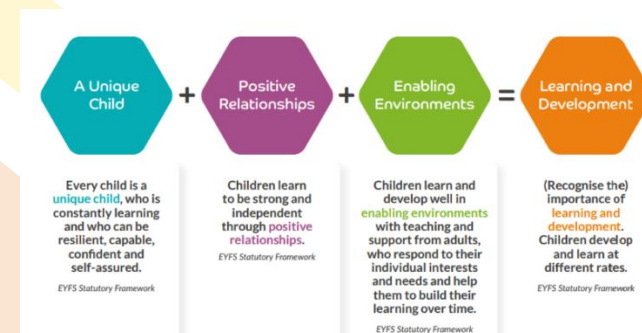
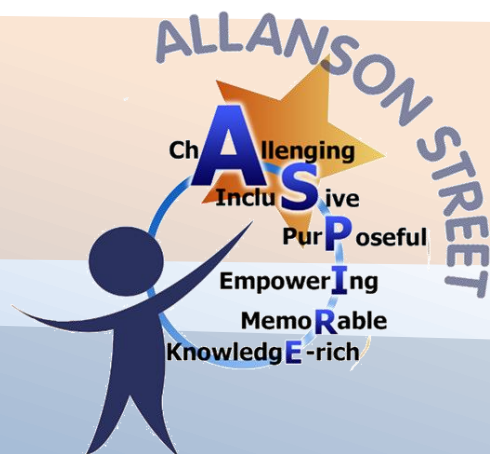




EYFS: Expressive Arts and Design

Overview with links to

MUSIC



When planning our curriculum, we thought about how this area of learning would be challenging, inclusive, purposeful, empowering, memorable and knowledge rich.

When considering lessons, challenges, and curriculum coverage, we used the Development Matters to help support us in our decisions of what to teach and when.

These are the four overarching principles of EYFS which shape our early years practice at Allanson Street Primary School.

CHARANGA music scheme is used in Reception to ensure knowledge and skills are taught throughout the year. With Charanga being used through the school, children are fully prepared for the music curriculum in Year One.

Expressive Arts and Design



The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EYFS Statutory Educational Programme



charanga®

**NURSERY
RHYMES**



Our Early Years curriculum is planned and organised to allow children to learn new knowledge and skills which are then revisited to allow children to apply their knowledge and skills in new ways.

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and 'have a go'
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS

Nursey Rhymes in EYFS



Rhymes sang in Nursery

- The wheels on the bus
- Twinkle twinkle little star
- Heads, Shoulders, Knees and Toes
- Hello, how are you?
- Five little ducks
- Humpty Dumpty
- Incy wincy spider
- Ba ba black sheep
- 1, 2, 3, 4, 5 Once I caught a fish alive.
- Old MacDonald had a farm.
- Pat-acake
- This Old Man
- Five Little Ducks
- Name Song
- Things For Fingers
- Wind The Bobbin Up
- Rock-abye Baby
- Five Little Monkeys Jumping On The Bed
- Twinkle Twinkle
- If You're Happy And You Know It
- Old Macdonald
- Row, Row, Row Your Boat

Rhymes sang in Reception

- The wheels on the bus
- Twinkle twinkle little star
- Heads, Shoulders, Knees and Toes
- Hello, how are you?
- Five little ducks
- Humpty Dumpty
- Incy wincy spider
- Ba ba black sheep
- 1, 2, 3, 4, 5 Once I caught a fish alive.
- Old MacDonald had a farm.
- Pat-acake
- This Old Man
- Five Little Ducks
- Name Song
- Things For Fingers
- Wind The Bobbin Up
- Rock-abye Baby
- Five Little Monkeys Jumping On The Bed
- Twinkle Twinkle
- If You're Happy And You Know It
- Old Macdonald
- Row, Row, Row Your Boat
- Hickory Dickory Dock
- 5 little men in a flying saucer
- 5 current buns
- I see thunder

Children also have many opportunities to dance and move to songs and music throughout their journey in EYFS. Each morning we have **'Music Appreciation'** which involves children listening to as they come into class. We have a diverse range of music including: classical, RnB, jazz, rap, modern and many others. We link the music with our current key text, topic or theme for the week. An example listening to Gustav Holst's 'The Planets' while learning about Space.

EYFS MUSIC Overview



Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – MUSIC





Nursery




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Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of **these experiences are planned and accessed within provision**. Each week, enhancements are used to support child’s understanding and skills in music. Across the year, within provision, children will learn and develop skills in – singing, composing & improving, musicianship & performing. These skills are promoted and supported by the Early Years team.

During Autumn 1, Nursery will focus on **Starting school/Me & my family**. Through planned enhancements in continuous provision, the children will develop their musical skills. The activities may include:

- Learning and singing a variety of nursery rhymes and songs, including number songs and themed songs.
- Body percussion - explore tempo, dynamics and rhythm
- Explore a variety of percussion instruments - tempo, dynamics and rhythm
- Welcome music – children will be exposed to a variety of music – classical, popular, country, jazz etc. Children will discuss feelings and emotions and responses to the weekly piece of music. Eg - Sister Sledge – ‘we are family’, ‘We're all amazing’ - Live performance by London Rhymes

Objectives	Vocabulary:	#	Input:	
Reception (HT1) Topic: Me! Across this half term children will learn to: 1 Listen and respond 2. Explore and create using voices 3. Sing – Learn to sing the song 4. Share and perform 	Pulse, Heartbeat Male, Female Repeating Fast, Slow Loud, Quiet Dynamics Volume Rhythm Happy, Sad Excited, Worried Guitar, Drums Piano, Trumpet	1	1. Celebration by Kool & The Gang 2. Using the Pat-A-Cake games track, find the pulse in different ways 3. a. Listen to then learn to sing 5 Little Ducks b. Listen to the action song Name Song 4. Share what you have learnt in the lesson	
		2	1. Happy by Pharrell Williams 2. Using the Pat-A-Cake track, play some copycat rhythm games 3. a. Learn to sing Pat-A-Cake b. Sing along with the action song Name Song 4. Share what you have learnt in the lesson	
		3	1. Sing by the Carpenters 2. Using the 1, 2, 3, 4, 5 games track, play some copycat rhythm games. Explore high and low (pitch and improvisation with voices) 3. a. Learn to sing 1, 2, 3, 4, 5 b. Sing along with the action song Name Song 4. Share what you have learnt in the lesson	

			<p>4</p> <ol style="list-style-type: none"> 1. Sing a Rainbow song by Peggy Lee 2. Using 1, 2, 3, 4, 5 games track, explore high and low (pitch and improvisation with voices) 3. a. Learn to sing 1, 2, 3, 4, 5 b. Listen to the song Things for Fingers - 4. Share what you have learnt in the lesson 	
			<p>5</p> <ol style="list-style-type: none"> 1. Happy Birthday by Stevie Wonder 2. Using the This Old Man games track, create your own sounds (improvisation and composition with voices) 3. a. Learn to sing This Old Man b. Listen to and sing along with the song Things for Fingers 4. Share what you have learnt in the lesson 	
			<p>6</p> <ol style="list-style-type: none"> 1. Our House by Madness 2. Using the This Old Man games track, create your own sounds (improvisation and composition with instruments) 3. a. Learn to sing This Old Man b. Sing along with the song Things for Fingers 4. Share what you have learnt in the lesson 	



Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – MUSIC

Nursery






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During Autumn 2, Nursery will focus on **Autumn & Celebrations**. Through planned enhancements in continuous provision, the children will develop their musical skills. The activities may include:

- Learning and singing a variety of nursery rhymes and songs, including number songs and themed songs.
- Christmas performance songs and actions
- Body percussion explore tempo, dynamics and rhythm
- Voice sounds (Phonics) ‘Pitch match’, melodic shape,
- Explore percussion instruments - tempo, dynamics and rhythm
- Welcome music – children will be exposed to a variety of music - classical, popular, country, jazz et c

Children will discuss feelings and emotions and responses to the weekly piece of music. Eg - Eg - Vivaldi ‘Autumn’ The Four Seasons,

Objectives	Vocabulary:	#	Input:	
Reception (HT2) Topic: My Stories		1	1. Roll Alabama by Bellowhead, listen and respond questions. 2. Using the I’m a Little Teapot games track, find the pulse in different ways 3. a. Learn to sing Hickory Dickory Dock b. Listen to the action song Not Too Difficult 4. Share what you have learnt in the lesson	
		2	1. Boogie Wonderland by Earth Wind and Fire, listen and respond questions 2. Using the I’m a Little Teapot games track, play some rhythm games (copycat) 3. a. Learn to sing I’m a Little Teapot b. Sing along with the action song Not Too Difficult 4. Share what you have learnt in the lesson	
		3	1. Don’t Go Breaking My Heart by Elton John and Kiki Dee, listen and respond questions 2. Using The Grand Old Duke of York games track, play some rhythm games (copycat) Explore high and low (pitch and improvisation with voices) 3. a. Learn to sing The Grand Old Duke of York (with video) b. Sing along with the action song Not Too Difficult (inc. actions) 4. Share what you have learnt in the lesson	
		4	1. Ganesh is Fresh by MC Yogi, listen and respond questions 2. Using The Grand Old Duke of York games track, explore high and low (pitch and improvisation with voices) 3. a. Learn to sing The Grand Old Duke of York (lyrics only) b. Listen to the song The ABC Song 4. Share what you have learnt in the lesson	

			5	<ol style="list-style-type: none">1. Frosty the Snowman by Ella Fitzgerald, listen and respond questions2. Using Ring O' Roses games track, create your own sounds (improvisation and composition with voices)3. a. Learn to sing Ring O' Roses (with video) b. Sing along with the song The ABC Song4. Share what you have learnt in the lesson	
			6	<ol style="list-style-type: none">1. Spiderman sung by Michael Bublé, listen and respond questions2. Using Ring O' Roses games track, create your own sounds (improvisation and composition with instruments)3. a. Learn to sing Ring O' Roses (lyrics only) b. Sing along with the song The ABC Song4. Share what you have learnt in the lesson	



Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – MUSIC






Nursery

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During Spring 1, Nursery will focus on **Winter**. Through planned enhancements in continuous provision, the children will develop their musical skills. The activities may include:

- Learning and singing a variety of nursery rhymes and songs, including number songs and themed songs.
- Body percussion explore tempo, dynamics and rhythm
- Voice sounds (Phonics) ‘Pitch match’, melodic shape,
- Explore percussion instruments - tempo, dynamics and rhythm
- Welcome music – children will be exposed to a variety of music - classical, popular, country, jazz etc Children will discuss feelings and emotions and responses to the weekly piece of music. Eg - ‘Celebrate’ (good times, come on), Debussy’s “Snow is dancing”, Brahms’s Lullaby
- Make shaker instruments to perform with.
- Bear hunt sound effects to the story

Reception		Objectives	Vocabulary:	Input:	
(HT3) Topic: Everyone! 	1. Listen and respond	Pulse, Heartbeat Male, Female Repeating Fast, Slow Loud, Quiet Dynamics Volume Rhythm Happy, Sad Excited, Worried Guitar, Drums Piano, Trumpet	1	1. We Are Family by Sister Sledge, listen and respond questions. 2. Using the Wind the Bobbin Up games track, find the pulse in different ways 3. a. Learn to sing Wind the Bobbin Up (with video) b. Listen to the action song If You’re Happy and You Know It (learn actions) 4. Share what you have learnt in the lesson	
	2. Explore and create using voices		2	1. Thula Baba – a South African Lullaby, listen and respond questions 2. Using the Wind the Bobbin Up games track, play some rhythm games (copycat) 3. a. Learn to sing Wind the Bobbin Up (lyrics only) b. Sing along with the action song If You’re Happy and You Know It (including actions) 4. Share what you have learnt in the lesson	
	3. Sing – Learn to sing the song		3	1. ABC by The Jackson 5, listen and respond questions 2. Using the Rock-A-Bye-Baby games track, play some rhythm games (copycat), explore high and low (pitch and improvisation with voices) 3. a. Learn to sing Rock-A-Bye-Baby (with video) b. Sing along with the action song If You’re Happy and You Know It (with glockenspiel note G) 4. Share what you have learnt in the lesson	
	4. Share and perform		4	1. My Mum is Amazing by Zain Bhikha, listen and respond questions 2. Using the Rock-A-Bye-Baby games track, explore high and low (pitch and improvisation with voices) 3. a. Learn to sing the Rock-A-Bye-Baby (lyrics only) b. Listen to and sing along with the song Twinkle, Twinkle 4. Share what you have learnt in the lesson	

5

- 1. Conga by Miami Sound Machine, listen and respond questions
- 2. Using the Five Little Monkeys games track, create your own sounds (improvisation and composition with voices)
- 3. **a.** Learn to sing Five Little Monkeys (with video)
b. Sing along with the song Head, Shoulders, Knees and Toes (join in with actions)
- 4. Share what you have learnt in the lesson



6

- 1. Mozart's Horn Concerto no 4 - Rondo, listen and respond questions
- 2. Using the Five Little Monkeys games track, create your own sounds (improvisation and composition with instruments)
- 3. **a.** Learn to sing Five Little Monkeys (lyrics only)
b. Sing along with the song Head, Shoulders, Knees and Toes (including actions)
- 4. Share what you have learnt in the lesson





Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – MUSIC






Nursery



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During Spring 2, Nursery will focus on **Plants & Life Cycles**. Through planned enhancements in continuous provision, the children will develop their musical skills. The activities may include:

- Learning and singing a variety of nursery rhymes and songs, including number songs and themed songs.
- Body percussion explore tempo, dynamics and rhythm
- Voice sounds (Phonics) ‘Pitch match’, melodic shape,
- Develop control of percussion instruments - tempo, dynamics and rhythm
- Welcome music – children will be exposed to a variety of music - classical, popular, country, jazz etc Children will discuss feelings and emotions and responses to the weekly piece of music. Eg - ‘Jackson’s “Rocking Robin”, Brahm’s Lullaby, Jimmie Rogers : English country garden, Edvard Grieg: “Hall of the mountain king”

Objectives	Vocabulary:	#	Input:
1. Listen and respond 2. Explore and create using voices 3. Sing – Learn to sing the song 4. Share and perform (HT4) Topic: Everyone! 	Pulse, Heartbeat Male, Female Repeating Fast, Slow Loud, Quiet Dynamics Volume Rhythm Happy, Sad Excited, Worried Guitar, Drums Piano, Trumpet	1	1. Lovely Day performed by Bill Withers 2. Using the games track Old Macdonald, find the pulse in different ways 3. Listen to the song The Wheels On The Bus (learn actions) 4. Share what you have learnt in the lesson 
		2	1. Beyond The Sea sung by Robbie Williams 2. Using the games track Old Macdonald, play some rhythm games (copycat) 3. a. Learn to sing Old Macdonald b. Listen to, sing along with and play the action song The Wheels On The Bus (percussion/glock note C) 4. Share what you have learnt in the lesson 
		3	1. Mars from The Planets by Gustav Holst 2. Using the Incy Wincy Spider track, play some rhythm games (copycat) 3. a. Learn to sing Incy Wincy Spider b. Listen to, sing along with and play the action song The Wheels On The Bus (percussion/glock note C) 4. Share what you have learnt in the lesson 
		4	1. Frogs’ Legs and Dragons’ Teeth by Bellowhead 2. Using the Baa Baa Black Sheep track, explore high and low (pitch and improvisation with voices) 3. a. Learn to sing Baa Baa Black Sheep b. Listen to and sing along with Row, Row, Row Your Boat 4. Share what you have learnt in the lesson 

			<p>5</p> <ol style="list-style-type: none"> 1. Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell 2. Using the Baa Baa Black Sheep, create your own sounds (improvisation and composition with voices) 3. a. Learn to sing Row, Row, Row Your Boat (percussion/glock note C) <li style="padding-left: 20px;">b. Listen to and sing along with the action song The Hokey Cokey (learn actions) 4. Share what you have learnt in the lesson 	
			<p>6</p> <ol style="list-style-type: none"> 1. Singing In The Rain performed by Gene Kelly 2. Using the Row, Row, Row Your Boat track, create your own sounds (improvisation and composition with instruments) 3. a. Learn to sing Row, Row, Row Your Boat (percussion/glock note C) <li style="padding-left: 20px;">b. Sing along with the action song The Hokey Cokey (including actions) 4. Share what you have learnt in the lesson 	



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Nursery



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Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of these experiences are planned and accessed within provision. Each week, enhancements are used to support child’s understanding and skills in music. Across the year, within provision, children will learn and develop skills in – singing, composing & improving, musicianship & performing. These skills are promoted and supported by the Early Years team.

During Summer 1, Nursery will focus on **Farm animals & Life Cycles**. Through planned enhancements in continuous provision, the children will develop their musical skills. The activities may include:

- Learning and singing a variety of nursery rhymes and songs, including number songs and themed songs.
- Body percussion explore tempo, dynamics and rhythm
- Voice sounds (Phonics) ‘Pitch match’, melodic shape,
- Develop further control of percussion instruments - tempo, dynamics and rhythm
- Welcome music – children will be exposed to a variety of music - classical, popular, country, jazz etc Children will discuss feelings and emotions and responses to the weekly piece of music. Eg - Beethoven Piano Improvisation - Old MacDonald in the Style of Beethoven,

Objectives	Vocabulary:	#	Input:	
Reception (HT5) Topic: Big Bear Funk 		1	1. Big Bear Funk by Joanna Mangona 2. Find the pulse in different ways 3. Start to learn to sing Big Bear Funk and respond to the copyback section. Dance during the activity section Activity – sing the phrase that you hear ‘Funky Music’ Revisit a song from a previous unit - Name Song	
		2	1. I Feel Good by James Brown Big Bear Funk by Joanna Mangona 2. Rhythm games – copyback, teacher led then child led 3. Continue to learn to sing Big Bear Funk including the copyback section. Dance during the activity section Activity – learn to play the phrase ‘Funky Music’ using notes D D C D on glocks Sing the song again and include activity Revisit a song from a previous unit - Hickory Dickory Dock	
		3	1. Don't You Worry 'Bout A Thing performed by Incognito Big Bear Funk by Joanna Mangona 2. Explore pitch by creating your own sounds with voices and instruments – using note D on glock 3. Continue to learn to sing Big Bear Funk including the copyback section. Dance during the activity section Activity – learn to play the phrase ‘Fun-ky Mu-sic’ using notes D D C D on glocks Sing the song again and include activity Revisit a song from a previous unit - Twinkle Twinkle Little Star	
		4	1. My Promise by Earth Wind & Fire Big Bear Funk by Joanna Mangona 2. Explore pitch by creating your own sounds with voices and instruments – using notes D and C on glock 3. Sing Big Bear Funk including the copyback section. Dance during the activity section Activity – learn to play the phrase ‘Fun-ky big bear’ using notes D D E D on glocks Sing the song again and include activity Revisit a song from a previous unit - If You’re Happy And You Know It	

			<p>5</p> <ol style="list-style-type: none">1. Superstition by Stevie Wonder2. Explore pitch by creating your own sounds with voices and instruments – using notes D and E on glock3. Sing Big Bear Funk including the copyback section <p>Activity – learn to play the phrase 'Dance and Sing to the Fun-ky Mu-sic' using note D on glocks</p> <p>Sing the song again and include activity</p> <p>Revisit a song from a previous unit - The Wheels On The Bus</p>	
			<p>6</p> <ol style="list-style-type: none">1. Pick Up The Pieces by Average White Band2. Explore pitch by creating your own sounds with voices and instruments – using notes C, D and E on glock3. Sing Big Bear Funk including the copyback section <p>Activity – choreograph dance moves to fit song</p> <p>Sing the song again and include activity</p> <p>Revisit a song from a previous unit - The Hokey Cokey</p>	

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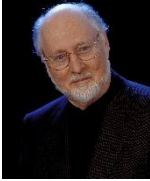

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During Summer 2, Nursery will focus on **Journeys**. Through planned enhancements in continuous provision, the children will develop their musical skills. The activities may include:

- Learning and singing a variety of nursery rhymes and songs, including number songs and themed songs.
- Body percussion explore tempo, dynamics and rhythm
- Voice sounds (Phonics) ‘Pitch match’, melodic shape,
- Develop further control of percussion instruments - tempo, dynamics and rhythm
- Welcome music – children will be exposed to a variety of music - classical, popular, country, jazz etc Children will discuss feelings and emotions and responses to the weekly piece of music. Eg – “We all go travelling by”

Objectives	Vocabulary:	#	Input:
Reception Topic: Reflect, Rewind and Replay (HT6) 		1	1. Reflect - William Tell Overture by Rossini Rewind and Listen Out! Celebration by Kool And The Gang 2. Compose with the Song Big Bear Funk The Language of Music - Pulse Rewind and Replay (Revision) - revisit songs from the year 3. Prepare for a performance of nursery rhymes, songs and activities from the year.
		2	1. Reflect - Dance Of The Sugar Plum Fairy by Tchaikovsky Rewind and Listen Out! Ganesh Is Fresh by MC Yogi 2. Compose with the Song Baa Baa Black Sheep The Language of Music - Rhythm Rewind and Replay (Revision) - revisit songs from the year 3. Prepare for a performance of nursery rhymes, songs and activities from the year.
		3	1. Reflect - Flight Of The Bumblebee by Rimsky-Korsakov Rewind and Listen Out! We Are Family by Sister Sledge 2. Compose with the Song Twinkle Twinkle Little Star The Language of Music - Pitch Rewind and Replay (Revision) - revisit songs from the year 3. Prepare for a performance of nursery rhymes, songs and activities from the year.
		4	1. Reflect – Jupiter, The Bringer of Jolity by Gustav Holst Rewind and Listen Out! Singing In The Rain sung by Gene Kelly 2. Compose with the Song Incy Wincy Spider The Language of Music - Pulse Rewind and Replay (Revision) - revisit songs from the year 3. Prepare for a performance of nursery rhymes, songs and activities from the year.



		5	<ol style="list-style-type: none"> 1. Reflect - Fantasia On A Theme By Thomas Tallis by Vaughan Williams Rewind and Listen Out! Frogs Legs And Dragon's Teeth by Bellowhead 2. Compose with the Song Rock-A-Bye Baby The Language of Music - Rhythm Rewind and Replay (Revision) - revisit songs from the year 3. Prepare for a performance of nursery rhymes, songs and activities from the year. 		
		6	<ol style="list-style-type: none"> 1. Reflect - E.T. Flying Theme by John Williams Rewind and Listen Out! I Feel Good by James Brown 2. Compose with the Song Row Row Row Your Boat The Language of Music - Pitch Rewind and Replay (Revision) - revisit songs from the year 3. Prepare for a performance of nursery rhymes, songs and activities from the year. 		



Continuous Provision & Enhancements

What is Continuous Provision?

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there a **core range of resources** that children can use all of the time, throughout the whole year. EYFS staff at Allanson Street plan an effective continuous provision that involves a consideration of classroom layout and resourcing – this allows us to offer a breadth of learning possibilities.

Our carefully planned continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It also provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. The intention is that the continuous provision positively impacts children’s engagement, independence, collaboration, self-confidence, resilience and curiosity.

What are Enhancements?

Alongside the core range of resources, EYFS staff provide enhancements. These enhancements are **additional and not a permanent feature of the provision**. The enhancement could be linked to a specific learning intention, inspire children within an area linked to an interest or book, or provide opportunity for new learning. A Reception example linked to Expressive Arts and Design - Music – while learning about autumn, we will challenge the children to collect natural objects from outside to make musical instruments with.

Children can be found learning about ‘Music’ (Expressive Arts and Design) in all areas of the continuous provision, indoor and outdoor. Children will have their knowledge and skills extended, developed, and revisited through class discussions, class stories and through provision in the music area.

Assessment and Planning Cycle

“Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.” – **Early years foundation stage statutory framework (2023)**

Assessments

Through their day-to-day interactions and observations, staff in Early Years are always assessing children’s abilities. We know that in order to best provide appropriate learning opportunities, practitioners must have a full understanding of the children in their care. Due to this, we spend lots of our time, in provision, engaged with the children.

It involves staff understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In our interactions with children, staff make and act on their own day-to-day observations about children’s progress and observations that parents and carers share. **However, there is no requirement to keep written records in relation to this. Early years foundation stage statutory framework (2023)**

Statutory Assessments

At the start of Reception, eligible children are expected to complete the Reception Baseline Assessment (RBA), this should be completed within the first 6 weeks. This assessment is used by the DfE to measure progress to from the start of Reception to the end of Year 6.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 17 early learning goals (ELGS), indicating whether they are:

- ‘Expected’ - meeting expected levels of development
- ‘Emerging’- not yet reaching the expected levels of development

The ELG’s are a statutory assessment and not how we plan our curriculum.

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

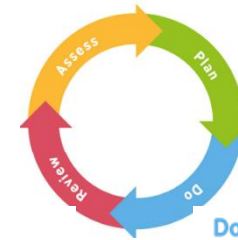
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Recording Assessments

Although the statutory framework is very clear on judgements coming from the practitioner’s knowledge and not from physical evidence, our team find it useful to record initials of children who have not met a curriculum goal on the assessment doughnut. Allowing us to discuss them at our weekly planning meeting and plan how we are going to support them in achieving this goal.

Assessment Doughnut tool

