

Haydon Abbey School and Preschool

Early Years – N1, N2 and Reception

Early Years Intent:

At Haydon Abbey, we recognise that the foundation years are the most critical period in shaping a child's life. Our intent is to build a robust foundation rooted in academic excellence and the development of core values, ensuring our pupils become curious, lifelong learners who lead happy, fulfilled lives. We provide a safe, inclusive, and stimulating environment where every child can thrive through a curriculum designed to act as both a **mirror** to reflect their own unique identities and a **window** into the **diverse** world around them.

We place **Communication and Language** at the heart of our Early Years practice, prioritising **Oracy** and the development of a rich, tiered **vocabulary** to empower children to express themselves with confidence. By fostering a deep **enjoyment and engagement** in every activity, we ensure that **foundational literacy**, encompassing both **reading and writing**, is woven naturally **across the curriculum**.

Our approach purposefully builds the **cultural capital** children need to succeed, offering a wide range of life experiences that broaden their horizons and prepare them for the transition to Key Stage One. Through this well-considered, cross-curricular approach, we ensure that all children, regardless of their starting point, gain the characteristics of effective learning and the moral compass needed to flourish in our modern society.

Area of Learning		Preschool N1	Preschool N2	Reception
Communication and Language	Listening, Attention and Understanding	Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump'	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in story times.

		or 'find your coat'. When appropriate, you can check children's understanding by asking them to point to particular pictures. Or ask them to point to particular objects in a picture. For example: "Can you show me the big boat?" Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').		Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Speaking	Make themselves understood, and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer'	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Use new vocabulary through the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.

			Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	
IMPLEMENTATION At Haydon Abbey we achieve this by: - Language Link/Neli programme - Little Wandle Rhyme time and Foundation for phonics in Preschool - Little Wandle reading squads - New vocabulary introduce/book talk - SHREC Approach - EY Team CPD - Reading stories both in planned story times and free play throughout the day - Cosy Reading Areas in every room - Extensive and diverse range of books suitable to Early Years - Providing communication friendly areas - Quality First Teaching - Questioning Opportunities - Providing opportunities to share ideas and opinions such as P4C and circle times - Helicopter Stories - Poetry basket - Nursery Rhymes and songs progression from N1-Y1 - Talk 4 Writing - Using widget visuals to support acquisition of new and unfamiliar vocabulary in stories - Good quality adult interactions - Planned cooperative challenges - Oracy skills – Voice 21 - WALK THRU strategies - Think pair share, cold calling				
Area of Learning		Preschool N1	Preschool N2	Reception

Personal, Social and Emotional Development	Self-Regulation	Find ways to calm themselves, through being calmed and comforted by their key person. Find ways of managing transitions, for example from their parent to their key person. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling.	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.
	Managing Self	Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Manage their own needs. - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing:

		Thrive as they develop self-assurance. Learn to use the toilet with help, and then independently	Make healthy choices about food, drink, activity and toothbrushing.	- regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Building Relationships	Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children.	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	See themselves as a valuable individual. Build constructive and respectful relationships.

IMPLEMENTATION

At Haydon Abbey we achieve this by:

- Key Person/ Key Groups

- Planned PSED lessons across the year linking to the school values
- Calming Cats/ Zones of regulation
- Circle times/ P4C
- Planned cooperative activities
- Resources and enhancements that develop PSED
- Discussions around health and wellbeing
- Modelling of appropriate language and social skills
- Encouragement of children to manage their own conflicts by expressing their opinions and thoughts eg. 'Tell Jack why you don't like the sand thrown at you'
- Visual cues for positive behaviour
- Positive language used to address behaviour eg. 'we walk inside', 'we use kind hands'
- Sanctions are applied consistently, so that children know the boundaries.

Area of Learning		Preschool N1	Preschool N2	Reception
Physical Development	Gross Motor	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings).	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl,	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical

		Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Fine Motor	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.

		Develop manipulation and control. Explore different materials and tools.		
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IMPLEMENTATION

At Haydon Abbey we achieve this by:

Gross Motor:

- Use of climbing apparatus/ climbing frame
- Dance routines
- Bikes and scooters
- Indoor and Outdoor provision
- Active lessons for kinaesthetic learners
- P.E lessons
- Forest school

Fine Motor:

- Indoor and outdoor provision (Access to one handed tools and equipment)
- Daily Dough Disco
- Daily Funky Fingers sessions
- Squiggle whilst you wiggle
- Playdough is accessible at all times
- Children use knives and forks at lunch time to eat school meals

Area of Learning		Preschool N1	Preschool N2	Reception
Literacy	Comprehension	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures.	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

		Sing songs and say rhymes independently, for example, singing whilst playing.		
	Word Reading	Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
	Word Writing	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

IMPLEMENTATION

At Haydon Abbey we achieve this by:

- Phase One Listening skills consistently visited in Preschool, both explicitly and discreetly

- Phase Two and Three sounds taught to Reception, followed by Phase Four to consolidate and embed
- Whole school follow Little Wandle
- Reading for pleasure is celebrated and given protected time in the timetable
- Adults read stories to children both in story times and freeplay (Indoors and Outdoors)
- Writing is accessible across the Early Years provision
- Talk 4 Writing begins in Preschool
- Children take home a Library book starting in preschool.
- Children have high quality reading books to take home that match our phonics programme.
- Reading Squads (groups of 6 children read with a trained adult x3 per week focusing on decoding, prosody and comprehension)
- Parents are invited to a Parent Reading Presentation
- Reading Incentives for reading at home (Children receive a reading bear, then a story book, then an invite to a teddy bear's picnic with a story teller)
- Author visits
- Reading to the local care home
- Parents event – come in to read to your child
- Mystery Reader
- Helicopter Stories
- World Book Week activities and celebrations
- Support of Reading Lead

Area of Learning		Preschool N1	Preschool N2	Reception
Maths	Number	Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.

		Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	
	Numerical patterns	Notice patterns and arrange things in patterns.	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Continue, copy and create repeating patterns. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10.
	Shape, Space and Measure	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall',	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.

			Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc.	
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IMPLEMENTATION

At Haydon Abbey we achieve this by:

- Following White Rose progression
- Planned adult led lessons
- Use of concrete resources to support understanding
- Indoor and Outdoor provision
- Adult interactions to scaffold learning of concepts and skills within play
- Number rhymes and songs
- Number formation mnemonics
- Visual timetable
- Daily maths within the routine – book vote, counting children to line up, daily register.
- Support of Maths Lead
- Mathematical language modelled in play
- Mathematical objects and resources considered in the enhancements of core provision

Area of Learning		Preschool N1	Preschool N2	Reception
Understanding of the World	Past and Present	Repeat actions that have an effect.	Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.

	People, Culture and Communities	Make connections between the features of their family and other families. Notice differences between people.	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Show interest in different occupations. Explore how things work.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.
	The Natural World	Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

IMPLEMENTATION

At Haydon Abbey we achieve this by:

- Through stories and non-fiction books – developing an understanding of the world

- Books that reflect the past are read and drawn upon to convey the knowledge of past.
- High quality Big Cat Collins reading books
- Mystery Reader – seeing a wide cross section of the community
- Wildlife garden- reflecting on the changes that they see over time and the nature that they observe
- Life cycles – growing our own caterpillars into butterflies
- Growing their own plants from seed and caring for them, as they grow
- Drawing on the natural rhythms of the year and the annual celebrations
- Mud Kitchen – handling herbs, plants and petals, coloured water, pebbles and mud
- Celebration of religious festivals
- Exploring each season and noticing the changes
- Employing British Values; book vote daily, P4C, School Values
- Scientific experiments; both planned and incidental
- Science week
- Visit to science Oxford
- Visit to Church at Christmas to learn the meaning behind the religious celebration
- Easter Celebrations
- Christmas Nativity (Reception)
- Carols around the Christmas Tree (Preschool)
- Farm visit to Preschool and Reception

Area of Learning		Preschool N1	Preschool N2	Reception
Expressive Arts and Design	Creating with Materials	Explore a range of sound-makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally.	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.

		Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Listen with increased attention to sounds.	
	Being creative and Expressive	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.

		represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.		
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IMPLEMENTATION

At Haydon Abbey we achieve this by:

- Art and DT Curriculum
- Music and movement sessions
- Musical instruments used in both small group work and within the continuous provision
- Exposure to different genres of music; classical, jazz, folk etc
- Singing assembly
- Learning dance routines
- Dance with ribbons/scarves
- Learning a range of songs and rhymes which are planned for each half term
- Helicopter stories
- Poetry basket
- Small world play and enhancements
- Creative station indoor and out
- Planned adult led activities
- Take One Picture week
- Christmas Nativity (Reception)
- Carols around the Christmas Tree (Preschool)
- Construction area
- Junk Modelling

