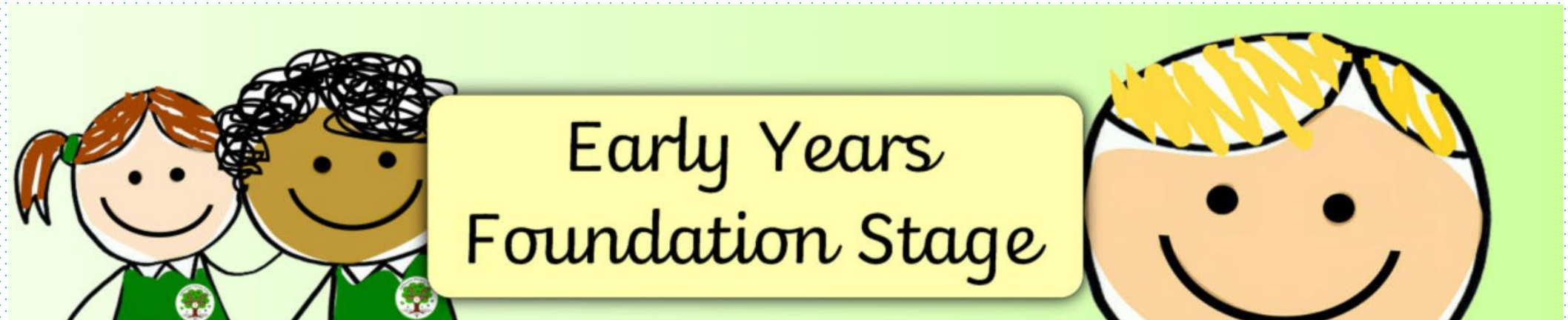


Implementing the New Early Years Foundation Stage Framework



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What are we going to cover?

- Practical strategies used to ensure that children have a flexible play-based approach to their learning.
- Understanding of children development and knowledge of each child's next steps and how does this work within the new curriculum.
- Impact of the checkpoints not check list approach to assessment.



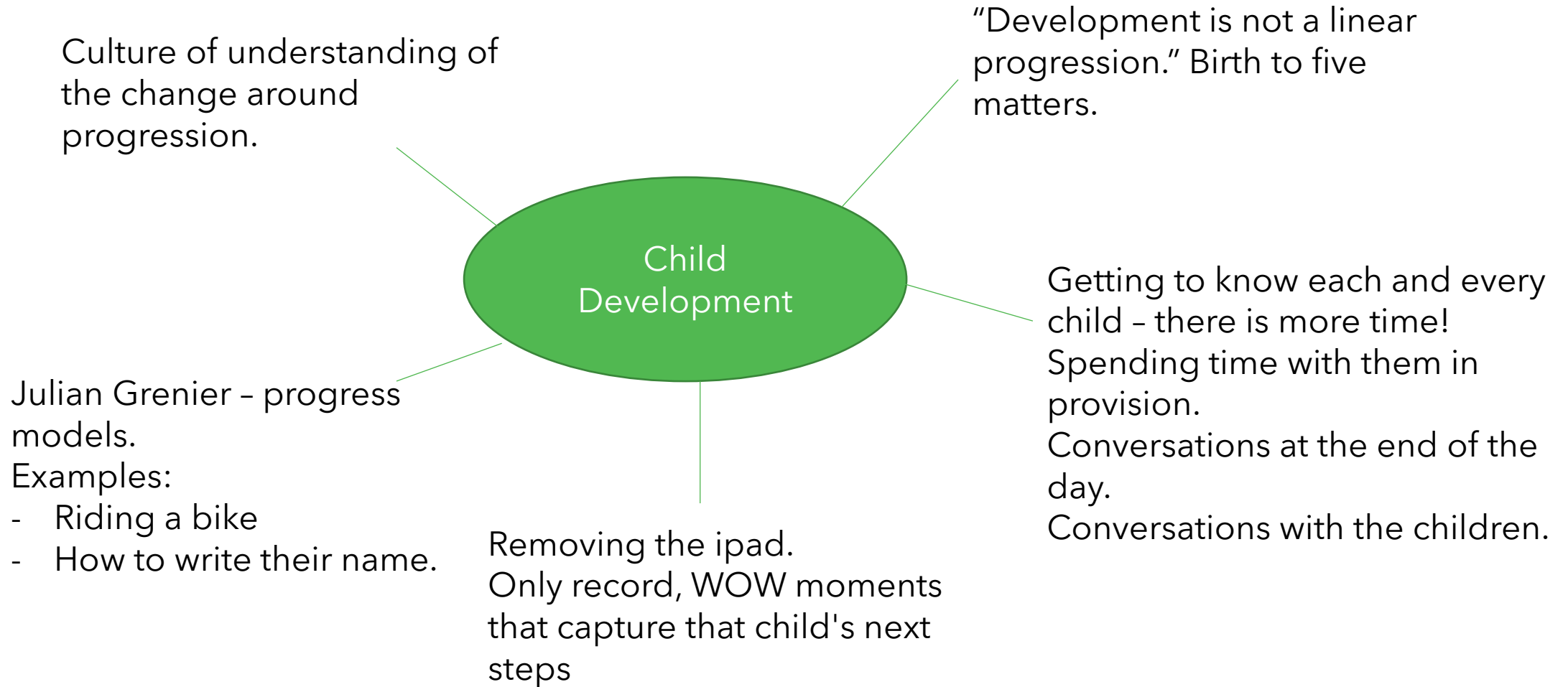
Development Matters
Non-statutory curriculum guidance for
the early years foundation stage

September 2020



'we'

Understanding of children development and having knowledge of each child's next steps - how does this fit into the new curriculum?



Practical strategies to ensure that the children have a flexible play based approach.



Daily Planning

9.45-10.00	10 minute challenge IPADs down				
9.45-10.00	Francesco Creative area	Becky HH classroom	Sam Courtyard	Tess Horseshoe	Jenny F classroom
Sharing provision on the carpet					
10.00-10.45 Free provision	Francesco Courtyard	Becky Horseshoe	Sam Foxes classroom	Tess HH classroom	Jenny Creative Area

Provision Planning

Literacy - Writing	
Objectives: <ul style="list-style-type: none"> - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. 	Classrooms: Message centre - write recipes for Mrs Kapoor
	Creative Area:
	Courtyard:
	Horseshoe: Draw in chalk aeroplanes and their journey.
	Outside Area:
Challenge this week:	
Message centre - write recipes for Mrs Kapoor; to cook	

Expressive art and Design	
Objectives: <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups. 	Classrooms:
	Creative Area: Rangoli art with coloured sand Origami animals
	Courtyard:
	Horseshoe:
	Outside area:
Challenge this week:	
Origami challenge	

Impact of the 'checkpoints' not 'check list' approach to assessment.

<p>Physical Development:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills that they already acquired: rolling/crawling/walking/jumping/running/hopping/skipping/climbing Progress towards a more fluent style of moving, with developing control and pace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future P.E sessions and other physical disciplines including, dance, gymnastic, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group. Develop overall body strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop foundations of a handwriting style which is fact, accurate and efficient. Know and talk about the different factors that support overall health and wellbeing: regular physical activity/healthy eating/brushing/teeth/ sensible amounts of 'screen time' / having a good sleep routine/ being a safe pedestrian. Further develop skills they need to manage the school day successfully: lign up and queuing/mealtimes/personal hygiene. 	<p>Child's name:</p> <p>Age:</p> <p>Preschool:</p> <p>Preschool data:</p>	<p>About:</p>
<p>ELG:</p> <p>Gross Motor Skills:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor skills:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<p>Communication and Language:</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well formed sentences. Connect one idea or action to another using a range of connectives Describe some events in detail/ Use talk to help work our problems to organise thinking and activities to explain how things work and why they might happen. Develop social phrase. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Explore non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>ELG:</p> <p>Listening Attention and Understanding:</p> <ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify understanding. Hold conversations when engaged in back and forth exchanges with their teacher and peers. <p>Speaking:</p> <ul style="list-style-type: none"> Participate in small group and one to one discussions offering own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making using recently introduced vocabulary from stories, non-fiction, rhymes and poems. 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 the teacher. 	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider others feelings. Show resilience and perseverance in the face of a challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <p>ELG:</p> <p>Self Regulation:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed 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. <p>Managing Self:</p> <ul style="list-style-type: none"> Be confident to try new activities ad show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building relationships:</p> <ul style="list-style-type: none"> Work and lay co-operatively and take turns with others. Form positive attachments to adults, friendships with peers. Show sensitivity to their own and others needs.
<p>Literacy:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matches to the srhkn phonic programme. Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds then writing the sound with letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>ELG:</p> <p>Comprehension:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least ten digraphs. Read words consistent with their phonics knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. <p>Writings:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 	<p>Mathematics:</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the numeral with its cardinal value. Count beyond ten. Compare numbers. Understand one more and one less relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have shapes within it just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. <p>ELG:</p> <p>Number:</p> <ul style="list-style-type: none"> Have a deep understanding of number to ten, including composition of each number, Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds up to 10 including double facts. <p>Numerical patterns:</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising patters within number up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Understanding the World:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple amp. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. <p>ELG:</p> <p>Past and Present:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Known some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps. Know some similarities and differences between religious and cultural communities in their country drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps. <p>The natural world:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawings of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences of what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>ELG: Creating with materials:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations, explaining the process that they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being imaginative and expressive:</p> <ul style="list-style-type: none"> Invent adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move with simple music.