




Early Years Foundation Stage (EYFS) Curriculum Booklet



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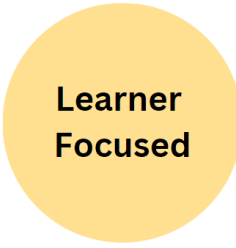
Overview

Welcome to Cann Bridge School Early Years Foundation Stage.



Collaborative

Staff work with children and families to build strong bonds using a Key Person approach. We recognise that children need to feel secure with the adults around them, and safe in their environment, to develop confidence and to maximise their learning. Children are welcomed into the setting using an enhanced transition process which draws upon information gathered from families and the multi-agency teams that work with the child. Staff use a Total Communication approach with high quality interactions throughout the day.



Learner Focused

Our learning environment promotes exploration and learning through continuous provision. Our continuous provision is made up of carefully selected resources which are available for children to use every day. Our learning environment is enhanced with additional resources based on children's interests, schemas and curriculum themes. The environment is laid out to provide inviting spaces which give opportunities for interactions, curiosities and rehearsal of skills.



Aspirational

We follow a progressive and aspirational curriculum which prioritises the prime areas of learning: communication and language, physical development and personal, social and emotional development whilst building on children's independence. At the core of our curriculum is the Early Years Foundation Stage Framework. The Early Years Curriculum covers the 7 areas of learning: the three prime areas, and the four specific areas; literacy, maths, understanding the world and expressive arts and design. The curriculum is delivered using a combination of multi-sensory play-based approaches and adult led activities. This offers children ample opportunities to explore their environment, make choices, develop confidence and make progress across each of the areas of learning in preparation for Key Stage 1.



Progressive

The EYFS team stays up to date with research-based practices, adapting teaching to maintain progressive development. The EYFS department has its own action plan linking to the school's development plan and staff within the EYFS team receive bespoke training unique to the Early Years.

This Curriculum Booklet should be read in conjunction with the EYFS Policy and Pathways to Independence Curriculum Policy.

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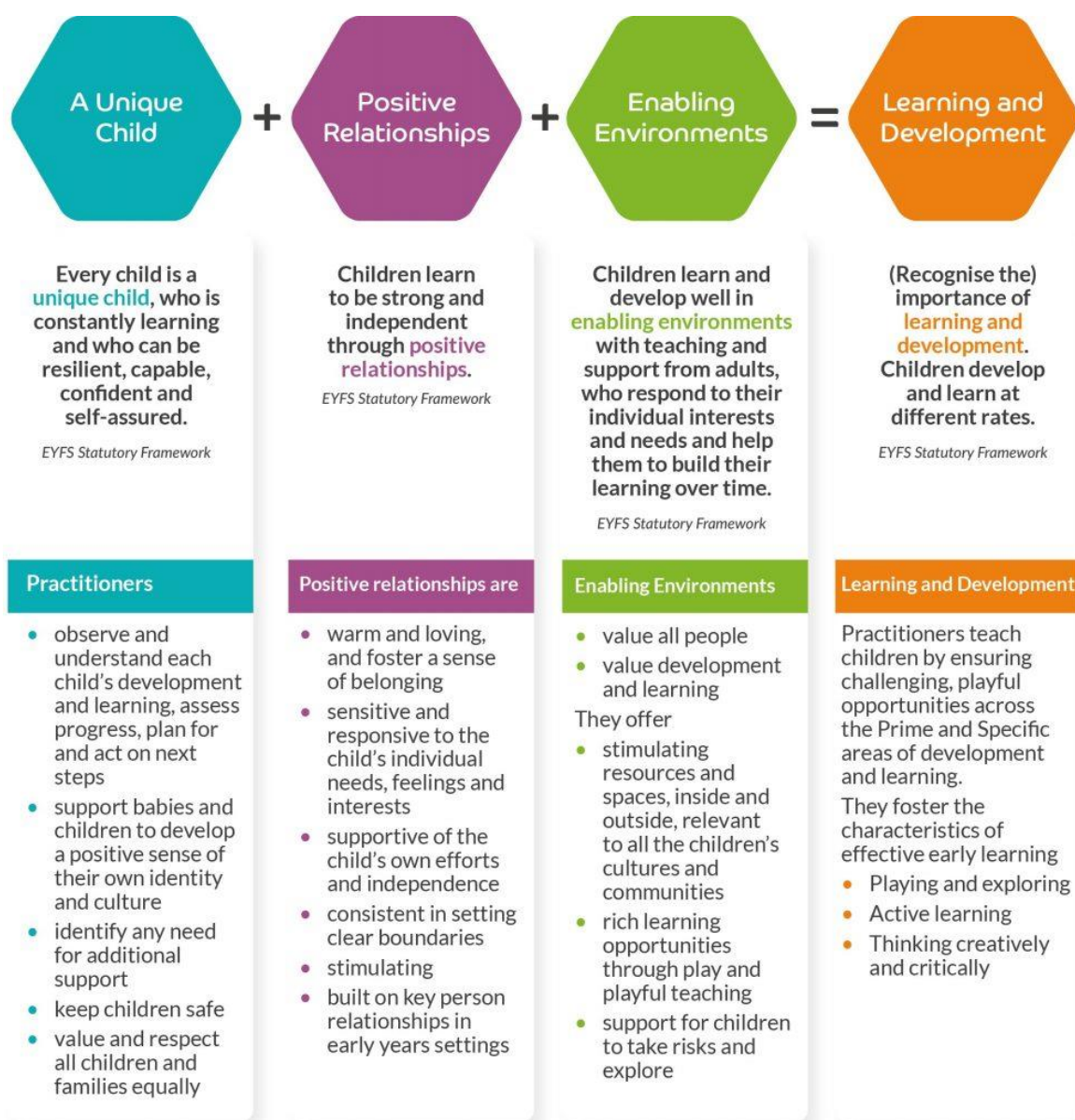
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Key Dates

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Dates (birthdays to run across the year, alongside religious festivals celebrated by current cohort)	<ul style="list-style-type: none"> Transitioning to school 	<ul style="list-style-type: none"> Diwali Christmas 	<ul style="list-style-type: none"> Eid al-Fitr 	<ul style="list-style-type: none"> World book day Mother's Day Easter 	<ul style="list-style-type: none"> Outdoor classroom day Eid al-Adha 	<ul style="list-style-type: none"> Father's Day Sports Day Summer Show Transition to new class
Parental Involvement	<ul style="list-style-type: none"> Transition visits for some new starters Transition meetings Parents evening Christmas show Parent coffee morning PTA opportunities Friends of Cann Bridge Coffee mornings Training opportunities for families Medical reviews 		<ul style="list-style-type: none"> Parents evening Parent coffee morning PTA opportunities Friends of Cann Bridge Coffee mornings Training opportunities for families Medical reviews 		<ul style="list-style-type: none"> Home visits for new starters Transition visits for new starters Sports day Parents evening Parent coffee morning PTA opportunities Friends of Cann Bridge Coffee mornings Training opportunities for families Medical reviews EHCP meetings 	

Overarching Principles



Birth to five matters <https://birthto5matters.org.uk/principles-of-the-eyfs/>

Characteristics of Effective Learning



“The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.”

Birth to Five Matters <https://birthto5matters.org.uk/overview-characteristics-of-effective-learning-and-areas-of-learning-and-development/>

British Values

We support the children to develop their understanding of, and application of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance. British values are not exclusive to being British, and are shared by other democratic countries.

Democracy

- All are listened to.
- Children have the opportunity to play with who they want to.
- Children learn that their own voice has an effect on others.
- Children are learning to make choices.

The rule of law

- We are all accountable for our actions (we celebrate achievements and each child has a Positive Behaviour Support Plan).
- Children are learning to follow routines and boundaries in class.
- Children are developing positive relationships so that they know who to go to if they feel unsafe.
- Children are supported to manage and label emotions.

Individual liberty

- All are respected as unique individuals.
- Individual's interests are encouraged, celebrated and built upon.
- Children are supported and encouraged to take safe risks.
- Everyone's achievements are celebrated.
- The curriculum supports children to develop their own self-awareness.
- The curriculum offers opportunities to reflect on similarities and differences.

Mutual Respect and Tolerance

- Children learn about their world and local area.
- Children are involved in the wider school community.
- The curriculum supports children to learn about similarities and differences.
- The curriculum offers opportunities to learn about other faiths and cultures.

Cultural Capital

Cultural Capital “is the essential knowledge that children need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.” (Ofsted EIF 2019)

Our curriculum is thoughtfully planned to ensure that children’s interests are valued and can be built upon, whilst exposing children to new experiences and opportunities. These experiences might be planned for within the curriculum (e.g. a trip to the local library, or exposure to a particular artist), or they might be planned from children’s own interests (e.g. sharing a book on a topic of interest or enhancing the role play activities with items that further children’s interest in a particular topic).

Curriculum Threads

Total Communication

Total Communication is a fundamental aspect of supporting our children in developing and enhancing their communication skills. Our Total Communication approach enables us to personalise the support we offer each child ensuring that they have the means, reasons and opportunities to communicate confidently across the day.

Preparation for Adulthood Agenda

The preparing for adulthood agenda has 5 key messages and 4 pathways to ensure learners are well prepared for adulthood. Within the EYFS we ensure that children are referred to any required services in a timely manner and we work in collaboration with wider professionals and families ensuring a personalised approach for all children. The 4 pathways are:

Employment – children within the EYFS are supported to adapt to new environments, to play alongside others, and to follow instructions.

Independent living – within the Early Years children develop their independence skills with feeding/drinking, dressing, toileting and making choices. Children are also supported to develop their communication and play skills including the development of symbolic play (early role play).

Community Inclusion – Throughout their time in the EYFS children develop their communication, interaction and social skills. Children learn to play alongside their peers and begin to learn to take turns. Children learn that they are part of their class group and begin to recognise their place as part of the wider school community.

Health – At Cann Bridge we work in collaboration with a wide range of health professionals ensuring children's health needs are met. Children are encouraged to broaden their diets and to try a wide range of foods. The EYFS curriculum teaches children about oral health and promotes movement and exercise.

Careers Programme

At Cann Bridge School we recognise that we have a critical role in preparing our children for their transitions to the next stage of their education, training or employment. Within the EYFS we support children to develop skills in: helping others (e.g. giving an item to an adult on request); taking responsibility by developing their independence and self-help skills (e.g. putting on their own shoes); developing their communication skills to support social communication; development of skills through progression in learning and preparation for KS1; and a very early understanding of the world of work through introducing children to different people with different roles (e.g. school nurse, headteacher).

Outdoor Learning

At Cann Bridge we recognise that learning extends far beyond the confines of traditional classrooms. Children within the EYFS have free flow access to a carefully and deliberately planned outdoor environment, and the curriculum and routines of the day support further explorations of outdoor learning environments teaching children to develop an appreciation and curiosity of the natural world.

Prime Areas of Learning

Communication and Language

“Experiences in the womb lay the foundation for communication, and a baby’s voice is evident from the beginning. Babies use their bodies, facial expressions, gestures, sounds and movements to seek connections and respond to those around them. Young children depend on back-and-forth interactions with responsive others to develop confidence as effective communicators and language users. Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children’s thinking while underpinning their emerging literacy.

Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child’s first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children’s language proficiency as they join new environments.

Children’s skills develop through a series of identifiable stages which can be looked at in three aspects – Listening and Attention, Understanding, and Speaking. While not all children will follow the exact same sequence or progress at the same rate, it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.” Birth to 5 Matters

C&L Intent

At Cann Bridge School we will equip learners with the skills and voice necessary to take their role in society. We see every moment as an opportunity for learning, and strive to maximise and celebrate the achievements of all. Children’s skills in communication and language provide foundations for all other areas of learning, and the development of a broad vocabulary is essential for strong future literacy skills. All areas of learning interlink, and we acknowledge how each area impacts on the development of communication and language, and how communication and language impacts across all areas. It is essential that staff develop strong relationships and attachments through attunement with children, as we know this supports the development of communication and language. The quality and quantity of interactions with adults is key to securing strong communication and language skills. Our EYFS provides a language rich, and communication supportive, environment with high quality interactions promoting the development of communication and broadening vocabulary.

At Cann Bridge School we focus on the different strands of communication and language: listening, attention, understanding and expressive communication. We recognise that these are key areas of need for all of our children, as identified in their Education, Health and Care Plans (EHCP); our teaching incorporates a broad range of specialist strategies to ensure all children’s needs are met and all children make good progress within their communication and language skills.

Within the Early Years, children are exposed to wide ranging vocabulary with a focus on core and key vocabulary; children learn and participate in a variety of songs and rhymes; and listen to an extensive selection of carefully selected stories, non-fiction and poetry.

We recognise the importance of play and its link to communication development. We use play within our direct teaching and within our environment to support and develop vocabulary, social skills and communication.

We also recognise the importance of sensory integration development and the role that this can play in the development of children's listening, attention and communication skills.

The physical environment is laid out to encourage exploration and to promote communication and interactions. The environment is carefully planned to support incidental learning and offer opportunities to practice communication and language skills across the day. Where necessary we provide low stimulus environments to support attention and listening skills, particularly when directly teaching these skills.

Careful and deliberate planning for the development of communication skills and enhancement of vocabulary is personalised to the needs of each child. We use a range of teaching approaches including: direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. Children at Cann Bridge require many opportunities to practice, with different people, in different situations in order to embed the learning into their long-term memory. Through our careful and deliberate planning, we enable children to develop their vocabulary from their identified starting point, securing the essential skills, knowledge and understanding in communication and language preparing them for the next stage in their education.

Our Early Years Foundation Stage Communication and Language curriculum aims to:

- Support and develop children's play skills
- Develop children's attention and listening skills both one to one and in small groups
- Support each child to develop their receptive communication using a total communication approach
- Develop each child's expressive communication using a total communication approach
- Expand children's receptive vocabulary
- Expand children's expressive vocabulary
- Enable children to communicate with a range of different people, in one to one, small group and whole class situations
- Ensure all children understand and can follow the routine and timetable of the day

C&L Implementation

Cann Bridge School uses a Total Communication approach which encompasses a broad range of specialist strategies. We use Total Communication to help children to understand what is being said, and to enable children to express what they want to say.

Communication and interaction, including vocabulary building, is prioritised in the EYFS. The development of children's communication is prioritised and overarches all other teaching across the school day. Staff ensure each child has the time and support required to take natural opportunities to encourage and practice communication and interaction e.g. requesting help when needed, asking for a drink or snack, commenting on an activity, interacting with an adult or peer, developing and increasing vocabulary; and this takes place alongside all direct teaching of communication and language.

Interactions

Children are supported across the day with high quality interactions with responsive and enthusiastic adults. Adults adapt their language to meet the needs of individual children in a language rich, and communication supportive, environment. Children are supported to develop their expressive and receptive language skills using a Total Communication approach. Strategies which may be seen in the environment include, but are not limited to:

- Visual supports
- Makaton
- Objects of reference
- Intensive interaction
- Aided Language Stimulation (modelling on a core board)
- Picture Exchange Communication System (PECS)
- The use of phrases and Gestalts
- Alternative and Augmentative Communication systems (AAC)

Children are supported and encouraged to interact with adults and their peers.

Exploring Language

Children are supported by skilled communication partners who develop children's communication and language skills, and build children's vocabulary. By joining children in their play; expanding on what children say and sensitively narrating their play, adults support and develop children's play skills, language development and enhance their vocabulary. Practitioners link language to children's real-life experience to ensure meaningful connections can begin to be established. Adults consciously model language to support the development of vocabulary, and sensitively model back language to children in the correct form. During interactions adults will pause and give children time and the opportunity to respond, ensuring each child has the means, reasons and opportunities to communicate. Adults may sensitively set up situations across the day to encourage communication e.g. putting preferred toys on a high shelf, or putting out yoghurts with no spoons to encourage requesting, or putting out new and novel items/activities to promote engagement and discussion.

Children explore the rhythm of language, the sounds and patterns of words, and extend their vocabulary through carefully selected stories, songs, nursery rhymes and poems. Class Teachers seek support from school librarians to ensure that all children have access to high quality texts (see EYFS Literacy curriculum document for more information).

Children are also taught communication skills, new vocabulary and how to use language structures during direct teaching, usually in small groups of 1:1. Some children are further supported with specific interventions e.g. BLAST.

Listening and Understanding

Children are supported to develop their listening, attention and understanding skills during direct teaching and across all other aspects of the day. The EYFS uses Attention Activities (Attention Autism) to support the development of children's attention skills, these skills are then rehearsed in the environment and in other sessions, and interactions, where children practice and refine their joint attention skills.

Children's listening is developed through stories, songs, nursery rhymes, poems and phonics sessions (see EYFS Literacy curriculum document for more information), alongside teaching and learning through the routine of the day.

Children's understanding and receptive language skills are developed using a total communication approach. Once settled into school children will have individualised support systems identified and put into place to support the development of their understanding e.g. Objects of reference or picture supports. Staff adjust their language and interactions accordingly to meet the needs of each child. The understanding of vocabulary is taught through stories and songs, and through direct teaching, usually in small groups or 1:1. These sessions run alongside the teaching and learning that takes place within the school daily routines. Children are supported to make choices across the day, and adults develop children's understanding of body language and expressions through their interactions and modelling.

Communication and Language is taught across the day through direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. The teaching and rehearsing of communication and language can also be seen within other sessions across the day, a few examples of things which may be seen could include:

- Children singing nursery rhymes with the parachute
- Children requesting help to put on waterproof clothing
- Children engaging in playful interactions with adults outside
- Children learning positional language in soft play
- Children retelling a story using small world items in the book corner
- Children sharing a book with an adult
- Children requesting a drink or food at breakfast
- Children's engagement with a core vocabulary board
- Children following transitional cues e.g. objects of reference
- Children interacting with adults or peers
- Children requesting a turn during an activity
- Children using Gestalts during play and interactions
- Children participating in large doll/home role play

Class Teachers seek guidance from specialist speech therapists to ensure all children have access to the most appropriate and up to date, research based, teaching supports to promote children's communication. Some, identified children may receive additional targeted support by a specialist speech and language therapist via the local Speech and Language Therapy service's Request for Help system.

The progression of skills and knowledge in the EYFS Communication and Language teaching is supported using the Total Communication policy, Attention Autism, Intensive Interaction, Picture Exchange Communication System Manual, ELKLAN's Communication Builders for Complex Needs, Meaningful Speech resources, Development Matters and Birth to Five Matters.

C&L Impact

Holding high ambition for all children, each child works towards the Early Learning Goals within Communication and Language. These are:

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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 their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

We recognise that all children at Cann Bridge have complex learning needs as identified within their EHCPs and through ongoing assessments. Children's start points are below age-related expectations. Children make rapid progress once settled within the EYFS and the Cann Bridge EYFS anticipated end points reflect this, maintaining aspirational goals and preparing children for Key Stage 1.

The anticipated end points of the EYFS curriculum at Cann Bridge for Communication and Language are as follows:

- With support, children will take turns during a structured activity
- Children will know how to follow transition supports/routines
- Children will demonstrate understanding of a range of everyday words when supported with visuals or signing
- Children will recognise and respond to their own name when it is spoken and signed
- Children will increase their expressive vocabulary from their baseline
- Children can focus, sustain and shift attention during an adult led activity
- Children will have an identified method of functional communication in preparation for KS1 (e.g. identified as a Gestalt Language Processor, identified as a core vocab board user, identified as a PECS user, identified as a Makaton user etc.) and will be developing communication for a wide range of different functions.
- Children will be able to indicate that they need help
- Children will demonstrate a clear preference between objects and demonstrate satisfaction with their chosen preference
- Children will demonstrate early symbolic play skills, by acting out everyday events and experiences e.g. feeding teddy, putting doll to bed.

Any child working above this level within this area of learning will continue to work towards the Early Learning Goals.

The impact of the Early Years Foundation Stage Communication and Language curriculum is monitored using:

- The teaching and learning of communication and language is audited annually by the local complex needs team of Speech and Language Therapists
- Baseline assessment at the end of the child's first half term
- Transition meeting with families at the end of the child's first half term
- Parents evening
- Pupil Progress Reviews (PPR)
- Children's Personalised Learning Goals (PLGs)
- Termly Summative assessment
- EHCP reviews

C&L 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.

C&L Curriculum Map

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> Children become familiar with the routines of the day including attending short structured sessions led by an adult, with support. Children demonstrate enjoyment of songs, rhymes and music. 	<ul style="list-style-type: none"> Children follow the routines of the day, joining short structured sessions within a small group, with support. Children begin to join in with action songs/rhymes. 	<ul style="list-style-type: none"> With support, children will take turns in a structured session with a small group.
<ul style="list-style-type: none"> Children become familiar with the classroom space, exploring all areas confidently. Children follow transition supports with full adult support. 	<ul style="list-style-type: none"> Children become familiar with the wider school environment, exploring the areas confidently when with a trusted adult. Children follow transition supports within the classroom with increasing independence. Children follow transition supports around the wider school with adult support. 	<ul style="list-style-type: none"> Children will know how to follow transition supports/routines
<ul style="list-style-type: none"> Children develop understanding of contextual clues. Children begin to develop understanding of some common single words in context. 	<ul style="list-style-type: none"> Children show increasing understanding of common single words when used with visuals or signing. 	<ul style="list-style-type: none"> Children will demonstrate understanding of a range of everyday words when supported with visuals or signing
<ul style="list-style-type: none"> Children demonstrate focused attention during brief structured sessions. Children will develop their joint attention skills. 	<ul style="list-style-type: none"> Children demonstrate sustained attention during short structured sessions. 	<ul style="list-style-type: none"> Children can focus, sustain and shift attention during an adult led activity
<ul style="list-style-type: none"> Children build positive relationships with key person and begin to learn that staff offer joyful, meaningful, high quality interactions. 	<ul style="list-style-type: none"> Children purposefully interact with others frequently across the day. Children will be beginning to interact with others for a range of different purposes (beginning to build skills in communicating for a range of different functions). 	<ul style="list-style-type: none"> Children will have an identified method of functional communication in preparation for KS1 (e.g. identified as a Gestalt Language Processor, identified as a core vocab board user, identified as a PECS user, identified as a Makaton user etc.) and will be developing communication for a wide range of different functions.
<ul style="list-style-type: none"> Children turn towards sounds. 	<ul style="list-style-type: none"> Children will pause on hearing their name. 	<ul style="list-style-type: none"> Children will recognise and respond to their own name when it is spoken and signed
<ul style="list-style-type: none"> Children build positive relationships with staff, who expose and introduce children to wide ranging vocabulary through various means e.g. commentary, stories, songs, nursery rhymes. Children gain attention in a range of different ways Children begin to demonstrate anticipation skills 	<ul style="list-style-type: none"> Children practice using expressive vocabulary. Children will participate in back and forth interactions with others demonstrating early understanding of the turn taking process involved in communication. Children practice using gestural skills. 	<ul style="list-style-type: none"> Children will increase their expressive vocabulary from their baseline.
<ul style="list-style-type: none"> Children build positive relationships with staff and with support, indicate when they need help. 	<ul style="list-style-type: none"> Children learn to approach an adult for help if needed, and seek comfort from trusted adults during times of distress. 	<ul style="list-style-type: none"> Children will be able to indicate that they need help
<ul style="list-style-type: none"> Children confidently explore a range of different resources, and may return to preferred items or preferred areas of the classroom environment. 	<ul style="list-style-type: none"> Children will demonstrate a clear preference between a preferred and non-preferred item. 	<ul style="list-style-type: none"> Children will demonstrate a clear preference between objects and demonstrate satisfaction with their chosen preference
<ul style="list-style-type: none"> Children confidently explore a wide range of resources including everyday items, in a range of different ways. 	<ul style="list-style-type: none"> Children confidently explore a wide range of resources including everyday items, demonstrating some understanding of the purpose of items e.g. brushing own hair with a hair brush. 	<ul style="list-style-type: none"> Children demonstrate early symbolic play skills, by acting out everyday events and experiences e.g. feeding teddy, putting doll to bed.

Personal Social and Emotional Development

"Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives. As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world. Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning, and is key to children's wellbeing and resilience. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how secure they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world. Children's self-image, their emotional understanding and the quality of their relationships affect their self-confidence, their potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn. A holistic, relational approach creates an environment that enables trusting relationships, so that children can do things independently and with others, forming friendships. Early years practitioners meet the emotional needs of children by drawing on their own emotional insight, and by working in partnership with families to form mutually respectful, warm, accepting relationships with each of their key children." Birth to 5 Matters.

PSED Intent

At Cann Bridge School, we support and develop our learners to have safe, healthy, fulfilling and meaningful lives, now and in the future. Within the EYFS we promote warm, secure, relationships. Working with families, wider professionals, and through a key person approach we ensure each child has a positive transition into school; and develop strong knowledge of the children enabling us to consider what each child needs and how best to meet those needs to ensure they learn and develop their skills and knowledge.

Adults across the EYFS are dependable. We build positive relationships with children quickly; adults are attentive and responsive to children's needs, interactions, and interests. Adults are patient with children, giving children the time and support they need to develop confidence in their new school environment.

The learning environment, within the EYFS, is carefully and deliberately planned to promote learning and interaction, to foster individual needs and interests and to support children's characteristics of effective learning. Our careful and deliberate planning creates a safe environment where children are confident to have a go.

We recognise each child as a unique child and we support children to establish their sense of self and to develop their autonomy using Trauma Informed and SoSAFE! informed practices to guide our approach.

Adults recognise their role as positive role models and understand how active role modelling can support the development of PSED skills such as: emotional regulation, developing and sustaining positive relationships, social skills, independence skills and how to prepare and eat healthy foods. We recognise how executive function and self-regulation link together and how these support and tie together with positive relationship building.

Careful and deliberate planning for personal, social and emotional development is personalised to the needs of each child. We use a range of teaching approaches including: direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within

the environmental provision; and opportunities to practice. Children at Cann Bridge require many opportunities to practice, with different people, in different situations in order to embed the learning into their long-term memory. Through our careful and deliberate planning, we enable children to develop their skills from their identified starting point, securing the essential skills and knowledge in Personal, Social and Emotional to prepare them for the next stage in their education.

Our Early Years Foundation Stage PSED curriculum aims to:

- Give every child a positive and successful transition into school.
- Develop and foster strong, warm and supportive relationships with key persons and adults.
- Support children to develop positive relationships with their peers.
- Support children to manage their emotions and behaviour.
- Develop children's social play skills.
- Support children's wellbeing and involvement.
- Develop children's characteristics of effective learning.
- Promote a positive sense of self and develop children's confidence and self-awareness.
- Increase children's independence in their self-care skills including: staying safe and healthy, healthy eating and drinking, hygiene, oral health, toileting and dressing.

PSED Implementation

We afford all children the opportunity to experience a positive transition into school using a Key Person approach and an enhanced transition programme which is personalised to meet the needs of each child, ensuring that all children can have a positive start to their school life. The Key Person approach fosters warm, secure relationships, creates connections with children, and encourages children to thrive.

Emotions

The EYFS provides a safe environment for children to explore emotions and learn how to regulate them. We acknowledge it is normal for children to express themselves and show how they are feeling, through their behaviour.

Within the EYFS adults act as role models modelling emotional regulation to children and labelling emotions in the moment. Through their positive relationships with the children adults support with empathy and guide children to identify and manage their emotions through coregulation.

To further support children to manage their emotional wellbeing we ensure all adults follow a personalised consistent approach in supporting each child's needs as identified within their positive behaviour support plan. Each child's positive behaviour support plan is created collaboratively with families and school staff working together to promote consistency across all areas of the child's life.

Across the school day, children are supported through clear daily routines and consistent boundaries; this helps children to begin to understand expectations and rules within school. Our clear daily routines reduce anxiety supporting children to feel secure within the expectation of the day and offers children opportunities for anticipation.

The EYFS uses the Leuven Scales to monitor children's levels of wellbeing and involvement, and this further supports us to identify areas of interest and need.

Sense of Self

We know that feeling safe and secure helps young children to develop their independence. Through the transition process and key person approach we quickly get to know our children well, and this knowledge enables us to foster a nurturing environment which recognises and celebrates children's interests, successes and uniqueness. Our environmental planning considers the needs and interests of each child and encourages children to further develop and expand upon their interests. Within the continuous provision environment children are supported to explore, experiment, discover and solve problems whilst developing their characteristics of effective learning and executive function skills. The environmental planning uses continuous provision of fixed resources ensuring children can develop confidence and independence in accessing resources, and is further enhanced using resources and activities based on children's current learning and interests.

Using knowledge of children's families and cultures we provide children with a sense of belonging ensuring that each child feels valued, understood and celebrated, enhancing and supporting their sense of self.

Children are supported by patient and attentive adults who respond to children and try to understand their feelings. The EYFS environment offers predictable routines which offers children a sense of security across the school week.

Throughout their time within the EYFS children are supported and encouraged to make choices and assert themselves. Adults support children to develop the communication and vocabulary skills to ask for help, and to assert themselves when needed.

All children joining Cann Bridge require support with their personal hygiene and self-help skills. Each child has a toileting target as part of their Individual Learning Plan. Children are encouraged to eat a wide range of food and to develop their eating and drinking skills; this can be challenging for some but is gently supported across the year to promote healthier eating & drinking habits. Children receive direct teaching on oral health within the summer term through the Supervised Toothbrushing Programme. Through adult modelling, scaffolding & guidance, all children are encouraged to be as independent as they can be in their self-care routines. Opportunities to promote independence in all aspects of self-care are woven through the school day providing hands-on support to assist children's developing skills. Adults ensure each child has the time and support required to take natural opportunities, across the day, to promote and encourage independence.

Relationships

Building solid relationships helps children to develop trust and to thrive. Children's attachment impacts their learning, development, wellbeing and future success.

Many of our children have identified areas of need in social communication and interaction, and social, emotional and mental health needs.

Within the EYFS we support children to form positive relationships, beginning with building a secure relationship with their Key Person: getting to know each child well through the enhanced transition process, making connections with each child, focussing on their strengths, skills and interests, responding to their needs, and ensuring each child has the time and resources to feel secure within their school environment. Across the school year we encourage children to form positive relationships with other adults within the early years, and we support and model how to begin to

develop positive relationships with peers. Children are supported to positively interact with one another through whole class and small group activities; and through supported free flow play within the continuous provision where turn taking and sharing is modelled and scaffolded.

We adopt the earliest SoSAFE principles as an early introduction to how to understand & communicate social relationships. The aims of delivery encourage children to learn body part names, give children an introduction to consent, support children with labelling emotions, and support children to stay safe.

Personal, Social and Emotional Development is taught across the day through direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. A few examples of things which may be seen could include:

- Adults supporting children's play skills
- Interest based environmental planning
- Celebrating children's achievements across the day and at the end of the day during wow celebration time
- Supported self-care
- Building relationships with adults using intensive interaction and play
- Supported turn taking in group
- Sharing photo books of peers and families
- Tasting a range of new foods
- Singing personalised songs during nursery rhymes sessions

Class Teachers seek guidance from multi-agency professionals (e.g. CAMHS, Continence Team, Dieticians, Speech and Language Therapy, Educational Psychologist, Occupational Therapy) to ensure all children have access to the most appropriate and up to date teaching supports to promote children's PSED skills. Some, identified children may receive additional targeted support by a specialist professional via referral.

The progression of skills and knowledge in PSED is supported using the PSHE curriculum policy and progression guidance, the SoSAFE! Informed curriculum guidance, the toileting next steps document, the Supervised Toothbrushing Programme, Development Matters, and Birth to 5 Matters.

PSED Impact

Holding high ambition for all children, each child works towards the Early Learning Goals within Personal, Social and Emotional Development. These are:

ELG: Self-Regulation

Children at the expected level of development will:

- 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 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.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and 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.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

We recognise that all children at Cann Bridge have complex learning needs as identified within their EHCPs and through ongoing assessments. Children's start points are below age-related expectations. Children make rapid progress once settled within the EYFS and the Cann Bridge EYFS anticipated end points reflect this, maintaining aspirational goals and preparing children for Key Stage 1.

The anticipated end points of the EYFS curriculum at Cann Bridge for Personal, Social and Emotional Development are as follows:

- Explores familiar and unfamiliar environment and resources freely and confidently, when with a familiar adult.
- Engages in 1:1, small group and whole class activities (with some support).
- Demonstrates knowledge of some class-based rules by following daily routines.
- Supports with dressing and completes some aspects of dressing independently e.g. putting own shoes on.
- Demonstrates knowledge of the toilet and hygiene routine and is working towards independence in toileting.
- Drinks from an open cup, with a small amount of liquid in it.
- Understands that there are a variety of foods available and growing in confidence around new foods.
- Demonstrates understanding of the vocabulary 'Teeth' and 'Hands' relating to their own body parts.
- Develops positive relationships with adults in class, demonstrating enjoyment of the company of others and knowing that familiar adults can be used for comfort, support and joyful interaction

- Recognises names of peers.
- Takes turns in play with support.
- Calms when supported by a familiar adult through coregulation.

Any child working above this level within this area of learning will continue to work towards the Early Learning Goals.

The impact of the Early Years Foundation Stage Personal, Social and Emotional Development curriculum is monitored using:

- Baseline assessment at the end of the child's first half term
- Transition meeting with families at the end of the child's first half term
- Parents evening
- Pupil Progress Reviews (PPR)
- Children's Personalised Learning Goals (PLGs)
- Termly Summative assessment
- EHCP reviews

PSED 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.

PSED Curriculum Map

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> Confidently explore classroom spaces and resources. 	<ul style="list-style-type: none"> Confidently explores wider school environment. 	<ul style="list-style-type: none"> Explores familiar and unfamiliar environment and resources freely and confidently when with a familiar adult.
<ul style="list-style-type: none"> Children tolerate sharing space with their peers. 	<ul style="list-style-type: none"> Children sit next to peers in a small group, with support. 	<ul style="list-style-type: none"> Engages in 1:1, small group and whole class activities (with some support).
<ul style="list-style-type: none"> Becomes familiar with daily routines with full adult support. 	<ul style="list-style-type: none"> Accepts some boundaries being in place. Begins to show some 'effortful control' in routine situations. Begins to follow some daily routines with reducing adult support. 	<ul style="list-style-type: none"> Demonstrates knowledge of some class-based rules by following daily routines.
<ul style="list-style-type: none"> Supports with dressing by lifting feet to put legs through trousers, to have shoes put on, or holds arms up to have t-shirt put on. 	<ul style="list-style-type: none"> Supports with dressing by putting own hat on/off, pulling own trousers up/down, unzipping coat, putting arms through sleeves of open coat when held up. 	<ul style="list-style-type: none"> Supports with dressing and completes some aspects of dressing independently e.g. putting own shoes on.
<ul style="list-style-type: none"> Tolerates being changed in the toilet area. Tolerates being changed next to the toilet. Washes hands and face with full adult support. 	<ul style="list-style-type: none"> Sits on the toilet whilst being changed. Turns on push button tap independently. Shows recognition of the toileting routine e.g. moves to the sink after being changed. 	<ul style="list-style-type: none"> Demonstrates knowledge of the toilet and hygiene routine and is working towards independence in toileting.
<ul style="list-style-type: none"> Drinks familiar drinks from a familiar cup/bottle across the school day. 	<ul style="list-style-type: none"> If not previously, children are now moving towards drinking water and/or milk throughout the day. Holds open cup in two hands and drinks with some spilling. 	<ul style="list-style-type: none"> Drinks from an open cup, with a small amount of liquid in it.
<ul style="list-style-type: none"> Eats familiar foods across the school day. Tolerates school dinner being on the table near them. 	<ul style="list-style-type: none"> Developing confidence to touch new foods. Begins to use pre-loaded fork or spoon. 	<ul style="list-style-type: none"> Understands that there are a variety of foods available and growing in confidence around new foods.
<ul style="list-style-type: none"> Children demonstrate enjoyment of songs and rhymes related to body parts. Children begin to develop understanding of some common single words in context e.g. willingly washes hands with full support when told it is time to wash their hands. 	<ul style="list-style-type: none"> Children begin to join in with action songs/rhymes relating to body parts. Children show increasing understanding of common single words related to body parts when used with visuals or signing. 	<ul style="list-style-type: none"> Demonstrates understanding of the vocabulary 'Teeth' and 'Hands' relating to their own body parts.
<ul style="list-style-type: none"> Recognises parents/carers. Children build positive relationships with key person and begin to learn that staff offer joyful, meaningful, high quality interactions. 	<ul style="list-style-type: none"> Children purposefully interact with others frequently across the day. Children build positive relationships with adults in class. 	<ul style="list-style-type: none"> Develops positive relationships with adults in class, demonstrating enjoyment of the company of others and knowing that familiar adults can be used for comfort, support and joyful interaction.
<ul style="list-style-type: none"> Children demonstrate enjoyment of songs and rhymes related to their own, and their peers' names. 	<ul style="list-style-type: none"> Children know that the names of peers are not their name. 	<ul style="list-style-type: none"> Recognises names of peers.
<ul style="list-style-type: none"> Tolerates sharing space with their peers. Tolerates sharing resources with adults. 	<ul style="list-style-type: none"> Takes turns in play with an adult with full support. 	<ul style="list-style-type: none"> Takes turns in play with support.
<ul style="list-style-type: none"> Children build positive and trusting relationships with key person. Is comforted by others. 	<ul style="list-style-type: none"> Children build positive and trusting relationships with adults in class. Seeks comfort from trusted adults. 	<ul style="list-style-type: none"> Calms when supported by a familiar adult through coregulation.

Physical Development

“Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child’s learning and development. Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world. The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child’s early brain development and mental health of adverse childhood experience, including malnutrition, illness or neglect, is recognised. Health, wellbeing and self-care are integral to physical development. Prioritising care opportunities and a collaborative approach with young children supports development of lifelong positive attitudes to self-care and healthy decision-making.

Each child’s journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self-initiated and wide-ranging. Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do. We must ensure that children have movement-rich lives indoors and outdoors from birth. This includes the role of the adult’s body as an enabling environment itself, embedding movement into everything, and encouraging each child’s own motivations for being active and interactive with others.” Birth to 5 Matters

PD Intent

At Cann Bridge School, we seek to support children's physical development, enabling them to pursue happy, healthy and active lives. Children are supported to apply and use their physical skills confidently in everyday activities. As a prime area of learning Physical Development is central to health and fitness, supporting children’s behaviour and emotional regulation.

The NHS guidelines state that pre-schoolers should spend at least 180 minutes a day doing a variety of physical activities spread out throughout the day, and all children under 5 should not be inactive for long periods. “A higher proportion of people with learning disabilities is obese.” (DfE 11/9/20) and “people with learning disabilities have worse health than people without a disability and are more likely to experience a number of health conditions” (Mencap) so it is essential that children are given a wide range of experiences and opportunities to support their physical development from an early age, ensuring children develop in the physical skills and confidence needed to live healthy, active lives.

At Cann Bridge School we recognise the close link between physical development and self-regulation, and the further impact on executive function. We support our children to develop their sensory integration skills through careful and deliberate planning linked to the individual needs of children, and we place emphasis on teaching fundamental movement skills: locomotor skills (e.g. jumping), stability skills (including balance), manipulation skills (e.g. kicking a ball). We recognise that these fundamental movement skills lay strong foundations for future learning.

Within the Early Years our teaching of physical development includes explicit modelling and teaching of specific gross and fine motor skills, ensuring a broad range of experiences covering agility, balance, coordination and core-strength activities, alongside opportunities for implicit learning and opportunities to practice. Planning for Physical Development identifies small steps building on what children know and can do. Our carefully considered and deliberate planning provides activities that deepen and extend children’s capabilities.

The development of children's physical skills supports their independence with daily tasks for example walking up and down the stairs, using a spoon and fork, and dressing skills. We therefore ensure that opportunities to practice these skills are embedded into our daily routines.

We recognise how Physical Development skills and knowledge link to the characteristics of effective learning and support our children to develop confidence and motivation in these areas.

Careful and deliberate planning for physical development is personalised to the needs of each child. We use a range of teaching approaches including: direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. Children at Cann Bridge require many opportunities to practice, with different people, in different situations in order to embed the learning into their long-term memory. Through our careful and deliberate planning, we enable children to develop their physical skills from their identified starting point, securing the essential skills and knowledge in Physical Development to prepare them for the next stage in their education.

Our EYFS Physical Development curriculum aims to:

- Offer outdoor and indoor opportunities for physical development in all weathers across the year through a carefully considered and deliberately planned environment
- Give children time to practice and rehearse physical skills in the environment
- Develop children's agility, balance and coordination
- Develop children's core strength
- Support children's sensory integration
- Develop children's gross and fine motor skills
- Develop children's hand eye coordination
- Support children to apply and use their physical skills confidently in everyday activities

PD Implementation

We ensure that all children have movement-rich opportunities both indoors and outdoors. Physical Development is taught across the day within the carefully and deliberately planned continuous provision, through interactions with adults and the environment, it is embedded within taught sessions and routines of the day, and is also taught as its own discrete sessions offering carefully planned explicit teaching of fundamental movement skills.

Children are given ample opportunity to be active indoors and outdoors across the day. The environment is organised to encourage children to explore different movement possibilities, and to ensure children's sensory integration skills are supported and regulated throughout the day.

Some children at Cann Bridge will require additional specialist input with their physical development skills from a range of multiagency professionals via referral.

Core strength and coordination

Developing children's core strength, spatial awareness, visual skills, agility, balance and coordination supports children's ability to communicate, learn language and eventually read and write. Children develop skills in these areas through adult modelling, pre-planned activities and child-initiated play within a well-planned environment. Staff support children's individual needs with a range of

therapeutic approaches such as warm water pool use, Rebound Therapy and Sensory Integration Therapy.

Gross motor skills

Children's gross motor skills are developed through whole body movements and strength building actions. Mark making is considered a whole-body skill, with children developing their core strength and gross motor skills alongside their shoulder and elbow pivots before moving into fine motor and wrist pivot activities. Children have opportunities to develop their weight bearing skills using soft play and the large outdoor playground equipment, as well as participating in actions such as crawling, climbing and balancing. Our environment provides opportunities for children to practice lifting, pushing, pulling, and manipulating large, heavy objects.

We recognise the importance that gross motor skills have on fine motor skill development and place emphasis, particularly with our youngest children, on the development of strong gross motor skills in order to secure the foundations for effective fine motor skills.

Fine motor skills

Children are given many opportunities to develop fine motor skills alongside gross motor skills so that they can become confident and independent in the world around them. The environment offers repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. The environment offers exploration of textures with a range of different objects to manipulate in different ways, including a range of treasure baskets. Children's dexterity is developed through action songs, finger rhymes, palmer grasp and various manipulation activities. Children are supported to develop their independence skills with eating (including using cutlery), and dressing in real life situations; and are encouraged to help adults with tasks such as mixing paints and kneading and rolling play dough during play dough making.

Fundamental Movement Skills

Children's locomotor skills such as walking, marching, running, jumping, crawling and climbing are developed within a range of indoor and outdoor environments. Planning may include explicitly teaching specific skills in soft play, within the hall, during action songs or within the outdoor area, or may involve teaching within a daily routine, for example, safely walking up the stairs one foot per step. Children are given opportunities across the day to practice their locomotor and coordination skills through daily routine and the continuous provision environment. Children within the early years often need additional support to develop skills linked to their sensory integration in order to confidently and competently execute locomotor skills. Skills such as negotiating space, proprioception and being aware of visual depth perception are taught according to the individual needs of children to enhance and secure children's confidence and ability with locomotor skills.

Stability skills such as balancing, bending, stretching, twisting, turning and stopping are taught through a range of methods including action songs, movement games, explicit teaching within lessons, and through the carefully and deliberately planned continuous provision environment. Children within the early years often need additional support to develop skills linked to their sensory integration, specifically within the vestibular system, in order to confidently and competently execute stability skills.

Manipulation skills such as handling, projecting and receiving balls; and fine motor development are taught through a combination of explicit teaching, adult modelling, and incidental learning within the carefully planned continuous provision environment. Children within the early years at Cann Bridge often require additional support with tactile discrimination and defensiveness, and activities to support these areas are planned according to the individual needs of children to support children's ability with manipulation skills.

The teaching and practicing of Physical Development skills can be seen across the day, a few examples of things which may be seen could include:

- Children completing circuits within the soft play room
- Children transporting items in buckets and carts
- Climbing and balancing on outdoor equipment
- Children manipulating small world items
- Children dressing the dolls and teddies
- Children participating in action songs
- Children participating in sensory integration activities and diets
- Children mark making in sensory materials
- Children mark making with tools
- Children exploring target games
- Imitation activities during interaction with adults and children
- Children taking safe risks
- Children putting on their own shoes
- Children using a fork or spoon to eat their lunch
- Children participating in cooperation games such as parachute games
- Children practicing walking up and down the stairs

The progression of skills and knowledge in the EYFS Physical Development teaching is supported using the PSHE policy and progression documents, the PE policy and progression guidance, Swim England Discovery Duckling criteria, rebound trained staff, Sensory Integration (SI) programmes written by the SI Occupational Therapist, Development Matters, and Birth to Five Matters.

PD Impact

Holding high ambition for all children, each child works towards the Early Learning Goals within Physical Development. These are:

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

We recognise that all children at Cann Bridge have complex learning needs as identified within their EHCPs and through ongoing assessments. Children's start points are below age-related expectations. Children make rapid progress once settled within the EYFS and the Cann Bridge EYFS anticipated end points reflect this, maintaining aspirational goals and preparing children for Key Stage 1.

The anticipated end points of the EYFS curriculum at Cann Bridge for Physical Development are as follows:

- Move in a range of different ways (walking, running, jumping, crawling) - locomotor.
- Use simple balancing equipment independently – stability.
- Release a ball, kick a ball, throw a ball, roll a ball, receive a ball. - manipulation.
- Attempts to imitate a familiar adult's movements, facial expression, sound or action.
- Know how to use a range of simple tools for their correct purpose e.g. paintbrush, pencil, spoon.
- Activates cause and effect toys using a range of different approaches e.g. pushing, turning.

Any child working above this level within this area of learning will continue to work towards the Early Learning Goals.

The impact of the Early Years Foundation Stage Physical Development curriculum is monitored using:

- The teaching and learning of Physical Development are supported by PSSP
- Baseline assessment at the end of the child's first half term
- Transition meeting with families at the end of the child's first half term
- Parents evening
- Pupil Progress Reviews (PPR)
- Children's Personalised Learning Goals (PLGs)
- Termly Summative assessment
- EHCP reviews

PD 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.

PD Curriculum Map

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> Begins to negotiate space when walking (without bumping into people or furniture). Enjoys physical activity indoors and outdoors. Walk up and down the stairs 2 feet to a step Walk up and down ramps/hills with support. 	<ul style="list-style-type: none"> Coordinates body on a ride on vehicle e.g. push along trike Walks up and down the stairs 1 foot per step. Confidently walks up and down ramps/hills. 	<ul style="list-style-type: none"> Move in a range of different ways (walking, running, jumping, crawling, marching, climbing) - locomotor.
<ul style="list-style-type: none"> Confidently explores a wide range of gross motor equipment. 	<ul style="list-style-type: none"> Stops whole body with control when desired e.g. purposefully stopping before reaching the fence when running. Changes body direction when desired e.g. turns when running to avoid obstacle 	<ul style="list-style-type: none"> Use simple balancing equipment independently – stability.
<ul style="list-style-type: none"> Confidently explores a range of different balls (size, weight) and other items which would be used to throw e.g. quoits, bean bags. Releases a ball. Throws a ball. 	<ul style="list-style-type: none"> Throws a ball with intentional aim (although may not hit target). Rolls a ball to another person (with intentional aim) and receives a rolled ball. 	<ul style="list-style-type: none"> Release a ball, kick a ball, throw a ball, roll a ball, receive a ball. - manipulation.
<ul style="list-style-type: none"> Joins in with actions with full support from an adult. 	<ul style="list-style-type: none"> Begins to move to music. 	<ul style="list-style-type: none"> Attempts to imitate a familiar adult's movements, facial expression, sound or action.
<ul style="list-style-type: none"> Explores a range of different tools, not necessary using them for their correct purpose. 	<ul style="list-style-type: none"> Feeds self-using spoon. Begins to notice that their movements with tools can create marks. Attempts to pull own trousers up. Attempts to put own shoes on. Attempts to put own coat on. Manipulates play dough in a range of ways including squashing, stretching, tearing, poking, rolling. 	<ul style="list-style-type: none"> Know how to use a range of simple tools for their correct purpose e.g. paintbrush, pencil, spoon.
<ul style="list-style-type: none"> Explores and activates a range of different cause and effect toys with support from an adult. 	<ul style="list-style-type: none"> Activates push button switches. Isolates finger point. 	<ul style="list-style-type: none"> Activates cause and effect toys using a range of different approaches e.g. pushing, turning.

Specific Areas of Learning

Literacy

“Literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative.

Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning, young children need to be listened to by attentive adults who recognise and value children's choices. They need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments. They need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.” Birth to 5 Matters

Literacy Intent

At Cann Bridge School literacy development within the Early Years involves teaching children the prerequisite and early skills needed for reading and writing. Children are exposed to a wide range of reading materials, nursery rhymes, songs and poems and are supported to broaden, extend, and use vocabulary.

Communication and vocabulary development are key within our curriculum. We know that communication and language skills can be enhanced by the amount of language a child hears and is encouraged to join in with; we ensure therefore that all children are immersed within a language rich, total communication, environment where adults talk to children throughout the day, modelling language accordingly using both spoken language and a range of different alternative and augmentative communication aids. Children are listened to by attentive adults, who recognise & value the contributions and choices expressed through their preferred mode of communication. Deliberate planning, identifying differentiated learning outcomes within each area of learning, provide informed opportunities for language to be learned, practiced and consolidated in different contexts, building knowledge across all areas of learning. The development of communication and language skills lays the foundation for future comprehension skills within literacy. Further information on our communication and language teaching can be found in the communication and language section of the Early Years curriculum booklet.

Reading and writing are crucial skills for all children. Learning to read and write are complex processes which lead to children being able to competently communicate expressing themselves and understanding others, promoting independence both academically and socially. Many of our children become users of AAC and the ability to spell and read back their sentences is a crucial aspect of their communication. Within the Early Years we teach the pre-requisites for formal phonics and writing ensuring that children leave the Early Years well prepared for their next stage with solid foundational skills in all aspects of literacy; this involves teaching pre-requisite phonics skills, reading skills, physical development and early mark making skills, and promoting reading for

pleasure. *Further information on how we develop children's physical skills can be found in the Physical Development section of our EY curriculum document.

Teaching English goes beyond the boundaries of reading, writing, speaking, and listening. It encompasses a journey into diverse literatures, cultures, and perspectives, enabling learners to develop a deeper understanding and appreciation of the world around them. This journey is crucial in developing our learner's independence and enabling them to have the world open up around them. Our curriculum is carefully and deliberately planned to expose children to a wide range of literature which reflects them and the world around them and also begins to open up their world to offer an early introduction into diverse cultures, places and experiences.

Careful and deliberate planning for the development of literacy skills and enhancement of vocabulary is personalised to the needs of each child. We use a range of teaching approaches including: direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. Children at Cann Bridge require many opportunities to practice, with different people, in different situations in order to embed the learning into their long-term memory. Through our careful and deliberate planning, we enable children to develop their vocabulary, and literacy skills from their identified starting point, securing the essential pre-requisite skills, knowledge and understanding in literacy preparing them for the next stage in their education.

Our EYFS Literacy curriculum aims to:

- Support and develop children's communication skills
- Develop and increase children's vocabulary
- Promote and develop children's symbolic play skills
- Increase children's attention and anticipation skills
- Develop children's listening skills
- Expose children to language play (poems, rhymes, riddles, alliterative and onomatopoeic language)
- Support children's print awareness (functions and forms of print)
- Support children's understanding of how books work
- Expose children to a range of different authors, genres and texts.
- Give all children opportunities to read and explore high quality texts
- Provide opportunities for children to express preferences for certain books and texts
- Provide opportunities across the day for children to read independently and to have shared reading experiences
- Promote reading for pleasure
- Support children to broaden their understanding of words, sentences and wider vocabulary
- Support children's sensory integration and physical development (including looking and tracking skills) as pre-requisites to formal literacy learning
- Develop children's gross and fine motor skills in preparation for writing development
- Provide opportunities to explore mark making in a range of different ways
- Develop children's early reading skills
- Develop children's pre-phonics skills
- Expose children to diverse cultures, places and experiences through literature

Literacy Implementation

Literacy is taught across the day within the continuous provision, through high-quality interactions with adults and incidental learning within the environment, routines and expectations across the day and it is embedded through opportunities to practice skills taught through direct teaching sessions.

Communication

The development of children's communication is prioritised and overarches all other teaching across the school day. More information on how we teach communication, vocabulary and attention can be found in the Communication and Language section of the EYFS curriculum document.

Reading

Reading is a fundamental part of the learning experience at Cann Bridge School. Children are given a variety of reading opportunities generated to meet their individual needs, alongside being immersed in a total communication environment with a wide range of books and printed materials available. Books are shared daily in both group and one to one taught sessions. Home reading books are sent home weekly for families to share and to reinforce reading at home and further promote reading for pleasure. The teaching of reading, at school, is broken down into 3 strands: phonics, reading skills and reading for pleasure.

Phonics

"Becoming literate is essential to children's learning at school and beyond [...] as phonics is necessary to become literate, it is important that young children come to phonics with the knowledge and skill that will enable them to access the teaching easily and with a high chance of success." (Sally Neaum, 2021)

The EYFS at Cann Bridge School recognises the importance of communication skills and of broad vocabulary skills, as indicators of success within reading; therefore, we place emphasis on the development of vocabulary skills as a strong foundation for phonics teaching. The EYFS at Cann Bridge School uses Sally Neaum's What Comes Before Phonics? To support planning for teaching the necessary foundational skills (based on the 6 pillars of prerequisite phonics skills) prior to starting Monster Phonics. These skills include:

- "Spoken language: spoken language, and the ability to listen carefully and respond, are the foundation on which later teaching and learning, including phonics, are built. Children learn language. To achieve this, they need rich language experiences that include adults who say more than is necessary, opportunities for silence and careful listening, and play and interaction that enables that to engage in talk" (communication).
- "Physical activity that supports sensory awareness and integration: Physical development is integral to learning. Children need to develop a range of physical skills to enable them to engage effectively in learning, and be able to sit still and focus. this includes balance and proprioception, crossing the midline, and sensory awareness and integration. these skills are not developed by sitting still. Young children need to move and be active to develop these physical foundations for learning."
- "Metalinguistic awareness: To access phonics teaching with success, children need to be able to think and talk about language. This is called metalinguistic knowledge. Young

children need to become aware of language as an object that is composed of word and meanings that can be examined, discussed and manipulated. This can be achieved in the ways in which we interact with children, through language play and through reading storybooks.”

- “An understanding of the function and forms of print: Becoming literate needs a context. Children need to develop an understanding of why, where and how print (including digital print) is used, so that learning phonics and to read and write are meaningful activities. Children are surrounded by literacy and come to know about the functions and forms of print through engagement with print in their everyday lives and in their play. Adults need to mediate this engagement to support children’s emerging understanding, and use, of print.”
- “The ability to symbolise: The ability to use one thing to represent another is fundamental to literacy. Writing is the symbolic representation of speech and reading is the decoding of symbols. Phonics is, therefore, the symbolic basis of our system of reading and writing. Learning to symbolise requires that children make the cognitive shift from first- to second-order symbolism. This is achieved through children’s use of gesture and language, through symbolic use of resources in their play, and eventually in their mark making. As Vygotsky (1967, p12) notes, at the critical moment when a stick (an object) becomes a pivot for severing the meaning of ‘horse’ from a real horse the basic psychological structures for determining the child’s relationship to reality is radically altered.”
- “Phonological awareness: The acquisition of phonological awareness marks a child’s earliest move into more formal aspects of learning phonics. Phonological awareness is the ability to identify and orally manipulate units of language, such as identifying oral rhymes, and an awareness of aspects of language such as words, syllables and onset-rime. The final stage of phonological awareness is phonemic awareness. This is the ability to hear, identify and orally manipulate phonemes. The acquisition of phonemic awareness has been shown to be causally linked to later phonics learning (Melby-Lervag et al, 2012). To achieve this, children need adults to focus and mediate their learning. This requires adults to weave learning into activities, experiences and routines by being aware of, and exploiting, opportunities to develop these skills within meaningful contexts. There is likely to be a shift in this pedagogical approach as children move into acquiring phonemic awareness, as evidence suggests that some explicit teaching of this is useful. Phonics teaching then continues this oral process and, in addition, involves the teaching of phoneme-grapheme correspondence. “

“Brought together, this knowledge, skill and understanding create a framework for what comes before phonics. It is not a prescribed set of outcomes, but a way of articulation and framing what is known about early experiences that enable children to come to phonics teaching with a good chance of success.” (Naeum, 2021)

Children begin the Monster Phonics Foundations programme when they meet the following milestones:

- With support, can take turns during a structured activity.
- Can focus, sustain and shift their attention during an adult-led activity.
- Attempts to imitate a familiar adult’s movements, facial expression, sound or action.

- Can respond to 'where' and 'what' questions when looking at pictures.
- Responds to sounds, words and fingerplays.
- Demonstrates understanding of 10-50 everyday words (words should include a range of nouns, verbs, and adjectives).
- Demonstrates early symbolic play skills, by acting out everyday events and experiences e.g. feeding teddy, putting doll to bed.

Within the EYFS we provide opportunities to listen and hear sounds, focussing our attention on listening. We provide experiences of rhythm, rhyme and alliteration across the day. All of our activities are carefully considered and thoughtfully planned to ensure that children develop the foundational skills and knowledge to go on to be successful readers and writers.

Reading Skills

Reading skills are directly taught during one to one and group reading sessions. Skills are taught in a progressive manner according to the individual needs of the student. The reading skills progression begins with very early listening, interaction, attention, anticipation, looking and tracking skills and develops through to vocabulary building, understanding the structure of a book, story retelling, and the understanding that print carries meaning and that text is read from left to right. Adults model reading skills across the day during high-quality interactions. The continuous provision environment offers a broad range of literature offering children opportunities across the day to practice their reading skills.

Language comprehension is an important part of children understanding what they are reading. Increasing children's vocabulary is a key element of literacy teaching and one which is prioritised across the day. We introduce children to new vocabulary in a variety of different ways, through books and through hands on opportunities allowing the children to experience the meaning of the language. Books are carefully selected to ensure children have exposure to a wide range of language structures and vocabulary.

Reading for Pleasure

The EYFS at Cann Bridge School takes inspiration from the OU/UKLA Reading for Pleasure (RfP) Audits to assess its practice against the 8 recommended areas (see Appendix 2 for further information) annually. Reading questionnaires are sent home to gather information from families about their child's experiences of reading, and what their favourite stories are, enabling us to plan for the development of RfP across the year. The continuous provision environment is carefully and deliberately planned to meet developmental, curricular and interest-based needs, thus ensuring that children have access to books and literature which is engaging to them and encourages reading for pleasure.

Within the EYFS we ensure that children are introduced to a wide variety of literature, poems and rhymes to enrich their literary experience and share the joy of words and language with children.

Reading, singing and storytelling happens many times across the day within the EYFS.

Writing

"Learning to write is a complex process that involves learning many skills." (Birth to 5 matters)
Within the EYFS we focus on developing early literacy skills and support the development of writing skills using exploratory and intentional mark making and by developing children's physical skills,

including hand eye coordination, core, upper body, hand and finger strength. Adults model writing to children using paper and digital methods. When appropriate, adults also model the use of the alphabet to support future spelling and writing development when using Aided Language Stimulation, modelling how to use the initial sound or letters to spell words which are not available on the AAC device. Exposure to different types of writing supports children to begin to develop a sense of how print works. All children are supported to develop, use and apply their gross & fine motor skills confidently in everyday activities including action songs, finger rhymes, practice of using small tools (palmer grasp & various manipulation activities) and mark making. Writing activities are also embedded within our continuous provision to ensure children have ample opportunity to practice their skills.

“There are many different specific motor skills which are necessary for a child to write successfully:

- Sensory skills (vestibular, proprioceptive, tactile, visual motor skills)
- Sensory motor skills (posture and balance)
- Perceptual motor skills (hand-eye coordination, body eye coordination – coordinating hand eye movement and knowing how much pressure to apply when mark making)
- Gross motor skills (developing a stable base – using muscles in the torso, arms and legs)
- Fine motor skills (hand dominance and small muscle control in the wrist, hand, fingers and thumbs)
- Bilateral coordination and dexterity (using both sides of the body in a coordinated way)
- Holding and manipulating a writing tool
- Early mark making (scribbling and making marks with intent and purpose)
- Understanding that symbols, marks, letters and words convey meaning

Activities to develop these skills will be a crucial part of learning to become a writer.” (Birth to 5 matters) Further information on how we develop children’s physical skills can be found in the Physical Development section of the EYFS curriculum document.

The teaching and practicing of literacy skills can be seen across the day, a few examples of things which may be seen could include:

- Communication and vocabulary development using strategies to support the individual needs of children e.g. PECS, ALS in real time
- Children following transition photographs or objects of reference, recognising the picture or object represents the place
- Children experiencing sensory stories
- Listening skills being developed using a Resonance board
- Nursery rhymes, songs or instruments being used
- Visual tracking in the sensory room
- Reading and exploring books in the learning environment
- Participating in sensory diets or sensory integration activities
- Balancing, crawling, crossing the midline and other physical activities in soft play
- Mark making
- Gross motor activities in the outdoor environments
- sensory exploration with opportunity for tactile discrimination
- Books and stories used across a range of lessons
- Early symbolic play e.g. washing baby in the bath
- Children practicing new vocabulary

- Children using pipettes in the water tray
- Children squashing, squeezing and manipulating play dough
- Children washing windows or sweeping the floor developing shoulder pivots
- Children returning to favourite books

The progression of skills and knowledge in the EYFS literacy teaching is supported using the Literacy policy, the Literacy progression guidance, Development Matters, Birth to Five Matters, Sally Neaum's 'What Comes Before Phonics?', OU/UKLA Reading for Pleasure website research and resources, and ELKLAN's Communication Builders for Complex Needs.

Literacy Impact

Holding high ambition for all children, each child works towards the Early Learning Goals within Literacy. These are:

ELG: Comprehension

Children at the expected level of development will:

- 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

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- 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.

We recognise that all children at Cann Bridge have complex learning needs as identified within their EHCPs and through ongoing assessments. Children's starting points are below age-related expectations. Children make rapid progress once settled within the EYFS and the Cann Bridge EYFS anticipated end points reflect this, maintaining aspirational goals and preparing children for Key Stage 1.

The anticipated end points of the EYFS curriculum at Cann Bridge for Literacy are as follows:

- Children can respond to 'where' and 'what' questions when looking at pictures.
- Children have favourite books which they return to.
- Children demonstrate anticipation.

- Children hold books the right way up and often turn pages one at a time.
- Children respond to sounds, words and fingerplays.
- Children demonstrate understanding of 10-50 everyday words (words should include a range of nouns, verbs and adjectives).
- Children make marks with intent.

Any child working above this level within this area of learning will continue to work towards the Early Learning Goals.

NB: The milestones criteria for moving on to Monster Phonics Foundation scheme sit within their corresponding area of learning, and do not all fall under the Literacy end points. All of the criteria for moving onto Monster Phonics Foundation scheme is part of the total endpoints for the EYFS.

The impact of the Early Years Foundation Stage Communication and Language curriculum is monitored using:

- Annual RfP audits
- Baseline assessment at the end of the child's first half term
- Transition meeting with families at the end of the child's first half term
- Parents evening
- Pupil Progress Reviews (PPR)
- Children's Personalised Learning Goals (PLGs)
- Termly Summative assessment
- EHCP reviews

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).

Literacy Curriculum Map

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> Children will engage briefly with books and/or pictures with an adult when working one to one. 	<ul style="list-style-type: none"> Children begin to point to pictures randomly in books. With support, children may begin to respond to 'where' questions when looking at pictures. 	<ul style="list-style-type: none"> Children can respond to 'where' and 'what' questions when looking at pictures.
<ul style="list-style-type: none"> Children confidently explore and engage with a wide range of books and literature. 	<ul style="list-style-type: none"> Children will demonstrate a clear preference between a preferred and a non-preferred book. 	<ul style="list-style-type: none"> Children have favourite books which they return to.
<ul style="list-style-type: none"> Children react in response to engagement with others. Children begin to demonstrate anticipation. 	<ul style="list-style-type: none"> Children will look towards sounds 	<ul style="list-style-type: none"> Children demonstrate anticipation.
<ul style="list-style-type: none"> Children demonstrate interest in a range of books and literature. 	<ul style="list-style-type: none"> Children open, close, and turn pages of books (sometimes several at a time). 	<ul style="list-style-type: none"> Children hold books the right way up and often turn pages one at a time.
<ul style="list-style-type: none"> Children listen to familiar sounds, words and fingerplays when presented as a sensory experience. 	<ul style="list-style-type: none"> Children listen to familiar sounds, words and fingerplays paying attention to the speaker for short periods. 	<ul style="list-style-type: none"> Children respond to sounds, words and fingerplays.
<ul style="list-style-type: none"> Children develop understanding of contextual clues. Children begin to develop understanding of some common single words in context. 	<ul style="list-style-type: none"> Children show increasing understanding of common single words when used with visuals or signing. 	<ul style="list-style-type: none"> Children demonstrate understanding of 10-50 everyday words (words should include a range of nouns, verbs and adjectives).
<ul style="list-style-type: none"> Makes random marks. 	<ul style="list-style-type: none"> Begins to notice that their movements can create marks. 	<ul style="list-style-type: none"> Children make marks with intent.

Maths

“Mathematics for young children involves developing their own understanding of number, quantity, shape and space. Babies and young children have a natural interest in quantities and spatial relations – they are problem-solvers, pattern-spotters and sense-makers from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them, drawing on their personal and cultural knowledge. Every young child is entitled to a strong mathematical foundation which is built through playful exploration, apprenticeship and meaning-making. Children should freely explore how they represent their mathematical thinking through gesture, talk, manipulation of objects and their graphical signs and representations, supported by access to graphic tools in their pretend play.

Effective early mathematics experiences involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play. Plenty of time is required for children to revisit, develop and make sense for themselves. This is supported by sensitive interactions with adults who observe, listen to and value children’s mathematical ideas and build upon children’s interests, including those developed with their families. It is crucial to maintain children’s enthusiasm so they develop positive self-esteem as learners of mathematics and feel confident to express their ideas.” Birth to 5 Matters.

Maths Intent

At Cann Bridge School our aim is to ensure all learners reach their full potential in maths for their futures.

Within the EYFS we develop a strong grounding of foundational skills and knowledge in number and spatial reasoning ensuring that all children develop the necessary building blocks to succeed mathematically.

Children often begin the EYFS with spikey profiles and following a thorough baseline assessment we ensure that we develop strengths and support gaps in skill and knowledge in relation to maths. Our direct teaching and carefully planned learning environment ensure that all children secure the foundations for all future maths learning.

Children are encouraged and supported to use, apply and practice their maths learning across the school day within their interactions with adults and the environment and within the daily routines.

We aim to maximise all opportunities for learning ensuring that children leave the EYFS well prepared for maths in Key Stage 1.

Careful and deliberate planning for the development of mathematical skills and knowledge, and the development of mathematical vocabulary is personalised to the needs of each child. We use a range of teaching approaches including: direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. Children at Cann Bridge require many opportunities to practice, with different people, in different situations in order to embed the learning into their long-term memory. Through our careful and deliberate planning, we enable children to develop their skills and knowledge from their identified starting point, securing the essential skills, knowledge and understanding in maths to prepare them for the next stage in their education.

Our EYFS Maths curriculum aims to:

- Develop children's prerequisite maths skills and concepts (e.g. object permanence)
- Provide the foundational building blocks for all future mathematical learning
- Ensure each child is challenged to gain knowledge, skills and fluency in number, pattern and spatial reasoning
- Provide hands on, fun and functional mathematical opportunities and experiences
- Provide opportunities to practice and reinforce maths skills across the day in a range of contexts
- Encourage and support problem solving skills
- Develop children's understanding of the five number principles: (stable order principle, 1:1 correspondence, cardinality principle, abstraction, order irrelevance)
- Orchestrate opportunities for mathematical moments within the environment and daily routine

Maths Implementation

Numbers

The EYFS offers a rich mathematical environment for children to explore and engage with. Children are given opportunities across the day to have hands on experiences with mathematical resources and are encouraged to notice, compare and problem solve through high quality interactions with adults. Adults recognise the importance of mathematical language so this is woven into everyday interactions with children in addition to direct maths teaching.

Children are given opportunities to repeat and revisit mathematical experiences within lessons and within the carefully and purposefully planned learning environment.

The rhythm of the day is used to explore ideas of time and sequencing. The learning environment and daily routine is carefully planned to maximise meaningful maths opportunities.

Children within the EYFS are supported to develop their prerequisite mathematical skills including:

- Object permanence
- Making choices
- Body awareness
- Anticipation
- Cause and effect
- Manipulation
- Sensory integration
- Noticing

And begin to build upon the earliest foundations of the number principals such as beginning to count, 1:1 correspondence, comparing amounts and subitising.

Patterns and Connections

Children are encouraged to use and develop observational skills, enhancing skills in noticing and teaching recognition of same and different.

Early patterning begins with matching; and the ability to notice, recognise pattern, and make comparisons and connections are crucial aspects of mathematical understanding.

Children are supported to develop awareness of pattern in many different ways: through visual patterns in the environment; matching and sorting skills; repetitions within songs, rhymes and stories; patterns in music (following a beat); and the sequential pattern of the day.

Spatial Reasoning

Spatial reasoning is the understanding of how objects, including themselves, can move and take up space in a 3-dimensional world.

Spatial reasoning skills are developed through body awareness activities and opportunities to move around in and explore the space around them (e.g. Crawling through a tunnel and running freely through a large open space).

Some children require additional support with sensory integration skills including proprioception and vestibular awareness so opportunities to support these skills are filtered through the day, either through direct teaching via a sensory diet where required, or through the purposefully planned learning environment. We recognise the strong link between spatial reasoning and physical development.

There are planned opportunities across the curriculum to teach positional vocabulary to support children's ability to communicate about spatial reasoning and this is further enhanced through high quality interactions and modelling of vocabulary across the day.

Children are encouraged and supported to manipulate a range of objects, allowing them to begin to familiarise themselves with the properties of shapes and to begin to think about ways in which they can be manipulated. Through direct teaching and within the carefully planned learning environment, children have repeated opportunities to combine, stack, manipulate, sort and compare objects.

Children are exposed to comparative language and are encouraged and supported to 'have a go', to build connections and problem solve with objects of different shape, size, volume and weight.

Maths is taught across the day through direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. The teaching and rehearsing of Maths can also be seen within other sessions across the day, a few examples of things which may be seen could include:

- Finding a pair of wellington boots before going outside
- Following directional instructions or dance moves in a PE lesson
- Following a beat when tapping a drum
- Noticing that a cup is empty at snack time
- Recognising the routine of the day, or following a timetable, or transition
- Showing awareness of spatial perception or body map during a sensory integration session
- Sequencing their actions when following a toileting routine
- Exchanging the tokens on a Let's Make a Deal board for a reward

- Requesting preferred items that are out of sight during communication sessions or during play

The progression of skills and knowledge in the EYFS Maths teaching is supported using the Understanding the World policy (Maths), the Maths progression guidance, Birth to 5 Matters Mathematics guidance and pedagogy, Early Childhood Maths Group Spatial Reasoning Toolkit, Development Matters and Birth to Five Matters and Les Staves' "Very Special Maths".

Maths Impact

Holding high ambition for all children, each child works towards the Early Learning Goals within Maths. These are:

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

We recognise that all children at Cann Bridge have complex learning needs as identified within their EHCPs and through ongoing assessments. Children's start points are below age-related expectations. Children make rapid progress once settled within the EYFS and the Cann Bridge EYFS anticipated end points reflect this, maintaining aspirational goals and preparing children for Key Stage 1.

The anticipated end points of the EYFS curriculum at Cann Bridge for Maths are as follows:

- Manipulates resources in a range of different ways.
- Demonstrates object permanence e.g. finds an object hidden under a parachute or looks for dropped items.
- Respond to number songs through action, vocalisation, AAC or participation with linked objects.
- Recognises differences in quantities visually (e.g. notices that there is a difference between one and lots).
- Pays attention to detail/changes in environment (notices).
- Early 1:1 correspondence skills (up to 3 e.g. placing 1 item in each bowl.)
- Understands some language linked to position and direction.
- Pours own drink when a jug is holding only enough water for one small cup of water.
- Demonstrates early sorting skills e.g. sorting items by colour from a choice of 2.

- Follows a basic beat by tapping along in imitation.
- Uses blocks to create simple structures of lines or towers.

Any child working above this level within this area of learning will continue to work towards the Early Learning Goals.

The impact of the Early Years Foundation Stage Communication and Language curriculum is monitored using:

- Baseline assessment at the end of the child's first half term
- Transition meeting with families at the end of the child's first half term
- Parents evening
- Pupil Progress Reviews (PPR)
- Children's Personalised Learning Goals (PLGs)
- Termly Summative assessment
- EHCP reviews

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 Curriculum Map

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> Engages with a range of different resources 	<ul style="list-style-type: none"> Manipulates resources in a range of different ways with support. 	<ul style="list-style-type: none"> Manipulates resources in a range of different ways.
<ul style="list-style-type: none"> Children begin to demonstrate anticipation skills Children demonstrate tracking skills. Holds and discards items. 	<ul style="list-style-type: none"> Enjoys interaction games such as peek-a-boo Demonstrates tracking skills seeing items disappear and appear. 	<ul style="list-style-type: none"> Demonstrates object permanence e.g. finds an object hidden under a parachute or looks for dropped items.
<ul style="list-style-type: none"> Children listen to number songs when presented as a sensory experience. 	<ul style="list-style-type: none"> Children listen to familiar number songs paying attention to the speaker for short periods. 	<ul style="list-style-type: none"> Respond to number songs through action, vocalisation, AAC or participation with linked objects.
<ul style="list-style-type: none"> Observes changes as they happen Explores collections of items 	<ul style="list-style-type: none"> Can select a single item odd one out e.g. will remove/notice a single ball pool ball added into a bowl full of pine cones (will recognise it is different when the difference is easily recognised). 	<ul style="list-style-type: none"> Recognises differences in quantities visually (e.g. notices that there is a difference between one and lots).
<ul style="list-style-type: none"> Observes changes as they happen 	<ul style="list-style-type: none"> Observes changes in the environment 	<ul style="list-style-type: none"> Pays attention to detail/changes in environment (notices).
<ul style="list-style-type: none"> Transfers items with intention e.g. puts items in and out of a container 	<ul style="list-style-type: none"> Completes errorless 1:1 correspondence activities with support 	<ul style="list-style-type: none"> Early 1:1 correspondence skills (up to 3 e.g. placing 1 item in each bowl.)
<ul style="list-style-type: none"> Children develop understanding of contextual clues. Children begin to develop understanding of some common single words in context. 	<ul style="list-style-type: none"> Children show increasing understanding of common single words linked to position and direction when used with visuals or signing. 	<ul style="list-style-type: none"> Understands some language linked to position and direction.
<ul style="list-style-type: none"> Enjoys filling and emptying containers 	<ul style="list-style-type: none"> Attempts to pour from container to container with some accuracy 	<ul style="list-style-type: none"> Pours own drink when a jug is holding only enough water for one small cup of water.
<ul style="list-style-type: none"> Explores collections of objects 	<ul style="list-style-type: none"> Finds toys that go together when items are nearby e.g. combines two stacking cups from the same set 	<ul style="list-style-type: none"> Demonstrates early sorting skills e.g. sorting items by colour from a choice of 2.
<ul style="list-style-type: none"> Responds physically to music e.g. facial expression. Enjoys finger rhymes and songs that involve touch. Explores body percussion. Explores a range of instruments which require shaking or tapping. 	<ul style="list-style-type: none"> Explores a range of instruments of different sizes, and materials. Explores instruments that require the use of a beater. Moves head towards sounds. Enjoys moving to music with support. 	<ul style="list-style-type: none"> Follows a basic beat by tapping along in imitation.
<ul style="list-style-type: none"> Explores blocks of different shape and size. 	<ul style="list-style-type: none"> Carries/transport blocks. 	<ul style="list-style-type: none"> Uses blocks to create simple structures of lines or towers.

Understanding the World

“Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency and exploratory drive. This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem-solving, shared decision making and scientific approaches to understanding the world. Active involvement in local community life helps children to develop a sense of civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence. In addition, first-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecological balance, environmental care and the need to live sustainable lives. Rich play, virtual and real-world experiences support learning about our culturally, socially, technologically and ecologically diverse world and how to stay safe within it. The also cultivate shared meanings and lay the foundation for equitable understandings of our interconnectedness and interdependence.” Birth to 5 Matters

UTW Intent

At Cann Bridge School we offer the children a range of experiences to increase their knowledge of the world around them and increase their vocabulary. We seek to ensure that children learn about themselves and others, the world around them and their place within it.

Children are inspired to develop their curiosity and exploratory play skills through interest led enhancements and carefully and deliberately planned opportunities. Adults support children to begin to develop ways to communicate their findings to others.

Children find out about their own, and each other’s worlds, families and localities; and are exposed to diverse cultures through books, songs, artefacts and objects.

Children begin to learn about their place in the world, establishing a sense of self and a sense of belonging within the school community.

Within the EYFS children begin to learn about careers as they begin the Cann Bridge Careers Programme. At Cann Bridge School we recognise that we have a critical role in preparing our children for their transitions to the next stage of their education, training or employment. Within the EYFS we support children to develop skills in: helping others (e.g. giving an item to an adult on request); taking responsibility by developing their independence and self-help skills (e.g. putting on their own shoes); developing their communication skills to support social communication; development of skills through progression in learning and preparation for KS1; and a very early understanding of the world of work through introducing children to different people with different roles (e.g. school nurse, headteacher).

Children’s cultural capital is enhanced as they learn more about the world around them by giving children opportunities outside of their everyday experiences.

Careful and deliberate planning for Understanding the World is personalised to the needs of each child. We use a range of teaching approaches including: direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. Children at Cann Bridge require many opportunities to practice, with different people, in different situations in order to embed the learning into their long-term memory. Through our careful and deliberate planning, we enable

children to develop their skills from their identified starting point, securing the essential skills and knowledge in Understanding the World to prepare them for the next stage in their education.

Our EYFS Understanding the World curriculum aims to:

- Develop a sense of curiosity for the world around them
- Expand children's abilities in experience and observation
- Establish an awareness of others, and of the role of others in society
- Develop an awareness of cultural and ecological diversity
- Create a sense of belonging
- Develop an increased interest in books, extending their familiarity with words enriching their vocabulary
- Support pre-computational skills at a cause & effect level
- Offer a wider vocabulary to communicate their interests and discoveries
- Create an appreciation for the natural world
- Build skills in problem solving and testing
- Support children to think about their own past and present
- Offer opportunities to explore and learn about a range of environments

UTW Implementation

Personal Experiences

Through our enhanced transition process, we establish children's backgrounds and cultural capital.

We acknowledge that, the frequency and range of children's personal experiences increases their knowledge & sense of the world around them. Our high-quality learning environment is carefully and deliberately planned to enhance children's exploratory skills and to provide increased opportunities for incidental learning. Our direct teaching involves teaching in different learning environments, ensuring that children have direct real-world experiences to support their learning. Children's cultures and past experiences are taken into consideration when planning for events, celebrations and festivals across the year as children are afforded the opportunity to learn about the cultural and religious experiences of their peers and enhance their learning of their own religion and cultures. Children's explorations are accompanied by adult commentary, and exposure to diverse stories and songs, increasing children's knowledge and exposure to the world around them.

Children's personal experiences; an acknowledgement of significant people, places and events in a child's life (past and present); and the routine of the school day contribute to children's emerging sense of place and time. A sense of place and time are difficult concepts to understand, and in recognition of this we develop children's foundational skills in anticipation, acceptance of chance, learning of routines, understanding transitions, alongside the use of time-related language by adults. The effective use of home-school communication ensures that both home and school are kept aware of significant events in each child's life.

Diverse world

When developing children's understanding of people, culture and communities we build upon and celebrate children's sense of self, and sense of others through exploration of children's families, homes, environments and cultures.

Children's awareness of family and peers help children develop an awareness of their current roles within the community and to develop a sense of belonging. An early introduction to the role of different people in society (e.g. school nursing team, dentist) offers children the earliest introduction to careers and offers further enrichment of children's understanding of the world around them.

Children are encouraged to use their senses to explore the world around them; to show curiosity, to problem solve and to notice through the carefully and deliberately planned learning environment alongside high quality interactions with adults. The development of early attention and observational skills support children's awareness of similarities and difference. Direct teaching opportunities enable children to have hands on experiences to explore a range of different environments, (such as forest school) across all seasons, and to gain knowledge about the world around them.

Children begin to learn about the technologically diverse world, at the earliest level, through learning about how they can impact on their environment through cause and effect, and through beginning to experiment with how things work. Children are taught to explore and to use cause and effect items with a range of different mechanisms in addition to learning early technological skills linked to Alternative and Augmentative Communication.

Classroom routines and boundaries support children to begin to learn, at the earliest level, how to care for belongings, in preparation for learning skills such as recycling and caring for the natural world.

The school environment naturally reflects the diverse world and children within the EYFS learn about culture, religious celebrations, seasonal diversity, ecological diversity (the diversities within the seasons; the weather; the physical environment e.g. natural and built environments, and within nature e.g. insects and mammals).

Children across Cann Bridge School have opportunities to celebrate specific days, such as Outdoor Classroom Day and Diversity Day, which enrich their understanding of the world.

Widening Vocabulary

The teaching of Understanding the World involves enriching all children's vocabulary from their start point, exposing children to social, cultural, ecological, and technological vocabulary. Whilst our priority within the EYFS is using and applying core words and everyday vocabulary, children are exposed to tier 2 vocabulary in order to enhance their exposure in preparation for future learning.

Children within the EYFS begin to learn about scientific ideas such as: exploratory play, natural materials, gardening, direct experience of weather and seasons, as a way of inspiring children's sense of awe and wonder, developing curiosity and laying foundations for future teaching.

Within the EYFS, children's knowledge of the world is further enriched with literature, songs, rhymes and poetry across the year.

Understanding the world is taught across the day through direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. The teaching and rehearsing of understanding the world skills and knowledge can also be seen within other sessions across the day, a few examples of things which may be seen could include:

- Using transition supports to move around the classroom or wider school
- Exploring family photos
- Celebrating religious festivals through role play or activities
- Exploring the outdoor play spaces
- Activating cause and effect toys
- Specific events e.g. outdoor classroom day
- Planting seeds in the science garden
- Visiting forest school
- Exploring instruments from other cultures
- Visits from the school nurse

The progression of skills and knowledge in the EYFS Understanding the World teaching is supported using the Understanding the World policy and progression documents (Science, Computing and ICT, History, Geography), the Learning Outside the Classroom policy and progression guidance, Development Matters and Birth to Five Matters.

UTW Impact

Holding high ambition for all children, each child works towards the Early Learning Goals within Understanding the World. These are:

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know 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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

We recognise that all children at Cann Bridge have complex learning needs as identified within their EHCPs and through ongoing assessments. Children's start points are below age-related expectations. Children make rapid progress once settled within the EYFS and the Cann Bridge EYFS anticipated end points reflect this, maintaining aspirational goals and preparing children for Key Stage 1.

The anticipated end points of the EYFS curriculum at Cann Bridge for Understanding the World are as follows:

- Children recognise themselves (recent past and present) in mirrors and photographs.
- Children demonstrate confidence and security around their place as a 1Cann Cann Bridge learner by showing familiarity with the morning routine on arrival at school and on arrival into class (e.g. confidently comes to class knowing where to go following transition supports, and matching their register photo).
- Children demonstrate confidence exploring new spaces.
- Accepts wearing a coat in some weathers and a hat in some weathers.
- Demonstrate curiosity in the natural world.
- Activates a range of cause and effect toys e.g. pressing switches, turning knobs, pull cord, push down

Any child working above this level within this area of learning will continue to work towards the Early Learning Goals.

The impact of the Early Years Foundation Stage Understanding the World curriculum is monitored using:

- Baseline assessment at the end of the child's first half term
- Transition meeting with families at the end of the child's first half term
- Parents evening
- Pupil Progress Reviews (PPR)
- Children's Personalised Learning Goals (PLGs)
- Termly Summative assessment
- EHCP reviews

UTW 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 fire fighters. 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.

UTW Curriculum Map

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> Children explore photographs and hear about people familiar to them and each other. 	<ul style="list-style-type: none"> Children become familiar with people around the wider school e.g. the school nurse, the headteacher etc. 	<ul style="list-style-type: none"> Children recognise themselves (recent past and present) in mirrors and photographs.
<ul style="list-style-type: none"> Becomes familiar with daily routines with full adult support. Children follow transition supports with full adult support. 	<ul style="list-style-type: none"> Accepts some boundaries being in place. Begins to show some 'effortful control' in routine situations. Begins to follow some daily routines with reducing adult support. Children become familiar with the wider school environment, exploring the areas confidently when with a trusted adult. Children follow transition supports within the classroom with increasing independence. Children follow transition supports around the wider school with adult support. 	<ul style="list-style-type: none"> Children demonstrate confidence and security around their place as a 1cann Cann Bridge learner by showing familiarity with the morning routine on arrival at school and on arrival into class (e.g. confidently comes to class knowing where to go following transition supports, and matching their register photo).
<ul style="list-style-type: none"> Children become familiar with the classroom space, exploring all areas confidently. 	<ul style="list-style-type: none"> Children become familiar with the wider school environment, exploring the areas confidently when with a trusted adult. 	<ul style="list-style-type: none"> Children demonstrate confidence exploring new spaces.
<ul style="list-style-type: none"> Accepts wearing waterproof boots when needed for outdoor activities. 	<ul style="list-style-type: none"> Accepts wearing waterproof boots and waterproof clothing when needed for outdoor activities. 	<ul style="list-style-type: none"> Accepts wearing a coat in some weathers and a hat in some weathers.
<ul style="list-style-type: none"> Children explore the natural world in the EYFS play spaces. 	<ul style="list-style-type: none"> Children explore the natural world in the wider school grounds e.g. science garden 	<ul style="list-style-type: none"> Demonstrate curiosity in the natural world.
<ul style="list-style-type: none"> Explores simple cause and effect toys. 	<ul style="list-style-type: none"> Explores cause and effect toys with a range of different mechanisms. 	<ul style="list-style-type: none"> Activates a range of cause and effect toys e.g. pressing switches, turning knobs, pull cord, push down

Expressive Arts and Design

“Children and adults have the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children use a variety of ways to express and communicate, through music, movement and a wide range of materials. Creative thinking involves original responses, not just copying or imitating existing artworks. Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. Skills are learned in the process of meaning-making, not in isolation.” Birth to 5 Matters

EAD Intent

Expressive Art and Design at Cann Bridge School provides children with opportunities to be imaginative, creative and expressive. The curriculum provides visual, auditory, tactile and sensory experiences for children as well as developing their skills and knowledge in the creative disciplines.

Within the Early Years we introduce children to a broad range of artworks and creative mediums, teaching children to use and experiment with high quality tools and materials, make choices and explore creative methods of self-expression. Children are supported and encouraged to communicate their preferences and are inspired to increase their engagement with the arts, growing in confidence exploring a wide range of resources.

Our carefully and deliberately planned learning environment offers a range of open-ended materials and affords children space and time to experiment freely in an environment which prioritises process over product and, notices and values children’s creative expression.

Careful and deliberate planning for the development of skills and knowledge in Expressive Art and Design is personalised to the needs of each child. We use a range of teaching approaches including: direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. Children at Cann Bridge require many opportunities to practice, with different people, in different situations in order to embed the learning into their long-term memory. Through our careful and deliberate planning, we enable children to develop their skills and knowledge from their identified starting point, securing the essential skills, knowledge and understanding and preparing them for the next stage in their education.

Our EYFS Arts and Design curriculum aims to:

- Give all children opportunities to explore, discover and experiment with different media, materials and art skills.
- Expose children to a range of different artists and creative disciplines.
- Provide opportunities for children to listen to and express preferences for a range of music.
- Explore how music is created and give children opportunities to create their own music.
- Teach children to safely explore and use a range of instruments (largely percussion based).
- Encourage and develop the skills to move rhythmically to music.
- Provide opportunities for children to perform together.
- Experience the performances of others e.g. storytellers, theatre shows etc.

- Develop children's imaginative skills by encouraging and supporting pretend play, and exposing children to new experiences.

EAD Implementation

Imagination and Creativity

Children are supported to develop their creativity and imagination through a variety of means. The physical environment offers a carefully and deliberately planned space affording children opportunities to develop their imaginative play, developing role play skills in the home corner; creating structures using blocks; exploring performance and music with instruments; experiencing sensory creativity within messy play; and experimenting with their artistic skills in the art area.

Children are offered multi-sensory experiences to spark imagination and promote engagement. Children are introduced to artwork, artists, instruments and musical pieces to enrich their awareness of the arts and inspire them further.

Within all artwork the process is prioritised over the end product encouraging children's experimentation and promoting self-reflection, through modelling.

Children's creative responses are valued and celebrated, children's contributions are noticed and appreciated so that they build confidence and are encouraged to have a go; to think flexibly and creatively.

Throughout children's time in the EYFS they are given opportunities to perform in a variety of school productions.

Self-Expression

Throughout children's time in the Early Years they are shown how to use a range of different tools, materials, instruments and props through direct teaching. These items are then introduced to the environment for children to explore freely.

The physical environment offers a range of open-ended materials that are accessible to the children, and that they can choose how to use.

Children's integration and exploration with materials supports their wider knowledge and understanding of the world around them. This is further enriched with literature focusing on the arts.

Adults support children's vocabulary development by commenting on children's creative and expressive work introducing a range of descriptive vocabulary and modelling reflective vocabulary.

During direct teaching children are encouraged to work independently and collaboratively, learning to appreciate the creative work of themselves and others.

Communicating through the arts

Children within the EYFS are taught to communicate through the arts in a variety of different ways. Communication through the arts enables children to share their responses to their experiences, supports their development of sense of self, develops their confidence and supports their emotional wellbeing.

Children are given opportunities to explore: painting, pastels, chalks, sculpting, singing, dancing, role playing and music, and are given time and opportunities to immerse themselves in the arts.

The level of direct teaching and opportunity to experiment freely in the environment is carefully balanced to ensure children have ample opportunity to develop their self-expression and explore resources, whilst also being taught the skills and knowledge required to support future learning and enable greater self-expression.

Adults within the EYFS know children well. They observe children's responses to the arts and use this information to inform future planning.

Adults reinforce vocabulary and offer new vocabulary to children through describing and commenting on children's work and actions.

Expressive art and design offers an opportunity to celebrate and encourage the unique self-expression of each child.

Expressive Art and Design is taught across the week through direct teaching of new skills and knowledge; high quality interactions; routines and expectations; incidental learning within the environmental provision; and opportunities to practice. The teaching and rehearsing of Expressive Art and Design can also be seen within other sessions across the day, a few examples of things which may be seen could include:

- Mark making in an Attention Activities session
- Expressing preferences when selecting songs or rhymes
- Nursery rhymes, songs or instruments being used within phonics, literacy or maths
- Following a beat when tapping along to celebration music at the end of the day
- Moving to music when developing physical development skills
- Exploring and experimenting with different tools and materials within the continuous provision environment

The progression of skills and knowledge in the EYFS Expressive Arts and Design teaching is supported using the Creativity and The Arts policy (Art and Design, Music, Drama), Musical Development Matters in the Early Years, Development Matters and Birth to Five Matters and ELKLAN's Communication Builders for Complex Needs.

EAD Impact

Holding high ambition for all children, each child works towards the Early Learning Goals within Expressive Art and Design. These are:

ELG: Creating with Materials

Children at the expected level of development will:

- 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 they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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 – when appropriate – try to move in time with music.

We recognise that all children at Cann Bridge have complex learning needs as identified within their EHCPs and through ongoing assessments. Children's start points are below age-related expectations. Children make rapid progress once settled within the EYFS and the Cann Bridge EYFS anticipated end points reflect this, maintaining aspirational goals and preparing children for Key Stage 1.

The anticipated end points of the EYFS curriculum at Cann Bridge for Expressive Art and Design are as follows:

- Explore and experiment with a range of tools and materials with some intent.
- Explore and experiment with making sound in a range of different ways.
- Join in with familiar nursery rhymes through action, vocalisation, AAC or participation with linked objects.
- Move to music.
- Demonstrate preferences within the arts e.g. for preferred song, colour, or artistic medium.

Any child working above this level within this area of learning will continue to work towards the Early Learning Goals.

The impact of the Early Years Foundation Stage Expressive Art and Design curriculum is monitored using:

- Baseline assessment at the end of the child's first half term
- Transition meeting with families at the end of the child's first half term
- Parents evening
- Pupil Progress Reviews (PPR)
- Children's Personalised Learning Goals (PLGs)
- Termly Summative assessment
- EHCP reviews

EAD 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.

EAD Curriculum Map

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none">• Explores colour and paint through sensory exploration.	<ul style="list-style-type: none">• Explores a range of tools and materials to create 2D and 3D artwork through sensory exploration.	<ul style="list-style-type: none">• Explore and experiment with a range of tools and materials with some intent.
<ul style="list-style-type: none">• Explores body percussion.• Explores a range of instruments which require shaking or tapping.	<ul style="list-style-type: none">• Explores a range of instruments of different sizes, and materials.• Explores instruments that require the use of a beater.	<ul style="list-style-type: none">• Explore and experiment with making sound in a range of different ways.
<ul style="list-style-type: none">• Children listen to familiar songs, music, sounds, nursery rhymes when presented as a sensory experience.	<ul style="list-style-type: none">• Children listen to familiar songs, music, sounds, nursery rhymes demonstrating enjoyment and paying attention for short periods.	<ul style="list-style-type: none">• Join in with familiar nursery rhymes through action, vocalisation, AAC or participation with linked objects.
<ul style="list-style-type: none">• Responds physically to music e.g. facial expression.• Enjoys finger rhymes and songs that involve touch.	<ul style="list-style-type: none">• Moves head towards sounds.• Enjoys moving to music with support.	<ul style="list-style-type: none">• Move to music.
<ul style="list-style-type: none">• Children confidently explore a range of different resources, and may return to preferred items.	<ul style="list-style-type: none">• Children will demonstrate a clear preference between a preferred and non-preferred.	<ul style="list-style-type: none">• Demonstrate preferences within the arts e.g. for preferred song, colour, or artistic medium.