



St Catherine's CofE Primary and Nursery School



Foundation Stage Curriculum Intent/Implementation/ Impact Document 2021-2022

Communication and Language

INTENT STATEMENT:

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

- Role modelling conversation and effective communication.
 - 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.
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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

Communication and Language

SKILLS

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

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 a key text 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. 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.

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 party to encourage discussion and problem solving.



Communication and Language

IMPACT STATEMENT:

By the end of Foundation Stage I can

Give reasons

Speak in full sentences

Participate in discussions

Take turns in conversation

Describe and explain

Use tenses and conjunctions in my talk

Use different parts of speech in my talk

Express opinions, feelings and ideas

Ask questions

Retell in sequence

Personal, Social and Emotional Development

INTENT STATEMENT:

In Early Years we create a supportive and nurturing climate. Guided by our Christian ethos we provide 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.
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KNOWLEDGE

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

Building Relationships I know...

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

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

Personal, Social and Emotional Development

SKILLS

I am learning to..

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

IMPLEMENTATION STATEMENT:

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

Personal, Social and Emotional Development

IMPACT STATEMENT:

By the end of Foundation Stage I can..

Make positive relationships

Dress and undress

Persevere

Manage risk and keep myself safe

Compromise and negotiate to resolve conflict

Share and take turns

Manage my own personal hygiene

Wait for my turn

Focus my attention

Follow rules and manage my own behaviour

Express and talk about my emotions

Follow instruction

Physical Development

INTENT STATEMENT:

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

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

Physical Development

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.
- Setting up a Finger Gym and a Fastening Station which offer challenges that develop wrist and finger strength, finger isolation and pincer or tripod grip.
- Setting up a Tool Station in the provision offering 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.
- Providing authentic resources throughout the provision e.g. real kitchen equipment.
- Using the outdoor area daily for Physical Development where small apparatus is organised, displayed and available for children to use independently.
- Setting up a mini gym and yoga station which are equipped with resources that enable children to develop their strength, stamina, balance and co-ordination.
- 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.

IMPACT STATEMENT:

By the end of Foundation Stage I can...

Control a variety of tools

Move in a variety of ways

Demonstrate upper body strength

Use a tripod grip

Negotiate space and obstacles safely

Throw, catch and kick a ball

Co-ordinate both sides of my body to do different things at the same time

Draw with accuracy

Balance using my core stability

Literacy: Reading

INTENT STATEMENT:

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
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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

Literacy: Reading

SKILLS

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

IMPLEMENTATION STATEMENT:

Reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of Phonic sessions, Story and Rhyme Time 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.

When planning 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 displayed 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, texts from the reading scheme 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.



Literacy: Reading

IMPACT STATEMENT:

By the end of Foundation Stage I can...

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

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

Literacy: Writing

INTENT STATEMENT:

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
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KNOWLEDGE

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
- 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
- When to use capital letters and full stops
- Some simple types of punctuation
- There are spaces between words in writing

Literacy: Writing

SKILLS

I am learning to...

Draw

- Mark make
- Control and manipulate tools
- Use a tripod grip
- Form letters correctly
- Connect ideas
- Spell
- Recognise words
- Sequence
- Segment and blend
- Gather ideas
- Think
- Track

- Listen
- Memorise
- Repeat
- Copy
- Rehearse
- Describe
- Rhyme
- Remember and recall
- Concentrate
- Imagine
- Retell
- Discuss

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. Vertical surfaces such as white boards and easels are also available indoors and outside. 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 Read Write Inc developing fluency and helping children to make connections between reading and writing.

Literacy: Writing

IMPACT STATEMENT:

By the end of Foundation Stage I can...

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

Control and manipulate a writing tool.

Spell regular and irregular words.

Hold a sentence in my head.

Draw on a rich store of language in my writing.

Use imaginative ideas in my writing.

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

Use some capital letters and full stops in my writing.

Use a tripod grip.

Use and talk about the features of different types of writing.

Leave spaces between words.

Mathematics

INTENT STATEMENT:

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

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

COUNTING AND CARDINALITY

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 CALCULATIONS

Partitioning a Number I know...

- An amount can be made up in different ways

Inverse Operations I know...

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

Calculations I know...

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

Number Bonds I know...

- Which pairs make a given number

Estimation I know...

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

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 |
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Mathematics

IMPLEMENTATION STATEMENT:

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

Adults use a mix of NCTEM, White Rose and Numberblocks as planning support. 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. Maths is offered throughout the provision and 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.

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:

By the end of Foundation Stage I can...

Read and write numbers

Estimate

Recall number bonds to 10

Identify and talk about number patterns

Add and subtract numbers

Recognise an amount in different arrangements

Sort and match

Give reasons for my answers

Solve problems

Recognise an amount without counting

Calculate

Compare quantities

Count

Partition number

Sequence numbers

Talk about shape, space and measure using mathematical language.

Understanding the world

(History, Geography, Science)

INTENT STATEMENT:

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.

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.

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
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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

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

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

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.

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

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

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

IMPLEMENTATION STATEMENT

Understanding the world 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. When not being taught as a discrete subject, opportunities are also provided for children to practise and apply knowledge and skills through investigation and exploration in all areas of the provision. Investigation areas, inside and outdoors, are resourced with a range of equipment and materials which offer opportunities for children to observe, investigate, explore and experiment. Adults know the characteristics of a good learner. They model technical language and challenging vocabulary, encourage children to ask questions, test out ideas, carry out investigations and draw conclusions.

IMPACT STATEMENT

By the end of Foundation Stage I can...

Talk about the properties of materials

Make a sensible prediction

Record findings

Observe, notice and make comparisons

Talk about the characteristics of weather and seasons

Name the parts of plants and animals

Talk about similarities and differences

Draw conclusions

Talk about reversible and irreversible changes

Carry out an investigation

Talk about what it is like to live in this country

Talk about what it is like to live in another country

Use a simple map to find out information

Talk about the key features of different places and different countries

Talk about the key features of the country they live in

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

Compare similarities and differences

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

Talk about significant historical people and events

Sequence events in the right order

Use time vocabulary

Recall historical facts

Use information in books to talk about life in the past

Compare similarities and differences

Talk about the roles people have in society

Ask questions to find out more

Draw conclusions about what I have found out.

Understanding the World

RE

INTENT STATEMENT

In the Early Years the teaching of Religious Education will allow children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.

KNOWLEDGE

- Understand the order of the Bible
- Recognise the importance of God to Christians
- Make connections between stories and practical examples
- Recognise objects from different faiths.
- Talk about different ways to worship.
- Sing worship songs.

IMPLEMENTATION STATEMENT

Children will understand the way that religious beliefs shape our lives and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance our spiritual, moral, social and cultural development.

As a Church of England school, Religious Education plays an important role, along with all other curriculum areas, in promoting the spiritual, moral, social, and cultural development of our children. The curriculum is carefully planned using the Understanding Christianity and Agreed Syllabus.

IMPACT STATEMENT

By the end of Foundation Stage I can...

Discuss what makes a Christian

Retell some familiar Bible tales

Explain the golden rule

Recognise important religious places

Be tolerant of all faiths

Expressive Arts and Design

INTENT STATEMENT

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

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

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

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

Shape I know...

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

Expressive Arts and Design

Texture I know...

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

Colour I know...

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

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

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

Evaluate I know...

- Evaluations can lead to improvements
- The criteria for success

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

Expressive Arts and Design

IMPLEMENTATION STATEMENT

Expressive art and design is valued and promoted through direct teaching and purposeful learning opportunities throughout the year. 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.

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.

IMPACT STATEMENT

By the end of Foundation Stage I can...

Draw myself to include head, body, arms, legs and facial features

Draw different types of lines and shapes with control

Control and manipulate different tools

Use different techniques

Mould and sculpt

Express my imagination and creativity

Evaluate my work so I can make improvements

Join materials together

Design and plan

Sing a range of rhymes and songs

Play untuned and tuned instruments

Manipulate and combine sounds

Compose and perform