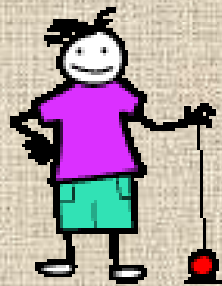




EYFS at Cheadle Catholic Infant School



Our Vision – *Love, Respect, Shine*

In EYFS, each child is unique. We create a safe and secure learning environment where children value themselves and others. They can express their feelings and consider the feelings of others. This is an important part of their personal development. (Love)

Our curriculum reflects the culture and society we live in and so through teaching, learning and experiencing a wide variety of activities we enable children to better understand the people around them and the world they live in. (Respect)

At Cheadle Catholic Infant School, we provide opportunities for all children to develop a love of learning as they engage in a variety of activities. We use Superpower language and encourage our children to be independent, determined and use their problem solving skills in their learning activities. Children are encouraged to be proud of their own achievements. “We love to learn to let our inner light shine brightly in all that we do”.(Shine)

What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (E.Y.F.S.) is the stage of education for children from birth to the end of the Reception year.
- It is based on the recognition that children learn best through play and active learning.

EYFS

- *“Every child deserves the best possible start in life and support to fulfil their potential. Children develop quickly in the early years and a child’s experience between birth and age 5 has a major impact on their future life chances. A secure, safe and happy childhood is important in it’s own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.”*

(Statutory framework for EYFS 2021)



EYFS Overview

At Cheadle Catholic Infant School our curriculum is carefully sequenced across the year to enable children to build and develop their skills over time. We carefully plan what the children learn in the classroom through direct teaching and through a well-planned and resourced core environment. We enhance our environment to spark interest and curiosity of our intended learning and to give time and space for children to further explore intended learning through their play. We also value the unique child and enhance our environment around children's interests.

Our key knowledge and skills are planned and developed through our Curriculum Overview.

Cheadle Catholic Infant School Yearly Overview 2022/23 Reception

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title & Book	<u>All about Me</u> It's not a stick. The boy who didn't like toothbrushes. Titch. <u>People Culture and communities</u> Describe immediate environment. <u>The Natural World</u> Explore the world around themselves.	<u>Seasons</u> The Girl who didn't like wellies. Stickman. Meg and Mog <u>Past and Present</u> The Nativity Story <u>People Culture and communities</u> <u>The Natural World</u> Make observations of changes that occur. <u>People Culture and communities</u> Know differences between cultural communities	<u>Superheroes</u> Supertato stories Superheroes in our community <u>Past and present</u> Lives and roles of people in our society. Know similarities and differences between things in the past and now. <u>People Culture and communities</u> Know differences between cultural communities. Awareness of jobs in our community	<u>Space</u> Whatever Next. Non-fiction books <u>Past and present</u> Understand the past through events. <u>People Culture and communities</u> Focus on women in Space Celebrations of Easter	<u>Minibeasts</u> What the Ladybird Heard. The Hungry Caterpillar. Non-fiction- growth of a seed <u>The Natural World</u> Understand important processes and changes.	<u>India</u> The Elephant Dance. <u>People Culture and communities</u> Difference between life in this country and other countries. <u>The Natural World</u> Investigate contrasting environments.
Celebration	Autumn walk Harvest	Dentist visit Nativity performance Diwali Hannuka	Superhero day Chinese New Year Visit from Fire-engine/Paramedics	Space Dome Easter	Minibeast hunt Ramadam Planting beans Living eggs	Bruntwood Pk Summer Walk Indian Dance session
RE RSE	God's World Baseline Handmade with love	God's Family Handmade with love	Getting to know Jesus I am Me Head shoulders knees	Sorrow and Joy I like, you like we all like. Good feelings, bad	New Life Growing up	The Church God is love Loving God, loving others.

			and toes Ready Teddy	feelings. Lets get real		Me you us.
PSED	Building Relationships Initiate play, offer cues to peer to join with them. Become familiar with class routines. Checking in jars Circle Times. Golden Rules. Select and use resources with help. Explore stories about caring for one another and God's World. <u>ELG</u> Work and play cooperatively and take turns with others. BR <u>ELG</u> Form positive attachments to adults and friendships with peers BR	Feelings Be aware of own feelings and know that some actions and words can hurt others' feelings. Begin to accept the needs of others. Enjoy carrying out small tasks. Intro to Challenge cards <u>ELG</u> Show sensitivity to their own and others' needs. BR <u>ELG</u> Understand the importance of healthy food choices MS	Managing Self Begin to show confidence when taking part in an activity. Confident to talk to other children when playing and will talk about own home experiences. <u>ELG</u> Be confident to try new activities Know right from wrong Manage basic hygiene	Self- regulation <u>ELG</u> Show and understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. SR <u>ELG</u> Be able to wait for what they want. SR Begin to focus and respond appropriately even when engaged in an activity, and show ability to follow instructions.	Change Begin to explain own understanding and ask appropriate questions of others. <u>ELG</u> Be confident to try new activities and show independence and resilience MS	Moving On Become confident to speak to others about own needs, wants, interests and opinions. Initiate conversations, attend to and take account of what others say. Understands that own actions affect other people (ie tries to comfort another child if they have upset them) <u>ELG</u> Explain the reasons for rules , know right from wrong and behave accordingly. MS
Physical Development	Move freely with confidence in a range of ways, such as crawling, rolling, jumping, hopping, skipping. Stand momentarily on one foot when shown. Can tell adults when hungry, tired or when they want to rest or play. Observe the effects of exercise on their bodies. Learn about healthy diet (visit from school dental team) Posters - Healthy foods/ not healthy foods Daily Mile Commando Club Work with PE specialist <u>ELG</u> Runs and negotiates space and obstacles		Show increasing control over an object, in pushing, patting, throwing and catching. Using simple tools, construction and malleable materials safely and with increasing control. Travels with confidence and skill around, under, over and through balancing and climbing equipment both indoors and outdoors. Exploring ways of travelling using different parts of body. (in the hall using benches and mats.) Daily Mile Work with PE specialist Discuss importance of exercise after PE Jumpstart Johnny Daily Mile		Begin to form recognisable letters. Using a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Shows some understanding that exercise, eating and sleeping and hygiene can contribute to good health. Daily Mile Work with PE specialist Sports Day	

	safely GMS Introduction to RWI scheme Copy some letters (eg: from name) Shows a preference for a dominant hand. ELG Holds pencil between thumb and two fingers. Tripod grip FMS		ELG Demonstrate strength balance and coordination when playing. GMS ELG Use a range of small tools, scissors paintbrushes, cutlery. FMS		ELG Move energetically, running jumping dancing climbing hopping and skipping GMS ELG Begin to show accuracy and care when drawing FMS	
Communication & Language	Listens to others, one to one or in small groups offering own ideas and using recently introduced vocabulary. Listens to regular story sessions with increasing attention and recall. Joins in with repeated reframes and anticipates key phrases in rhymes and stories (using story sticks and Traditional Tales) Focuses attention and can follow simple instructions Circle Times small group discussions Introduction of Talk Partners Introduction of Tales Toolkit to develop story telling Talking Tables (children look at artefacts and describe them) Introduction of DEAL activities Role Play area linked to topic Vocabulary wall: word of the week ELG Hold conversation, back and forth exchanges with their teacher and peers		Make comments about what they have heard and begin to ask questions to clarify understanding. Begin to use more complex sentences to link thoughts (using and, because) Retell simple events in the correct order. Talk about past experiences ELG Express ideas and feelings about their experiences using full sentences, including use of past present and future tenses. Offer explanations to connect ideas, explain what is happening and anticipate what might happen next, using recently introduced vocabulary. Use talk in pretending that objects stand for something else in play Use language to imagine and recreate roles and experiences in play situations. Build up a vocabulary that reflects their experiences. Role Play area linked to topic ELG Make comments about what they have heard and ask questions		Maintain attention and sits quietly during appropriate activity Able to follow a story without pictures or props ELG Listen and respond to questions and comments when being read to. Express ideas and feelings in full sentences including use of past, present and future tenses, making use of conjunctions (with modelling and support from the teacher) Role Play area linked to topic.	
Listening, Attention and Understanding						
Speaking						
Literacy	Enjoys rhyming activities Shows awareness of rhyme and alliteration Recognises rhyme in spoken words Shows interest in books and print in the environment		Introduction of Guided Reading sessions Listen to stories with increasing recall. Anticipate key events in stories and how a story might end. Describe main story settings, events and	Enjoy an increasing range of books. Know that information can be retrieved from books and computers Demonstrates understanding of what has been read to them by	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play and use of Tales Toolkit.	
Comprehension						

<p>Reading</p> <p>RWI</p>	<p>Recognise familiar words such as own name</p> <p>Holds a book the correct way up and turns the pages</p>	<p>characters.</p> <p>Look at books and develop a love of reading.</p>	<p>retelling stories using their own words and recently introduced vocabulary</p> <p>Anticipate key events in stories.</p>			
	<p>Introduction to the Book area and how to handle books.</p> <p>Know that print carries meaning and in English is read from left to right and top to bottom</p> <p>Introduction to RWI (see plans)</p> <p>ELG</p> <p>Say a sound for each letter of the alphabet and at least 10 digraphs</p> <p>Introduction to Sound Books for Home Learning.</p> <p>Introduction of Vocabulary Wall. (word of the week)</p>	<p>Introduction of Home Reading Books.</p> <p>Introduction of Guided reading sessions.</p> <p>ELG</p> <p>Read words consistent with their phonic knowledge through sound blending.</p> <p>Children encouraged to read words that are around the classroom on cards, and in the outdoor area.</p>	<p>Children to become familiar with the text used for topic work.</p> <p>Pinny Time</p> <p>RWI games indoor and outdoor</p>		<p>ELG</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Books appropriate to the children's phonic knowledge in the Book area.</p> <p>Introducing a wider range of texts.</p>	
<p>Writing</p>	<p>Sometimes give</p>	<p>Making books</p>	<p>Writes own name and</p>	<p>Begin to use different</p>	<p>Begin to use phonic</p>	<p>Writing fact books</p>

RWI	<p>meaning to marks as they draw write and paint</p> <p>Introduce mark making areas both indoors and outdoors</p> <p>Introduction to RWI</p> <p>Correction formation of letters.</p> <p>Experiences of writing letters in sand, salt, paint, water</p> <p>Begin to write own name.</p>	<p>Lists</p> <p>Letters to Father Christmas</p> <p>Writing cvc games (roll and write)</p> <p>"I can" sentences linked to topic of All about Me</p> <p>Making info posters about looking after our teeth and healthy eating choices. (labels)</p> <p>ELG</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>attempts things such as labels, captions.</p> <p>Uses some clearly identifiable letters to communicate meaning</p> <p>Develop Tales Toolkit for writing words linked to storytelling.</p> <p>ELG</p> <p>Can spell words by identifying sounds in them and representing the sounds with a letter.</p>	<p>formats to write words, speech bubbles, Postcards.</p>	<p>knowledge to write words in ways which match the spoken sounds</p> <p>Attempt to write short meaningful sentences</p> <p>Writing fact books about the planets</p> <p>DEAL activities- hot seating</p> <p>Tales Toolkit story writing</p>	<p>about India.</p> <p>Writing a WOW sentence to include adjectives. (size, colour, amount)</p> <p>Tales Toolkit stories.</p> <p>ELG</p> <p>Write simple phrases and sentences which can be read by themselves and others</p> <p>Spell words by identifying sounds in them and representing sounds with letters.</p>
Maths	<p><u>Number</u></p> <p>Use some number names and language spontaneously.</p> <p>Realise that anything can be counted (claps jumps hops)</p> <p>Recite numbers in order to 10.</p> <p>Subitise up to 5</p> <p>Begin to understand different ways to make 5, number bonds to 5</p> <p>Introduction to 5 frames</p> <p>Introduction to part part whole</p> <p>Know that numbers identify how many objects are in a set.</p> <p>Begin to subitise numbers up to 5</p> <p>Using the language of more and fewer to compare two sets of objects</p> <p><u>Addition and subtraction</u></p> <p>Comparing quantities, counting objects, sorting</p> <p>Numicom recognition and use for adding one more.</p> <p>Find one more/less from a group of 5 objects</p>	<p><u>Number</u></p> <p>Compare two groups of objects saying which has the same, more, less.</p> <p>Find the total in two groups by counting them</p> <p>Begin to count up to 10 forwards and backwards</p> <p>Say the number that is one more than a given number</p> <p><u>Addition and Subtraction</u></p> <p>Number bonds to 10 ten frame</p> <p>Number bonds to 10 Part-whole frame</p> <p><u>Shape, space and measure</u></p> <p>Describe their position such as "behind" "next to"</p> <p>Order two or three items by length and height</p> <p>weight and capacity</p> <p>SOCK WEEK</p> <p>Ordering socks</p> <p>Making patterns with socks</p> <p>Matching pairs</p> <p>Developing a sense of time.....using 1 minute timers</p> <p>Record using marks that they can explain</p>	<p><u>Numerical patterns</u></p> <p>Counting to 20 verbally</p> <p><u>Addition and subtraction</u></p> <p>Adding by counting on</p> <p>Taking away by counting back</p> <p><u>Multiplication and Division</u></p> <p>Doubling</p> <p>Halving and sharing amounts</p> <p>Odds and evens</p> <p><u>Shape, space and measure</u></p> <p>Introduction to money</p> <p>Identify the coins and begin to add simple amounts of money</p> <p>Estimate how many objects they can see and check them</p> <p>SOCKS How many cubes will fill the sock</p> <p>Continue to use mathematical terms to describe 3d shapes</p> <p>Measurement</p>			

	<p>Sorting into groups..... Buttons- similar, different Begin to count objects to 5 and beyond Investigate patterns, using numbers, familiar objects and shapes.</p> <p><u>Shape, shape and Measure</u> Begin to use mathematical language for 2d shapes and "solid" 3d shapes. Introduction to time using 1minute timers. My day: Order and sequence familiar events (making timeline of their day or a familiar story) Eye colour pictograms Introduction to Number blocks... ELG Subitise up to 5. N Recognise and construct patterns using numbers and objects NP Recognise when one quantity is greater, less than or the same as another. NP</p>	<p><u>ELG</u> Recall number bonds up to 5, including subtraction facts. N Have a deep understanding of number 10, including the composition of each number. N Explore and represent patterns within numbers up to 10, evens and odds and double facts. NP</p>	<p>Length, height and distance Weight Capacity In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. Begin to solve simple addition and subtraction problems using apparatus or number lines. ELG Recall number bonds to 10 including double facts. N</p>
<p>Understanding the world</p> <p>Past and Present</p> <p>People, Culture</p>	<p>Know some of the things that make them unique and talk about similarities and differences in relation to family and friends Recognise and describe special times or events for family and friends. Introduction of class Memory Boxes for the year ahead Visit from the dentist. <u>ELG</u> Talk about the lives of the people around them and their roles in society. PP Curiosity Cubes- Natural world -Autumn North Pole-Animals/winter</p>	<p>Investigate Space- looking at the planets in detail Children use technology to gain information Making space rockets, planets. Focus on women in Space Focus on the Moon landing Remember and talk about significant events in their own experience Recognise special times or events with their family and friends. ELG Understand the past through characters and events in books read in class. PP</p> <p>Recognise some local heroes in the community. How do they help us? Delivery drivers/Police</p>	<p>Look closely at similarities, differences, patterns and changes Research Minibeast facts Minibeast Hunt in the wildlife area and Bruntwood Park Identifying minibeasts and classifying them in groups. <u>ELG</u> Investigate the processes and changes in the natural world.</p> <p>Investigate household items from the past (library loan box) reading the story "Peepo" ELG Know some similarities and differences between things in the past and now. PP</p>

and communities	<p><u>ELG</u> Become familiar with their local environment, through observations, maps, non-fiction texts. Drawing a plan of the classroom and the outdoor area I can see I can hear I can touch Triangle Book</p> <p>St Andrews Day Facts about Scotland using Barnaby Bear</p> <p>Can talk about some of the things which they have observed such as plants, animals around them. The 5 senses Changes since birth (baby photos) Seasonal changes Walk to Bruntwood Park - Autumn Harvest <u>ELG</u> Explore the natural world around them, make observations, drawing pictures of plants and animals.</p>		<p>Visit from Fire-engine/paramedics</p> <p>Easter story/ celebrations Curiosity Cube Chinese New Year Facts about China/celebrations St David's Day Facts about the countries using Barnaby Bear St Patrick's Day Facts about the countries using Barnaby Bear <u>ELG</u> Know some similarities and differences between different religions and cultures in this country.</p>		<p>Investigate the country of India, looking at the Environment, food, people and celebrations. St George's Day Facts about England using Barnaby Bear London week- Look at facts and buildings in London Katie goes to London/the Queens Knickers <u>ELG</u> Explain some similarities and differences between life in this country and life in other countries.</p> <p>Investigate contrasting environments - topic of India Summer walk to Bruntwood park <u>ELG</u> Know some similarities and differences in contrasting environments.</p>	
Expressive Arts & Design Creating with Materials	<p><u>Artist: Freda Kahlo</u> Explore how colours can be changed Colour mixing Naming colours Experimenting and using Primary colours Self-portraits, painting and drawing Handprints 3d autumn pictures using a variety of media. media</p>	<p><u>Artist: Anna</u> Capture experiences with a range of media. Understand that they can use lines to enclose a space and use shapes to represent objects. Use various construction materials. Beginning to be interested in and describing different textures.</p>	<p><u>Artist: Faith Ringgold</u> Join construction pieces to build and balance. Constructs with a purpose in mind using a variety of resources.</p> <p>Junk Modelling-rockets Using construction materials outside Marble printing Making their own</p>	<p><u>Artist: Kandinsky</u> Create simple representations of events, people and objects Awareness and discussion of patterns Create a simple symmetrical pattern Chose colours for a particular purpose</p>	<p><u>Artist: Edouard Martinet</u> Select tools and techniques needed to assemble shape and join the materials which they use Tinfoil models</p> <p>Challenge cards Ramadam Cards and patterns. Using props during</p>	<p><u>Artist: Rita Kumar</u> Understand that different media can combine new effects Manipulate materials to achieve a planned effect Constructs with a purpose in mind using a variety of resources And adapts work where necessary They represent their</p>


Being Imaginative and Expressive	<p>Painting pictures of what we enjoy doing Tasting, smelling, feeling, listening activities</p> <p>ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, form and design.</p>	<p>Rangoli Patterns Christmas cards</p> <p>Printing using various materials Challenge cards</p>	<p>"Supertato" Making a city scape Making a story quilt</p> <p>ELG Share their creations and explain the process they have used.</p>	<p>Easter play (DEAL) ELG Make use of props and materials when role playing characters in narratives and stories.</p>	<p>DEAL sessions to retell/invent stories.</p> <p>Investigating patterns in Minibeasts Symmetrical butterflies Making 3d minibeasts and homes for the minibeasts.</p>	<p>own ideas, thoughts and feelings through design, technology, art music, dance and roleplay</p> <p>Making 3D maps of India Constructing a city in India using a variety of construction materials. Indian dancing.</p>
	<p>Engage in role-play based on own first-hand experiences Use movement to express feelings Create movement in response to music Music sessions in class and using instruments in the outdoor area. Use a variety of resources to create props to support role-play (role play area) ELG Sing a range of well-known nursery rhymes and songs.</p>	<p>Nativity play Stable role play area Indian Dancing</p> <p>ELG Invent adapt and recount narratives and stories with peers and teachers.</p>	<p>Begin to move rhythmically Tap out simple patterns Explore and learn how sounds can be changed Music sessions indoors and outdoors using a variety of instruments Realise tools can be used for a purpose</p> <p>Junk Modelling Using construction materials outside Marble printing Making their own Supertato</p>		<p>DEAL activities (eg Hot seating) Initiate new combinations of movement and gesture to express and respond to feelings, ideas and experiences</p> <p>Plays cooperatively as part of a group to develop or act out a narrative</p>	<p>ELG Perform songs, rhymes, poems and stories with others and move in time to music (when appropriate)</p>
	ITC	See scheme of work.				

Before you start school

- New parents meeting/welcome video . Information packs. Building Blocks series. [Writing](#) [Reading](#) [Maths](#)
- Children invited to a play session with their new teacher in their new classroom.
- Transition meetings/phone calls/information from previous settings.
- All about Me booklet.
- Transition meetings with Nursery Teacher (CCIS).
- EYFS Tracker and individual profiles from CCIS Nursery.
- One Page Profiles.
- SEND- Review meetings /visits to settings/individual meetings
- CCIS Nursery- Home visits.

The E.Y.F.S. is based on 4 themes

- 1 A Unique Child
- 2 Positive Relationships
- 3 Enabling Environments with
teaching & support from adults
- 4 Learning and Development

A silver metal spiral binding is visible on the left side of the page, looping through a series of holes in the paper.

At CCIS we passionately believe that young children learn best through play and exploration. Wherever possible we offer children the opportunity to experience real life events that are linked to their learning.

Every day our children are given the opportunity to be an artist, writer, mathematician, engineer, designer or story teller to name but a few!

- Play is an essential part of our curriculum. Teaching staff are mindful in how they support children by balancing their practice between play which is child led: freely engaged in and enjoyed by children,
- Play which is sensitively supported and extended by adults
- Play which is guided towards specific educational outcomes, learning opportunities/ challenges in teacher led and continuous provision.
- Effective planning by adults allows children to develop their characteristics of effective learning such as generating their own ideas, sourcing their own resources, developing concentration and perseverance and critiquing their learning. Staff support children in planning their play. Give suggestions and challenges, talking through their plans. Staff support children by scaffolding, modelling, adding vocabulary, setting challenges, praise and adding teachable moments.
- In our classroom, you may see children playing independently or with their peers. They may be completing an individual challenge from their Challenge Book or deciding on which resources to use. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child. Adults may scaffold a child's play. This involves taking their play to higher levels of learning, entering the play and helping to provoke a framework for the children to go from "what they know" to "what else they could know". Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels.



These play based activities enable the children to consolidate their skills, knowledge and understanding and enable them to become independent and resilient learners.

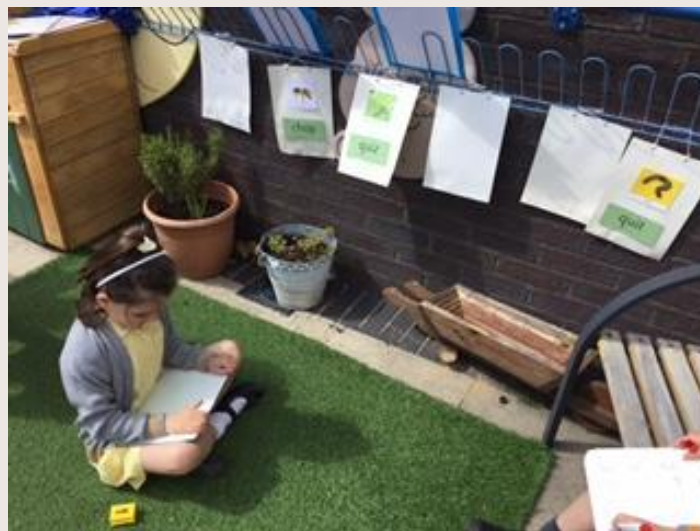
Throughout the environment, both inside and outside, you will see busy children actively engaged in a range of different activities.





Reading & writing
are promoted
throughout all
areas of
provision.

This ensures that
children's learning is
purposeful.



Prime Areas of Learning

Within the theme of Learning and Development there are seven areas of learning; three of which are prime areas of learning. The prime areas are the building blocks for all future learning

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language



Specific Areas of Learning

The following areas are specific areas of learning and development.

It is here that the children will apply the skills that they have developed through the prime areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

The School Day:

Am:

- Phonics:- Read, Write, Inc
- Guided reading
- Maths:- White Rose Maths, NCETM (National Centre of Excellence in the teaching of Maths), Maths of the Day, Maths Mastery
- Guided writing

Pm:

- Challenges in continuous provision.
- Understanding of the World
- Creative activities
- Forest Schools

Our Outside areas



This is where
we enjoy
outdoor
learning.







Reading

Our school
and class
libraries have
lots of books
to choose!



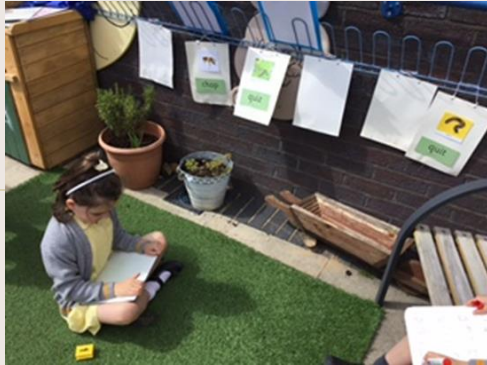
We visit the library
once a week and
choose a book to
take home.

Reading for Pleasure

Parents are a child's first educators. We know that children who see their parents and caregivers reading at home are much more likely to view it as a pleasurable activity and be more motivated to read themselves



Why is reading for pleasure such an important part of school life?



Research shows that children who read for pleasure...

- Find it easier to empathise with others, improves wellbeing and builds more positive relationships (Reading Agency 2015).
- Have a positive attitude to reading means young people are more likely to read at/ above expected age level (Clark 2014).
- Have a richer vocabulary at their disposal and often also do better in other academic areas such as spelling and maths (Sullivan and Brown 2013).
- Are more likely to be readers throughout their adult lives (Clark and Rumbold 2006)

Read to and with your
children EVERY DAY

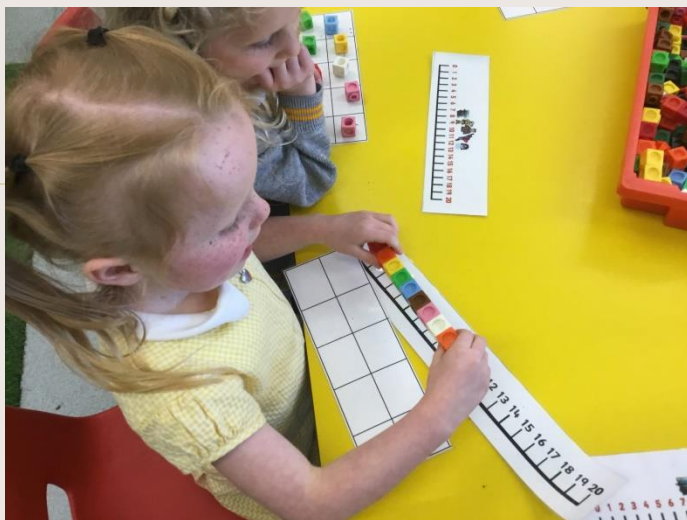
Writing



We write cards,
lists, letters and
make up our
own stories!

Maths

We use a range of concrete equipment to help us to understand maths and to work out problems



cubes, counters,
numicon, 10 frames,
part whole models,
number lines,
rekenreks





Creative



We use many
different
materials for
our artwork.



Construction

We plan, design
and build our
own models.



Role Play



We act out lots
of stories and
pretend to be
different
characters.



Active Learning

High levels of energy and fascination.



Concentrating and being pleased with our achievements.

Keep trying our best to get things done.

Creating and thinking critically

Problem
solving.

Making
predictions.



Making links and
noticing patterns.



Forest School



Forest School offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

FOREST SCHOOL:

At Cheadle Catholic Infant School, our Forest School provision provides nurturing, positive outdoor learning experiences to support our children's wellbeing and personal development. Children learn about the natural environment, how to handle risks and how to use their own initiative to solve problems and co-operate with others. Children participating in Forest School have the opportunity to explore, play, learn boundaries of behaviour and develop life-long skills such as confidence, resilience, independence and motivation, whilst making links to the curriculum.

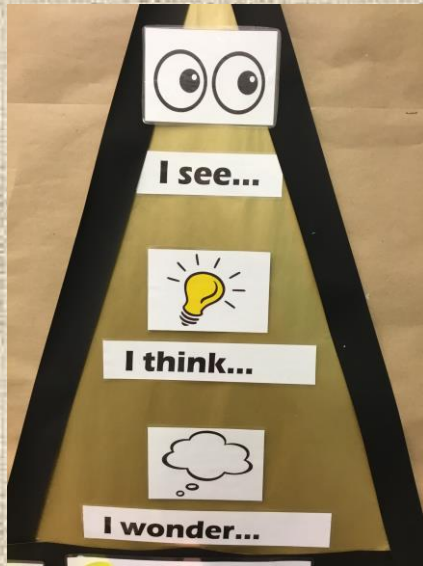




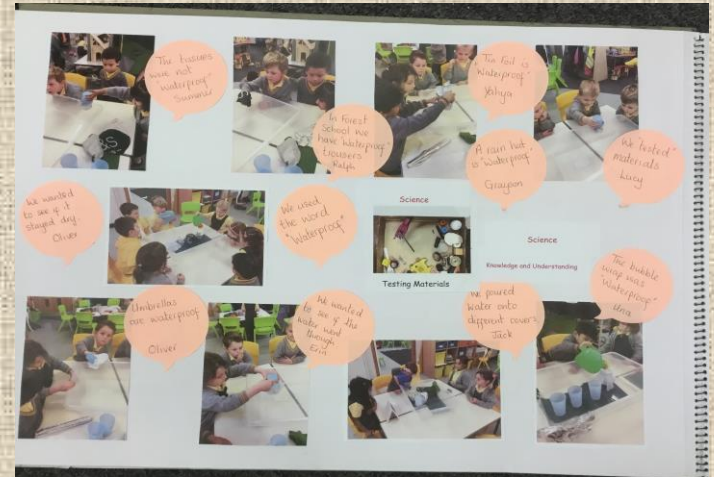




Assessment



Can you still?



Floor book



Memory box