

Intent, Implementation and Impact

in the Early Years Foundation Stage at Howes Primary School

Introduction

At Howes, we believe that knowing what we want our children to learn (intent), knowing how we want to deliver that learning (implementation) and knowing what our children have achieved (impact) have always been the fundamentals of exceptional teaching and learning.

This document outlines:

- What is it like to be a child at Howes?
- What skills and knowledge do we want our children to leave the early years at Howes with?
- How ready are children for the next stage in their learning?
- Where Howes children are heading in their next steps in their learning; explicitly outlining the key knowledge and skills across all areas of learning and all curriculum subjects.
- Support you in developing a coherent and sequential curriculum
- Provides staff, including support staff and subjects leaders, a detailed summary of the knowledge and skills that children will need to be ready for the next stage in their learning at Howes.
- Provide subject leaders with a detailed framework that sets out the knowledge and skills that will be taught and measured in the Foundation Stage for their subject.
- Supports transition from the early years into Key Stage One at Howes by establishing stronger and more explicit curriculum links between the two phases.

Communication and Language

Howes INTENT STATEMENT:

OVERVIEW

In Early Years, we foster and capitalise on children's instinctive need and desire to communicate by :

- Role modelling the qualities and characteristics of an exemplary communicator
 - Immersing children in a rich environment of words, sounds, rhythm, verbal and non verbal expression
 - Engaging children in conversation
 - Providing genuine reasons, irresistible provocations and a real purpose to listen and talk
 - Valuing the different ways and means that children use to communicate
-

KNOWLEDGE

Speaking, Listening and Understanding

I know...

- Words carry meaning
 - When it is my turn to speak
 - The meaning of different words
 - What a sentence is
 - Different words can mean the same thing
 - Some words can have more than one meaning
 - Adjectives describe nouns
 - Nouns are objects
 - Verbs are action words
 - Plurals mean more than one
 - Pronouns are used instead of people's names
 - The present tense describes what is happening now
 - The past tense describes what has already happened
 - The future tense describes what is going to happen
 - The rules of conversation
 - Which words start a question
 - Story telling vocabulary
 - How to use my voice in different ways e.g. intonation, volume, projection
-

SKILLS

I am learning to...

- | | | |
|---------------------|-----------------------|-----------------------|
| • Listen | • Remember | • Repeat |
| • Sustain attention | • Take turns | • Retrieve |
| • Ask questions | • Gesture | • Take turns |
| • Explain | • Follow instructions | • Process information |
| • Describe | • Respond | • Predict |
| • Narrate | • Articulate | • Retell |
| • Sequence | • Vocalise | • Connect ideas |
| • Offer an opinion | • Imitate | • Discuss |
| • Share ideas | | |

Communication and Language

Howes IMPLEMENTATION STATEMENT:

Communication and Language is a fundamental core skill. It is the key to enabling children to achieve and provides the strong foundations for future learning. It is promoted through a language rich ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language and give children reasons and a desire to talk.

At the planning stage new and ambitious vocabulary linked to the theme is identified and displayed within the environment in the form of words and sentences acting as visual prompts for adults and children. Careful consideration is also given to how children develop listening, attention and understanding to improve speaking skills.

Within the provision adults actively seek and plan for opportunities to provoke talk. It is also taught through direct teaching e.g daily group times, snack times and story and rhyme time.

- A 'Curiosity Cube' and 'Surprise Suitcase' are used as a stimulus for learning; displaying intriguing objects and pictures and children are encouraged to describe, discuss and ask questions about what they see.
- The Investigation Area is used to pose questions and extend language through observing change, growth and new life.
- Enhancements are regularly added to all areas of the provision as a stimulus to inspire interest and engage children in talk e.g. setting up a scenario in the Role Play area such as a burglary or party to encourage discussion and problem solving.

Adults have a sound knowledge and deep understanding of how children learn to talk. They move fluidly around the environment modelling the qualities of a good communicator and searching for and capitalising on opportunities to engage with children in conversation.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...



Personal, Social and Emotional Development

Howes INTENT STATEMENT:

OVERVIEW

In Early Years we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self worth by:

- Establishing and developing mutually respectful relationships with and between adults and children
 - Understanding children's idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others
 - Knowing and understanding children's family contexts and dynamics
 - Setting rules, establishing boundaries, following routines and explaining consequences
 - Modelling and explaining behaviours and emotions and how to manage and resolve conflict
 - Empowering children to be independent enabling them to make informed choices and decisions
 - Using praise to build confidence
-

KNOWLEDGE

Self-Regulation

I know...

- What emotions look like in others
- My own and others behaviour has consequences
- Sometimes I have to wait for what I want

Building Relationships

I know...

- How to share and take turns
- What makes a good friend
- We are all unique
- The characteristics of bullying

Managing Self

I know...

- The rules to help me keep safe
 - The difference between right and wrong
 - What is fair and unfair
 - Different situations require different behaviours
 - There are consequences for my actions
 - Which foods are healthy and which are unhealthy
 - How to keep myself safe
 - How to wash my hands to protect myself and others from germs
 - The sequence of dressing and undressing
-

SKILLS

I am learning to...

- | | | |
|--------------------|---------------------|-------------------------------|
| • Take turns | • Express opinions | • Be flexible |
| • Share | • Follow rules | • Accept and give compliments |
| • Imitate | • Negotiate | • Develop a positive attitude |
| • Communicate | • Compromise | • Manage behaviour |
| • Listen to others | • Mediate | • Express emotions |
| • Observe | • Solve problems | • Make choices and decisions |
| • Ask questions | • Dress and undress | |

Personal, Social and Emotional Development

Howes IMPLEMENTATION STATEMENT:

Personal, Social and Emotional Development is highly valued and underpinned by British values.

Children's emotional well being thrives when they have positive and strong relationships with adults and other children. This starts with a clear and robust transition programme. Information is collected about each child through home visits, stay and play sessions, visiting other settings and discussions with parents, carers and key workers. This information is used to inform the design of the environment and helps to focus the learning in the first few weeks of term.

- On entry quality time is spent establishing clear structures, routines and boundaries.
- The timetable is planned so that children get to know their new environment, make new friends and build trusting relationships with adults.
- Nursery children have a specific allocated teaching space to support their individual needs.
- The environment is set up to promote independent learning encouraging children to make their own informed decisions and choices.
- Praise and mutual respect are corner stones of the behaviour policy and are used to create a positive ethos where children feel equally valued, safe and develop high self esteem.
- Rules are explained and visually displayed so that children understand that actions can have consequences and begin to learn to manage their own behaviour.
- Circle Time is used for direct teaching of British Values and specific Personal, Social and Emotional knowledge e.g. bullying, keeping safe, understanding emotions.

Adults understand how to create a nurturing climate and ethos by:

- Providing good role models of how a good citizen should behave
- Demonstrating how to be a good friend
- Showing respect and fairness and are consistent in their approach
- Listening carefully to children, responding to their needs, helping them understand their emotions and empathising and communicating with children and their families.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...



Physical Development

Howes INTENT STATEMENT:

OVERVIEW

In Early Years we nurture children's strong need and desire to be physically active which builds the foundations for other areas of their development by:

- Building children's strength, stamina, balance, co-ordination and dexterity
 - Developing a range of large and small movements which they can control
 - Improving and refining children's control and manipulation of a variety of tools
 - Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces
 - Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe
-

KNOWLEDGE

Gross Motor Development

I know...

- Core strength helps me to balance and use my limbs independently
- Big muscles need to be strong to support the smaller muscles in my body
- Exercise will build my strength and stamina
- I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet
- Crossing the midline helps both sides of my brain to connect
- Both sides of my body need to work together in a co-ordinated way

Fine Motor Development

I know...

- I have fingers and thumbs and that they can each work separately
 - My wrists and fingers need to be strong to manipulate small tools and objects
 - Which fingers form a pincer grip
 - Which fingers form a tripod grip
-

SKILLS

I am learning to...

- | | | |
|--------------------------------|---------------------------------|-------------------------------------|
| • Balance | • Roll | • Co-ordinate two sides of the body |
| • Throw and catch | • Turn | • Isolate my fingers |
| • Lift and carry heavy objects | • Spin | • Use a pincer grip |
| • Cross the midline | • Climb | • Form a tripod grip |
| • Hop and skip | • Make anti-clockwise movements | • Make decisions |
| • Negotiate space | • Re-trace vertical lines | • Take risks |
| • Run and jump | • Make symmetrical movements | • Make healthy choices |
| • Make alternating movements | | |

Physical Development

Howes IMPLEMENTATION STATEMENT:

Adults have a sound knowledge and deep understanding of physical development and the key aspects of gross and fine motor skills. They know that fine motor development relies on children having well developed gross motor strength and recognise the strong links between physical development and the ability to control and manipulate writing tools. Within the environment adults actively encourage children to build their strength, stamina, balance, co-ordination and dexterity.

Physical Development is valued and promoted through:

- Weekly PE sessions.
- Capitalising on transition times to promote gross motor skills e.g. stand in the line on one leg.
- Equipping the provision with stools and different vertical surfaces to promote core strength, wrist strength and crossing the midline.
- A Funky Fingers area within the provision offers a wide variety of mark making tools and equipment e.g. hole punches, staples, treasury tags and paperclips to support the development of muscle strength and the control and manipulation of real tools. This fine motor area which offer challenges that develop wrist and finger strength, finger isolation and pincer grip.
- Providing authentic resources throughout the provision e.g. real kitchen equipment.
- Using the outdoor area daily for Physical Development where developmentally appropriate apparatus is organised, displayed and available for children to use independently.
- Equipping the outdoor area with a base layer of resources to promote balance and upper body strength e.g. balance bikes, scooters, wheeled vehicles, wheelbarrows, buckets and weighty objects.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...



Literacy: Reading

Howes INTENT STATEMENT:

OVERVIEW

In Early Years we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:

- Teaching early knowledge and skills of reading
 - Fostering a love of books by sharing and talking about texts
 - Immersing children in sounds, words, rhythm, rhyme and song
 - Modelling the pleasure and joy that books provide
 - Demonstrating that text has meaning
 - Showing the characteristics of a fluent reader
-

KNOWLEDGE

Mechanics of Reading

I know...

- How to handle books
- Reading starts from left to right and top to bottom
- Print carries meaning
- The link between graphemes and phonemes
- Letters and combinations of letters make sounds and when blended together make words
- Some common irregular words

Characteristics of Books

I know...

- The job of an author
 - The job of an illustrator
 - The title is what the book is called
 - The blurb is a summary of the book
 - Which books I like and which books I dislike
 - Books are grouped into different genres
 - Fiction books tell stories
 - Non-fiction books provide information
-

SKILLS

I am learning to...

- | | | |
|-------------------|---------------------|-----------------|
| • Predict | • Segment and blend | • Join in |
| • Connect ideas | • Listen | • Retell |
| • Decode | • Memorise | • Discuss |
| • Discriminate | • Repeat | • Form opinions |
| • Recognise words | • Copy | • Ask questions |
| • Use intonation | • Remember | • Respond |
| • Sequence | • Concentrate | |
| • Anticipate | • Imagine | |

Literacy: Reading

Howes IMPLEMENTATION STATEMENT:

Reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of Phonic sessions, daily story time, opportunities for rhyme and listening to children read. Opportunities for children to read within the provision and across the curriculum are also planned for and capitalised on.

During the planning process careful consideration is given to the next steps in learning and how this links with phonics and what key texts will be used.

- Every two weeks a key text is carefully identified and explored in detail to help children become familiar with its structure and content.
- Supporting texts are also used to expand children's knowledge and fire their imagination.
- New and ambitious vocabulary we want children to read is identified and modelled in the environment in the form of words and sentences.
- To help children make connections across their learning each area of the provision is also equipped with relevant fiction and non-fiction texts for children to reference knowledge and stimulate ideas.


A Reading Area is situated within the provision. It offers a selection of fiction and non-fiction material and resources connected to the theme and familiar rhymes and stories. The resources are carefully selected and organised on open shelves so that they are visually inviting to children and adults and allow for thoughtful choices.

Adults have a sound knowledge and deep understanding of reading development. They:

- Recognise the strong links between reading and phonics and how these life long skills enable children to develop knowledge in other subjects.
- Draw children's attention to text.
- Demonstrate that text has meaning, model the enjoyment of reading and support the application of phonic knowledge and skills.
- Actively encourage children to become familiar with the stories and rhymes they have heard through role play, small world play and favourite books.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...



Read from left to right and top to bottom

Segment and blend

Talk about what I have read

Predict what might happen in a story

Make a link between graphemes and phonemes

Read some common regular and irregular words with some fluency

Understand what I have read

Retell stories I have heard

Use vocabulary from books in my talk and writing

Literacy: Writing

Howes INTENT STATEMENT:

OVERVIEW

In Early Years we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- Valuing the different ways that children make marks
 - Teaching the physical skills which will enable them to control and manipulate writing tools
 - Teaching how phonemes are represented through graphemes
 - Teaching letter formation
 - Providing children with genuine reasons to write
 - Ensuring that writing tools and materials are readily available
 - Modelling the pleasure and purpose of writing
 - Immersing children in an environment of print e.g. vocabulary, sentences, books, labels
 - Developing children's vocabulary by rehearsing orally what they are going to write
-

KNOWLEDGE

Mechanics and Characteristics of Writing

I know...

- How a tripod grip is formed
- How phonemes are represented
- How letters are formed correctly
- Writing goes from left to right and top to bottom
- Writing has meaning
- The alphabetic code
- When to use capital letters and full stops
- Some simple types of punctuation
- There are spaces between words in writing

I know...

- Some spelling rules
 - Words are units of meaning
 - Adjectives can make my writing more interesting
 - Different ways writing can be represented
 - Stories have a beginning, middle and an end
 - How some common regular and irregular words are spelt
 - How many words are in the sentence I say
 - The different features of different types of writing
-

SKILLS

I am learning to...

- | | | |
|--------------------------------|-----------------------|----------------|
| • Draw | • Segment and blend | • Concentrate |
| • Mark make | • Listen | • Imagine |
| • Control and manipulate tools | • Memorise | • Retell |
| • Use a tripod grip | • Repeat | • Discuss |
| • Form letters correctly | • Copy | • Gather ideas |
| • Connect ideas | • Rehearse | • Think |
| • Spell | • Describe | • Track |
| • Recognise words | • Rhyme | |
| • Sequence | • Remember and recall | |

Literacy: Writing

Howes IMPLEMENTATION STATEMENT:

Writing is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision.


- During the planning process careful consideration is given to the next steps in learning and how children can rehearse and refine their writing skills.
- New and ambitious vocabulary we want children to learn and use is identified and displayed in the environment in the form of words and sentences.
- Writing opportunities are at the heart of the provision offering a wide variety of mark making tools and materials.
- Vertical surfaces such as white boards and easels are also available indoors and outside e.g. Graffiti walls.
- Each area of the provision is equipped with relevant writing resources.
- We use sensory experiences to develop children's confidence and enjoyment in early writing skills. We encourage them to mark make in positions where they feel most comfortable e.g. standing, lying, whilst they are developing their core stability.

Adults have a sound knowledge and deep understanding of child development and they recognise the strong links between physical and communication skills and emerging writers. Within the environment adults actively encourage children to practise and develop gross and fine motor skills and oral communication in readiness for writing. By modelling, suggesting and encouraging they promote ways in which children can record their ideas in different ways.

We recognise and use the links across Literacy between reading, spelling and writing. We ensure that children are immersed in different genres of books promoting an enjoyment of reading, extending their vocabulary and cultivating their imagination. We deliver a daily phonics session following Phonics Shed, developing fluency and helping children to make connections between reading and writing.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...



Draw on a rich store of language in my writing

Use imaginative ideas in my writing

Hold a sentence in my head

Write a sentence or a series of connected sentences that can be read by others

Spell regular and irregular words

Use some capital letters and full stops in my writing

Control and manipulate a writing tool

Use a tripod grip

Form lower case and upper case letters correctly using anticlockwise movements and retracing vertical lines

Use and talk about the features of different types of writing

Leave spaces between words

Mathematics

Howes INTENT STATEMENT:

OVERVIEW

In Early Years we develop fluent mathematicians who have a deep conceptual understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges by:

- Providing opportunities for children to practise, rehearse and apply mathematical knowledge and skills
 - Encouraging children to investigate numbers by exploring their characteristics and patterns, understanding how they can be manipulated using different operations
 - Encouraging them to think logically so that they can make connections and solve problems
 - Fostering children's acquisition and use of mathematical vocabulary to justify and explain their ideas
-

KNOWLEDGE

EARLY COMPARISON AND PATTERN

Early Comparison

I know...

- Objects can be sorted into different groups using different criteria
- What is the same and what is different
- What 'lots' and 'not many' of something looks like

Early Pattern

I know...

- Patterns are repeated
- Patterns can be continued
- Patterns follow a sequence

COUNTING AND CARDINALITY

One to one Correspondence

I know...

- How to match one object to another object or person
- How to match one number name to each object when counting

Rote Counting

I know...

- The order of numbers
- Number names

Counting

I know...

- The last number I say is the total amount
- When to stop when counting out from a larger group
- Anything can be counted

Subitising

I know...

- How many are in a group without having to count
- The same amount can be represented by different sized objects

Conservation

I know...

- The total amount of objects stays the same however the objects are arranged

Recognising and Reading Numbers

I know...

- Symbols represent quantities
- Numbers can have one digit, two digits, three digits or more

Mathematics

OPERATIONS AND CALCULATION

Partitioning a Number

I know...

- An amount can be made up in different ways

Calculation

I know...

- More is greater than and less is fewer than
- Addition is combining sets
- Subtraction is taking amounts away

Estimation

I know...

- Estimation will give me a value that is close to the right amount

Inverse Operations

I know...

- Halving is the opposite of doubling
- Addition is the opposite of subtraction
- Doubling is 2 sets of the same amount

Number Bonds

I know...

- Which pairs make a given number

Number Patterns

I know...

- Some number patterns e.g. odd, even
- Number patterns repeat according to rules

SKILLS

I am learning to...

- | | | |
|------------------|--------------------|----------------------|
| • Reason | • Compare | • Take risks |
| • Problem Solve | • Calculate | • Memorise |
| • Investigate | • Sequence | • Manipulate numbers |
| • Sort and match | • Remember | • Test ideas |
| • Count | • Think | • Persevere |
| • Estimate | • Explain | • Record |
| • Discriminate | • Make connections | • Check |

Mathematics

Howes IMPLEMENTATION STATEMENT:

Mathematics is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision.

During the planning process careful consideration is given to the next steps in learning. Each area of the provision is equipped with relevant maths resources to enable children to practise and apply their mathematical knowledge and skills.

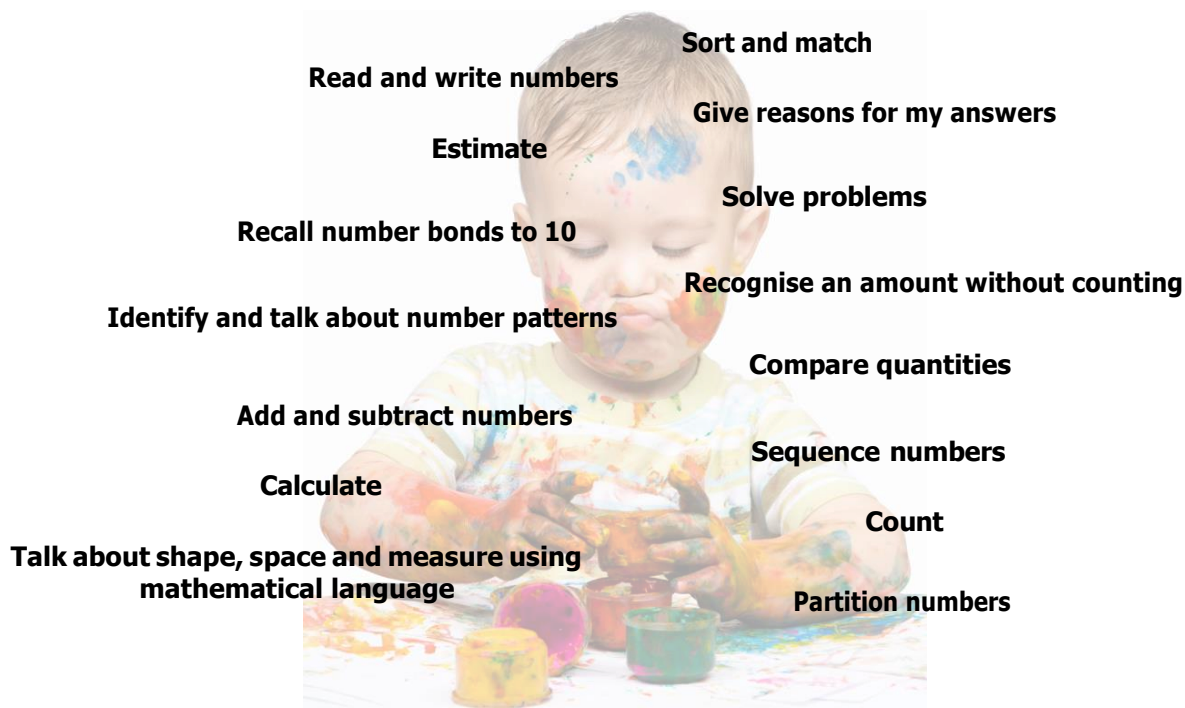
- Mathematical opportunities for learning are available throughout the provision. This offers a variety of open-ended resources that promote a conceptual understanding of number encouraging children to become confident and fluent.
- The resources are thoughtfully organised on open shelves so that children can see what and how many are available, access them independently and tidy up time can be optimised as an opportunity to practise and rehearse number skills.
- Mathematical resources are available throughout the environment, with number lines, numicon, mathematical vocabulary and questions to provide children with visual prompts and opportunities to solve problems.

Adults appreciate that maths can be taught everywhere and that the conceptual understanding of number is the basis for all other mathematical learning. They have a sound knowledge and deep understanding of mathematical concepts and vocabulary to enable them to teach the necessary foundation skills which children need to become fluent mathematicians.

Within the environment adults capitalise on every opportunity to present mathematical problems for children to think about and solve. They support children in practising and applying their mathematical knowledge and skills by encouraging them to talk about their thinking, provide explanations and give reasons for their answers.

IMPACT: Mathematics Example

By the end of Foundation Stage I can...



Understanding the World: History

Howes INTENT STATEMENT:

OVERVIEW

In Early Years we develop a chronological framework to help children understand where they and significant people and events sit in time by:

- Capitalising on children's innate desire to make sense of their own place in history
 - Exploring the lives of people who are familiar to them comparing similarities and differences
 - Introducing them to well known historical figures and events both within and beyond living memory
 - Cultivating children's curiosity about people and events within and beyond their living memory
 - Exploring historical information and artefacts to ask questions and draw conclusions
-

KNOWLEDGE

Passing of Time

I know...

- Time is measured in units
- Time has a pattern e.g. days of the week, months of the year
- About annual events e.g. birthday, Christmas
- How time and events can be sequenced in chronological order from earliest to latest
- Things were different in the past
- The vocabulary that describes time

Sense of Identity

I know...

- My place in history
- There is a past before I was born
- Things were different in the past to how they are now
- About significant events in my life

Historical Figures and Events

I know...

- How to use information to find out about events and people in the past
 - About significant events and people in the past
 - Historical events and people have a significant place in our history
-

SKILLS

I am learning to...

- Compare similarities and differences
- Record findings
- Examine evidence and draw conclusions
- Remember
- Observe
- Explore
- Ask questions
- Enquire
- Explain
- Describe
- Sequence
- Use historical vocabulary

Understanding the World: History

Howes IMPLEMENTATION STATEMENT:

History is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

We use planned themes and capitalise on unplanned moments that present themselves to talk about artefacts and significant events to develop a conceptual understanding of the passing of time. These include birthdays, recent events and experiences and well known points in history.

For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:

This is Me!: through this topic children will understand their own place in history

Bright Lights and Dark Nights: through this topic children will learn about significant people and events in history e.g. Guy Fawkes, Christmas traditions

Crazy Creations: focus on technology over time and unusual objects children of this age may not have seen before to spark conversation and questioning

Growing: Understanding the passage of time in the context of growing and diary entries

Animal Antics: Talking about significant events in children's lives such as getting a pet or reflecting on a trip to the zoo

Splish Splash!: Reflecting on significant events in their lives from the past such as family holidays or achievements such as learning to swim

Within the provision a timeline is developed as children find out about and plot significant points in their own history and wider historical events. This visually exemplifies the passing of time, the sequencing of events and their own place in history.

Children are encouraged to share historical artefacts and events from the past. Adults know and understand historical language. They take every opportunity to model historical vocabulary and teach historical skills encouraging children to ask questions, compare similarities and differences and draw conclusions.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...

Talk about significant historical people and events

Sequence events in the right order

Recall historical facts

Compare similarities and differences

Use time vocabulary

Talk about myself in a historical sense e.g. this year I am 4, next year I will be five, last year I was 3

Use information in books to talk about life in the past

Use comparative language of the past, present and future

Talk about the roles people have in society

Draw conclusions about what I have found out



Understanding the World: Geography

Howes INTENT STATEMENT

OVERVIEW

In Early Years we capitalise on children's fascination and interest in their surroundings and the world in which they live by:

- Encouraging an appreciation of the natural world and recognising its similarities and differences
 - Fostering a sense of awe and wonder about the world in which they live
 - Developing an appreciation of other people, their communities and their traditions
 - Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world
-

KNOWLEDGE

PLACES

My Community

I know...

- Where I live
- The key features of where I live
- About the significant places within my community
- How to get from one key place to another
- The vocabulary I need to use to direct others

PLACES

The World

I know...

- The names of different countries around the world
- Different countries have different key features
- How countries are connected
- How to travel between countries

Environment

I know...

- About different weather conditions in the UK
 - There are four seasons and the key features of them
 - The key features of different climates around the world
 - Some simple things I can do to help look after the planet
 - Human actions can help or destroy the planet
-

PLACES

My Country

I know...

- The capital city of the country I live in
- The different key features of cities, towns and villages

People

I know...

- People I know have different customs and traditions
- People in different countries have different customs and traditions

SKILLS

I am learning to...

- | | | |
|-----------------|---|--------------------|
| • Notice | • Compare similarities and differences | • Express opinions |
| • Measure | • Use my senses | • Explain |
| • Ask questions | • Gather information from different sources | • Describe |
| • Record | • Draw, read and follow maps | |

Understanding the World: Geography

Howes IMPLEMENTATION STATEMENT:

Geography is valued and promoted through direct teaching, purposeful learning opportunities and first hand experiences.

We use planned themes alongside first hand experiences and capitalise on unplanned moments that present themselves to talk about places, communities and the natural world, to develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places e.g. parks, river, library.

For each theme we have identified the geographical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:

This is Me!: through this topic children will learn about their local community

Animal Antics: through this topic children will learn about the features of specific locations

Splish Splash!: through this topic children will learn about the natural world and the importance of the water cycle

Within the provision we ensure that children have constant access to world and local maps and globes and understand how to use them. We make connections with children's first hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and countries they have found out about.

Children are encouraged to expand their knowledge of the natural world by capitalising on every opportunity to explore and experience the outdoors. Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills encouraging children to ask questions, noticing and comparing similarities and differences and expressing opinions.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...

Talk about what it is like to live in this country

Talk about the similarities and differences between people's religions and cultures

Talk about what it is like to live in another country

Compare similarities and differences

Use a simple map to find out information

Talk about where they live and the key features of the local environment

Talk about the key features of different places and different countries

Talk about the key features of the country they live in



Understanding the World: Science

Howes INTENT STATEMENT

OVERVIEW

In Early Years we capitalise on children's thrill of discovery and their instinctive desire to know, understand and find out more by:

- Providing freedom to explore, investigate and experiment using the five senses
- Cultivating children's curiosity about how and why things work and how things change
- Encouraging questioning, testing out of ideas and drawing conclusions
- Fostering children's excitement and pleasure in the awe and wonder of natural phenomena

KNOWLEDGE

Living things

I know...

- Internal and external body parts in humans
- The names of the different parts of plants and animals
- The features of plants and animals
- Living things can be sorted into different groups
- What living things need to survive
- How to keep healthy
- About life cycles

Materials

I know...

- What objects are made from
- The properties of different materials
- How different materials can be used
- Materials can be sorted into different groups

Changes

I know...

- Changes can be reversible and irreversible
- The relationship between cause and effect
- The characteristics of the four seasons
- The characteristics of different weather types

SKILLS

I am learning to...

- | | | |
|-----------------|---------------------|---------------------|
| • Explore | • Communicate ideas | • Record |
| • Investigate | • Pose challenges | • Draw conclusions |
| • Observe | • Solve problems | • Sort and classify |
| • Compare | • Try things out | • Measure |
| • Describe | • Test ideas | |
| • Ask questions | • Make predictions | |

Understanding the World: Science

Howes IMPLEMENTATION STATEMENT:

Science is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

We use planned themes and capitalise on unplanned moments that present themselves to talk about living things, materials and changes. These include natural objects, new life and recycling.

For each theme we have identified the scientific knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:

This is Me!: through this topic children will learn about changes and living things

Crazy Creations: through this topic children will learn about changes and materials

Growing: through this topic children will learn about changes and living things

Bright Lights and Dark Nights / Animal Antics: through this topic children will learn about living things and materials

In addition to Science being taught as a discrete subject, opportunities are also provided for children to practise and apply scientific knowledge and skills through investigation and exploration in all areas of the provision.

Investigation areas, inside and outdoors, are resourced with a range of scientific equipment and materials which offer opportunities for children to observe, investigate, explore and experiment.

Adults know the characteristics of a good scientist. They model technical language and scientific behaviours and attitudes encouraging children to ask questions, test out ideas, carry out investigations and draw conclusions.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...

Talk about the properties of materials

Name the parts of plants and animals

Make a sensible prediction

Talk about similarities and differences

Record findings

Draw conclusions

Observe, notice and make comparisons

Talk about reversible and irreversible changes

Talk about the characteristics of weather and seasons

Carry out an investigation



Expressive Arts and Design: Art

Howes INTENT STATEMENT:

OVERVIEW

In Early Years we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:

- Providing children with opportunities to explore and experiment with different media and materials
 - Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
 - Allowing children to use their own imagination to be uninhibited artists
-

KNOWLEDGE

General

I know...

- About famous artists
- Artists use different techniques

Lines

I know...

- There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, thick, thin, wavy, zig zag
- How to draw different types of lines
- The difference between a continuous and a broken line
- How to join lines to create shapes to make a picture

Form

I know...

- 2D representations are flat and 3D representations are solid
 - How 3D representations can be created using e.g. malleable materials, junk modelling
 - How to use different materials to express my ideas
 - Malleable materials can be moulded into different shapes
-

Colour

I know...

- The names of primary and secondary colours
- How to mix different colours
- How to make different tones and shades of colours

Shape

I know...

- Shapes are made from lines that are joined together
- Lines and shapes create representations

Texture

I know...

- Materials have different textures
 - Texture can enhance and add interest
 - Texture can engage the senses
 - Combining materials can create different textures
-

SKILLS

I am learning to...

- | | | | |
|--------------------------------|------------------|---------|-----------|
| • Manipulate and control tools | • Explore | • Draw | • Join |
| • Make decisions and choices | • Experiment | • Paint | • Stick |
| • Observe | • Combine | • Pull | • Roll |
| • Notice and discriminate | • Shape | • Tear | • Explain |
| • Imagine | • Mould & Sculpt | • Fold | • Review |
| • Connect ideas | • Mix | • Cut | |

Expressive Arts and Design: Art

Howes IMPLEMENTATION STATEMENT:

Art is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

- We use planned themes and capitalise on unplanned moments that present themselves to talk about line, shapes, colour, form and texture.
- We study three contrasting local and famous artists to provide children with opportunities to learn about different techniques and styles. This provides a stimulus for the development of their own artistic style whilst learning to appreciate and form opinions about different types of art.
- We deliver weekly observational drawing sessions where drawing skills are modelled and taught. This learning is then reflected within the provision where children have opportunities to practise and refine these skills.

For each theme we have identified the artistic knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:

This is Me!: through this topic children will learn about lines and shapes through portraits

Crazy Creations: through this topic children will learn about form through construction and junk modelling

Animal Antics: through this topic children will learn about colour and texture through collage and painting

In addition to Art being taught as a discrete subject, opportunities are also provided for children to express their own creative ideas by exploring, experimenting and combining materials to create different effects.

Creative areas, inside and outdoors, are resourced with a wide range of tools, media and materials and are organised in a way that encourages children to be independent in their choices and decisions. We recognise and use the links between Art and gross and fine motor development and provide vertical surfaces and large areas where children can stand enabling them to have greater stability and more control over the tools they are using.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate children in the application of their artistic knowledge and skills.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...



Mould and sculpt **Express my imagination and creativity**

Use different techniques **Share and talk about my creations**

Express my own ideas **Explain the processes I use**

Control and manipulate different tools **Use props and materials in my role play**

Combine different materials to create different textures **Talk about famous artists**

Create 2D and 3D representations **Make different tones and shades of colours**

Draw myself to include head, body, arms, legs and facial features **Draw different types of lines and shapes with control**

Expressive Arts and Design: Design Technology

Howes INTENT STATEMENT:

OVERVIEW

In Early Years we capitalise on children's natural intuition to be creative, inventive and innovative by:

- Introducing them to the designed and made world and how things work
 - Providing children with a purpose to design, make and evaluate functional products
 - Encouraging children to investigate and explore a wide range of materials and tools
 - Supporting children to find original solutions using resources in unique ways
 - Nurturing children's confidence to try new things
 - Fostering children's resourcefulness and resilience to enable them to take risks and learn from their mistakes
-

KNOWLEDGE

Design

I know...

- Designs need to be thought about and planned
- Designs can be changed and modified
- The properties and uses of different materials
- What different tools can be used for

Evaluate

I know...

- Evaluations can lead to improvements
- The criteria for success

Make

I know...

- Materials can be used for joining
 - How to join materials together
 - Materials can be modified or changed
 - Products can move, light up, be structurally sound, and be safe and healthy
 - Some objects can move independently and some can be made to move
 - How to make a structure strong and stable
 - How to make a structure balance
 - Materials can be used for different things and manipulated in different ways
 - The possibilities and limitations of different materials
 - How different tools can be used
-

SKILLS

I am learning to...

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Explore and investigate• Explain and describe• Design• Join• Plan and organise | <ul style="list-style-type: none">• Observe and ask questions• Think critically and solve problems• Make decisions• Take pride in my work | <ul style="list-style-type: none">• Be creative and innovative• Be resourceful• Assemble and disassemble• Control and manipulate tools |
|--|--|---|

Expressive Arts and Design: Design Technology

Howes IMPLEMENTATION STATEMENT:

Design Technology is valued and promoted through direct teaching and purposeful learning opportunities across all planned themes throughout the year.

We use planned themes and capitalise on unplanned moments that present themselves to encourage children to design, make and evaluate.

- For each theme we have identified the Design Technology knowledge and skills that we will teach ensuring that they are regularly revisited.
- We provide children with a purpose to design, make and evaluate products that move, are structurally sound and are healthy and safe for example through building, cooking, junk modelling and making products.
- We include opportunities for children to assemble and disassemble objects to learn more about how things work.
- Opportunities are also provided for children to practise and apply what they have learnt in different contexts and for a variety of purposes.
- The continuous and enhanced provision provides many opportunities to apply their Design Technology skills.

The environment has two focused areas for promoting and teaching Design Technology. These are the Construction area both indoors and outdoors, and Creative Workshop area, which are resourced with a wide range of equipment and tools. They are organised in a way that encourages children to be independent in their choices and decisions and to use their knowledge to find solutions and use resources in unique and innovative ways.

Both areas include a planning station where children can discuss, record and evaluate their ideas. We include a visual prompt for children to remind them of the design process: **Think, Plan** (design), **Create** (make), **Share** (evaluate).

In the provision adults promote children's creativity, originality and problem solving by valuing their ideas and encouraging them to make connections in their learning, take risks and learn from mistakes.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...



Solve problems **Express my imagination**

Control and manipulate different tools **Be creative and innovative**

Design and plan **Share and talk about my creations**

Make a structure strong, stable and balance **Talk about and identify what different materials can be used for**

Evaluate my work so I can make improvements **Join materials together**

Expressive Arts and Design: Music

Howes INTENT STATEMENT:

OVERVIEW

In Early Years we capitalise on children's innate desire to listen to, make and explore sound by:

- Providing freedom for children to be curious, experimenting with and creating their own music
 - Reinforcing children's responses to sounds and encouraging composition and performance
 - Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
-

KNOWLEDGE

General

I know...

- The names of different untuned and tuned instruments
- How to play different untuned and tuned instruments
- Untuned and tuned instruments make different sounds
- How musical notes are represented
- What a conductor does
- The words to different songs

Sound

I know...

- Sound can be changed
 - Sound can be made by different things
 - Sound can be made in different ways
 - Sound can be at different speeds
 - Sound can be combined
 - Sound can be at different volumes
 - Sound can be at different durations
 - Sound can be at different pitches
 - Sound can create different rhythms
 - Sound can create different patterns
 - Sound can be repeated
 - Sound can have a vibration
 - Sound can create beats
 - Sound can be recorded
-

SKILLS

I am learning to...

- | | | |
|---------------------------|---------------|-------------------|
| • Create | • Collaborate | • Accompany |
| • Perform | • Combine | • Memorise |
| • Appreciate | • Play | • Keep the beat |
| • Observe | • Refine | • Follow a rhythm |
| • Turn take | • Improvise | • Repeat |
| • Interpret | • Sing | • Imagine |
| • Listen and discriminate | • Respond | • Compose |
| • Explore | | |

Expressive Arts and Design: Music

Howes IMPLEMENTATION STATEMENT:

Music is valued and promoted through direct teaching and purposeful learning opportunities across the provision.

Singing is an integral part of the daily routines and children are taught new songs as well as practising songs they already know. Over the year they develop a wide repertoire of songs and rhymes that they know by heart.

A weekly music session is also delivered focusing on musical knowledge and skills through the Chiranga! Scheme of work.

Our music area is resourced with a wide range of untuned and tuned musical instruments and beaters, familiar songs and rhymes and equipment to play and record music. It is organised in a way that encourages children to be curious about sound and confident in experimenting with ways of combining different sounds.

We recognise and use the links between Dance and Music and provide children with a stage where they are encouraged to perform themselves and appreciate others' performances.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their musical skills.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...



Expressive Arts and Design: Dance

Howes INTENT STATEMENT:

OVERVIEW

In Early Years we capitalise on children's innate desire to move by:

- Providing freedom for children to be expressive, experimenting with and creating their own series of movements
 - Reinforcing children's responses to music and encouraging choreography and performance
 - Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
-

KNOWLEDGE

General

I know...

- All my body parts are separate but connected
- My body parts can be moved in different ways
- Where I am in relation to other people and other things

Movement

I know...

- Movements can be changed
 - Movements can be made using all parts of the body
 - Movements can be made in different ways
 - Movements can be at different speeds
 - Movements can be at different levels
 - Movements can be in different directions
 - Movements can be joined
 - Movements can be sequenced
 - Movements can be mirrored
 - Movements can be repeated
 - Movements can involve the transference of weight
-

SKILLS

I am learning to...

- | | | |
|---------------------|--------------|------------------------------|
| • Create | • Take turns | • Imagine |
| • Perform | • Repeat | • Balance |
| • Appreciate | • Sequence | • Build strength and stamina |
| • Observe | • Experiment | • Negotiate space |
| • Cross the midline | | |

Expressive Arts and Design: Dance

Howes IMPLEMENTATION STATEMENT:

Dance is valued and promoted through direct teaching and purposeful learning opportunities within the provision.

A weekly dance session is delivered focusing on dance knowledge and skills. We recognise the direct link between Dance and Physical Development and use the discreet sessions to practise balance and coordination through core work, building strength, crossing the midline and symmetrical movements.

We use our annual themes and the relationship between Dance and Music as a stimulus to plan opportunities for children to experiment with and create their own dance movements. Children also have access to a stage, instruments, recorded music, costumes and props where they are encouraged to be inventive, imaginative and perform themselves and appreciate others' performances.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their dance skills.

Howes IMPACT STATEMENT:

By the end of Foundation Stage I can...