Bridging Through EYFS to the National Curriculum

Writing	In EYFS, literacy is taught every day in everything they do. In reception they consistently mark make to develop gross and fine motor skills. English is taught daily as part of phonics lessons and the writing matches the sound being learnt. Writing opportunities are given during child-initiated play. There is a 'Tough Spot' in the classroom that children can engage with activities related to their focus story during child-initiated time. In nursery specifically, there is lots of focus on the value of a book. The very first thing they need to do is recognise and then write their name. In the EYFS department, they use the environment to print as print means meaning. English fits into the below EYFS prime categories: • Communication and language • Physical development It then fits into the below specific areas: • Comprehension • Word reading and writing (literacy) • Being imaginative and expressive (expressive arts and design) The below programmes of study in EYFS are covered within English as a subject: • Writing • Spoken language • Reading. Teachers monitor progress through observations and discreet assessments. When children leave reception, it is crucial that the Y1 and the R teacher talk about children who have not grasped phonics as gap can widen here. With this discussion, children become more prepared for the demands of the NC. **Points to consider:** 1. SSPF and Read to Write Schemes don't work together. This is being reviewed. 2. Read to Write – 5 out of 6 books currently used as children are not ready for the scheme until they have been taught the first sets of initial sounds. Currently being reviewed. 3. There is a need for teaching a variety of good quality picture story books e.g. Big Books, traditional tales/rhymes – very valuable. To be discussed further. 4. Summer term teaching cycles in EYFS will be extended to help support lesson times in Year 1. 5. Currently, Penpals for Writing Scheme is used in EYFS – fine and gross motor activities in addition to teacher planned activities,

	which prepare children for writing e.g. pencil grip / hold, posture, carefully controlled movements etc.
Reading	Reding is everywhere! Whole class shared book reading, storytelling with props and actions, Helicopter Stories (child led storytelling and performing) and using technology e.g. interactive whiteboard stories and PowerPoints. Wordless books: From Autumn 1 onwards, children in nursery take home a wordless story book to share with their family on a weekly basis. These books have been shared during small group adult led sessions in school with a focus on how to hold and use a book, the enjoyment of reading, using props and actions to make a book come alive, speaking and listening skills, and early comprehension skills. Reading scheme books As soon as children have learned the first set of phonics sounds and can blend and can recognise tricky words by sight. Children progress thorough the reading book scheme as new sounds are learned and retained for blending. Reading book/s are sent home weekly. With practice in school, and additional support at home, children should become fluent readers very quickly. Teachers monitor progress through observations and discreet assessments.
Maths	Maths is one of the specific areas of learning and development in the EYFS which supports learning in the prime areas. Maths in the EYFS gives children the opportunities to develop and improve their skills in counting, understanding and using numbers, calculating, simple addition and subtraction problems, and describing shape, space and measures. There are 2 areas of EYFS curriculum that prepare children for this. **Number.** Children at the expected level of development will: • Have a deep understanding of number 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. **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. Maths is taught in specific daily whole class and group times following Mastering the Curriculum in the Nursery and Power Maths

	in Reception. Most of the adult led learning is through practical activities using concrete manipulatives. The Power Maths journals are used in summer term only to prepare children for recording maths in Year 1. Maths is taught by breaking down objectives into the smallest steps and ensuring children are secure in these before moving on. There is a focus on teaching for fluency, reasoning and problems solving. There are many opportunities to consolidate maths learning through practical hands-on activities within various areas of the environment. Maths is everywhere so that children can access it through child-initiated activities as well as within the timetabled lessons. Number rhymes are sung, and counting is used with purpose everyday such as counting snacks and number of children present. These schemes cover the 6 key areas of early mathematics learning: Cardinality and counting Comparison Composition Pattern Shape and space Measures
Science	Science is everywhere in EYFS and is both child and adult led. So much Science learning comes up naturally as the children ask questions and explore their surroundings and the staff are skilled to develop these opportunities. Extra resources are readily available and questioning furthers the knowledge of the children. The staff always have Big Book stories and many activities set up that encourage this scientific thinking and opportunities for Science to be discussed. There are Teacher led sessions each week with 1 session in Nursery and 2 sessions in Reception. 'Developing Experts' is used for this which means the children have been exposed to key things like Rocket Words and Enquiry skills before they even enter KS1. This continuity is very beneficial. Kinaesthetic learning is the basis for most experimentation in EYFS and the children are constantly doing this and the Developing Experts videos are also very much enjoyed. The Teachers will vary when they do their sessions in Nursery so as to capture all the children and will do group catch up sessions for those that aren't in every day.
PE	Physical Education in EYFS is all about getting children ready to be able to Master, Participate and Perform. There are three areas of the EYFS curriculum that prepare children for this: • PSED • Physical Development • EAD As part of **PSED**, staff will help children navigate concepts and skills such as turn taking, dealing with winning/losing, being picked/not being picked and following rules. This can be both through adult directed activity and child-initiated activity. Even where activities are children initiated, staff are skilled at knowing how to move children on in their development. **Physical Development** is enhanced through the everyday provision of climbing, climbing stairs, balance bikes, giant puzzles, wooden planks, Forest School, scooters and slides.

	EAD is delivered through dance and gym. This is taught formally on Friday and we use the scheme 'Get Set for PE' to structure the learning.
Art	Art in the EYFS is predominantly developed through the key areas of • Physical Development • Expressive Arts and Design However, it is connected to, reinforced by, and often integral to other areas of learning, including the characteristics of learning. This subject with creativity at the heart is interwoven through the daily curriculum and is a key medium for children to demonstrate how they are engaging with the world around them. Mark making and drawing are children's first stage towards physical writing as well as a tool for imaginative expression. **Art** in the EYFS initially develops - Exploration and skills to use different materials freely, to develop and express their ideas. - Develop mark making and drawing from continuous lines to increasing detail to represent objects, figures, ideas and emotions. - Explore colour and colour mixing. During Reception children - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. Finally, the ELGs in Creating with materials are to 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. The early years include a variety of activities, both indoors and outdoors, that can be teacher-led, child-initiated, individual, or group-based. Teachers plan beginning with cultural capital, drawing upon what children can already do and have experienced. They then build on or fill gaps particularly where pupils may not have had explicit teaching or experience, e.g. how to hold and use scissors, brushes, pens, paints etc. Sensory experiences are also key e.g. scented playdough and can be particularly enriched in creative forest school activities such as creating with natural resources such as leaves. Playing with mud for example helps develop skills for modelling with clay later in the Primary years. Inspiration from picture story books frequently inspire activities e.g. chalk skeletons (Funny bones) / The Train Ride (creating a story map of individual paintings) and nursery rhymes and poems. EYFS also create special collaborative creating opportunities with a purpose such as a celebration, these are usually each half term. They have also been part of annual whole school art events e.g., during Be Different Be Equal weeks. Continuous provision provides opportunities to simultaneously develop physical skills alongside creative e.g., junk modelling stations and a wall easel strengthening appropriate muscles and developing gross and fine motor skills.

	Art activities, explicit teaching, skills and discussion in the EYFS build perfectly prepare pupils for the Art and DT curriculum in KS1 & 2 and the way it is taught and celebrated in the school's use of the Access Art curriculum. It specially builds on the pupils' experiences e.g. free printmaking leads well into the Year 1 printmaking pathway, and junk modelling prepares them for the playful making sculpture. Space and time to explore and develop their own creations is mutually key for transition between the EYFS and National Curriculum.
DT	DT in Early Years is taught through both teacher-directed activities as well as child-initiated activities. It is taught continuously throughout the day in various ways and spans across the different leaning areas, particularly, Language, Physical development, Expressive Arts and Design and Understanding the world. DT is taught through activities such as: • Allowing children to dismantle things and explore how everyday objects work. • Junk modelling, e.g. joining pieces, stacking, balancing, etc, allowing the children to explore different materials freely, in order to develop their ideas about how to use them and what to make. • Constructing with loose parts outdoors (crates, planks, tyres). • Exploring different textures in the tuff trays. • Exploring and engaging with batter and baking. • Having opportunities to explore various construction toys, e.g. making imaginative and complex 'small worlds' with blocks, such as a city with different buildings and a park. • Exploring and designing at the toy woodwork bench. • Making cards (Mother's/Father's Day/Easter) making choices about materials and techniques to use to carry out the task. • Using and manipulating a range of tools and objects such as hammers through Tap, Tap Art. • Allowing children to explore objects by linking together different approaches: shaking, hitting, looking, feeling, pulling and turning. • Providing toys and activities that allow the children to show an interest in technological toys with knobs or pulleys, making toys work by pressing parts or lifting flaps to achieve effects such as sound or movement. • Teaching the children to return to and build on their previous learning, refining ideas and developing their ability to represent them. The above learning opportunities help prepare the children for the NC by allowing them to: • Create collaboratively, share ideas, resources and skills. • Develop their small motor skills so that they can use and manipulate a range of tools and materials competently, safely and confidently. • They learn skills such as problem-solving, brainstorming and creativity. • They are given opportunities to explore their creativity and imagination through designing, making and evaluating their products.

	• The children can experiment with colours and textures. • They learn vocabulary related to design, materials and processes.
Music	Music is central to so many things that happen in EYFS through adult and child led activities. For example, singing 'Wake and Shake' to wake our minds and bodies up after registration, our tidy-up song, nursery rhymes, phonics rhymes, lunchtime song, number songs and Forest School songs etc. Musical instruments are assessable for children to use independently and are used during adult- led activities and music lessons through Charanga. **Music scheme:** Charanga. To support learning in the EYFS, we use Charanga, which is taught once a week in nursery and reception. Nursery rhymes are predominantly taught during weekly lessons in nursery. Reception follows the scheme as it is set out for each half-term, following the progression of skills. Musical instruments are available for all children to access during child-initiated time and are also used as part of other schemes that support our learning e.g. phonics, for sound discrimination. Children learn instrument names and become familiar with each instrument's sound by playing and exploring them in imaginative and expressive ways. **EYFS Curriculum:** The most relevant EYFS statements for music are taken from the following Areas of Learning: • Communication and Language • Physical Development • Expressive Arts and Design **Communication and Language (CL):** By the end of the Listening, Attention and Understanding Early Learning Goal (EAD) in Reception, children should be able to: • Listen attentively and respond to what they hear with relevant questions • Make comments about what they have heard and ask questions to clarify their understanding. **Expressive Arts and Design (EAD):** By the end of the Being Imaginative and Expressive (EAD) Early Learning Goal (ELG) in Reception, children should be able to: • 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. **Physical Development (PD):**

	By the end of the Physical Development (PD) Gross Motor Skills (GMS) and Fine Motor Skills (FMS) Early Learning Goal (ELG) in Reception, children should be able to: • Demonstrate strength and coordination… (GMS) • Use a range of small tools (FMS). **Essential early skills that are developed include:** • Listening to music (via CDs, IWB and musical programmes such as CBeebies 'Melody') / instruments • Voice sounds, making character voices for retelling stories or performing • Speaking and singing clearly with an audible voice • Knowing an instrument's name • Understanding how an instrument should be played • Understanding the sound a particular instrument makes • Learning beat and rhythm. We start by using claves in EYFS during adult led lessons. • Using instruments with care • Making musical instruments This prepares children for the National Curriculum KS1 Music aims and taught objectives. Pupils should be taught to: • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music. In EYFS, performance events to parents start in Nursery and Reception with our joint Christmas Nativity Production. Children begin their Cedar Park musical journey by learning songs and actions, and in Reception children can play a character part. Tapestry is an excellent means of communication for school and home. It allows school to upload links to music learning, information about our events, observations of children, and it's a way for parents to communicate what their child enjoys musically at home as photos, short video clips and messages. We encourage children to then share their musical experiences with their class as this supports crucial speaking / performing skills. Music is everywhere!
History	• Understanding the World Small strand within EYFS – Past and Present • Communication and language – comment, talk and know

	All about me topic – sense of life story – grandparents, cousins Show them things that they haven't seen before -phones, photographs, remembrance, Story books: The Smartest Giant in Town, Fairy Tales, Nursery Rhymes Mention clothing of the past. What did it look like in the past? Train rides and steam trains compared to the underground. Bridging the gap between EYFS and Year 1 is difficult. Role play area – range of phones etc., Events: coronations, death of a monarch, jubilees etc.,
Geography	• Understanding the World • Mathematics (Positional Language) • **Communication and Language** Example: Going on a Bear Hunt, Rosie's Walk as appropriate books. Explain, describe, say Locational Knowledge, Place Knowledge and Features (physical and human) Units such as pirates and commotion in the ocean brings in the idea of different places and seas/ oceans (without naming them). What have the children experienced so far – journeys/ holidays. Mathematics – language use – prepositional language – routes around the school. Hands on experiences with the environment. ELG: 1. Natural World 2. People, Culture and Communities Vocabulary is key!! Drawing maps, roads, routes, journeys. Still quite a gap between the EYFS expectations and the Y1 curriculum.
RE	• RE is taught using Jigsaw once a week. • RE falls into the area of understanding the world and Personal, Social and Emotional Development

	• Tapestry is used to offer parents the opportunity to tell staff about any religious festivals they celebrate – these are then celebrated as and when within EYFS. • The resources used are tuff trays with a focus point, sensory activities, puzzles, stories, dressing up clothes and Twinkl PowerPoints to help with religions not covered by Jigsaw. • Workshops can be arranged such as dancing based on a religious festival and all EYFS are included. • Learning in EYFS is saved on the R drive and can be accessed by SLT to look at planning. • RE is recorded on Tapestry half termly for parents to see. • External links are provided for parents and children to use at home.
PSHE	• There are prime areas in EYFS and PSHE falls into PSED, understanding the world and communication and language. • PSHE is taught everyday throughout EYFS as they respond to situations that are happening in the classroom or at break/lunch time. • Picture books and adaptive stories are used throughout the lessons/ day • Now and then cards help children to regulate • Adults will discreetly talk to parents to discuss any home/ school issues, and these will discreetly be talked about through stories at school • Zones of Regulation used daily as a check in for children • Rainbow and proud cloud are used to build self-esteem throughout the day • Focusing on key behaviours daily • Children are highlighted asap if they cannot do something, and interventions are put into place. • Resources used are puppets, small world toys, role play, tuff trays, story books and pictures • PSHE is taught all day every day in EYFS