



St Mary's Church of England Primary School

Foundation Curriculum - Intent, Implementation and Impact



INTENT: Personal, Social and Emotional Development

Overview

At St Mary's Church of England Primary School, 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

Mutually Respectful Relationships I know... • How to share and take turns • What makes a good friend • We are all unique • The characteristics of bullying	Rules, Boundaries and Routines 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
Understanding Yourself and Others I know... • About myself and who I am • About the different communities I belong to • What I am good at and what I find more difficult • When I am successful • About different emotions and how they make me feel	Understanding Yourself and Others I know... • What emotions look like in others • My own and others behaviour has consequences • How to ask for help • How to manage and resolve a conflict

Skills

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

IMPLEMENTATION: Personal Social and Emotional Development

Personal, Social and Emotional Development is highly valued and underpinned by British values. We believe children's emotional wellbeing 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 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 help 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. They provide good role models of how a good citizen should behave. They demonstrate how to be a good friend, show respect and fairness and are consistent in their approach. They listen carefully to children, respond to their needs, help them understand their emotions and empathise and communicate with children and their families.

IMPACT: Personal, Social and Emotional Development

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Share and take turns
- Follow rules
- Manage their own behaviour
- Express and talk about their emotions
- Compromise and negotiate
- Manage risk and keep themselves safe
- Make independent decision and choices
- Make positive relationships

Children's progress towards the intent is monitored through daily formative assessment and termly summative judgements.

There are four formal assessment points during the year: Baseline, December, April and July when formative judgements about each child's progress towards the outcomes will be made.

Adults have a deep understanding of each child's next steps. They use daily formative assessment techniques to quickly identify and address misconceptions and plan the next steps.

INTENT: Communication and Language

Overview

At St Mary's Church of England Primary School, 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
- The meaning of different words
- 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 • 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 • Take turns • Process information • Predict • Retell • Connect ideas • Discuss

IMPLEMENTATION: Communication and Language

Communication and Language is a fundamental core skill. We believe that 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 is used to display intriguing objects and pictures and children are encouraged to describe, discuss and ask questions about what they see. When the provision dictates, 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 some snowy footprints out of the setting 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 communicator and searching for and capitalising on opportunities to engage with children in conversation.

IMPACT: EXAMPLE COMMUNICATION & LANGUAGE IMPACT

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Speak in sentences
- Take turns in conversation
- Describe and explain
- Retell
- Ask questions
- Use different parts of speech in their talk
- Follow instructions

Children's progress towards the intent is monitored through daily formative assessment and termly summative judgements.

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INTENT: Physical Development

Overview

At St Mary's Church of England Primary School, 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 four fingers and a thumb 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

Being Healthy

I know...

- Regular exercise will help to keep me fit
- 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...		
• Balance • Throw and catch • Lift and carry heavy objects • Cross the midline • Hop, Skip, Jump • Negotiate space • Run • Make alternating movements	• Roll • Turn • Spin • Climb • Make anti-clockwise movements • Re-trace vertical lines • Make symmetrical movements	• Co-ordinate two sides of the body • Isolate my fingers • Use a Pincer grip • Form a Tripod grip • Make decisions • Take risks • Make healthy choices • Undress and dress

IMPLEMENTATION: Physical Development

Physical Development is valued and promoted through weekly PE sessions and purposeful planned and unplanned learning opportunities across the provision. A daily Wake and Shake session focuses on the four key aspects of gross motor development.

During the planning process careful consideration is given to the next steps in learning and how children can practise and develop their gross and fine motor skills.

A Literacy Tool Station is situated in the centre of the provision offering a wide variety of mark making tools and equipment e.g. hole punches, staples, treasury tags, paperclips and authentic resources are used throughout the provision e.g. kitchen equipment. This supports the development of muscle strength and the control and manipulation of real tools.

The outdoor area is used daily for Physical Development and small apparatus is organised, displayed and available for children to use independently. A mini gym is sometimes set up which is equipped with resources that enable children to develop their strength, stamina, balance and co-ordination. In addition, the outdoor area is equipped 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.

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 they 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

IMPACT: Physical Development

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Use their fingers separately
- Form a tripod grip
- Keep themselves safe
- Balance
- Form a tripod grip
- Cross the midline
- Support their own body weight in a press up position
- Use two hands together

Children's progress towards the intent is monitored through daily formative assessment and recorded termly.

There are four formal assessment points during the year: Baseline, December, April and July when formative judgements about each child's progress towards the outcomes will be made.

Adults have a deep understanding of each child's next steps. They use daily formative assessment techniques to quickly identify and address misconceptions and plan the next steps.

Each child has a pen portrait which provides a summary of each child's gross and fine and motor development which is updated at the four different assessment points during the year.

INTENT: Reading

Overview

At St Mary's Church of England Primary School, 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	Characteristics of Books
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	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 • Connect ideas • Decode • Discriminate • Recognise words • Use intonation • Sequence • Anticipate	• Segment and blend • Listen • Memorise • Repeat • Copy • Remember • Concentrate • Imagine	• Join in • Retell • Discuss • Form opinions • Ask questions • Respond

IMPLEMENTATION: Reading

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. There is an opportunity during the day for children to practise and apply their phonic knowledge by reading and sharing familiar texts. 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. For each theme 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 in wooden crates 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.

Within the environment adults draw children's attention to text. They demonstrate that text has meaning, model the enjoyment of reading and support the application of phonic knowledge and skills. They actively encourage children to become familiar with the stories and rhymes they have heard through role play, small world play and favourite books

We also teach the children sight vocabulary alongside phonics through the Ginn Reading Scheme. This meets the needs of our cohort and school demographics where a significant minority of our parents struggle with reinforcing phonic knowledge at home and find phonic pronunciation difficult but can support with sight vocabulary. Both schemes work alongside each other to ensure fluent and competent readers.

IMPACT: Reading

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Read from left to right and top to bottom
- Make the link between graphemes and phonemes
- Segment and blend
- Read some common regular and irregular words with some fluency
- Talk about what they have read
- Understand what they have read

Children's progress towards the intent is monitored through daily formative assessment and termly summative judgements.

There are four formal assessment points during the year: Baseline, December, April and July when formative judgements about each child's progress towards the outcomes will be made.

Adults have a deep understanding of each child's next steps. They use daily formative assessment techniques to quickly identify and address misconceptions and plan the next steps.

Each child has a reading diary in which evidence of their progress in Reading is recorded. Phonic Assessments are also completed termly.

INTENT: Writing

Overview

At St Mary's Church of England Primary School, 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... • 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	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

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 • Listen • Memorise • Repeat • Copy • Rehearse • Describe • Rhyme • Remember and recall	• Concentrate • Imagine • Retell • Discuss • Gather ideas • Think • Track

IMPLEMENTATION: Writing

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.

Each area of the provision is equipped with relevant writing resources. A Literacy Tool Station is situated in the centre 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.

We begin by using 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 the Bug Club scheme developing fluency and helping children to make connections between reading and writing.

IMPACT: Writing

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Use imaginative ideas in their writing
- Draw on a rich store of language in their writing
- Spell regular and irregular words
- Control and manipulate a writing tool
- Use a tripod grip
- Form letters correctly using anti clockwise movements and retracing vertical lines
- Leave spaces between words
- Write a sentence or a series of connected sentences
- Use some capital letters and full stops in their writing
- Use and talk about the features of different types of writing

Children's progress towards the intent is monitored through daily formative assessment and termly summative judgements.

There are four formal assessment points during the year: Baseline, December, April and July when formative judgements about each child's progress towards the outcomes will be made.

Adults have a deep understanding of each child's next steps. They use daily formative assessment techniques to quickly identify and address misconceptions and plan the next steps.

Each child writes weekly and evidence of their progress in Physical Development, Communication and Writing can be seen in their Wonderful Work Book.

INTENT: Mathematics

Overview

At St Mary's Church of England Primary School, 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 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 • That 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 • That numbers can have one digit, two digits, three digits or more
Operation and Calculation	
Partitioning a Number I know... • That an amount can be made up in different ways	Inverse Operations I know... • That halving is the opposite of doubling • That addition is the opposite of subtraction • Doubling is 2 sets of the same amount
Calculation I know... • More is greater than and less is fewer than	Number Bonds I know... • Which pairs make a given number

• Addition is combining sets • Subtraction is taking amounts away	
Estimation I know... • That 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 • Problem Solve • Investigate • Sort and match • Count • Estimate • Discriminate	• Compare • Calculate • Sequence • Remember • Think • Explain • Make connections	• Take risks • Memorise • Manipulate numbers • Test ideas • Persevere • Record • Check

IMPLEMENTATION: Mathematics

Mathematics is valued and promoted through daily direct teaching using the White Rose and Mastering the curriculum schemes. Purposeful mathematics learning opportunities can be seen 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.

A Maths Base is situated within the provision. It 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.

In addition, the environment is enhanced with a Maths Area with number lines, hundred squares, 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

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

Children will be assessed against all the bullet points in the knowledge section of intent and also the following:

- Sort and match
- Give reasons for their answers
- Solve problems
- Recognise an amount without counting
- Recognise an amount in different arrangements
- Count
- Sequence
- Compare
- Identify and follow a pattern • Calculate
- Recall numbers bonds to 10
- Read and write numbers

Children's progress towards the intent is monitored through daily formative assessment and termly summative judgements.

There are four formal assessment points during the year: Baseline, December, April and July when formative judgements about each child's progress towards the outcomes will be made.

Adults have a deep understanding of each child's next steps. They use daily formative assessment techniques to quickly identify and address misconceptions and plan the next steps.

Each child has a Wonderful Work Book in which there will be evidence of their progress in Number and Shape, Space and Measure.

INTENT: Science

Overview

At St Mary's Church of England Primary School, 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 health	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
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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...

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• Explore• Investigate• Observe• Compare• Describe• Ask questions | <ul style="list-style-type: none">• Communicate ideas• Pose challenges• Solve problems• Try things out• Test ideas• Make predictions | <ul style="list-style-type: none">• Record• Draw conclusions• Sort and classify• Measure |
|--|---|---|

IMPLEMENTATION: Science

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:

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

Weather: through this topic children will learn about changes and materials

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

Minibeasts: 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.

IMPACT: Science

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Name the parts of plants and animals
- Keep themselves healthy
- Talk about the properties of materials

- Talk about reversible and irreversible changes
- Make a sensible prediction
- Carry out an investigation
- Observe, notice and make comparisons
- Draw conclusions

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INTENT: History

Overview

At St Mary's Church of England Primary School, 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 • That 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 • That historical events and people have a significant place in our history	

Skills

I am learning to...	
• Ask questions • Enquire • Explain • Describe • Sequence • Use historical vocabulary	• Compare similarities and differences • Record findings • Examine evidence and draw conclusions • Remember • Observe • Explore

IMPLEMENTATION: History

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. Below is an example of some of the themes covered:

Ourselves: through this topic the children will understand their own place in history

Festivals: through this topic the children will learn about significant people and events in history e.g. Guy Fawkes

Dinosaurs: through this topic the children will learn about significant events in a prehistoric age

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.

IMPACT: History

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Talk about themselves in a historical sense e.g. this year I am 4, next year I will be five, last year I was 3
- Use comparative language of the past, present and future
- Use time vocabulary
- Recall historical facts
- Sequence events in the right order
- Ask questions to find out more
- Compare similarities and differences
- Draw conclusions about what they have found out

Children's progress towards the intent is monitored through daily formative assessment and recorded termly.

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Adults have a deep understanding of each child's next steps. They use daily formative assessment techniques to quickly identify and address misconceptions and plan the next steps.

INTENT: Geography

Overview

At St Mary's Church of England Primary School, 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	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	My Country I know... • The capital city of the country I live in • The different key features of cities, towns and villages
PLACES	People
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	I know... • People I know have different customs and traditions • People in different countries have different customs and traditions
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	

Skills

I am learning to...		
• Notice • Measure • Ask questions • Record	• Compare similarities and differences • Use my senses • Gather information from different sources • Draw, read and follow maps	• Express opinions • Explain • Describe

IMPLEMENTATION: Geography

Geography 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 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. Below is an example of some of the themes covered:

Ourselves: through this topic the children will learn about their local community

Festivals: through this topic the children will learn about places around the world

Around the world: through this topic the children will learn about the features of specific locations

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.

IMPACT: Geography

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Talk about how to look after the natural world
- Compare and appreciate differences in other people's traditions and cultures
- Talk about where they live and the key features of the local community
- Talk about the key features of different places and different countries
- Talk about the key features of the four seasons and different weather around the world
- Follow a simple map
- Compare similarities and differences
- Notice and look carefully
- Express an opinion

Children's progress towards the intent is monitored through daily formative assessment and recorded termly.

There are four formal assessment points during the year: Baseline, December, April and July when formative judgements about each child's progress towards the outcomes will be made.

Adults have a deep understanding of each child's next steps. They use daily formative assessment techniques to quickly identify and address misconceptions and plan the next steps.

INTENT: Art

Overview

At St Mary's Church of England Primary School, 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 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	Colour I know... • The names of primary and secondary colours • How to mix different colours • How to make different tones and shades of colours
Lines I know... • There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, fat, 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 • Malleable materials can be moulded into different shapes	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 • Make decisions and choices • Observe • Notice and discriminate • Imagine • Connect ideas	• Explore • Experiment • Combine • Shape • Mould & Sculpt • Mix	• Draw • Paint • Pull • Tear • Fold • Cut	• Join • Stick • Roll • Explain • Review

IMPLEMENTATION: Art

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 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 regular 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.

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.

The Creative Area is resourced with a wide range of tools, media and materials and is 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.

IMPACT: Art

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Make different colours
- Draw different types of lines and shapes with control
- Create a 3D representation
- Combine different materials to create different textures
- Control and manipulate different tools
- Express their own ideas
- Use different techniques

Children's progress towards the intent is monitored through daily formative assessment and recorded termly.

There are four formal assessment points during the year: Baseline, December, April and July when formative judgements about each child's progress towards the outcomes will be made.

INTENT: Design Technology

Overview

At St Mary's Church of England Primary School, 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	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	

Skills

I am learning to...		
• Explore and investigate • Explain and describe • Design • Join • Plan and organise	• Observe and ask questions • Think critically and solve problems • Make decisions • Take pride in my work	• Be creative and innovative • Be resourceful • Assemble and disassemble • Control and manipulate tools

IMPLEMENTATION: Design Technology

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, sewing and making products. We also include opportunities for children to assemble and disassemble objects to learn more about how things work.

In addition to Design Technology knowledge and skills being taught as a discrete subject, opportunities are also provided for children to practise and apply what they have learnt in different contexts and for a variety of purposes.

The environment has two focused areas for promoting and teaching Design Technology. These are the Construction area and Creative Workshop 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.

IMPACT: Design Technology

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Talk about and identify what different materials can be used for
- Join materials together
- Make a structure strong, stable and balance
- Evaluate their work so they can make improvements
- Design and plan
- Control and manipulate different tools
- Express their own ideas and be creative and innovative
- Solve problems

Children's progress towards the intent is monitored through daily formative assessment and recorded termly.

There are four formal assessment points during the year: Baseline, December, April and July when formative judgements about each child's progress towards the outcomes will be made.

INTENT: Music

Overview

At St Mary's Church of England Primary School, 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...

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Create• Perform• Appreciate• Observe• Turn take• Interpret• Listen and discriminate• Explore | <ul style="list-style-type: none">• Collaborate• Combine• Play• Refine• Improvise• Sing• Respond | <ul style="list-style-type: none">• Accompany• Memorise• Keep the beat• Follow a rhythm• Repeat• Imagine• Compose |
|---|--|---|

IMPLEMENTATION: Music

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

Throughout their year in Foundation, there is opportunity for the children to listen to, appreciate and explore sounds, instruments, beat and rhythm. They are exposed to different genres including: Pop, Classical, Jazz, African and Flamenco.

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.

Outside, the children are encouraged 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 other's 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

IMPACT: Music

In order to measure impact, we have identified the specific outcomes we expect children to achieve at the end of the Foundation Stage:

Children can:

- Keep a steady beat
- Play untuned and tuned instruments to a steady beat
- Perform a repertoire of songs and rhymes
- Choose instruments and their voice to represent different sounds
- Manipulate and combine sounds
- Follow a rhythm
- Discriminate between different sounds

Children's progress towards the intent is monitored through daily formative assessment and recorded termly.

There are four formal assessment points during the year: Baseline, December, April and July when formative judgements about each child's progress towards the outcomes will be made.

Adults have a deep understanding of each child's next steps. They use daily formative assessment techniques to quickly identify and address misconceptions and plan the next steps.

