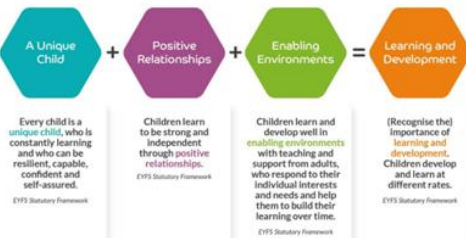


Curriculum Cohesion at Ashton Gate

The Early Years Lead meets with subjects leaders to maintain a meaningful dialogue to ensure that our curriculum provides a strong foundation for the curriculum throughout the school. We consider how taught sessions, continuous provision and play experiences, vocabulary, resources and 'book time' stories best allow the children in Reception to explore and secure the knowledge and skills which will support them in subject areas throughout their time at Ashton Gate. In this carefully considered way, the Reception year provides the children with a firm base on which to build their enjoyment of and achievement in the subjects they will explore in KS1 and KS2.

The following documents record the dialogue between Subject Leader and the EY Lead.

How the EYFS at Ashton Gate Primary School provides the foundations for **scientific understanding**

Principles and practice of EYFS – an overview	How the Characteristics of Effective Learning are fundamental to all current and future learning	How the prime areas of learning are fundamental to all current and future learning
<p>4 Statutory underpinning principles of EYFS are:</p>  <p>These are used to plan and guide curriculum and pedagogy decisions for all children in EYFS.</p> <p>UNIQUE CHILD-Practitioners are required to observe and understand each child’s development and learning, assess, progress, plan for and act on next steps.</p> <p>POSITIVE RELATIONSHIPS are sensitive and responsive to the individual child’s needs, interests and feelings and supportive if child’s own efforts and independence.</p> <p>ENABLING ENVIRONMENTS value all people, development and learning and offer stimulating resources, spaces inside and out that are relevant to all the children’s communities and cultures. They offer rich learning experiences through play and playful teaching. They support children to take risks and explore.</p> <p>LEARNING AND DEVELOPMENT- practitioners teach children by ensuring challenging, playful opportunities across the PRIME AREAS (communication and Language, Personal, Social and Emotional Development and Physical Development) and SPECIFIC areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design)</p>	<p>The Statutory Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.</p> <div data-bbox="756 479 1081 950" style="border: 1px solid black; padding: 5px;"> <p>Characteristics of Effective Learning</p> <p>Playing and Exploring</p> <p>ENGAGEMENT Finding out and exploring Playing with what they know Being willing to ‘have a go’</p> <p>Active Learning</p> <p>MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p> <p>Creative and Critical Thinking</p> <p>THINKING Having their own ideas Making links Working with ideas</p> </div> <p>Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children’s learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.</p> <p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>	<p>Prime areas of development and learning lay vital foundations in the early years.</p> <p>The three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children’s interactions and experiences in the first few years support development in these fundamental areas.</p> <p>All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.</p> <p>Birth to 5 Matters Non Statutory Guidance for EYFS, 2021</p>
<p>How the Early Years Foundation Stage provides the foundations for scientific understanding</p>		

- Which EYFS areas of learning provide the foundations and background for NC science?
- What is the foundational knowledge that supports the curriculum intent in this subject?
- How does this link across other areas of learning in EYFS both specific and prime, e.g. CLL, PSED, PD?
- How is the learning sequenced so that it is meaningful to young learners? How is it linked to children's current and ongoing experience and understanding of the world?
- How does the environment support the learning and development, e.g. adult/child interactions, small world resources, books, outdoor learning environment, experiences out and about?
- How will this be monitored by subject leaders?

What is the National Curriculum subject content that is supported by the EYFS provision and practice? Geography

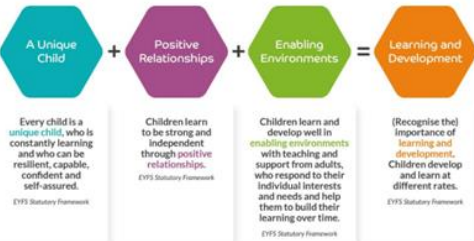

- *Key stage 1 pupils should develop a range of different scientific skills and understanding. They should develop an understanding of all living things, how they live and the impact on human life. Children will also learn about materials both natural and person made. They will learn about different types of enquiry and how to work scientifically on their own and in a group.*
- **Plants**
- **Animals, including humans**
- **Materials**
- **Seasonal changes**
- **Scientific enquiry**
- **Working scientifically**

Play and exploration experiences that support the Foundational Knowledge and skills for the Subject

Continuous Provision Play experiences with provocations for geographical based thinking and talk	Core Books that link to foundational experiences & knowledge	Possible Adult-planned experiences and contexts for interactions that support thinking about the world around us	Key Vocabulary that might be introduced & practised in interactions in play /activities
<ul style="list-style-type: none"> • <i>Sensory play and observation (water, ice, sand)</i> • <i>Small world – animals, dinosaurs, habitat-based play</i> • <i>Magnifying glasses,</i> 	<ul style="list-style-type: none"> • <i>Rebel girls/ Women in Science</i> • <i>Ada Twist</i> • <i>Tad</i> • <i>The Lighthouse Keeper's lunch</i> 	<ul style="list-style-type: none"> • <i>Cooking (non-reversible change)</i> • <i>Making playdough</i> • <i>Planting</i> • <i>Floating and sinking</i> • <i>Design challenges</i> • <i>What is a question?</i> • <i>I Wonder Why enquiries</i> • <i>Experiments based on interests</i> • <i>Bean diaries</i> 	<ul style="list-style-type: none"> • <i>Leaf, steam, petal, seed, fruit, roots, oxygen, light, grow, tree, bush, vegetable, alive</i> • <i>Insect, mammal, reptile, amphibian, fish, bird, breath, move, functions of being alive, habitat, environment, desert, arctic, forest, rainforest, nocturnal, egg,</i> • <i>Skeleton, muscle, organs, growth, change, age, senses,</i> • <i>Seasons, months, Spring, Summer, Autumn, Winter, evergreen, deciduous, weather, moon, space, universe, lightening, tornado, volcano, storm, river,</i> • <i>Hard, soft, rough, freeze, boil, gas, heavy, light, transparent, waterproof, melting, cracking, breaking</i>

<p><i>collecting pots, tweezers</i></p> <ul style="list-style-type: none"> • <i>Role play – test tubes, goggles, predictions</i> • <i>Observational drawing station</i> • <i>Material mixing – paint, ink, food colouring</i> • <i>Planters</i> • <i>Bug hotel/hunting</i> • <i>Mud kitchen</i> • <i>Trees</i> 	<ul style="list-style-type: none"> • <i>I am the seed</i> • <i>Here we are</i> • <i>Monkey Puzzle</i> • <i>Up, Up and Away</i> • <i>Look Up!</i> • <i>On the Moon</i> • <i>Jabari Tries</i> • <i>Croc and Bird</i> • <i>Hungry Caterpillar</i> • <i>Tidy</i> • <i>My Pet Star</i> • <i>See inside Usborne books</i> 	<ul style="list-style-type: none"> • <i>Observational/growth mindset drawings</i> • <i>Park/farm/forest school trips</i> • <i>Making bread, sharing bread, keep slice and watch decay</i> • <i>Research projects about class specific interests (information gathering from fact books, internet)</i> • <i>Conversations about seasons and weather</i> • <i>Freezing and boiling (reversible/non-reversible)</i> • <i>Life cycles exploration</i> 	<ul style="list-style-type: none"> • <i>Why, what, where, when, who, how, measure, predict, hypothesis, fair test, experiment, watch, notice, prove, next, design, wonder, scientist, science, pattern,</i>
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How the EYFS at Ashton Gate Primary School provides the foundations for **geographical understanding**

Principles and practice of EYFS – an overview	How the Characteristics of Effective Learning are fundamental to all current and future learning	How the prime areas of learning are fundamental to all current and future learning
<p>4 Statutory underpinning principles of EYFS are:</p>  <p>These are used to plan and guide curriculum and pedagogy decisions for all children in EYFS.</p> <p>UNIQUE CHILD-Practitioners are required to observe and understand each child's development and learning, assess, progress, plan for and act on next steps.</p> <p>POSITIVE RELATIONSHIPS are sensitive and responsive to the individual child's needs, interests and feelings and supportive if child's own efforts and independence.</p> <p>ENABLING ENVIRONMENTS value all people, development and learning and offer stimulating resources, spaces inside and out that are relevant to all the children's communities and cultures. They offer rich learning experiences through play and playful teaching. They support children to take risks and explore.</p> <p>LEARNING AND DEVELOPMENT- practitioners teach children by ensuring challenging, playful opportunities across the PRIME AREAS (communication and Language, Personal, Social and Emotional Development and Physical Development) and SPECIFIC areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design)</p>	<p>The Statutory Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.</p>  <p>Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children's learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.</p> <p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>	<p>Prime areas of development and learning lay vital foundations in the early years.</p> <p>The three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children's interactions and experiences in the first few years support development in these fundamental areas.</p> <p>All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.</p> <p>Birth to 5 Matters Non Statutory Guidance for EYFS, 2021</p>
<p>How the Early Years Foundation Stage provides the foundations for geographical understanding</p> <ul style="list-style-type: none"> • Which EYFS areas of learning provide the foundations and background for NC geography? • What is the foundational knowledge that supports the curriculum intent in this subject? • How does this link across other areas of learning in EYFS both specific and prime, e.g. CLL, PSED, PD? 		

- How is the learning sequenced so that it is meaningful to young learners? How is it linked to children’s current and ongoing experience and understanding of the world?
- How does the environment support the learning and development, e.g. adult/child interactions, small world resources, books, outdoor learning environment, experiences out and about?
- How will this be monitored by subject leaders?

What is the National Curriculum subject content that is supported by the EYFS provision and practice? Geography

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.


- **Locational Knowledge**
- **Place Knowledge**
- **Human and Physical geography**
- **Geographical skills and fieldwork**

Play and exploration experiences that support the Foundational Knowledge and skills for the Subject

Continuous Provision Play experiences with provocations for geographical based thinking and talk	Core Books that link to foundational experiences & knowledge	Possible Adult-planned experiences and contexts for interactions that support thinking about the world around us	Key Vocabulary that might be introduced & practised in interactions in play /activities
<ul style="list-style-type: none"> • <i>Laminated maps (that you can draw on), atlases with small world.</i> • <i>Maps outside with loose-part play.</i> • <i>Small world people from different cultures.</i> • <i>Sorting small world animals into environments.</i> • <i>Car/trains road mats.</i> 	<ul style="list-style-type: none"> • <i>Going on a Bear hunt</i> • <i>From my window</i> • <i>Here we are</i> • <i>Where the wild things are</i> • <i>Farmer Duck</i> • <i>The Train Ride</i> • <i>Tidy Up</i> • <i>The Snail & Whale</i> • <i>Rosie’s Walk</i> 	<ul style="list-style-type: none"> • <i>All about me box</i> • <i>Exposure to different cultures from resources/small world</i> • <i>Maps of school, local area, park walk</i> • <i>Forest school contrasting environment with city</i> • <i>Wild Place trip – discussions about habitat.</i> • <i>Contrasting Bristol with places around the world</i> 	<ul style="list-style-type: none"> • <i>Spring/Summer/Autumn/Winter</i> • <i>Rain/sun/cloudy/foggy/thunder/storm/snow/hail/ice/shower</i> • <i>Temperature/hot/cold/warm/freezing</i> • <i>Soil/earth/sand</i> • <i>Volcano/river/mountain/hill/beach/coast/woods/countryside/forest/rainforest/savannah/desert</i> • <i>Farm/factory</i> • <i>City/town/village</i> • <i>Road/shop/park/school/pavement/post office/hospital/police station/traffic lights</i> • <i>Ocean/country/map/journey/travel/transport</i> • <i>Recycle/pollution/environment/planet/protect</i> • <i>Near/far/close/here/there</i>

<ul style="list-style-type: none">• <i>Role play food.</i>• <i>Umbrellas/waterproof suits/wellies</i>• <i>Calendar with seasons</i>	<ul style="list-style-type: none">• <i>Everywhere Bear</i>• <i>I am the seed</i>• <i>Martha maps it out</i>• <i>The street beneath my feet</i>	<ul style="list-style-type: none">• <i>Natural environments contrasted with environments made by humans</i>	
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How the EYFS at Ashton Gate Primary School provides the foundations for **historical understanding**

Principles and practice of EYFS – an overview	How the Characteristics of Effective Learning are fundamental to all current and future learning	How the prime areas of learning are fundamental to all current and future learning
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<p>How the Early Years Foundation Stage provides the foundations for historical understanding</p> <ul style="list-style-type: none"> • Which EYFS areas of learning provide the foundations and background for NC history ? 		

- What is the foundational knowledge that supports the curriculum intent in this subject?
- How does this link across other areas of learning in EYFS both specific and prime, e.g. CLL, PSED, PD?
- How is the learning sequenced so that it is meaningful to young learners? How is it linked to children's current and ongoing experience and understanding of the world?
- How does the environment support the learning and development, e.g. adult/child interactions, small world resources, books, outdoor learning environment, experiences out and about?
- How will this be monitored by subject leaders?

What is the National Curriculum subject content that is supported by the EYFS provision and practice? History

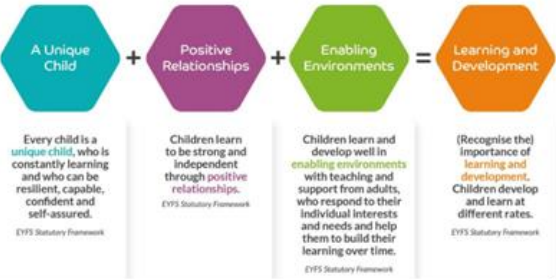
- *Key stage 1 Pupils should develop and interest and understanding about their own lives and people who lived in the past. We want children to develop a sense of identity and a cultural understanding based on their local history.*
- **Chronology**
- **Terms**
- **Continuity and Change**
- **Cause and Consequence**
- **Interpretation**
- **Enquiry**
- **Significance**

Play and exploration experiences that support the Foundational Knowledge and skills for the Subject

Continuous Provision Play experiences with provocations for historical based thinking and talk	Core Books that link to foundational experiences & knowledge	Possible Adult-planned experiences and contexts for interactions that support thinking about the world around us	Key Vocabulary that might be introduced & practised in interactions in play /activities
<ul style="list-style-type: none"> • <i>Displays about Ourselves</i> • <i>Small world play – dolls house with pictures from stories</i> • <i>Artefacts from the past (toys to compare with modern toys)</i> • <i>Dressing up outfits</i> • <i>Non-fiction books and small world</i> • <i>Sequencing games</i> • <i>Visual timetables</i> • <i>Class calendar</i> 	<ul style="list-style-type: none"> • <i>The Tiger Who Came to Tea</i> • <i>Dogger</i> • <i>Peepo</i> <ul style="list-style-type: none"> • <i>The Whales Song</i> • <i>The Toymaker</i> • <i>The giant Jam Sandwich</i> • <i>The street beneath my feet</i> • <i>My Dad</i> • <i>The train ride</i> 	<ul style="list-style-type: none"> • <i>All about me box – talking to the class about themselves (me now/past me)</i> • <i>Jobs People Do – talking about the future (adult led sessions about jobs, visits from parents and dress up day)</i> • <i>Looking at stories and discussing similarity and change.</i> • <i>Celebrations – Bonfire Night,</i> 	<p><i>Past/present/future (past me, me now, future me)</i></p> <p><i>Yesterday/today/tomorrow/day/month/year/now/then/next/later/before/time</i></p> <p><i>Why/who/what/where/when</i></p>

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|--|--|---|--|
| | | <ul style="list-style-type: none">• <i>Looking at famous people from the past (based on interests)</i>• <i>Exploring how to use books and the internet for research</i>• <i>Sequencing activities</i> | |
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How the EYFS at Ashton Gate Primary School provides the foundations for **understanding of Art**

Principles and practice of EYFS – an overview	How the Characteristics of Effective Learning are fundamental to all current and future learning	How the prime areas of learning are fundamental to all current and future learning
<p>4 Statutory underpinning principles of EYFS are:</p>  <ul style="list-style-type: none"> • Principles and practice • What's statutory <p>These are used to plan and guide curriculum and pedagogy decisions for all children in EYFS.</p> <p>UNIQUE CHILD-Practitioners are required to observe and understand each child's development and learning, assess, progress, plan for and act on next steps.</p> <p>POSITIVE RELATIONSHIPS are sensitive and responsive to the individual child's needs, interests and feelings and supportive if child's own efforts and independence.</p> <p>ENABLING ENVIRONMENTS value all people, development and learning and offer stimulating resources, spaces inside and out that are relevant to all the children's communities and cultures. They offer rich learning experiences through play and playful teaching. They support children to take risks and explore.</p> <p>LEARNING AND DEVELOPMENT- practitioners teach children by ensuring challenging, playful opportunities across the PRIME AREAS (communication and Language. Personal, Social and Emotional Development and Physical Development) and SPECIFIC areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design)</p>	<p>The Statutory Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.</p> <div data-bbox="751 441 1180 1052" style="border: 1px solid black; padding: 10px; background-color: #f9f9f9;"> <p>Characteristics of Effective Learning</p> <p>Playing and Exploring</p> <p>ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>Active Learning</p> <p>MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p> <p>Creative and Critical Thinking</p> <p>THINKING Having their own ideas Making links Working with ideas</p> </div> <p>Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children's learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.</p> <p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>	<p>Prime areas of development and learning lay vital foundations in the early years.</p> <p>The three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children's interactions and experiences in the first few years support development in these fundamental areas.</p> <p>All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.</p> <p>Birth to 5 Matters Non Statutory Guidance for EYFS, 2021</p>

How the Early Years Foundation Stage provides the foundations for understanding of art

- Which EYFS areas of learning provide the foundations and background for NC art?
- What is the foundational knowledge that supports the curriculum intent in this subject?
- How does this link across other areas of learning in EYFS both specific and prime, e.g. CLL, PSED, PD?
- How is the learning sequenced so that it is meaningful to young learners? How is it linked to children’s current and ongoing experience and understanding of the world?
- How does the environment support the learning and development, e.g. adult/child interactions, small world resources, books, outdoor learning environment, experiences out and about?
- How will this be monitored by subject leaders?

What is the National Curriculum subject content that is supported by the EYFS provision and practice? Art

Pupils should be taught:

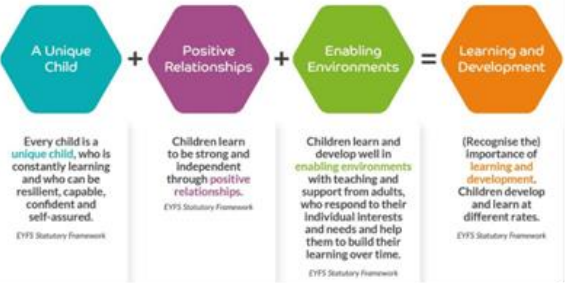
- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making lines to their own work.

Play and exploration experiences that support the Foundational Knowledge and skills for the Subject

Continuous Provision Play experiences with provocations for geographical based thinking and talk	Core Books that link to foundational experiences & knowledge	Possible Adult-planned experiences and contexts for interactions that support thinking about the world around us	Key Vocabulary that might be introduced & practised in interactions in play /activities
<ul style="list-style-type: none"> • <i>Independent water colours, paint, pastels, collage, pencils, modelling, clay, dough, dabbers, rubbings, mixed media inside and out.</i> • <i>Felt tips, glue, scissors, tape pencils, junk modelling.</i> • <i>Real life model and pictures for observational drawing and inspiration of work.</i> 	<ul style="list-style-type: none"> • <i>Katie and the sunflower</i> • <i>The Dot</i> • <i>Owl at moonlight school</i> • <i>Jack and the beanstalk</i> • <i>Handa’s surprise</i> • <i>Bob’s blue period</i> • <i>The most magnificent thing</i> • <i>Mixed</i> 	<ul style="list-style-type: none"> • <i>Adult modelling skills with water colours, paint, pastels, collage, pencils, modelling, clay, dough, mixed media.</i> • <i>James Brunt – creating artwork from natural materials (linked to park trip)</i> • <i>Self-portraits (x 3 a year)</i> • <i>Diwali lamps</i> • <i>Christmas craft</i> • <i>Observational drawings (linked to park trip)</i> • <i>Jack and the bean stalk artwork</i> 	<p><i>Paint, draw, brush, pencil, mix, watercolour, stroke, colour, light, dark, shade, model, look, observe, straight, curved, artist, painting, growth mindset, shape, feel, portrait, landscape, abstract, page, paper, make, clay, pastel, collage, tear, rip, join, stick, glue, create, imagination, sculpture, ideas, pattern, line, space.</i></p>

<ul style="list-style-type: none">• <i>Celebrations, festivals and seasonal art.</i>• <i>Displays of children's artwork to inspire</i>• <i>Different types of paper available.</i>• <i>Using whiteboard, ipad, computers to draw/paint on app</i>		<ul style="list-style-type: none">• <i>Individual class artist based on children's interests</i>• <i>Observation drawings of changes of plants and animals</i>• <i>Autin's butterfly growth mindset art</i>• <i>Observational drawing on Park Trip</i>	
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How the EYFS at Ashton Gate Primary School provides the foundations for **understanding Computing**

Principles and practice of EYFS – an overview	How the Characteristics of Effective Learning are fundamental to all current and future learning	How the prime areas of learning are fundamental to all current and future learning
<p>4 Statutory underpinning principles of EYFS are:</p>  <p>These are used to plan and guide curriculum and pedagogy decisions for all children in EYFS.</p> <p>UNIQUE CHILD-Practitioners are required to observe and understand each child’s development and learning, assess, progress, plan for and act on next steps.</p> <p>POSITIVE RELATIONSHIPS are sensitive and responsive to the individual child’s needs, interests and feelings and supportive if child’s own efforts and independence.</p> <p>ENABLING ENVIRONMENTS value all people, development and learning and offer stimulating resources, spaces inside and out that are relevant to all the children’s communities and cultures. They offer rich learning experiences through play and playful teaching. They support children to take risks and explore.</p> <p>LEARNING AND DEVELOPMENT- practitioners teach children by ensuring challenging, playful opportunities across the PRIME AREAS (communication and Language, Personal, Social and Emotional Development and Physical Development) and SPECIFIC areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design)</p>	<p>The Statutory Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.</p> <div data-bbox="756 381 1134 933" style="border: 1px solid black; padding: 5px;"> <p>Characteristics of Effective Learning</p> <p>Playing and Exploring</p> <p>ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>Active Learning</p> <p>MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p> <p>Creative and Critical Thinking</p> <p>THINKING Having their own ideas Making links Working with ideas</p> </div> <p>Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children’s learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.</p> <p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>	<p>Prime areas of development and learning lay vital foundations in the early years.</p> <p>The three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children’s interactions and experiences in the first few years support development in these fundamental areas.</p> <p>All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.</p> <p>Birth to 5 Matters Non Statutory Guidance for EYFS, 2021</p>
<p>How the Early Years Foundation Stage provides the foundations for understanding of Computing</p>		

- Which EYFS areas of learning provide the foundations and background for Computing?
- What is the foundational knowledge that supports the curriculum intent in this subject?
- How does this link across other areas of learning in EYFS both specific and prime, e.g., CLL, PSED, PD?
- How is the learning sequenced so that it is meaningful to young learners? How is it linked to children's current and ongoing experience and understanding of the world?
- How does the environment support the learning and development, e.g., adult/child interactions, small world resources, books, outdoor learning environment, experiences out and about?
- How will this be monitored by subject leaders?

What is the National Curriculum subject content that is supported by the EYFS provision and practice?

Computing

Key stage 1 Pupils should be taught to:

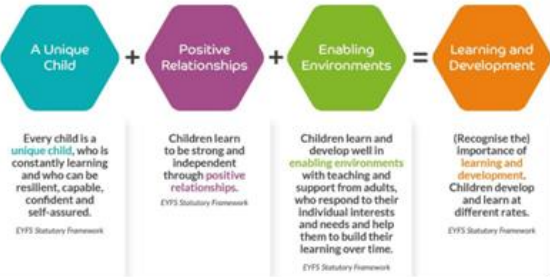
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Play and exploration experiences that support the Foundational Knowledge and skills for the Subject

Continuous Provision Play experiences with provocations for geographical based thinking and talk	Core Books that link to foundational experiences & knowledge	Possible Adult-planned experiences and contexts for interactions that support thinking about the world around us	Key Vocabulary that might be introduced & practised in interactions in play /activities
<ul style="list-style-type: none"> • <i>iPad for stories, e books, games, photos, music (also computers in some classrooms)</i> • <i>Remote control toys.</i> • <i>Beebots</i> • <i>Interactive whiteboard and simple programmes</i> 	<ul style="list-style-type: none"> • <i>Digi Duck series</i> • <i>Rosie's walk</i> • <i>Last stop on Market Street</i> • <i>The train ride</i> • <i>The dot</i> • <i>Shadow elephant</i> • <i>My pet Star</i> • <i>The cave</i> • <i>Chicken clicking</i> 	<ul style="list-style-type: none"> • <i>What is a computer?</i> • <i>Completing a programme</i> • <i>Exploring computers in Jobs</i> • <i>Researching own interests online</i> • <i>Beebots and mapping</i> 	<ul style="list-style-type: none"> • <i>Mouse/computer/screen/online/safe/kind/stranger/private/algorithm/debug/program/code/instruction/edit/save/log in/internet/button</i>

<ul style="list-style-type: none">• <i>Old technology in role play area e.g. phones, keyboards</i>• <i>Unplugged instruction following/listening games</i>		<ul style="list-style-type: none">• <i>Online Safety discussions</i>• <i>Taking a photo and editing</i>	
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How the EYFS at Ashton Gate provides the foundations for **understanding Design and Technology**

Principles and practice of EYFS – an overview	How the Characteristics of Effective Learning are fundamental to all current and future learning	How the prime areas of learning are fundamental to all current and future learning
<p>4 Statutory underpinning principles of EYFS are:</p>  <p>These are used to plan and guide curriculum and pedagogy decisions for all children in EYFS.</p> <p>UNIQUE CHILD-Practitioners are required to observe and understand each child’s development and learning, assess, progress, plan for and act on next steps.</p> <p>POSITIVE RELATIONSHIPS are sensitive and responsive to the individual child’s needs, interests and feelings and supportive if child’s own efforts and independence.</p> <p>ENABLING ENVIRONMENTS value all people, development and learning and offer stimulating resources, spaces inside and out that are relevant to all the children’s communities and cultures. They offer rich learning experiences through play and playful teaching. They support children to take risks and explore.</p> <p>LEARNING AND DEVELOPMENT- practitioners teach children by ensuring challenging, playful opportunities across the PRIME AREAS (communication and Language, Personal, Social and Emotional Development and Physical Development) and SPECIFIC areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design)</p>	<p>The Statutory Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.</p> <div data-bbox="756 389 1081 868" style="border: 1px solid black; padding: 5px;"> <p>Characteristics of Effective Learning</p> <p>Playing and Exploring</p> <p>ENGAGEMENT Finding out and exploring Playing with what they know Being willing to ‘have a go’</p> <p>Active Learning</p> <p>MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p> <p>Creative and Critical Thinking</p> <p>THINKING Having their own ideas Making links Working with ideas</p> </div> <p>Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children’s learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.</p> <p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>	<p>Prime areas of development and learning lay vital foundations in the early years.</p> <p>The three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children’s interactions and experiences in the first few years support development in these fundamental areas.</p> <p>All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.</p> <p>Birth to 5 Matters Non Statutory Guidance for EYFS, 2021</p>
<p>How the Early Years Foundation Stage provides the foundations for understanding of Design and Technology:</p> <ul style="list-style-type: none"> • Which EYFS areas of learning provide the foundations and background for NC DT? • What is the foundational knowledge that supports the curriculum intent in this subject? • How does this link across other areas of learning in EYFS both specific and prime, e.g. CLL, PSED, PD? • How is the learning sequenced so that it is meaningful to young learners? How is it linked to children’s current and ongoing experience and understanding of the world? 		

- How does the environment support the learning and development, e.g. adult/child interactions, small world resources, books, outdoor learning environment, experiences out and about?
- How will this be monitored by subject leaders?

What is the National Curriculum subject content that is supported by the EYFS provision and practice? Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.



- *Design*
- *Make*
- *Evaluate*
- *Technical Knowledge*

Play and exploration experiences that support the Foundational Knowledge and skills for the Subject

Continuous Provision Play experiences with provocations for thinking and talk for DT	Core Books that link to foundational experiences & knowledge	Possible Adult-planned experiences and contexts for interactions that support thinking about the world around us	Key Vocabulary that might be introduced & practised in interactions in play /activities
<ul style="list-style-type: none"> • <i>Block play – building</i> • <i>Role play Food</i> • <i>Junk modelling</i> • <i>Large scale construction (blocks, tyres)</i> • <i>Loose part play</i> • <i>Small scale construction – lego, duplo, mobilo etc.</i> • <i>Small world play – designing layouts</i> • <i>Clip boards and ‘real life’ pictures in construction and junk modelling & outside.</i> • <i>Threading</i> • <i>Role play areas</i> 	<p><i>Jabari Tries</i> <i>Audrey The Amazing Inventor</i> <i>Rosie Revere Engineer</i> <i>Oliver’s Fruit salad</i> <i>Three Little Pigs</i> <i>The Most Magnificent thing</i> <i>Lift the Flap Engineering</i> <i>Rebel Girls</i></p>	<ul style="list-style-type: none"> • <i>Snack time – talking about healthy food.</i> • <i>Cooking activities.</i> • <i>Making playdough</i> • <i>Transition picnic – cooking activities</i> • <i>Making things for money week market</i> • <i>Specifically teaching and modelling cutting, joining and making techniques.</i> • <i>Jabari Tries – inventing and designing</i> • <i>Billy Goats Gruff – designing bridges</i> 	<p><i>Join/attach/cut/stick/fold</i> <i>Build/design/make/plan/idea/use</i> <i>/why/reason/problem/solve</i> <i>Change/adapt/improve</i> <i>Scissors/tape/thread/needle/glue/string/hole punch/staple</i> <i>Healthy/unhealthy/fruit/vegetable/cut/cook/stir/grate/mix/weigh/measure/count</i> <i>Wheel/construction/block/lego/mobilo</i> <i>Why? /What fits/stronger/taller/stable</i></p>

		<ul style="list-style-type: none">• <i>International Lego Day – inventor of Lego</i>	
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How the EYFS at Ashton Gate Primary School provides the foundations for **Musical understanding**

Principles and practice of EYFS – an overview	How the Characteristics of Effective Learning are fundamental to all current and future learning	How the prime areas of learning are fundamental to all current and future learning
<p>4 Statutory underpinning principles of EYFS are:</p>  <p>These are used to plan and guide curriculum and pedagogy decisions for all children in EYFS.</p> <p>UNIQUE CHILD-Practitioners are required to observe and understand each child’s development and learning, assess, progress, plan for and act on next steps.</p> <p>POSITIVE RELATIONSHIPS are sensitive and responsive to the individual child’s needs, interests and feelings and supportive if child’s own efforts and independence.</p> <p>ENABLING ENVIRONMENTS value all people, development and learning and offer stimulating resources, spaces inside and out that are relevant to all the children’s communities and cultures. They offer rich learning experiences through play and playful teaching. They support children to take risks and explore.</p> <p>LEARNING AND DEVELOPMENT- practitioners teach children by ensuring challenging, playful opportunities across the PRIME AREAS (communication and Language, Personal, Social and Emotional Development and Physical Development) and SPECIFIC areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design)</p>	<p>The Statutory Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.</p>  <p>Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children’s learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.</p> <p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>	<p>Prime areas of development and learning lay vital foundations in the early years.</p> <p>The three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children’s interactions and experiences in the first few years support development in these fundamental areas.</p> <p>All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.</p> <p>Birth to 5 Matters Non Statutory Guidance for EYFS, 2021</p>
<p>How the Early Years Foundation Stage provides the foundations for musical understanding</p> <ul style="list-style-type: none"> • Which EYFS areas of learning provide the foundations and background for NC Music? • What is the foundational knowledge that supports the curriculum intent in this subject? • How does this link across other areas of learning in EYFS both specific and prime, e.g. CLL, PSED, PD? • How is the learning sequenced so that it is meaningful to young learners? How is it linked to children’s current and ongoing experience and understanding of the world? • How does the environment support the learning and development, e.g. adult/child interactions, small world resources, books, outdoor learning environment, experiences out and about? 		

- How will this be monitored by subject leaders?

What is the National Curriculum subject content that is supported by the EYFS provision and practice?

Pupils should be taught to:

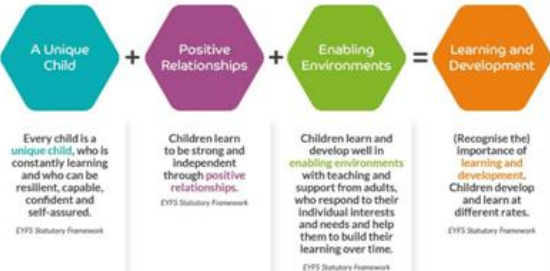

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Play and exploration experiences that support the Foundational Knowledge and skills for the Subject

Continuous Provision Play experiences with provocations for musical based thinking and talk	Core Books that link to foundational experiences & knowledge	Possible Adult-planned experiences and contexts for interactions that support thinking about the world around us	Key Vocabulary that might be introduced & practised in interactions in play /activities
<ul style="list-style-type: none"> • <i>Instruments inside and outside</i> • <i>Making instruments</i> • <i>Dancing to music with streamers/ribbons/pom poms</i> • <i>Performing on the stage outside</i> • <i>Making music with everyday objects</i> • <i>Singing along to music</i> • <i>Singing throughout the day</i> • <i>Outside speaker</i> 	<p><i>The Animal Boogie</i> <i>The animal bop</i> <i>Going on a bear hunt</i> <i>Tanka Tanka Skunk</i> <i>Oi Frog/cat/dog</i> <i>The bear and the piano</i> <i>Peace at last</i> <i>Giraffes can't dance</i> <i>Kitchen Disco</i> <i>Shh I have a plan</i></p>	<ul style="list-style-type: none"> • <i>Learning songs for Nativity & performing</i> • <i>Minute of listening – being able to identify different sounds in the world around them & different instruments.</i> • <i>Jobs People Do – identifying sounds from jobs.</i> • <i>I wonder why, class based</i> • <i>Using instruments – starting/stopping/louder/quieter/beat/rhythm/introducing pulse</i> • <i>Class anthem</i> • <i>Singing in assembly</i> 	<p><i>Drum/tambourine/maraca/cloves/guiro/egg shaker/drumstick/bells/instrument</i> <i>Start/stop/fast/slow/loud/quiet/s oft</i> <i>Beat/rhythm/pulse/ Sound/noise/silence/listen/hear</i> <i>Sing/song/dance/perform/audience</i> <i>Clap/tap/click/repeat/call/my turn your turn/voice</i></p>

		<ul style="list-style-type: none">• <i>Dancing to music</i>• <i>Number songs and rhymes</i>• <i>Nursery rhymes and songs</i>• <i>Kitchen Disco</i>	
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How the EYFS at Ashton Gate Primary School provides the foundations for **understanding of PE**

Principles and practice of EYFS – an overview	How the Characteristics of Effective Learning are fundamental to all current and future learning	How the prime areas of learning are fundamental to all current and future learning
<p>4 Statutory underpinning principles of EYFS are:</p>  <ul style="list-style-type: none"> • Principles and practice • What's statutory <p>These are used to plan and guide curriculum and pedagogy decisions for all children in EYFS.</p> <p>UNIQUE CHILD-Practitioners are required to observe and understand each child's development and learning, assess, progress, plan for and act on next steps.</p> <p>POSITIVE RELATIONSHIPS are sensitive and responsive to the individual child's needs, interests and feelings and supportive if child's own efforts and independence.</p> <p>ENABLING ENVIRONMENTS value all people, development and learning and offer stimulating resources, spaces inside and out that are relevant to all the children's communities and cultures. They offer rich learning experiences through play and playful teaching. They support children to take risks and explore.</p> <p>LEARNING AND DEVELOPMENT- practitioners teach children by ensuring challenging, playful opportunities across the PRIME AREAS (communication and Language. Personal, Social and Emotional Development and Physical Development) and SPECIFIC areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design)</p>	<p>The Statutory Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.</p>  <p>Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children's learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.</p> <p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>	<p>Prime areas of development and learning lay vital foundations in the early years.</p> <p>The three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children's interactions and experiences in the first few years support development in these fundamental areas.</p> <p>All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.</p> <p>Birth to 5 Matters Non Statutory Guidance for EYFS, 2021</p>
<p>How the Early Years Foundation Stage provides the foundations for understanding of PE</p> <ul style="list-style-type: none"> • Which EYFS areas of learning provide the foundations and background for NC PE? 		

- What is the foundational knowledge that supports the curriculum intent in this subject?
- How does this link across other areas of learning in EYFS both specific and prime, e.g. CLL, PSED, PD?
- How is the learning sequenced so that it is meaningful to young learners? How is it linked to children’s current and ongoing experience and understanding of the world?
- How does the environment support the learning and development, e.g. adult/child interactions, small world resources, books, outdoor learning environment, experiences out and about?
- How will this be monitored by subject leaders?

What is the National Curriculum subject content that is supported by the EYFS provision and practice? PE

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:



- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Play and exploration experiences that support the Foundational Knowledge and skills for the Subject

Continuous Provision Play experiences with provocations for geographical based thinking and talk	Core Books that link to foundational experiences & knowledge	Possible Adult-planned experiences and contexts for interactions that support thinking about the world around us	Key Vocabulary that might be introduced & practised in interactions in play /activities
<ul style="list-style-type: none"> • <i>Climbing Frame</i> • <i>balls, bats, hoops, large bricks, beanbags, targets</i> 	<ul style="list-style-type: none"> - <i>Giraffes can't Dance</i> - <i>Animal Boogie</i> - <i>Dinosaur Roar</i> - <i>Walking through the jungle</i> 	<ul style="list-style-type: none"> - <i>Parachute games</i> - <i>PE lessons (fundamentals of movement, invasion games, dance, gymnastics, athletics, handball, football)</i> - <i>Adult led obstacle courses</i> 	<ul style="list-style-type: none"> - <i>Throw, catch, aim, power, target, footwork</i> - <i>Balance, coordination, point of contact,</i> - <i>Dance, synchronisation, beat, rhythm</i> - <i>Hand-eye coordination, foot-eye coordination</i> - <i>Jump, skip, hop, stretch, land, turn, stop, start, introducing concept of left/right, dodge, react, reach, climb, safe, fast, slow, speed, under, over, through</i>

<ul style="list-style-type: none"> • <i>Balancing equipment</i> • <i>Tunnels and climbing equipment</i> • <i>Bikes, scooters, 4 wheeled trays</i> • <i>Poms poms/ribbons</i> • <i>Music inside and speaker for music outside</i> • <i>Large scale construction</i> • <i>Obstacle courses</i> • <i>Loose part play</i> • <i>Skittles</i> 	<ul style="list-style-type: none"> - <i>Going On a Bear Hunt</i> - <i>Spinderella</i> 	<ul style="list-style-type: none"> - <i>Throwing and catching games</i> - <i>Hitting a target games</i> - <i>Circle and ring games</i> - <i>Modelling how to use tools and equipment for PE</i> 	
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How the EYFS at Ashton Gate Primary School provides the foundations for understanding of Religion and World Views

Principles and practice of EYFS – an overview	How the Characteristics of Effective Learning are fundamental to all current and future learning	How the prime areas of learning are fundamental to all current and future learning
<p>4 Statutory underpinning principles of EYFS are:</p>  <p>These are used to plan and guide curriculum and pedagogy decisions for all children in EYFS.</p> <p>UNIQUE CHILD-Practitioners are required to observe and understand each child’s development and learning, assess, progress, plan for and act on next steps.</p> <p>POSITIVE RELATIONSHIPS are sensitive and responsive to the individual child’s needs, interests and feelings and supportive if child’s own efforts and independence.</p> <p>ENABLING ENVIRONMENTS value all people, development and learning and offer stimulating resources, spaces inside and out that are relevant to all the children’s communities and cultures. They offer rich learning experiences through play and playful teaching. They support children to take risks and explore.</p> <p>LEARNING AND DEVELOPMENT- practitioners teach children by ensuring challenging, playful opportunities across the PRIME AREAS (communication and Language, Personal, Social and Emotional Development and Physical Development) and SPECIFIC areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design)</p>	<p>The Statutory Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.</p>  <p>Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children’s learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.</p> <p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>	<p>Prime areas of development and learning lay vital foundations in the early years.</p> <p>The three Prime areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD), describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children’s interactions and experiences in the first few years support development in these fundamental areas.</p> <p>All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.</p> <p>Birth to 5 Matters Non Statutory Guidance for EYFS, 2021</p>
<p>How the Early Years Foundation Stage provides the foundations for understanding of Religious Education</p> <ul style="list-style-type: none"> • Which EYFS areas of learning provide the foundations and background for NC RE? • What is the foundational knowledge that supports the curriculum intent in this subject? • How does this link across other areas of learning in EYFS both specific and prime, e.g. CLL, PSED, PD? 		

- How is the learning sequenced so that it is meaningful to young learners? How is it linked to children’s current and ongoing experience and understanding of the world?
- How does the environment support the learning and development, e.g. adult/child interactions, small world resources, books, outdoor learning environment, experiences out and about?
- How will this be monitored by subject leaders?

What is the National Curriculum subject content that is supported by the EYFS provision and practice?

In KS1 we focus on Christianity, Islam and Judaism – looking at different stories and key events related to those religions.

Play and exploration experiences that support the Foundational Knowledge and skills for the Subject

Continuous Provision Play experiences with provocations for RE based thinking and talk	Core Books that link to foundational experiences & knowledge	Possible Adult-planned experiences and contexts for interactions that support thinking about the world around us	Key Vocabulary that might be introduced & practised in interactions in play /activities
<ul style="list-style-type: none"> • <i>Jigsaws</i> • <i>Books with stories from religions and small world</i> • <i>Patterns from islamic art</i> • <i>Rangoli patterns</i> • <i>Activities leading on from All About Me Box</i> • <i>Listening to music from different religions</i> 	<ul style="list-style-type: none"> • <i>Crescent Moon and Pointed Minarets</i> • <i>The Proudest Blue</i> • <i>Little Glow</i> • <i>Shine – Sarah Aduquo</i> • <i>The Hanukkah Magic of Nate Gadol</i> • <i>Golden Domes and Silver Lanterns</i> • <i>In my Mosque</i> • <i>Rama and Sita, the story of Diwali</i> • <i>Let’s Celebrate – Special Days around the World</i> • <i>Let’s celebrate – festival poems from around the world</i> 	<ul style="list-style-type: none"> • <i>All About Me box – talking about objects and photos from home.</i> • <i>Show and Tell weekly.</i> • <i>Celebrating festivals and important events</i> • <i>Reading stories from different Religions – with artefacts/puppet.</i> • <i>Making diwa lamps, Christmas cards/decorations</i> • <i>Nativity play</i> • <i>Exploration of awe and wonder</i> 	<ul style="list-style-type: none"> • <i>Christians/Jesus/God/Islam/Muslim/Judaism/Jewish/religion</i> • <i>Belong/believe/special/community/story/important/</i>

		<ul style="list-style-type: none">• <i>Encounter Christianity Easter workshop</i>	
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