

## Communication and Language.

- Developing speaking and listening skills- orally composing and practising speaking in sentences, building vocabulary, turn to your partner etc.
- Oral story telling/Talk Through Stories
- Shared Reading - stories, rhymes and poems
- Repeated reads of favourite books, joining in with familiar phrases and refrains.
- Performance Poems
- Vocabulary - teaching tier 2 words. Core vocabulary - developing a secure knowledge of key concepts (Concept Cat), vocabulary progression and posters displayed for adults to utilise when engaged with pupils.
- Talk Through The Day - to support language structures and vocabulary in everyday routines and activities.

- Gross motor skills development.
- The outdoor environment - a chance to explore on a bigger scale.
- PE lessons in FS2 - learning independent skills and basic movement skills.
- Rhymetime on FSI - opportunities to move to music, rhyme and story.
- Locomotor skills - running, jumping etc.
- Stability skills - twisting, balancing etc.
- Manipulative skills - throwing, catching etc.
- Fine motor skills development
- A wide and varied provision of materials that enable shoulder to elbow, elbow to wrist, wrist to finger pivot and motion e.g. brushes, small world, tweezers, variety of scissor types, various mark making media, loose parts, dough and malleable materials etc. Explored both indoors and outdoors.

## Physical Development.

## Readiness for maths.

- Spelling of common exception words taught alongside reading of them\*in FS2.
- Squiggle while you wiggle FSI.
- Dough disco and dough gym - FSI and FS2.
- Mark Maker to writer progression document to support pupils at the right level/stage of development.
- Letter and number formation taught from the very beginning of FS2.
- Letter shapes and other handwriting shapes/patterns taught from FSI.
- Wide range of mark making materials.
- Support materials provided as and when appropriate e.g. pencil grips for left handers, reminder prompts for paper position and pencil grip.
- Pencil grip trackers, so staff can support and adapt provision for pupils as needed.
- Direct handwriting teaching and practise with an adult model in FS2. Opportunities to practise and refine provided within child-led activity.
- Name writing labels to promote and support independent name writing

## Readiness for writing.

# Strong Foundations in EYFS



- White Rose maths drives the maths curriculum for FS2 but is used alongside NCETM, Oak Academy and other proven resources to ensure lessons are bespoke to the needs of the pupils in the class and are adapted accordingly in line with their knowledge and progress.
- Specific area for pupils to find and explore maths resources but maths is embedded into all area of provision and vocabulary posters support staff in recognising how to extract and build on the pupils' mathematical knowledge.
- Songs, rhymes and stories are used to support mathematical concepts and provide visual and auditory support.
- Maths manipulatives that are built upon throughout school are explored and introduced e.g.. Double sided counters, numicon, rek n reks etc.
- Fundamental skills taught - number bonds and recognition up to 10 etc.

## Readiness for reading.

- Dedicated story time EVERY day in FSI and FS2.
- Core Stories carefully selected to ensure key texts, with good language and story structures can be shared and re-read with the children. Multiple copies around the setting for pupils to share and enjoy independently.
- Children hear an expert adult model of a fluent and expressive reader daily.
- RWI phonics programme taught from the very beginning of FS2 and introduced alongside Phase 1 phonics in FSI (towards summer term.)
- Talk Through Stories delivered daily in FS2 and 2 to 3 times per week in FSI.
- Decodable texts and print provided throughout the setting to match the pupils' current knowledge.
- Books and texts form the heart of the EYFS curriculum. Key texts are planned for every area of learning across all 3 terms progressing from FSI to FS2.

## Executive Function

- Learning buddy characters used to teach and model how to overcome difficulties and solve problems.
- Open ended resources and materials - enough of a scaffold to support if needed, but the freedom for pupils to open up their imaginations and explore new ways to do things.
- Reward systems that honour the approach and attitude to learning, rather than the outcome.

Games, activities, open ended resources and problem solving tasks to develop...

- Building a working memory
- Developing cognitive flexibility, finding or noticing new ways to do things etc.
- Supporting self-control and impulse control (Thrive/PSED)

## Cultural Capital

Opportunities for experiences above and beyond the planned curriculum e.g.

- Days/trips out
- Visitors in to school
- Parent/Family visitors
- Cooking/baking
- Visits to the shop/building site
- Celebrations and nationwide/worldwide events, charity events, dress up/down days.
- Building a sense of community - school local, world

## Developing learning characteristics.