



# EYFS Curriculum at St Peter's Brafferton



# Helperbees

Within Helperbees, we have a mix of age ranges from 2-5, each child is assigned a key worker. We run a two-year rolling programme meaning that children's skills are developed and recapped through our curriculum. We run a book-based focus each week incorporating the seven areas of learning and the associated skills. We strongly believe in quality adult interactions, which means that our Early Years Staff are able to differentiate the skills and knowledge to each individual and their holistic needs. Throughout the year, Helperbees celebrate special events introducing the children to a diverse range of religions, cultures and celebrations (not directly included within the LTP as they happen annually across the year). In addition, some vocabulary is included within the long term plan but further vocabulary are added when taught.

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# Characteristics of Effective Learning

- **Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

## Early Years Principles

- **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.
- **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
- **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
- **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

# School Values

**Kindness-** Our behaviour management strategy within Early Years is underpinned by the expectation that we have Kind Hands, Kind Feet and Kind Words. Children are taught through stories, PSED and modelling what kindness means

**Inclusivity** – At St Peter’s Brafferton, our Early Years Children are exposed to a reading rich environment which highlights the differences and similarities in people. Children are taught to share resources and include everyone in their play. We learn about different festivals, religions and culture both within provision and in adult-focused sessions in Reception.

**Community** – We develop a community within Early Years by sharing ideas, sharing snack and stories. We also develop children’s understanding of the importance of communities and the people within them who help us. Key workers/class teacher have regular check ins with the children about their feelings to maintain a happy atmosphere.



### Helperbees Planning Overview – 2 year rolling

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes (but not limited to)</b>	Traditional Tales	Animals	Dinosaurs and Monsters	Changes and Seasons	Transport and Vehicles	Favourite books / authors
<b>Books (Super six/fab five)</b>	3 Billy Goats Gruff Goldilocks and the 3 bears Three Little Pigs Little Red Riding Hood Jack and the Beanstalk The Gingerbread Man	The Very Hungry Caterpillar The Tiger who came to Tea Kipper's Birthday Chocolate Mousse for Greedy Goose Dear <u>Zoo</u>	Dinosaur Roar Harry and the Bucketful of Dinosaurs Dinosaur Galore The Gruffalo Where the wild things are	Mr Wolf's pancakes We're Going on a Bear Hunt Chicken <u>Licken</u> Easter themed books	Mr <u>Gumpy's</u> Outing Whatever Next! The train <u>ride</u> Around the world in every vehicle Duck in the Truck Mr <u>Gumpy's</u> Motor Car	Giraffes Can't Dance Rumble in the Jungle The Smartest Giant in Town Aliens Love underpants Peace at last Under the Sea theme
<b>Enrichment Activities / Themes</b>	Harvest Festival  Why should I brush my teeth?	Christmas celebrations  Early Years production  Bonfire Night  Diwali	Chinese New Year	Local walk  Easter  Making pancakes  Mother's Day  Planting Seeds	World Bee Day	Father's Day  Annual Trip



Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes (but not limited to)</b>	Nursery Rhymes	Farm / Countryside	Fantasy and Adventure	Families	Animals	Pirates / Under the Sea
<b>Books (Super Six/Fab 5)</b>	Incy Wincy Spider Humpty Dumpty Five Little Ducks Miss Polly had a Dolly Twinkle Twinkle	What the ladybird heard Fun at the Farm Nature trail Peppa Pig Owl Babies Stickman	There's a dragon in your book Georges Dragon Chinese New Year Land of Unicorns I'm a Unicorn Princess and the Pea	Guess How much I love You? Five Minutes Peace Little Bear Who's in my family Mr Pancake	The Little Red Hen Farmer Duck Elmer the Elephant Rainforest Adventure We're Going on a Bear Hunt Dear zoo	That's not my pirate Pirates Love Underpants Tiddler
<b>Enrichment Activities/Themes</b>	Harvest Festival  Why should I brush my teeth?	Christmas celebrations  Early Years production  Bonfire Night  Diwali	Chinese New Year	Mother's Day  Easter Activities  Planting seeds  Pancake Day	World Bee Day	Father's Day  Annual Trip

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication and Language</b>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<b>Curricular Goals (not limited to)</b>	<p>Learn new vocabulary and engage with it  To take part in collaborative and imaginative play  To show and understanding of their feelings and the feelings of others</p>					
<b>Progression</b>  <b>N's- Settling in focusing on prime areas especially PSED</b> <b>N1's (Black)</b> <b>N2's (purple)</b>	<p>Able to focus attention when guided by familiar adult  Follows simple instructions &amp; questions accompanied by visual clues or gestures  Names familiar objects in a picture/photo</p> <p>Listens to stories, songs &amp; rhymes &amp; asks for favourites  Can shift attention when interested in conversation  Understands longer instructions, containing 3 key words  Actions demonstrate understanding of simple concepts</p>	<p>Uses up to 50 words  able to link 2 or 3 words together  Asks for familiar objects  Beginning to use simple questions  Beginning to understand simple sentences &amp; instructions ‘go get drink’  Links 3 or 4 words.  Beginning to refer to things in the past  Beginning to use descriptive language &amp; words for time, space &amp; function  Pays attention to conversation in a small group  Listens to &amp; remembers simple stories with pictures</p>	<p>Beginning to understand more words  Asks questions e.g. ‘Who’s that? Why?’  Links actions to words in action songs and rhymes  Frequently uses simple sentences by linking 3 or 4 words together  Responses show an understanding of an experience or event  Can describe action or experience in the present tense  Able to tell own short story or anecdote  Makes requests when choosing resources or activity  Anticipates key events &amp; phrases in stories &amp; rhymes  Listens to others &amp; stories in small groups.</p>			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social and Emotional Development</b>	Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives and</b> is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .					
<b>Curricular Goals(not limited to)</b>	Settle in and become enthusiastic and independent learners To begin to know how to look after ourselves including keeping ourselves clean and safe Feel confident to take risks in their learning To show and understanding of their feelings and the feelings of others To take part in collaborative and imaginative play					
<b>Progression</b>  <b>N's- Settling in focusing on prime areas especially PSED N1's (Black) N2's (purple)</b>	Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.  <i>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</i> <i>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...</i> <i>Select and use activities and resources, with help when needed.</i>		Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. <i>Develop their sense of responsibility and membership of a community.</i> <i>Play with one or more other children,</i> <i>Achieve a goal they have chosen, or one which is suggested to them.</i> <i>Become more outgoing with unfamiliar people, in the safe context of their setting</i>		Feel strong enough to express a range of emotions. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Be increasingly able to talk about and manage their emotions. Learn to use the toilet with help, and then independently. <i>Extend and elaborate play ideas.</i> <i>Increasingly follow rules</i> <i>Remember rules without needing an adult to remind them.</i> <i>Develop appropriate ways of being assertive.</i> <i>Talk about their feelings using words like ‘happy’ and ‘sad’.</i> <i>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</i>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Physical Development</b>	Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
<b>Curricular Goals (but not limited to)</b>	<p>Feel confident and take risks in my learning</p> <p>Write my name</p> <p>Explore and experiment with multimedia, music and the senses</p>					
<b>Progression</b>  <b>N's- Settling in focusing on prime areas especially PSED</b> <b>N1's (Black)</b> <b>N2's (purple)</b>	<p>Can run well, kick a ball, and jump with both feet off the ground at the same time.</p> <p>When holding crayons, chinks etc, makes connections between their movement and the marks they make.</p> <p>Uses gesture and body language to convey needs and interests and to support emerging verbal language use</p> <p>Can climb confidently, catch a large ball and pedal a tricycle.</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p> <p>Develop manipulation and control e.g. tearing paper, making marks on paper.</p>	<p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects</p> <p>Explore different materials and tools providing opportunities for children to grasp, hold and explore materials.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support</p> <p>Shows increasing control in holding, using and manipulating a range of tools and object</p>	<p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark-making tools with thumb and all fingers</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Creates lines and circles pivoting from the shoulder and elbow.</p> <p>Uses a comfortable grip with good control when holding pens and pencils.</p>			
<b>Vocabulary</b>	Walk, run, climb, jump, ride, skip, hop					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
<b>Curricular Goals (but not limited to)</b>	Engage in stories Learn new vocabulary and engage with it Write my name To take part in collaborative and creative play					
<b>Progression</b>  <b>N's- Settling in focusing on prime areas especially P SED N1's (Black) N2's (purple)</b>	Super Six  Enjoy drawing freely. Join in with actions from familiar songs and say some of the words. <i>Make marks on their picture to stand for their name.</i> <i>Repeat words and phrases from familiar stories.</i> <i>Show interest in books and nursery rhymes</i> <i>Pretend play</i>		Super Six  Distinguishes between marks made. Has favourite stories, songs and rhymes.  <i>Make marks on their picture to stand for their writing.</i> <i>Talks about events, characters and make simple predictions</i> Use pictures to help understand the text Use props in their play  N2 may start RWI Nursery Phonics (Fred talk games, sound finding and letter recognition)		Super Six  Make marks on their picture to stand for their name, and in some cases write their name independently  <i>Repeat words and phrases from familiar stories.</i>  <i>Write some letters accurately.</i> <i>Talks about events, characters and make simple predictions</i> <i>Use story telling language and make up their own stories</i>	
<b>Vocabulary</b>	Name, pencil, pencil crayon, colour, who?, draw, what, write					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>	<p><i>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults and peers</b> about what they notice and not be afraid to make mistakes.</i></p>					
<b>Curricular Goals (but not limited to)</b>	<p><i>Learn new vocabulary and engage with it Look for patterns and spot connections in mathematics</i></p>					
<b>Rolling Program N1's and N2's</b>	<p>Please refer to individual maths plan (8 week) Number 1,2,3,4,5, shape, length and height, weight and capacity Children should learn over their time in Helperbees to represent, compose and compare a range of patterns, number and shape</p>					
<b>N's- Settling in focusing on prime areas especially PSE D</b>						
<b>Vocabulary (see provision vocabulary in classrooms)</b>	<u>Overarching</u> Colour Match Sort Positional language The Day Comparing	<u>Week 1-5</u> One Dice Counter Bigger Smaller Two Three Four	<u>Shape</u> Circle Square Rectangle Flat Straight Curve	<u>Length and Height</u> Length - longer, shorter height – taller, shorter Breadth – wider, narrower	<u>Weight and Capacity</u> heavy, heavier than, heaviest, light, lighter than, lightest full, empty	

UTW – Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Understanding the World</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from school trips to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
<b>Curricular Goals (not limited to)</b>	Explore and experiment with multimedia, music and the senses To show and understanding and care for the natural world Learn new vocabulary and engage with it					
	<b>Nursery Rhymes</b>	<b>Animals</b>	<b>Fantasy and Adventure</b>	<b>Families</b>	<b>Farm/Countryside</b>	<b>Pirates/Under the Sea</b>
<b>Progression</b>  <b>N's- Settling in focusing on prime areas especially PS ED N1's (Black) N2's (purple)</b>	Own family history – what rhymes do they know from home  Develop positive attitudes towards each other and others	Explore materials with different properties.  Learn about where the animals come from, and the differences compared to their own setting Life cycles – understand the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Repeat actions that have an effect.- moving their bodies to go on adventures Explore and respond to different natural phenomena in their setting and on trips.  Plant seeds and care for growing plants  Resources from the past – castles, dragons (long time ago)  Adventure maps – what can you see  Adventures around the world (what is different around the world?)	Notice differences between people Make connections between the features of their family and other families.  Begin to make sense of their own life-story and family’s history Continue developing positive attitudes about the differences between people.  Different occupations	Explore and respond to different natural phenomena in their setting and on trips. Use all their senses in hands on exploration of natural materials. Life cycles – understand the life cycle of a plant and an animal. Different occupations Plant seeds and care for growing plants	Explore materials with different properties- under the sea resources, plants and oceans  Begin to understand the need to respect and care for the natural environment and all living things. Talk about forces they feel and how materials can change
<b>Vocabulary (see provision vocabulary in classrooms)</b>	Rain, sun, weather, rhyme, sing, clap, family, people	Animals. Life cycle, touch, feel, smell, look	Before, after, past, map, world, castles	Family, same, different, feel, home,	Place, visit, farmer, plant, animal, life cycle,	Float, sink, water, wet, story, animals, fish, ocean, sea

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Understanding the World</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from school trips to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
<b>Curricular Goals (not limited to)</b>	Explore and experiment with multimedia, music and the senses To show and understanding and care for the natural world Learn new vocabulary and engage with it					
Year B	Traditional Tales	Animals	Dinosaurs and Monsters	Changes and Seasons	Transport and Vehicles	Favourite Books and Authors
<b>Progression</b>  <b>N's- Settling in focusing on prime areas especially PSED N1's (Black) N2's (purple)</b>	Make connections between the features of their family and other families. <i>Begin to make sense of their own life-story and family’s history</i> <i>Continue developing positive attitudes about the differences between people.</i>	Explore natural materials  <i>Begin to understand the need to respect and care for the natural environment and all living things.</i>  Life cycle of animals and minibeasts	Explore and respond to different natural phenomena in their setting and on trips.  <i>Talk about what they see (fossils, stones, rock) – Link to dinosaurs</i>  <i>Explore their senses with hands on experiences</i>  <i>Items from the past</i>	Explore and respond to different natural phenomena in their setting and on trips.  <i>Explore and talk about different forces they can feel.</i> <i>Talk about the differences between materials and changes they notice.</i> <i>Use all their senses in hands on exploration of natural materials.</i> <i>Plant seeds and care for growing plants.</i>	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. <i>Explore collections of materials with similar and/or different properties.</i>  <i>Explore how things work.</i>  <i>Different Occupations</i>	Noticing differences between people and places  <i>Sharing their families' favorite books and books from different countries and generations</i>
<b>Vocabulary (see provision vocabulary in classrooms)</b>	Family, once upon a time, story, me, home,	Animals, look after, life cycle, baby, Christmas	See, touch, feel, smell, taste, long time ago, before, after, past	Seeds, grow, plant, melting, pull, push, summer, spring, autumn, winter, wet, hard, soft, look, hot, cold, Easter, weather	Car, train, bus, go, stop, nurse, fireman, doctor, journey, map	Family, same, different, world, old, new

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Expressive Art and Design</b>	<p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<b>Curricular Goal (but not limited to)</b>	Explore and experiment with multimedia, music and the senses					
<b>Progression</b>  <b>N's- Settling in focusing on prime areas especially PSED</b> <b>N1's (Black)</b> <b>N2's (purple)</b>	<p>Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/ instruments. Sings/ vocalises music or songs and mirrors or improvises actions.</p> <p>Pretends that one object represents another, especially when objects have characteristics in common.</p> <p>Creates sound effects and movements, e.g. creates the sound of a car, animals</p> <p>Explores and learns how sounds and movements can be changed.</p> <p>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns.</p> <p>Enjoys joining in with moving, dancing and ring games.</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings.</p>	<p>Joins in singing songs.</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>How to use tools safely</p> <p>Explore creative ideas</p> <p>Experiments and creates movement in response to music, stories and ideas.</p> <p>Sings to self and makes up simple songs.</p> <p>Continues to explore colour</p> <p>Engages in imaginative play based on own ideas</p> <p>Join materials with different textures</p> <p>How materials can be used</p>	<p>Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</p> <p>Begins to make believe by pretending using sounds, movements, words, objects.</p> <p>Beginning to describe sounds and music imaginatively, e.g. scary music.</p> <p>Sings familiar songs, programmes, rhymes, songs from home.</p> <p>Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally.</p> <p>Continues to explore how colours can be changed.</p> <p>Engages in imaginative play based first-hand or peer experiences.</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Will perform to others</p> <p>Choose a tool for a purpose and a range of materials</p>			
<b>Vocabulary (see provision vocabulary in classrooms)</b>	Brush, stick, cut, paint, colours, make, glue, sing, dance, moving, story, play, sound,					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Baseline Assessment – both statutory (RBA) and initial observations</li> <li>Observations on Evidence Me</li> <li>RWI assessments</li> <li>EYFS Team Breakfast Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Parent’s evening</li> <li>Pupil Data – assessed against the 7 areas and curricular goals</li> <li>Observations on Evidence Me</li> <li>Parent Report Autumn</li> <li>RWI assessments</li> <li>EYFS Team Breakfast Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Observations on Evidence Me</li> <li>RWI assessments</li> <li>EYFS Team Breakfast Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Parent’s evening</li> <li>Pupil Data – assessed against the 7 areas and curricular goals</li> <li>Observations on Evidence Me</li> <li>Parent Report Spring</li> <li>RWI assessments</li> <li>EYFS Team Breakfast Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Observations on Evidence Me</li> <li>RWI assessments</li> <li>EYFS Team Breakfast Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Observations on Evidence Me</li> <li>Pupil Data – assessed against the 7 areas and curricular goals</li> <li>EYFSP</li> <li>End of term data and parent report</li> <li>RWI assessments</li> <li>EYFS Team Breakfast Meeting</li> </ul>
<b>SMSC</b>	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated</p>	<p><b>Mutual Tolerance.</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary</p>	<p>Individual liberty. We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy. We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others</p>	<p>British Values. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries</p>

To demonstrate how we embed British Values in Helperbees, here are some examples based on what is in the statutory guidance.

### **Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- The children are encouraged to see their role within the whole preschool and beyond, they are encouraged to know their own views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. They are also given opportunities to see democracy in action in ways that are appropriate to their understanding, for example, the children are encouraged to help decide what the theme of their role play area should be and what resources will be needed to create the right atmosphere, or they may be asked to vote on which book they would like at story time.
- The practitioners support the decisions that the children make and provide activities that involve turn-taking, sharing and collaboration. The children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **The Rule of law: understanding rules matter**

As part of the focus on managing feelings and behaviour as cited in Personal Social and Emotional development:

- The children are supported to understand their own and others' behaviour and its consequence and learn to distinguish right from wrong.
- Children and staff collaborate to create rules of behaviour, for example, to agree on rules for tidying up and ensure that all children understand rules apply to everyone. Kind Hands, Kind Feet, Kind Words.

### **Individual liberty: freedom for all**

As part of the focus on self-confidence and self-awareness and people and communities as cited in Personal, Social and Emotional development and Understanding of the world:

- The children develop a positive sense of themselves. Practitioners provide opportunities for the children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours of paint, and then talking about their experiences and learning.
- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in small groups discuss what they feel about transferring into Reception class.

### **Mutual respect and tolerance: treat others as you want to be treated**

As part of the focus on people & communities, managing feelings & behaviours and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- The children are encouraged to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Practitioners encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of the children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.