

The Branch Christian School

Curriculum Document EYFS - Tubman



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Curriculum Document

Introduction

This document is a guide to the aims and structure of our curriculum at The Branch Christian School. It outlines policies on all the Core Subjects, along with details of Programmes of Study for our One Curriculum.

This document also includes our overarching Schemes of Work at these levels.

Our One Curriculum incorporates the ACE curriculum, which we believe gives the students an excellent academic programme, along with further activities to broaden their learning and social experience.

Full programmes of study and progression schedule for subjects covered by the Accelerated Christian Education curriculum may be found in the ACE Schemes of Work.

The following should also be read in conjunction with this document:

- ACE Schemes of Work
- ACE Procedures Manual
- CEE Scope and Sequence
- EYFS Profile Exemplification Materials

Vanessa Farrant (approved by Jill Holt)

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Our Vision

At The Branch Christian School our aim is that students in our school:

- Become confident and enthusiastic learners who can work independently or as part of a team to achieve their potential in all aspects of school life and equip them beyond school life.
- Gain a good set of social and moral values; including being compassionate, tolerant, honest, and respectful; and the unselfishness to work for the good of others, as unto the Lord.
- Value themselves, each other, their community and society more widely.
- Cultivate self-control to order their own lives.
- Acquire the self-motivation and skills to develop their abilities and talents.
- Have a sense of pride in themselves and their achievements and a strong belief in their own uniqueness.
- Have happy memories of enjoyable, challenging and exciting learning and high aspirations for the future.
- Become ready for the next step in their education; thoroughly prepared for life and with a lasting love of learning.

Our Aims

We aim to achieve our vision by:

- Providing a varied and balanced curriculum that will develop each child's full potential and creativity.
- Providing equality of opportunity and equal access to the learning and social activities on offer.
- Providing a variety of approaches to learning that give children the skills to enable them to take a greater responsibility for their own learning.
- Providing a happy, safe and secure environment.
- Encouraging the necessary learning and social skills for taking a positive role in life.
- Valuing each child and their contributions.
- Fostering good character, a sense of responsibility, honesty and integrity.
- Developing self-respect, self-confidence and taking a responsibility for one's own actions.
- Developing care and respect paying particular regard to the protected characteristics of the Equality Act 2010. As well as teaching this in specific subject areas such as PSHE, this will be embedded in the curriculum.
- Embedding the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, into the curriculum as well as specific subjects such as PSHE.
- The use of an effective behaviour management policy ensuring that pupils' behaviour is conducive to effective learning for ALL learners.
- Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- Taking positive action against discrimination and stereotyping on the grounds of ability, social class or any of the protected characteristics of the Equality Act 2010 as follows:

- a) age
- b) disability
- c) gender reassignment
- d) marriage and civil partnership
- e) pregnancy and maternity
- f) race
- g) religion or belief
- h) sex
- i) sexual orientation

Our Values

The Branch Christian School has the following values, which underpin all that we do:

- Parents have the primary responsibility before God for educating their children, working in partnership with church and school to prepare the children for adult life. We believe that the role of parents in the education of their children is very important and we seek to work together with good, open communication.
- Commitment to excellence in all aspects of school life: we aim to do the best we can, and we encourage children to give of their best in everything they do.
- The importance of each child developing spiritually, physically, intellectually, creatively, socially, behaviourally and emotionally.
- Clear and consistent discipline: we work to maintain fair discipline throughout the school with a clear code of conduct that all staff and parents uphold.
- Respect for authority and honour for all. We teach the students to respect authority as given by God to parents, teachers and others in the school, Church communities and those in positions of responsibility e.g. the police, government etc.
- A Biblical world view in all areas of school life. We aim to develop a Biblical approach in all aspects of the curriculum, administration and pastoral care.

Our Curriculum

The curriculum at The Branch Christian School is a Bible-based curriculum, equipping students to live and experience wellbeing in all areas of their lives both during their school life and beyond.

Our intention is that each and every student would see themselves as unique, accepted, valued and with a hope and a future. In addition to fostering a love for learning and encouraging and challenging our students to be the best that they can, we encourage them to see that with God they can face any challenge and not be overwhelmed by it.

During the pre-school years, play based learning will be interspaced with the ACE workbooks, to ensure the EYFS Learning Goals are met. This is partly because young children learn best through playing, but children also learn in many different ways. Using the books allows for assessment and any misconceptions can be identified and remedied quickly.

Within the ACE programme, in each subject, work is planned sequentially with core knowledge and skills connecting across the subject areas; it is individualised, cumulative and achieves progression as the students master the subject matter. From Preschool, the reading program is essential to underpin all the learning; the system is designed to introduce our students to reading early and build strong readers. Whilst much of what they read facilitates their learning, we actively encourage wider reading to foster reading for pleasure which we believe will impact them across all areas of the curriculum and in their life outside education.

Our students are encouraged to work hard to overcome in areas where they are challenged, developing resilience and a sense of self-worth and a belief that they can do their work and take pride in their achievements. We place God at the centre of all that we do as we believe that when students are secure in His love and provision of redemption through the death and Resurrection of Jesus and His protection, alongside our belief in them, they will thrive and have a sense of wellbeing, positioning them to develop their academic ability alongside their wider talents and skills.

We offer a wide variety of subjects in the afternoons especially designed to complement the PACE material, building team skills, group work, investigations and bringing a dynamic, practical level to the more theoretical PACE work. The synergy between the further activities and the PACE work gives a holistic, well rounded curriculum ensuring work is relevant and prepares our students for life in modern Britain and beyond. Through this approach, we aim to support their development as independent citizens who are able to contribute to the society that they live in, having had the opportunity to develop critical thinking skills.

We foster in students the belief that whilst it is important that they work hard to achieve all that they can whilst at school, they are not the sum of their academic achievements, but have implicit worth in God's eyes and in ours; we nurture them to see their value as a human being and to value others.

Our curriculum is designed with the following principles implicit across all subjects:

- Students should have a basis for developing and maintaining proper relationships with God, themselves and others.
- Students should have an ability to think about the ultimate purpose of life.
- Students should be equipped in a changing world.
- Students should be able to argue rationally and make reasoned judgements.
- Students should develop enquiring minds, be able to learn for themselves, set short- and long-term goals and appreciate the importance of completing tasks.
- Students should appreciate diversity.
- Students should know the 9 protected characteristics of the 2010 Equality Act and show an appropriate sensitivity toward them.
- Students should have a working knowledge of the British Values.
- Students should appreciate the need to listen to others and to think from another person's point of view.
- Students should learn to become independent and possess the capability to work in co-operation with others.
- Students should be able to develop an intelligent interest in the social, political and natural world starting with a Biblical Worldview.
- Students should develop the 90 character traits of Jesus listed below:

Affectionate	Deferent	Gracious	Observant	Reverent
Appreciative	Dependable	Grateful	Optimistic	Righteous
Attentive	Determined	Happy	Orderly	Secure
Available	Diligent	Holy	Patient	Self-Controlled
Blessed	Discerning	Honest	Peaceful	Sincere
Cheerful	Discreet	Humble	Perseverant	Steadfast
Committed	Efficient	Integrity	Persuasive	Submissive
Compassionate	Equitable	Joyful	Prepared	Tactful
Concerned	Fair	Just	Prudent	Temperate
Confident	Faithful	Kind	Punctual	Thorough
Considerate	Fearless	Knowledgeable	Pure	Thrifty
Consistent	Flexible	Longsuffering	Purposeful	Tolerant
Content	Forgiving	Loving	Ready	Trustworthy
Cooperative	Friendly	Loyal	Rejoicful	Truthful
Courageous	Generous	Meek	Repentant	Understanding
Courteous	Gentle	Merciful	Resourceful	Virtuous
Creative	Godly	Modest	Respectful	Wise
Decisive	Goodly	Obedient	Responsible	Zealous

Our Core Curriculum

The early education curriculum consists of two programmes: the *Preschool with Ace and Christi* (Reading Readiness programme) and the *A B Cs with Ace and Christi* (Learning-to-Read programme) for students learning to read who score 80 percent or above on the Reading Readiness Test.

A B Cs with Ace and Christi is a phonics programme which helps the children learn to read, prepares them for working in a learning centre environment and introduces the children to the PACEs.

The Preschool Instructional Manual comes in four volumes. Volume I covers weeks 1-9, Volume II covers weeks 10-18, Volume III covers weeks 19-27, and Volume IV covers weeks 28-36.

Volume I of *Preschool with Ace and Christi* (Reading Readiness K-3, K-4, and/or K-5) programme includes a “General Information Section.” This section contains the supervisor training and many helpful hints to utilise more efficiently the Preschool programme. Some things you will find in the General Information Section are bulletin board ideas, a complete materials needed list for Volume I, secrets of dynamic storytelling, and a step-by-step breakdown of the instructional manual. There is even a Checkup and Score Key to help understand the programme in more detail.

In Volume I, weeks 1-9, the supervisor begins training the Preschool student to enjoy “school” and to develop the “I-can-do-it” attitude. Scripture verses are learned, numbers 1-24 are introduced as well as nine animal letter sounds, Bible stories, colours, physical development, art, and other concepts.

In Volume II, weeks 10-18 continue the pattern set up in earlier weeks. Nine new sound letters are introduced along with their stories. Number concepts are increased, family member roles are studied as well as the role of neighbourhood helpers.

In Volume III, weeks 19-27, the third quarter continues with learning and enjoying nine more animal letter sounds and stories, increase in number concepts, study of body senses, health and hygiene, and safety rules.

In Volume IV, weeks 28-36, the maturing Preschool student is presented the last of the animal letter sounds and stories. Bible stories, Scripture memory, and other concepts are included.

The **ABC Instructional Manual** comes in two volumes which cover learning to read and write; including phonetic learning of the alphabet, sight words, basic math skills, coordination and development, art and craft, character stories, and Bible stories.

Students aged 3 - 4 will follow the preschool manual along with extra activities suitable for their age to meet the EYFS Early Learning Goals.

Students aged 4 – 5 will follow the preschool manual along with extra activities

suitable for their age to meet the EYFS Early Learning Goals during the first two terms of the year, after which they will be given a Reading Readiness Test. Children will then complete the ABCs course during the final term, again with extra activities suitable for their age to meet the EYFS Early Learning Goals. Any children not achieving 100% in the test will be given an IEP to ensure that all gaps are covered.

Any students who do not pass the Reading Readiness Test will be given extra instruction, whilst completing the ABCs course. These students may need to repeat the course in the first term of Year 1, if necessary.

The ABCs manual will be supplemented with other activities to ensure that the EYFS Early Learning Goals are covered in each area:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Assessment

There are different forms of assessing children's development, a summary of a child's achievements at a particular point in time so that their progress can be tracked is known as a 'summative assessment'. Formative assessments consist of annotated photographs, spontaneous and planned observations, information from parents, and samples of children's experiences; all of these will build a picture so that the school can make a best fit judgement of where the child is working at in relation to the EYFS age bands.

Formative assessments enable the school to plan the provision and meet the needs of the children's interests and next steps; this type of assessment is ongoing, all day, as the school gathers evidence through observations which will then feed into the planning. Assessments such as the Progress Summary and Tracking documents are summative assessments that are best completed together.

The Tapestry Online Learning Journal and Profile Booklet contain assessments to help evaluate the student's attainment in relation to the 17 early learning goals (ELG) descriptors, which children should be expected to have attained by the end of the EYFS. The first set of assessments and '*Individual Progress Tracker*' have the grades 'Emerging', 'Developing' and 'Succeeding'. '*The Attainment at the End of the EYFS*' uses 'Emerging', 'Expected' and 'Exceeding', as per the online assessment.

Assessments are primarily based on observing a student's daily activities and events as the staff become aware of the student's achievement during the day using the Preschool/ABCs (Nursery/Reception) course. Some descriptors are fulfilled through PACE work. Some Physical Development descriptors are linked

with the Coordination Test Booklet (CDT).

Assessment Strategy:

Every child is assessed on entry

On Entry Assessment (starting points)

On entry assessments are a great way to identify children's starting points and to gain information to use to help plan suitable experiences. Communication with parents is key in this process as they hold the information on their child's learning development. 'All about me' sheets are completed by parents and give the staff a small snapshot of information about the child. Over a period of two weeks staff complete an individual tracker, taking into consideration parents' information and observations. The key person will make a judgement against each aspect and indicate whether the child is emerging, developing, or succeeding. The individual tracker is then completed over set times across the year, it is completed in the same way each time, as on entry assessment.

All students entering Preschool or ABC's have a baseline assessment, repeated at the end of the year.

Other Assessments

These will be used to identify areas where the children need extra support or tuition. This will then be incorporated into our extra-curricular activities.

Strategy:

Using the ACE Pre-School and ABC programmes and extra activities:

- We will cater for the children's personal, social and emotional development. The children will learn to be self-confident, take an interest in things, know what their own needs are, tell the difference between right and wrong, and be able to dress and undress.
- We will teach the children communication, language and literacy. The children will learn to talk confidently and clearly, enjoying stories, songs and poems, hearing and saying sounds, and linking them to the alphabet. They will read and write some familiar words and learn to use a pencil.
- We will provide mathematical development. The children will develop an understanding of Maths through stories, songs, games and imaginative play. They will become comfortable with numbers and with ideas such as 'heavier than' or 'bigger'. They will be aware of shapes and space.
- The children will increase their knowledge and understanding of the world. The children will explore and find out about the world around them, asking questions about it. They will build with different materials, know about everyday technology and learn what it is used for. They will find out about past events in their lives and their families' lives. They will find out about different cultures and beliefs.

- We will focus on their physical development. The children will learn to move confidently, controlling their bodies and handling equipment.
- We will develop their creativity. The children will explore colours and shapes, trying out dance, making things, telling stories and making music.

SEND Provision

The Branch Christian School has the following values which underpin all that we do:

- An understanding that parents/carers have the primary responsibility before God for educating their children, working in partnership with church and school to prepare the children for adult life. We believe that the role of parents/carers in the education of their children is very important and we seek to work together with good, open communication.
- A commitment to excellence in all aspects of school life: we aim to do the best we can, and we encourage children to give of their best in everything they do.
- A focus on the importance of each child developing spiritually, physically, intellectually, creatively, socially, behaviourally and emotionally.

We aim to provide a broad, balanced and differentiated curriculum to ensure that every child receives their full educational entitlement. We recognise that for this to happen, some students will need additional support from time to time.

It is our aim to raise the aspirations and expectations for all students with Special Educational Needs and Disabilities (SEND). Our approach focuses on the outcomes for children not just an allocation of provision and support.

All students are assessed before entry. Children are closely monitored when they first enter the school and the work prescribed adjusted if necessary.

All supervisors and teachers monitor and review the progress of all students. Where a student is failing to make progress, the teacher will consider different additional strategies.

The school will use as many diagnostic tools as possible to determine the exact nature of the problem. These tools include:

- The ACE Coordination Tests

An Individual Education Plan (IEP), a plan or programme designed for children with SEND, will then be used to build on the curriculum that the child with learning difficulties or disabilities is following, setting out the strategies being used to meet that child's specific needs. These targets and actions will be different from or in addition to those that are in place for the rest of the class.

The purpose of an IEP is to inform our teachers and others working with the child of specific targets for the child and how these will be reached. The IEP allows our staff to plan for progression, monitor the effectiveness of teaching, monitor the provision for additional support needs within the school, collaborate with parents and other members of staff and help the child become more involved in their own learning and work towards specific targets.

Detailed records of the student's progress will be kept and recorded. New targets will be set regularly to help keep the student motivated and on track

Resources to Support SEND

1. Multisensory stimulation ideas to support SpLD students
2. Computers for student use
3. Key Words Posters
4. Coloured overlays to support SpLD student with reading

The following statement applies to all areas of EYFS:

We aim for all children to participate in all areas and extra support will be put in place for children with SEND including a 'My Plan' and adult support where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

Learning to Read

We recognise that the primary carer and educator in the early years of a child's life is the parent. A child is ready to start the process of becoming part of a bigger social circle by the age of about 3. We desire that a child begins to gain an awareness of their unique value and role as a child of God and towards each person they come into contact with, right from the beginning of that process. We aim to work together with the parents to blend home and school experiences of skills, worldview, moral and spiritual values and discipline.

AIMS

The 'Learning to Read' ABC's programme provided by 'School of Tomorrow' will be used to teach the children how to read during the latter part of Year R - approx. Age 4 - 5, along with extra activities to enhance this programme.

The 'Learning to Read' ABC's programme provided by 'School of Tomorrow' develops phonetic skills and sight words enabling them to learn to read for themselves. It combines oral, visual and motor-co-ordination skills to develop knowledge of letter sounds and blends to make words and sentences. It builds on the character development already commenced in the Pre-school curriculum. The curriculum will be enhanced using common exception words for reading. Once this programme is completed the students begin on the individualised PACE programme where they learn to take more control of their own learning.

Teaching English as a Second Language

The policy of The Branch Christian School is to treat each student as an individual and to devise a programme to meet their specific needs. This would also apply to any student learning English as a second language. We would need to consider the student's age, abilities, competence, cultural background, previous experience and future requirements so that we could develop a personal, individualised programme suitable for them.

We would endeavour to provide a relaxed, stress-free environment and liaise with parents to build relationships. We would expect the children to be received with warmth by both staff and students.

The structure of the English ACE language programme is very clear and builds grammatically so would be helpful to those students needing to learn English as a second language.

The student's progress would be carefully monitored, following an action plan with targets and reviews.

There is also an optional course from School of Tomorrow, called Speaking English with ACE and Christi, which teaches English as a second language which would be made available if appropriate for the student.

Speaking English with Ace and Christi is designed for young school-aged children learning English as a second language. Sixty lessons teach conversational English and prepare students for ABCs with Ace and Christi.

Subject Policy Statements

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Communication and Language

Objectives

To meet the following requirements in the EYFS areas of learning and development:

Listening and Attention

30-50 months

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

40-60+ Months

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

Understanding

30-50 Months

- Understands use of objects (e.g. “*what do we use to cut things?*”)
- Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand ‘why’ and ‘how’ questions.

40-60+ Months

- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Speaking

30-50 Months

- Beginning to use more complex sentences to link thoughts (e.g. *Using and, because*).
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).

- Uses talk to connect ideas, explain what is happening and anticipate what might happen next; can recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'*

40-60+ Months

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Measured Targets

Reached the EYFS standards in Communication and Language as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Strategy

We will use the ACE curriculum as laid out in the ACE Manuals, as well as extra activities where appropriate.

Additional assessment/ Records:

- Observation Files in Tapestry Online Learning Journal
- Profile Booklets

Inclusion

See main statement for more details.

Physical Development

Objectives

To meet the following requirements in the EYFS areas of learning and development:

Moving and Handling

30-50 Months

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and can use it with good control.
- Can copy some letters, e.g. letters from their name.

40-60+ Months

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Health and Social Care

30-50 Months

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

40-60+ Months

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

Physical Education /Sport

Targets and Assessments to end of Year N

Pre-School/Reading Readiness

To gain large motor co-ordination, control and skills

- Throwing and catching, beanbag and large ball
- Bat and ball
- Kicking large ball
- Hopping, skipping and jumping

To gain fine motor skills as in Co-ordination Development Test

Learning to obey instructions

Learning to work as part of a team

Achieved by:

Work on Co-ordination Development, completing this once each term

Weekly PE lessons

- Music and movement
- Team games
- Gym skills

PE activities in the Pre-School Manual

To use the Rebounder to gain co-ordination, rhythm and to let off steam.

Annual school sports day

Measured targets:

Co-ordination Development Test as part of the baseline assessment, then termly gross and fine motor skills

Reached or exceeded the EYFS standards in Physical Development as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Targets and Assessments to end of Year R**ABCs**

To further develop hand-eye co-ordination

To gain and further develop large motor co-ordination, control and skills

- Throwing and catching, beanbag and large ball
- Bat and ball
- Kicking large ball
- Hopping, skipping and jumping

To improve fine motor skills as in Co-ordination Development Test

Learning to obey instructions

Learning to work as part of a team

Achieved by:

Co-ordination Development work repeated termly

Weekly PE lessons

- Music and movement
- Team games
- Gym skills

Physical activities in the ABCs Manual

The Rebounder may be used to gain co-ordination, rhythm and to let off steam

Measured Targets:

Successfully completing all of the physical activities suggested by the ABCs Manual

Successfully completing all of the Co-ordination Test requirements termly with increasing skill

Annual school sports day

Reached or exceeded the EYFS standards in Physical Development as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Resources

Rebounder

Bats, balls and beanbags and large balls

CD player and suitable CDs for music and movement

Cones, hoops

Co-ordination Development Tests and materials

Small balls

Stilts

Strategy

We will use the ACE curriculum as laid out in the ACE Manuals, as well as extra activities where appropriate.

Additional assessment/ Records:

- CDT booklets
- Profile Booklets
- Observation Files in Tapestry Online Learning Journal

Inclusion

See main statement for more details.

Personal, Social and Emotional Development

Objectives

To meet the following requirements in the EYFS areas of learning and development:

Making Relationships

30-50 Months

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

40-60+ Months

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Self-confidence and Self-awareness

30-50 Months

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

40-60+ Months

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

Managing Feelings and Behaviour

30-50 Months

- Aware of own feelings and knows that some actions and words can hurt

others' feelings.

- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

40-60+ Months

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Measured Targets

Reached the EYFS standards in Personal, Social and Emotional Development as evidenced in their Profile Books and Observation Files/Tapestry Online Learning Journals

Strategy

We will use the ACE curriculum as laid out in the ACE Manuals, as well as extra activities where appropriate.

Additional assessment/ Records:

- Profile Booklets
- Observation Files in Tapestry Online Learning Journal

Inclusion

See main statement for more details.

Literacy

Aims

For the students to come to understand that in the beginning was the Word, and the Word was God, and the Word was God. Jesus Christ is the Word of God and through Him all things were made; He spoke all of Creation into being. His words give us life. He has given us the power of words and they have influence over our lives.

We believe that speech and language are of great importance due to the fact that it makes us distinct from every other part of creation; it helps us to create ideas, thoughts, feelings and beliefs; and it gives us the ability to communicate with one another.

Objectives

To meet the following requirements in the EYFS areas of learning and development:

Reading

30-50 Months

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40-60+ Months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.

- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Writing

30-50 Months

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

40-60+ Months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

English

Targets and Assessments to end of Year N **Pre-School/Reading Readiness**

Each student can:

- listen to and obey instructions.
- make themselves and their needs understood.
- speak clearly and in full sentences.
- listen carefully to stories and answer questions.
- draw pictures of and act out stories they have heard.
- learn Scripture, songs and rhymes.
- act out roles.

They will have:

- learnt to use their words for good and know what to do when they have caused offence with bad use of words.
- learnt the letter sounds, music and animal characters they need for learning to read.
- reached the EYFS standards in Literacy and Communication and Language.
- increased their vocabulary to the point where they are ready to read.

Measured targets:

Completed and passed English and Word Building Reading Readiness Paces 1-12, increasingly passing without help.

They will thus have successfully completed the ACE scope and sequence for this level.

Reached the EYFS standards in Literacy as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Passed the Reading Readiness Test with 80%

Resources:

Pre-School Manuals and the materials those manuals require

Mother Goose

Reading Readiness PACEs in English and Word Building 1-12

Picture and story books

Dressing up clothes and other resources to support role play

Puzzles which support vocabulary development

Plastic animals

Dolls and their associated materials

Cars, garages, car mats

Many other toys which support the increase of the vocabulary and the imagination

Art and craft materials

Letter sounds cards, with animal character

CD of animal songs

Story cards for Word Building and Bible Reading

Targets and Assessments to end of Year R **ABCs**

As Year N, but in addition:

That each child:

- completes the Learning to Read part of the course in 4 - 6 months (18 - 24 weeks), completing the Manual and all required activities, and the PACEs in Word Building, Animal Science and Bible Reading from 1001 to 1012 (Level 1).
- completes the Manual and PACEs for Books 1-4 of Advanced Sounds.
- learns to read, using phonics associated with animal characters, stories and songs.
- learns to write, using large and small letters printing neatly.
- can write the letters of the alphabet in order, both large and small letters.
- passes the Post Test with 100%, demonstrating that they know each letter by name and sounds, that they can blend real and nonsense words and that they can write the large and small letters correctly and in alphabetical order.

They will thus have fulfilled the ACE scope and sequence for this level.

That each child:

- learns to listen to the teacher and other children, taking turns to speak.
- can speak in full sentences and at length, taking part in show and tell.
- learns to correct their own work, recognising their own mistakes.

- achieves the required level of EYFS in Literacy and Communication and Language with evidenced Profile Books and Observation Files in Tapestry Online Learning Journals

In Word Building the student will:

- recognise long and short vowels and letter sounds.
- study auditory and visual discrimination.
- read words and sentences.
- learn important concepts—matching like and different shapes, colour usage, rhyming pictures, directional words, and story sequence.
- practice letter formation—writing words and sentences and alphabet sequence.
- learn to follow instructions—using colour and spatial terms.
- be encouraged in character development through examples given in each PACE.

In the Animal Science PACEs the student will be covering all the stories from the ABCs manual, while practicing the phonetic sounds.

During the Advanced Lessons, the students strengthen their basic reading skills. These lessons are presented AFTER the ABCs Post Test has been administered. (If there are specific weaknesses that are evident at the conclusion of the Post Test, these areas are reinforced before proceeding with the Advanced Lessons). It is suggested that two Advanced Lessons be presented each day. If a Supervisor feels that their students are not capable of two new sounds each day, then they should present only one lesson each day. Supervisors should always be sensitive to their students' capabilities and gear the group progress to their slowest student.

These lessons will also incorporate all the required sounds at this level.

Measured targets:

Achieving the required level of targets for EYFS

Each child should:

- complete Word Building Paces, Animal Science 1001-1012, passing each PACE with 90%+
- pass the Post Test with 100%
- complete Advanced Sounds 1-4 with 90%+
- have thus successfully completed ACE scope and sequence appropriate to their level.
- have achieved the EYFS standards, in Literacy, and Communication and Language as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals
 - read and understand simple sentences.
 - use phonic knowledge to decode regular words and read them aloud accurately.
 - read some common irregular words.
 - demonstrate understanding when talking with others about what they have read.

- use their phonic knowledge to write words in ways which match their spoken sounds.
- write some irregular common words.
- write simple sentences which can be read by themselves and others.
- spell some words correctly and others phonetically plausible.

Reached the EYFS standards in Literacy as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Resources:

As Year N, except instead of their manuals and PACEs:

ABCs Manuals and resources required.

Word Building PACEs, Animal Science PACEs and Bible Reading PACEs 1001-1012, with all the associated required materials.

ABCs animal letter cards

ABCs story cards for Word Building and Bible Reading

Post Tests

Advanced Sounds 1-4

Ladybird Reading Scheme

Oxford Reading Tree Reading Scheme

Early Readers reading books

Students will learn the following at appropriate stages throughout the EYFS:

Reading

- Learn the letter sounds, music and animal characters they need for learning to read.
- Increase their vocabulary to the point where they are ready to read.
- Learn to read, using phonics associated with animal characters, stories and songs.
- Recognise long and short vowels and letter sounds.
- Read words and sentences.
- Read simple books.
- Reach the EYFS standards for reading in Literacy and Communication and Language.

Writing

- Practice letter formation—writing words and sentences and alphabet sequence.
- Increase their range of vocabulary.
- Write short, simple sentences.
- Write simple stories.
- Use imaginative vocabulary.
- Use written language to communicate with others.
- Use written language to express themselves.

- Reach the EYFS standards for writing in Literacy and Communication and Language.

Speaking/ Listening

- Be aware of others.
- Speak clearly and be understood.
- Be attentive and responsive.
- Reach the EYFS standards for speaking and listening in Literacy and Communication and Language.

Drama

- Role-play
- Imaginative play
- Performances at Christmas

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for EYFS, as well as extra activities

Additional Assessment/ Records:

- Profile Booklets
- Observation Files in Tapestry Online Learning Journal
- Reading records

Inclusion

See main statement for more details.

Mathematical

Aims

For the students to see Mathematics in the world that God created – design, pattern, structure and balance.

For the students to understand that Mathematics is important in everyday life; that it is found in science and technology, medicine, the economy, the environment, employment etc.; and that it is a creative discipline that stimulates the mind. It can fulfil a varied range of interests and abilities; provide challenge, develop the imagination and train in rational thought.

Objectives

To meet the following requirements in the EYFS areas of learning and development:

Numbers

30-50 Months

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

40-60+ Months

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.

- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Shape, Space and Measures

30-50 Months

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round', 'tall'

40-60+ Months

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as '*behind*' or '*next to*'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Maths

Targets and Assessments to end of Year N **Pre-School/Reading Readiness**

Introduce children to the ideas of size, shape, number and measurement, including 2D and 3D, money and time, giving them concrete experiences and appropriate vocabulary. Teach them to recognise numbers 1-10 and to count numbers 1-100; to count objects up to 10 and to introduce the idea of classification through sets (all the red cars, round objects, etc.). They should understand the concept of one more and one less, two and three more and two and three less.

Achieve the required standard for EYFS.

Measured targets:

Passing Reading Readiness PACes 1-12, especially Paces 11 and 12, ensures a good grasp of most of the above; achieving the required standard at EYFS covers the rest.

Reached the EYFS standards in Mathematics as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Targets and Assessments to end of Year R
ABCs

Introduce children to further mathematics ideas in the above range, increasing their vocabulary appropriately, with a wide range of concrete experience, and theoretical practice.

They should recognise, count and write numbers 1-20.

They should add and subtract successfully within 20.

Begin to measure length, time and money.

Understand halves and quarters.

Measured targets:

Passing Maths Paces 1001-1003 with 90% (required) covers ACE Scope and Sequence at this level and ensures a good grasp of the above.

Our One Curriculum ensures sufficient practical experience.

Achieving the required level of targets for EYFSR.

Reached the EYFS standards in Mathematics as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals.

Resources - Year N & R - appropriate to their age and stage

Reading Readiness PACes; clock faces; shop play including money and cash register; coins; 2D and 3D shapes; number blocks, rulers, jugs for measuring volume, sand and water play, scales and weights; squared paper (plus many other resources, some permanent and others introduced as required).

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Maths as well as extra activities where appropriate.

Additional assessment/ Records:

- Profile Books.
- Observation Files in Tapestry Online Learning Journal

Inclusion

See main statement for more details.

Understanding the World

Objectives

To meet the following requirements in the EYFS areas of learning and development:

People and Communities:

30-50 Months

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and talks about some of the similarities and differences in relation to friends or family.

40-60+ Months

- Joins in with family customs and routines.

The World

30-50 Months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40-60+ Months

- Looks closely at similarities, differences, patterns and change.

Technology

30-50 Months

- Knows how to operate simple equipment e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers.

40-60+ Months

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

Social Studies

Targets and Assessments to end of Year N **Pre-School/Reading Readiness**

To give the children experiences and vocabulary to begin to understand the world around them, live in, visit and know about through TV etc.

To introduce them to information about the world

This comes in two parts:

- a) History – why we live as we do – how this culture has arisen; passing on valuable traditions of the culture
- b) Geography – what the world is like and how it works

History:

To introduce them to personal history – themselves, parents, grandparents

To introduce them to British History - the children are already familiar with Biblical stories and this enables them to engage with British history from a young age, through stories, visits and role play.

To introduce them to Biblical History systematically as a method of structuring social studies information.

Geography:

To introduce them to the globe; to ensure they know what country they live in and what its flag is like; to ensure they know what city they live in; to ensure they know the name of the Queen and the Prime Minister.

To introduce them to their local area, its people, shops, food, different regions; to help them to notice the changing weather.

To ensure they successfully complete Reading Readiness Social Studies PACEs 1-12, which cover almost all the aims, providing basic ideas of geography and history.

Measured targets:

Each child must successfully pass up to PACE 12 in Social Studies PACEs (some children are not in this class for the whole year; some only do one term).

They will thus have completed the ACE scope and sequence for this level.

Reached the EYFS standards in Understanding the World as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Targets and Assessments to end of Year R **ABCs**

To develop understanding of time and place begun in Pre-School/Reading Readiness, with further information about England, Great Britain and the UK and some medieval history.

To introduce them to the entire main Biblical stories systematically and chronologically, mostly in the Old Testament.

Measured targets:

Students should successfully complete 12 Bible Reading Paces 1001-1012 and 6 Social Studies Paces, 1001-1006 with 90%.

Reached the EYFS standards in Understanding the World as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Social Studies Resources – Year N and R:

Dressing up clothes, including for knights
Reading Readiness Manual and PACEs 1-12
Materials required by the Manual
Art and craft materials
Play materials
Cards and pictures related to weather
Globe and maps

Science**Targets and Assessments to end of Year N**
Pre-School/Reading Readiness

To enable the child to understand something of what God is like by showing them His Creation.

To draw the child's attention to the natural world, by observation, talking about it and through collections.

To give the child skills and understanding of science through taught lessons with concrete examples.

To enable the child to successfully complete Science RR1-12

Measured targets:

Each student should complete Science RR1-12 successfully, increasingly without help.

Reached the EYFS standards in Understanding the World as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Targets and Assessments to end of Year R
ABCs

To enable the child to understand something of who God is and what He is like by showing them His Creation.

To draw the child's attention to the natural world, by observation, talking about it, looking at pictures in books and on the internet and through collections.

Complete Animal Science 1001-1012 with 90% in each.

Cover all the science activities in the ABCs manuals.

Complete Science 1001-1006 with 90% in each, and thus cover the ACE scope and sequence for this level.

To give the child skills and understanding of science through taught lessons with concrete examples, providing practical lessons weekly which seek to enhance the students' understanding through handling materials.

Measured Targets:

Each student should:

- complete Animal Science 1001-1012 with 90% in each
- complete Science PACEs 1001-1006 with 90% in each

Reached the EYFS standards in Understanding the World as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Science Resources – Year N:

Science PACEs RR1-12

Reading Readiness Manuals and all the required materials associated with it.

Most of the resources of the upper school are available to the younger children

Hand lens

Computer and printer

Appropriate software programmes

TV and DVDs

Many books on different areas of science

Scientific apparatus etc.

Science Resources – Year R:

As for Pre-School/Reading Readiness, but with ABCs manuals, resources and materials and

Animal Science PACEs 1001-1012

Science PACEs 1001-1006

Score keys for these

Technological Subjects Inc. Computing / I.T.

Targets and Assessments to end of Year N

Pre-School/Reading Readiness

To enable the child to engage with the world through art and craft

To introduce the child to IT, enabling them to navigate through a website in a fun but disciplined way

To give the child skills in the six sections of Design and Technology: textiles, home economics, hard materials, structures, flexible materials and electronics

Measured targets:

Each student should complete set tasks successfully, increasingly without help

Reached the EYFS standards in Understanding the World as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals.

Targets and Assessments to end of Year R

ABCs

Provide design and technology lessons on a half-termly rotation through the six sections to give the students beginners' skills

Provide IT lessons which enable the children to become confident users of the computer and prepare them for Readmaster, Mathbuilder and Word Builder.

Measured Targets:

Each student should complete set tasks successfully, increasingly without help

Reached the EYFS standards in Understanding the World as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals.

Technology Resources – Year N:

Reading Readiness Manuals and all the required materials associated with it.

All the resources of the upper school are available to the younger children

Hand lens

Computer and printer

Appropriate software programmes

TV and DVDs

Binka and embroidery thread

Cookery requirements

Lego, Duplo and construction toys

Many types of modelling materials, e.g. clay, paper, card

Art and craft materials

Technology Resources – Year R:

As for Pre-School/Reading Readiness, but with ABCs manuals, resources and materials

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Science and Social Studies, as well as extra activities where appropriate.

Additional assessment/ Records:

- Profile Books
- Observation File in Tapestry Online Learning Journal

Inclusion

See main statement for more details.

Expressive Arts and Design

Objectives

To meet the following requirements in the EYFS areas of learning and development:

Exploring and Using Media and Materials

30-50 Months

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

40-60+ Months

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Being Imaginative

30-50 Months

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an

- armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60+ Months

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative

Art

Targets and Assessments to end of Year N **Pre-School/Reading Readiness**

To enable children to acquire skills and competencies in various media, painting, drawing

To enable children to experience and interact with art media in an enjoyable way, engaging their attention and participation.

To provide experiences in many forms of art and art appreciation

Achieved by:

Frequent art and craft activities required by the manual

Weekly opportunities for one or more of the following:

Painting

Drawing

Making things out of paper and cardboard and material (e.g. cotton and wool)

Many types of experiences, blowing paint, sponging effects, crumpling, spattering and combining effects to give as wide a range of experience as possible but in a fun way

These opportunities enable the children to gain skills in cutting, sticking, wrapping, modelling, both creatively or through their own choice and in response to specific stimuli and guidance by the teacher.

The children are also helped to draw themselves and houses with more accuracy e.g. through guided observation (mirrors) and assembling men from playdough

The children are taken to an art gallery (Bagshaw Museum)

Measured Targets

Reached the EYFS standards in Expressive Arts and Design as evidenced in their Profile Books and Observation Files/Tapestry Online Learning Journals

Targets and Assessments to end of Year R **ABCs**

As Year N but with the children growing in skill, competence and confidence.

Children given opportunity to observe living things, including themselves and other people, and non-living things such as cars and houses with more accuracy.
Children learn to mix colours and to achieve deliberate effects.
Children will also follow ABCs manual activities.

Achieved by:

Weekly opportunities for one or more of the following:

Painting, drawing, making things out of paper and cardboard and material (e.g. cotton and wool)

Giving many types of experiences, blowing paint, sponging effects, crumpling, spattering and combining effects to give as wide a range of experience as possible but in a fun way

Providing additional opportunities in the afternoons to enable the children to gain skills in cutting, sticking, wrapping, modelling, both creatively or through their own choice and in response to specific stimuli and guidance by the teacher.

The children are also helped to draw themselves and houses with more accuracy e.g. through guided observation (mirrors) and assembling men from playdough

The children are taken to an art gallery (Bagshaw Museum)

Measured Targets:

Achieved the required ABCs activities appropriately for their age and ability

Reached the EYFS standards in Expressive Arts and Design as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

List of Resources – Art - Year N and R:

Very large, including resources permanently in school and those brought in for a specific lesson or skill or experience. The items below hint at the range:

Poster paint, brushes, palette

Pencils, rubbers

Paper of various types, card, paper plates

Eyes of various sizes, feathers, fur and various types of material of different colour, pattern and texture, buttons, sequins

Glitter and Christmas art

Playdough

Music

Targets and Assessments to end of Year N

Pre-School/Reading Readiness

To enable children to develop and use their basic musical sense in singing, rhythm and dance for learning, expression, enjoyment, worship and praising God.

To help them sing in tune.

To help them improve their listening skills.

To help them connect emotionally and thoughtfully with music and with larger emotions and ideas than their own needs and desires.

To develop their appreciation of beauty.

To help them to remember and learn.

Achieved by:

Singing daily in opening exercises and weekly chapel with the older children
Singing the animal character songs daily
Singing nursery rhymes and songs most days
Listening to music while they work and play
Music lessons with singing, dancing, and percussion
Music and movement PE lessons

Measured targets:

Achieved the required ABCs activities appropriately for their age and ability

Reached the EYFS standards in Expressive Arts and Design as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

Targets and Assessments to end of Year R
ABCs

To develop the children's musical ability to engage in singing, rhythm and dance for learning, expression, enjoyment, worship and praising God.

To enable the children to develop their ability to sing in tune.

To help them connect emotionally and thoughtfully with music and large emotions and ideas beyond their own felt needs and desires.....

To develop their appreciation of beauty.

To help them remember as they learn.

Achieved by:

Singing daily in opening exercises and weekly chapel
Listening to music in PACE time most mornings
Learning nursery rhymes and songs
Learning to clap in time, singing and the use of percussion in weekly music lessons
Music and movement in PE lessons, including dance
Learning ACE animal character and alphabet songs daily

Measured targets:

Achieved the required ABCs activities appropriately for their age and ability

Reached the EYFS standards in Expressive Arts and Design as evidenced in their Profile Books and Observation Files in Tapestry Online Learning Journals

List of Resources – Music - Year N and R:

CD player and CDs
Whiteboard
Keyboard
Music stands
Hand drums, tambourines and additional percussion instruments
Guitar

Sheet music and books of songs

Strategy

We will use the ACE curriculum as laid out in the ACE Manuals, as well as extra activities where appropriate.

Additional assessment/ Records:

- Profile Books
- Observation Files/Tapestry Online Learning Journal

Inclusion

See main statement for more details.

Biblical Studies

Pre-School - Year N

Aims:

To introduce the students to the main stories of the Bible, including God as Creator.
To focus on Jesus.

To talk to them about love and good behaviour through opening exercises, devotions, weekly Scripture lesson and the activities in the Reading Readiness manual with Bible Reading PACEs.

To begin to memorise Scripture....

Achieved by:

Successfully completing Reading Readiness Bible Reading PACEs and completing the stories and activities in the Reading Readiness Manual relating to the Bible Reading PACEs.

Talking to them about the Bible, about Bible stories, about Jesus in assemblies, class devotions, weekly Scripture lessons and while completing the activities in the Bible Reading PACEs.

Taking the same opportunities to teach them about love and good behaviour.

Teaching them to memorise Psalm 1, Psalm 23 and Psalm 100, and beginning to memorise a verse from the monthly Bible passages.

Teaching them to take speaking and singing parts in school Christmas and Summer Banquet performances.

Measured targets:

To successfully complete and pass increasingly without help Bible Reading PACEs RR01-12

Learned Psalms are said in assembly and sometimes in productions.

List of resources:

Bible

Books of Bible stories

Pre-School Manual and associated materials, including Bible Reading story cards

Art and craft materials

Dressing up clothes

ABCs – Year R

Aims:

To introduce the students to the main stories of the Bible systematically, drawing lessons from them.

To focus on Jesus.

To talk to them about love and good behaviour through assembly, devotions, weekly Scripture lesson and the activities in the ABCs manual with Bible Reading PACEs, teaching the whole requirement of the ABCs manuals, with their materials and PACEs.

To begin to memorise Scripture.

To learn some verses from the monthly Scripture learning passages.

To take spoken and singing parts in school productions.

Achieved by:

Successfully completing ABCs Bible Reading PACEs, 1001-1012, with the whole requirement of the ABCs manuals, with their materials and activities

Taking every opportunity, whether in opening exercises, class devotions and prayer times, weekly Scripture lesson, outside breaks, during lessons, inside breaks and PACE time to talk to the children about God, Jesus and themselves, guiding them to good and right behaviour and love for God and people.

Daily opening exercises in which hymns and spiritual songs are sung, the Bible is read and explained and their behaviour and heart is addressed.

Daily class devotions and prayer and regular Scripture learning.

Learning a verse with each PACE.

Weekly Scripture lesson teaching the Bible in a systematic way, beyond the PACEs

Taking part in school Christmas and Summer Banquet performances.

Measured targets:

To complete successfully and on their own Bible Reading PACEs 1001-1012, with scores of 90%+.

Saying some verses of the learned Scripture passages monthly with fewer than 10 mistakes.

List of resources:

Bible

ABCs Manuals and required materials

Bible Reading PACEs and Score Keys

Bible Story cards

Art and Craft Materials

Dressing up clothes

Additional assessment/ Records:

- Profile Books
- Observation Files/Tapestry Online Learning Journal

Inclusion

See main statement for more details.

Foreign Languages

Preschool – Year N

Aims:

Students at this level are taught a few foreign words and phrases in French and Tagalog (Mrs J. Farrant's language) to enable them to play with language. Some of the older students speak additional languages and teach the preschoolers words and phrases in their alternative language. This also helps them to see the similarities and differences between countries, and to realise there is a bigger world.

Achieved by:

Taught lesson in French – a few useful words
Join in school lessons in Tagalog and other languages represented in school by older students - songs, phrases, script

Measured targets:

None at this level, although they are drilled and checked from time to time

Resources:

A teacher who speaks Tagalog
A teacher who speaks French
Students speaking various different languages
Art and craft materials

ABCs – Year R

Aims:

To learn some songs and helpful phrases in French, Tagalog and other foreign languages represented in school, to enable them to think about welcoming people with other languages and to think about different languages and their sounds.

Achieved by:

Occasional taught lessons in French learning useful words and phrases and looking at the script for these words in French.
Occasional taught lessons in Tagalog, learning songs, words and phrases and looking at the script for some of these in Tagalog.
Occasional taught lessons in various languages represented in school, learning songs.

Measured targets:

None at this level, although the children are drilled and checked

Resources:

A teacher who speaks French
A teacher who speaks Tagalog
Students who speak various different languages
Art and craft materials
Computer, printer

Additional assessment/ Records:

- Profile Books
- Observation Files/Tapestry Online Learning Journal

Inclusion

See main statement for more details.

FRAMEWORK FOR EARLY YEARS PROGRAMME

Ages 3 – 5

SUBJECT TOPICS:

AROUND THE WORLD
COMMUNICATION
GROWING
MINIBEASTS
NIGHT AND DAY
OUR ENVIRONMENT
OURSELVES
PATTERNS
PEOPLE WHO HELP US
SEASONS
SNOW AND ICE
THE FARM
THE SEA
TRANSPORT
WEATHER

See 'EYFS Ideas and Activities' for full details of each topic

To be used as appropriate for each subheading of Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding The World, and Expressive Arts and Design

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
Give children the opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.	Provide opportunities for the children to be active and interactive, and to develop their coordination, control, and movement. Children to be helped to understand the importance of physical activity, and to make healthy choices in relation to food.	Help the children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.	Encourage the children to read and write, both through listening to others reading, and to begin to read and write themselves. Children to be given access to a wider range of reading materials – books, poems, and other written materials, to ignite their interest.	Provide the children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.	Guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	Support the children to explore and play with a wide range of media and materials, and provide opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.
ELG 01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	ELG 04 Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	ELG 06 Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	ELG 09 Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.	ELG 11 Numbers: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	ELG 05 Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	ELG 07 Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	ELG 10 Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	ELG 12 Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.	ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
ELG 03 Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.		ELG 08 Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.			ELG 15 Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	