



# Shenley Primary School

## EYFS Daily Offer



C&L Prime	Reception Daily Offer	Nursery Daily Offer
	<ul style="list-style-type: none"> <li><i>*Children have a daily RWI phonics lesson and activity.</i></li> <li><i>* Children have new vocabulary with definitions for all focus lessons.</i></li> <li><i>*Adults model and repeat back correctly, grammatically, and will encourage those high-quality interactions between children and adults.</i></li> <li><i>*Adults are language radiators and follow the ShREC approach...</i></li> <li><i>*Children are constantly encouraged to discuss, make comments and ask questions throughout the day.</i></li> <li><i>*Children are encouraged to understand between the times for active listening and active discussion.</i></li> <li><i>*Children learn and practise a Nursery Rhyme (The Grand, Old Duke of York, Tommy Thumb, 5 little ducks, Miss Polly had a dolly., Row, row, row the boat, London Bridge is falling down.</i></li> <li><i>*Children have access to child-initiated learning time and are encouraged to further develop their communication and language skills with peers and adults for support.</i></li> <li><i>*Daily stories read to them involving high quality texts.</i></li> <li><i>*Children participate in poetry basket and overlearn selected poems (6 lines)</i></li> <li><i>*Children are encouraged to engage and communicate during the start of their session at circle time where we complete self-registration, discuss the weather, days of the week and the session routine</i></li> </ul>	<ul style="list-style-type: none"> <li><i>*Children have a story read to them on a daily basis and talk about the story.</i></li> <li><i>*Every child will be spoken to and have a conversation with an adult where adults are 'language radiators' and follow the ShREC approach.</i></li> <li><i>*Adults model and repeat back correctly grammatically/ extending the phrases e.g. 'apple...It is an apple'...</i></li> <li><i>*Children are active participants</i></li> <li><i>*Children learn and practise Nursery Rhymes.</i></li> <li><i>*All children have opportunity to share news and views at the of each day.</i></li> <li><i>*Where English is an additional language, children are supported to learn key words using their home language where possible.</i></li> <li><i>*Children are encouraged to engage and communicate during the start of their session at circle time where we complete self-registration, discuss the weather, days of the week and the session routine</i></li> <li><i>*Children engage with self-chosen activities and encouraged to develop their communication language and language skills with their peers as well as supporting adults.</i></li> <li><i>*Children participate in poetry basket and overlearn selected poems (4 lines)</i></li> </ul>

	<p><b>Reception Early Learning Goal</b></p> <p><u><b>Listening, Attention and Understanding</b></u></p> <p><i>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i></p> <p><i>*Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i></p> <p><u><b>Speaking</b></u></p> <p><i>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>	<p><b>Nursery Goal</b></p> <p><i>*Able to speak in sentences of 4 to 6 or more words.</i></p> <p><i>*Able to use some future and past tenses correctly e.g. I went to the shop. I am going on holiday.</i></p> <p><i>*Can understand and respond appropriately to a ‘why’ question.</i></p> <p><i>*Can understand and respond appropriately to a ‘what’ question.</i></p> <p><i>* Can focus on an activity for a short amount of time with an activity of their own choice.</i></p> <p><i>*Able to sit for short, carpet time teaching (like listening to a story)</i></p> <p><i>*Can understand and follow simple instructions such as ‘give that to me’ or ‘sit down’ etc.</i></p> <p><i>*Able to communicate with their peers whilst they play, making relevant comments to the conversation / activity.</i></p> <p><i>*Enjoys listening to stories and talking about the pictures and what happened in the story with an adult.</i></p> <p><i>* Can sing and remember Nursery Rhymes: Twinkle, Twinkle Little Star, Humpty Dumpty, Baa Baa Black Sheep, Old McDonald 1,2,3,4,5 once I caught a fish alive</i></p>
<b>PD Prime</b>	<p><b>Reception Daily Offer</b></p> <p><i>*Children have free access to a variety of fine motor tools during child initiated activity time, such as scissors, pencils, crayons, felts etc...</i></p> <p><i>*They use a tool for writing on a daily basis with support and guidance from an adult.</i></p> <p><i>*Children have the correct, static tripod grip modelled and this will be practised daily.</i></p> <p><i>*Daily access to our outdoor area to practise climbing, balancing, walking up steps and negotiating space.</i></p> <p><i>*Children have daily access to tools for eating, if having a hot dinner, such as knife, fork and spoon and encouraged to use them independently and successfully.</i></p> <p><i>*Children’s core strength and coordination is developed which means they can be more agile, flexible, well-coordinated, balanced and motivated to take part in physical activity</i></p> <p><i>*Children have regular handwriting lessons following RWI letter formation</i></p>	<p><b>Nursery Daily Offer</b></p> <p><i>*Children have free access to a variety of fine motor tools during child-initiated time, such as scissors, pencils, crayons, felts etc...</i></p> <p><i>*Children have the correct grip modelled to them with support from an adult</i></p> <p><i>*Children are encouraged to make marks and to give meanings to those.</i></p> <p><i>*Children take part in a daily fine motor activity</i></p> <p><i>*Children have daily access to our outdoor area to practice walking, running and climbing.</i></p> <p><i>*Wake up, shake up activities on arrival to Nursery</i></p> <p><i>*All children are encouraged to feed themselves during snack time and make positive healthy choices.</i></p> <p><i>*Children are encouraged and supported as necessary to put on their own coats and do up their zips</i></p> <p><i>*Scooters, trikes, push, and pull toys are available daily and children are supported to use safely and with confidence.</i></p> <p><i>*Children are encouraged to join in core strength activities</i></p>

	<p><i>Reception Early Learning Goal</i></p> <p><u><i>Gross Motor Skills</i></u></p> <p><i>*Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p><i>*Demonstrate strength, balance and coordination when playing.</i></p> <p><i>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><u><i>Fine Motor Skills</i></u></p> <p><i>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</i></p> <p><i>*Use a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p><i>*Begin to show accuracy and care when drawing.</i></p>	<p><i>Nursery Goal</i></p> <p><i>*Able to make marks on paper confidently using a four finger grasp</i></p> <p><i>*Able to use scissors confidently and safely to make snips in paper.</i></p> <p><i>*Able to catch a large ball</i></p> <p><i>*Able to kick a ball, with some awareness of the ‘target’.</i></p> <p><i>*Able to climb using the outside apparatus (steps)</i></p> <p><i>*Able to walk and run with increased confidence, without falling over.</i></p> <p><i>*Children are able to jump with both feet leaving the ground.</i></p> <p><i>*Able to use the Nursery trikes and scooters without needing adult support.</i></p>
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<i>PSED Prime</i>	<i>Reception Daily Offer</i>	<i>Nursery Daily Offer</i>
	<p><i>*Children have daily discussions in regards to the Shenley Values and gain according to the attribute (Be kind, Be respectful, Be safe.)</i></p> <p><i>* Children have Jigsaw Jack referred to within whole class discussions and attitudes towards their work and time with friends.</i></p> <p><i>*Discussions / reminders in regard to using the toilet and washing hands, becoming independent with caring for their own personal needs.</i></p> <p><i>*Children are given opportunities to respond to an instruction given by an adult.</i></p> <p><i>*Resources are limited to promote ‘good sharing’ and children are supported to share them fairly</i></p> <p><i>*Resilience is actively encouraged through discussions and modelling of behaviour from the adults.</i></p> <p><i>*Children have access to a ‘calm down corner’ daily.</i></p> <p><i>*Children have weekly PSED sessions, taught through JIGSAW.</i></p>	<p><i>*Children have daily discussions in regard to the Shenley Values according to the attribute (Be kind, Be respectful, Be safe.)</i></p> <p><i>*Children are encouraged to sit together to talk and describe their feelings and explain why they are feeling like this.</i></p> <p><i>*Positive relationships are promoted through daily ‘tidy up time’ where the benefits of team work are celebrated</i></p> <p><i>*Children are encouraged to be kind to others and share their toys.</i></p> <p><i>*Daily reflection time encourages children to talk about and understand their feelings</i></p> <p><i>*Children have access to a ‘calm down corner’</i></p> <p><i>*Children understand the importance of self-care and are gaining independence when washing and drying hands.</i></p> <p><i>*Children who are toilet trained are encouraged to independently use the toilet and support is given if needed.</i></p>

### *Reception Early Learning Goal*

#### *Self-Regulation*

- \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.*
- \*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.*
- \*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.*

#### *Managing Self*

- \*Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.*
- \*Explain the reasons for rules know right from wrong and try to behave accordingly.*
- \*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.*

#### *Building Relationships*

- \*Work and play cooperatively and take turns with others.*
- \*Form positive attachments to adults and friendships with peers.*
- \*Show sensitivity to their own and to others' needs.*

### *Nursery Goal*

- \*Able to play alongside other children in the setting independently.*
- \*Able to understand and follow the class and school rules.*
- \*Able to wait for their turn, sometimes with an adult to support.*
- \*Beginning to understand how others are feeling and show empathy is a child is sad or upset*
- \*Children have developed their own friendships with other children.*
- \*Able to share resources, sometimes needing support from an adult.*
- \*Able to move from activity to activity independently during child initiated time, sometimes with support from an adult.*
- \*Able to manage their own personal hygiene (dry most days, communicate when they need the toilet, pull up and down their own clothes, wash hands)*
- \*Children understand how to use 'kind hands' with support from an adult.*

Literacy Specific	Reception Daily Offer	Nursery Daily Offer
	<p><i>*Children receive a daily phonics lesson (RWI) and will practise recognising sounds, reading 'red' words, Fred-talk, read the word, write the word and then sentences.</i></p> <p><i>*Children have words orally Fred-talked to them so they practise their oral blending skills.</i></p> <p><i>*Children have daily access to a writing and or reading activity during child initiated activity both indoors and outdoors.</i></p> <p><i>*Children have access to a fine motor activity on a daily basis through child-initiated activities.</i></p> <p><i>*Children have high quality texts read to them to further encourage use of aspirational vocabulary.</i></p> <p><i>*Children practise writing their name on a daily basis using a writing over frame or a name label.</i></p> <p><i>*Pencil grip is corrected</i></p> <p><i>*Children have access to a variety of mark making / writing materials within continuous provision.</i></p> <p><i>*Children participate in poetry basket and overlearn selected poems (6 lines)</i></p>	<p><i>*Children have a story read to them / shared with them every day.</i></p> <p><i>*Children have access to a variety of mark making / writing materials within continuous provision freely.</i></p> <p><i>*Children have access to a range of age appropriate books within continuous provision.</i></p> <p><i>*Children experience practising oral blending with an adult throughout the day e.g. 'Go and get on your c-oa-t....coat.</i></p> <p><i>*Children practise Nursery Rhymes.</i></p> <p><i>*Children are encouraged to find their own name card during registration</i></p> <p><i>*Children have a music and movement exercise at the start of every session and encouraged to join in and sing along.</i></p> <p><i>*Children learn a high quality text during 'talk for writing' sessions and this is referred to each session</i></p> <p><i>*Adults model writing on a whiteboard and other surfaces throughout the session and emphasise pencil grip</i></p> <p><i>*Adults plays games such as 'I spy' to develop awareness of initial sound</i></p> <p><i>* Children participate in poetry basket and overlearn selected poems (4 lines)</i></p>
	<p><i>Reception Early Learning Goal</i></p> <p><u>Comprehension</u></p> <p><i>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>*Anticipate (where appropriate) key events in stories.</i></p> <p><i>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p> <p><u>Word Reading</u></p> <p><i>*Say a sound for each letter in the alphabet ad at least 10 digraphs.</i></p> <p><i>*Read words consistent with their phonic knowledge by sound blending.</i></p> <p><i>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><u>Writing</u></p> <p><i>*Write recognisable letters, most of which are correctly formed. *Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>*Write simple phrases and sentences that can be read by others.</i></p>	<p><i>Nursery Goal</i></p> <p><i>*Able to repeat words and phrases from a familiar story. *Make marks and give meaning to the marks e.g. that says Mummy or that is my name.</i></p> <p><i>*Enjoy sharing a book with an adult.</i></p> <p><i>*Able to identify sounds in the environment e.g. birds in the trees or a car beeping</i></p> <p><i>*Able to write the majority of their first name.</i></p> <p><i>*Recognise their own name on a name card from a small choice of 5.</i></p> <p><i>*Able to talk about a familiar story with an adult</i></p> <p><i>*Able to hear and identify the initial sound in words that are said orally.</i></p> <p><i>*Beginning to understand oral blending from an adult e.g. Look Nursery I have on my head a h-a-t.....hat! *Able to identify the initial sound in words.</i></p>

Maths Specific	Reception Daily Offer	Nursery Daily Offer
	<p><i>*Children have daily discussions in regards to pattern, one more, days of the week and month using the daily calendar.</i></p> <p><i>*Children are encouraged to count verbally up to a give number using actions</i></p> <p><i>*Children receive a daily power maths lesson to further support knowledge, fluency and skills.</i></p> <p><i>*Children have access to at least one maths activity both indoors and outdoors during child initiated time.</i></p> <p><i>*Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision.</i></p> <p><i>*Children sing maths songs.</i></p> <p><i>*Children are encouraged to count throughout the day such as; how many children are in today, how many are having dinners, counting the line etc...</i></p> <p><i>*Children have a maths focus lesson daily White Rose Maths where work is recorded in a floor book</i></p>	<p><i>*Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision.</i></p> <p><i>*Children talk about the day and orally count through the daily calendar.</i></p> <p><i>*Children count orally throughout the day, such as registration and lining up time.</i></p> <p><i>*Children are encouraged to count daily when playing and building with resources.</i></p> <p><i>*Number rhymes are sung daily during circle time.</i></p> <p><i>*Children sing maths songs</i></p> <p><i>*Children practise subitising daily during registration and incidental number challenges</i></p> <p><i>*sand timers are used to manage sharing of equipment etc</i></p> <p><i>*A range of 2d shapes are always accessible to children</i></p> <p><i>*Adults model key vocabulary such as long, short, tall, full etc during interactions with children during their play</i></p>
	<p><i>Reception Early Learning Goal</i></p> <p><u><i>Number</i></u></p> <p><i>*Have a deep understanding of number to 10, including the composition of each number.</i></p> <p><i>*Subitise (recognise quantities without counting) up to 5.</i></p> <p><i>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i></p> <p><u><i>Numerical Patterns</i></u></p> <p><i>*Verbally count beyond 20, recognising the pattern of the counting system.</i></p> <p><i>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i></p> <p><i>*Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.</i></p>	<p><i>Nursery Goal</i></p> <p><i>*Engage in number songs and rhymes with an adult.</i></p> <p><i>*Able to subitise to 3 (using numicon or dice)</i></p> <p><i>*Have a deep understanding of numbers to 5 (to include counting using a 5 frame, recognising the numerals, talking about more and less)</i></p> <p><i>*Able to name and recognise some 2D shapes (square, triangle, rectangle and circle)</i></p> <p><i>*Able to verbally count up to 10 (and possibly beyond to 20) confidently by rote</i></p> <p><i>*Able to use words like long, short, tall and short and understand their meaning.</i></p> <p><i>*Able to touch count accurately up to 5</i></p> <p><i>*Can create and continue ABAB patterns.</i></p>



EAD	Reception Daily Offer	Nursery Daily Offer
Specific	<p><i>*Children have free access to a range of musical instruments through continuous provision, including tuned and un tuned percussion instruments.</i></p> <p><i>* Children have free access to a range of artistic resources, such as glue, collage, felts, pencil crayons etc... through continuous provision.</i></p> <p><i>*Children access at least three EAD child initiated activities during the week.</i></p> <p><i>*Children learn about a few, key artists (Kandinsky, Monet &amp; Van Gogh) across the year and develop their skills in this area using a variety of methods.</i></p> <p><i>*Children are taught EAD skills throughout the year with an adult.</i></p> <p><i>*Children have opportunities to mix colours and explore paint.</i></p> <p><i>*Children listen to various music every day during child initiated learning and given the opportunity to dance along, if they wish to do so.</i></p> <p><i>*Children have direct access to a variety of construction, such as wooden building blocks, natural resources, small bricks and Lego to design and build their own models and structures.</i></p> <p><i>*Children sing and practise a nursery rhyme every week</i></p> <p><i>*Children participate with inventing and acting out their own stories through role-play</i></p> <p><i>* Children participate in poetry basket and overlearn selected poems (6 lines)</i></p>	<p><i>*Children sing on a daily basis, including a variety of Nursery Rhymes – revisiting 5 main ones (Twinkle, twinkle little star, Humpty Dumpty, Baa Baa Black sheep, Old McDonald, caught a fish alive)</i></p> <p><i>* A range of creative resources are freely available to children through continuous provision and children are encouraged to select independently and request any additional equipment they need.</i></p> <p><i>*Children access at least one EAD child initiated activity with adult support.</i></p> <p><i>*Resources are used to make simple models to express the children's ideas during play.</i></p> <p><i>*Children listen to a range of music throughout the session and have the opportunity to make up their own dances.</i></p> <p><i>*Children have opportunity to engage in role-play activities in the home corner.</i></p> <p><i>*Painting, sticking and messy play activities are set up during the session.</i></p> <p><i>*The water tray or sand tray is made available with a variety of different colours and textures.</i></p> <p><i>*Children learn to name colours and are encouraged to explore what happens when they are mixed during continuous provision</i></p> <p><i>* Children participate in poetry basket and overlearn selected poems (6 lines)</i></p>
	<p><i>Reception Early Learning Goal</i></p> <p><u><i>Creating with materials</i></u></p> <p><i>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>*Share their creations, explaining the process they have used.</i></p> <p><i>*Make use of props and materials when role-playing characters in narratives and stories.</i></p> <p><u><i>Being Imaginative</i></u></p> <p><i>*Invent, adapt and recount narratives and stories with peers and their teacher.</i></p> <p><i>*Sing a range of well-known nursery rhymes and songs.</i></p> <p><i>*Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i></p>	<p><i>Nursery Goal</i></p> <p><i>*Knows and sings familiar Nursery Rhymes.</i></p> <p><i>*Able to safely use tools like scissors and tweezers</i></p> <p><i>*Create drawings and are able to say what it is</i></p> <p><i>*Able to draw with increasing detail, like including eyes and a mouth on a face.</i></p> <p><i>*Take part in imaginative play, taking on roles, (pretending to make a cup of tea, bake a cake etc...)</i></p> <p><i>*Explore musical instruments and enjoy making different sounds.</i></p> <p><i>* Explore mixing colours.</i></p> <p><i>*Able to successfully name most primary and secondary colours.</i></p> <p><i>*Use materials to create different models.</i></p> <p><i>*Experiments with creating models using different materials, talking about what they are going to make before or during the process.</i></p>

UW	Reception Daily Offer	Nursery Daily Offer
Specific	<p><i>*Children are reminded of their immediate family through a family display that they have continuous access to in their classroom.</i></p> <p><i>*Children have access to the outdoor area on a daily basis and are encouraged to explore the natural world.</i></p> <p><i>*Adults support conversations and observations of the natural world by making comments and asking leading questions.</i></p> <p><i>*Children use the calendar on a daily basis, and revisit the seasons through this with pattern.</i></p> <p><i>* Children are taught key skills and knowledge with an adult every other week with a UW focus.</i></p>	<p><i>*Children complete a daily weatherboard and are supported to discuss their observations of the world during circle time.</i></p> <p><i>*Children have access to natural materials both indoors and outdoors.</i></p> <p><i>*Children have access to some multi-cultural resources within continuous provision.</i></p> <p><i>*Children are supported to make connections between their families and other children's families</i></p> <p><i>* Children have free access to the outdoor area and are encouraged to explore the natural world daily.</i></p> <p><i>*Adults support children's observations with a range of provocations and leading questions.</i></p> <p><i>*Children are encouraged to make links between the environments they encounter through carefully chosen, high quality texts and those they have experienced themselves.</i></p>



<p><i>Reception Early Learning Goal</i></p> <p><u><i>Past and Present</i></u></p> <p><i>*Talk about the lives of the people around them and their roles in society.</i></p> <p><i>*Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</i></p> <p><i>*Understand the past through settings, characters and events encountered in books read in class.</i></p> <p><u><i>People, Culture and Communities</i></u></p> <p><i>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>*Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i></p> <p><u><i>The Natural World</i></u></p> <p><i>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p> <p><i>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>	<p><i>Nursery Goal</i></p> <p><i>*Show an interest in different local occupations and wider ones.</i></p> <p><i>*Know they live at home and are able to talk about it, making comments about their own families.</i></p> <p><i>*Understand where they live and their street.</i></p> <p><i>*Notice differences between people.</i></p> <p><i>*Know and enjoy celebrating a wide range of religious celebrations.</i></p> <p><i>*Enjoy exploring and talking about changes they see, such as the seasons and the weather (rain, sun etc..)</i></p> <p><i>*Enjoy exploring natural materials both indoors and outdoors.</i></p> <p><i>*Talk about things that have happened in the past, such as Birthdays or celebrations.</i></p> <p><i>*Able to talk about different environments such as mountains, deserts, forests and the ocean.</i></p>
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