EYFS Curriculum 2025-27

CASCADE MAT AND BECK VISION STATEMENT

Our vision is to: -

- To transform the life-chances of our children by ensuring an increasing number of pupils are secondary ready.
- To ensure safe and secure learning environments by constantly improving our facilities on an annual cycle
- To create inspirational places for our staff to work to effectively recruit and retain high quality staff
- To be an influential part of our local communities finding ways to contribute to their health and wellbeing

Children from 2 up to 11 years of age enjoy attending Beck Primary school. We provide a high quality and exciting education for all our children. Beck Primary is proud to be part of the community, we value our parents/carers and welcome their participation in their children's learning. Throughout the year, parents are invited into school to attend key events, workshops and discussions about the progress their children are making.

We want children to be excited about their learning and to enjoy coming to school. We recognise that parents play a key role in making this happen. We strive to ensure school is a place where all parents, children and families feel welcome.

Pedagogical Statement
"Children are powerful learners. Every child can make progress in their learning with the right help. Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high quality play. Sometimes they join in to sensitively support and extend children's learning. Children in the Early Years also learn through group work, when practitioners guide their learning. Older children need this guided learning. A well-planned learning environment indoors and outside, is an important aspect of pedagogy."
(Principles into Practice, Julien Grenier 2020)

Approaches to pedagogy and teaching strategies

- Our learning environments are well organised and accessible to all children.
- Our Early Years Foundation Stage (EYFS) is a safe and secure place for our children to learn.
- Our learning resources change overtime to meet the learning & development needs of all children.
- Our learning environments will always challenge and excite children.
- Motivations and interests of children will shape the curriculum we offer.
- Our creative learning environment and curriculum delivery will secure a strong foundation and a love of learning throughout the Early Years and into the future.

Our Vision Statement for EYFS

Children in Beck EYFS will:

- Feel safe and secure.
- Be confident to take risks and make mistakes.
- Develop tolerance, respect and empathy.
- Be inquisitive and curious.
- Have a voice, be heard and embrace their individuality.
- Develop independence.
- Follow their interests and develop a passion for lifelong learning.
- Be happy, excited, active and engaged.



Curriculum Intent

We strongly believe that the education and experience for all children in the early years should be happy, active, exciting, fun and secure. We believe all children have the right to thrive in an environment where they feel safe enough to take risks, ask questions, make mistakes and are encouraged to embrace their individuality. It is our aim to help children find their voice, follow their interests and encourage a passion for learning. We want our pupils to be excited by the world around them and explore their cultural identity which they can share and celebrate with others. We promote a deep understanding of tolerance, respect and empathy. Children in the early years should be given the opportunity to learn and develop basic life skills such as interacting and building relationships with others, taking turns in conversation, active listening and fundamental basic skills in reading, writing & maths.

We aim to work collaboratively with parents to encourage independent and enthusiastic learners who can reach their full potential regardless of their background, circumstance or needs.

We recognise that children thrive on new experiences and believe they should be provided with first hand experiences to engage their inquisitive minds, broaden their horizons and promote awe and wonder about the world around them. We provide vibrant continuous indoor and outdoor provision to support learners in investigating, creative thinking and problem solving.

Every child has access to a broad, balanced and enriching curriculum and our goals are adaptable to each individual in the setting. We provide scaffolding and extra support to help every child to access the curriculum and ensure they make progress. We recognise that not every child will make the same progress and they may be working at an adapted level suited to their individual need. For these children, smaller steps progress will be assessed, celebrated and recorded. Where children move on quickly, our emphasis will be on deepening their learning.

Curriculum Implementation

At Beck we recognise that children will learn most effectively when they are happy, healthy, safe and secure. We actively safeguard and promote the welfare of our children by meeting their individual needs and building positive relationships.

Our curriculum provides regular opportunities to demonstrate and promote our core values which underpin everything that we aspire for our pupils:

Be Ambitious:Aim high, Be Enthusiastic, Be safe, Be team players, Be Respectful, Be honest, Have your say.

Our curriculum is designed to recognise children's prior learning, provide first-hand learning experiences and become creative and critical thinkers. We plan through a topic-based approach and these plans are frequently adapted to include the interests of our children. These topics are devised around the vocabulary needs of the children to prepare them for KS1 and 2. The curriculum provides opportunities for both child and adult led learning through focused activities and engagement in the enabling environment and continuous provision.

Curriculum Impact

The impact of our EYFS curriculum is reflected in having happy, confident, inquisitive children who demonstrate the knowledge, skills and attitudes which will make them lifelong learners and valuable members of the community. By the end of Foundation Stage 2 we aspire for all of our pupils to have acquired the knowledge, concepts and skills outlined in the Early Years Foundation Stage Curriculum alongside a positive attitude and enjoyment towards all areas of learning. We believe that all learning is progressive, and that our pupils should constantly build upon their previous knowledge

and understanding. They will be problem solvers and risk takers, speakers and listeners, demonstrate perseverance and resilience, be able to ask questions and show kindness, love and respect.

When our pupils leave Foundation Stage, our aim is that they are fully prepared to embark on the next stage of their school career in Key Stage One. Our main goal is to ensure that the curriculum we provide gives our pupils the confidence and motivation to further develop their skills into the next stage of their education and beyond.

Assessment in the Early Years

- In order to make assessments in the early years, we need to know the children that we work with well enough to ensure that we are doing the right things to support and develop their learning. We need to know what excites them, how they respond to different scenarios, what triggers their enthusiasm and what motivates them. Equally, we need to know their level of development so that we can provide them with all the aspects of the curriculum that they will need in order to be successful in life. Assessment in the early years is ongoing every day and carefully considered to provide a very detailed picture of the children we work with. We measure progress and learning through formative and summative assessment based on the staff's knowledge of each child. To help build a detailed picture of each child, observations are recorded on individual online learning journeys, literacy and maths books and individual portfolios which are regularly shared with parents. Staff also value planned and impromptu conversations with parents who are integral to helping staff get to know their child.
- Through observation and discussion, areas of need and next steps are identified for our children to ensure progress and identify gaps in learning. Support and challenge are then planned for in the provision, environment, adult interactions and interventions
- Summative assessment points take place during the 2-year-old check, baseline and 3 subsequent end of term assessments.
- At the end of Foundation Stage 2 the child's teacher will make a summative judgement of their progress against the 17 early learning goals which are detailed in the Foundation Stage Profile. These judgements are recorded and shared with parents and Year One staff to help determine the child's readiness for learning in key stage one. Those children who have not yet met the early learning goals will be provided with a curriculum tailored to meet their needs when they start Year One.
- The EYFS team meet regularly to review and evaluate teaching, learning and provision. Teachers engage in both internal and external moderation and attend regular pupil progress reviews to discuss attainment and progress needs.

Characteristics of Effective Teaching and Learning

The Early Years Curriculum aims to ensure our children develop into effective lifelong learners. The only way to do this is to fully understand not only what they are learning but how they are learning. This enables staff to equip children with the knowledge and skills that can be built on over time.

The Characteristics of Effective Learning describe the behaviours that children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. There are 3 main characteristics that drive children's learning:

- Playing and exploring - engagement
- Active learning - motivation
- Creating and thinking critically – thinking

As children play and explore, they will.....

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Reach for and accept objects#
- Make choices and explore different objects and materials
- Think ahead about how they will explore and play with objects
- Guide their own thinking and actions by talking to themselves while playing
- Make independent choices
- Do things independently that have been previously taught
- Bring their own interests and fascinations into the setting
- Respond to new experiences that you bring to the setting

As children actively learn, they will....

- Participate in routines
- Begin to predict sequences because they know the routines
- Show goal directed behaviour
- Use a range of strategies to reach a goal they have set themselves
- Begin to correct their mistakes themselves
- Persevere when things get difficult

As children create and think, they will....

- Take part in simple pretend play
- Sort materials
- Reviews their progress as they try to achieve a goal
- Solves real life problems
- Uses pretend play to think beyond the here and now and to understand another perspective
- Feel confident about coming up with their own ideas
- Make more links between those ideas
- Concentrate on achieving something that's important to them
- Control their attention and ignore distractions

Topic overview

	Term 1		Term 2		Term 3	
Little Beck	**Nursery Rhymes & Ourselves** **Outcome** Autumn Crafts	**Clothes** **Outcome** Christmas Crafts Graduation	**Food** **Outcome**	**Transport** **Outcome** Easter Crafts	**Pets** **Outcome** Pets Day	**Farm Animals** **Outcome** Graduation Summer Party
FS1	**Who Am I and Who Could Help Me?** Ourselves & People Who Help Us **Outcome** A visit to the post box & Christmas Singing & Crafts		**Who's Afraid of the Big Bad Wolf?** Traditional stories **Outcome** Oral Storytelling for parents & Crafts		**Why Did Old MacDonald Have a Farm?** Farm Animals and Produce **Outcome** Produce Learning Showcase & Visit from a Mobile Farm	
FS2	**What's Your Story?** Ourselves and where we live **Outcome** Self-portrait Exhibition		**Animals** **Outcome** Animal Museum Extravaganza		**How Does Your Garden Grow?** Plant growth & minibeasts **Outcome** Butterfly Release & Garden Party & Minibeast Workshop visit	

	Vocabulary		
	T1	T2	T3
Little Beck	**Nursery Rhymes & Ourselves** Eyes, ears, nose, mouth, head, tummy, arms, legs, knees, noses, feet, hair, brush, hands, teeth, toes, look, yes, no, baby, mummy, daddy, house, bed, chair, **Clothes** Hat, shoes, socks, trousers, skirt, t-shirt, dress, jumper, scarf, boots, gloves, zip, buttons, pockets, coat, bag, shorts, pants, on, off, up, down, sleep, hot, cold, teddy, towel	**Food** Cup, plate, spoon, knife, fork, bowl, bread, cake, apple, orange, egg, toast, pasta, potatoes, chips, pizza, chicken, sausages, healthy, breakfast, dinner, tea, fruit, vegetables, biscuit, milk, juice, water, eat, drink, cut, cook, table, chair **Transport** Plane, bus, truck, road, car, bike, train, digger, police car, fire engine, sky, boat, pram, walk, jump, run, kick, push, up, down, fast, slow	**Pets** Fish, bird, cat, dog, hamster, rabbit, snake, lizard, spider, guinea pig, vet, like, love, stand, find, come, tree, sit, eat, stand, run, flower, bricks **Farm Animals** Sheep, cow, chicken, horse, pig, duck, tractor, eggs, grass, farmer, farm, gate, barn, pond, farmhouse, grass, under, on, over
FS1	**Ourselves** Head, hair, face, tongue, cheek, lips, eyes, nose, teeth, mouth, ear, chin, neck, shoulders, back, hand, thumb, fingers, elbow, arm, leg, hand, feet, fingers, toes, knees, tummy, boy, girl, running, jumping, eating, drinking, kicking, sleeping, big, small **People Who Help Us** Doctor, nurse, police officer, firefighter, ambulance, fire engine, helicopter, emergency, postal worker, builder, teacher, dentist, uniform, helping, building, teaching, posting, in, on, under, vet,cutting	**Traditional Stories** Giant, castle, axe, beanstalk, pig, wolf, straw, sticks, bricks, house, hiding, blowing, river, bridge, over, bear, bowl, scared, fast, slow, up, down	**The Farm** Farm farmer field tractor seeds cow calf sheep lamb chicken chick pig piglet bee picking planting watering growing digging **Produce** fruit vegetables milk cheese wool egg meat honey flour bread
FS2	**Historical figures** Guy Fawkes, gunpowder plot, bonfire, Picasso, Van Gogh, artist, portrait **Celebrations** Diwali, Mehndi, dark, light, Hindu, Christmas, Christian, religious, festival, celebrate, belief, special **Seasons** Autumn, change, leaves, colour, fall, harvest, conker, horse chestnut, pumpkin, winter, cold, snow, ice **Ourselves:** family, relative, mum, dad, brother, sister, cousin, aunt, uncle, grandparents, old, young, house, home, pets, old, young, baby, toddler, teenager, adult, face, body, skeleton, bones, skull, ribcage, pelvis, femur, eyes, ears, head, nose, mouth, teeth, tongue, hair, lips, love, kindness, thank you, sorry, community, relative, sad, angry, calm, happy, worried **Occupations** Nurse, doctor, vet, teacher, hairdresser, plumber, firefighter, taxi driver, dancer, actor, police officer, shop assistant, builder, electrician, astronaut **Local Area** Road, street, house, home, map, live, shop, Sheffield, environment	**Animals** **Pets** – dog, cat, hamster, rabbit, goldfish, budgie, vet **Working animals & farm animals** – horse, cow, pig, goat, sheep, donkey, chicken, goose, sheep dog, plough, machine, tractor, farmer, guide dog **Marine animals –** ocean, scientist, shark, whale, turtle, fish, octopus, starfish, jellyfish, stringray, seahorse, crab, habitat, pollution, prey, predator **Wild Animals** – jungle, rainforest, habitat, endangered, monkey, leopard, tiger, elephant, sloth, tree frog, canopy, mammal **Prehistoric –** herbivore, carnivore, reptile, dodo, extinct, tyrannosaurus-rex, stegosaurus, triceratops, pterodactyl, diplodocus, pliosaurus **Spring & mother & baby animals –** hen, chick, cow, calf, horse, foal, duck, duckling, pig, piglet, sheep, lamb, goose, gosling, doe (goat), kid **Famous People** David Attenborough, Steve Backshall **Celebrations** Lunar New Year, China, Race, Dragon, Eid, Muslim, Halal, Easter, Spring, life	**Plant Growth** Seed, Garden, Grow, Plant, stem, tree, fruit, vegetable, produce, flower, leaf, roots, bulb, soil, water, sunlight, carbon dioxide, temperature, nectar, pollen, healthy, nutrients, petals **Minibeasts** Insect, arachnid, spider, bee, ladybird, butterfly, worm, dragonfly, caterpillar, woodlouse, slug, snail, centipede, wings, legs, fly, classify, habitat, vertebrate, invertebrate, lifecycle, egg, larva, chrysalis, pupa, cocoon, pattern, colour **Seasons** warmer, summer, hot

THE STATEMENTS FOR EACH AREA OF LEARNING HAVE BEEN SPLIT BETWEEN TERMS FOR EXTRA FOCUS BUT ALL WILL APPLY ON AN ONGOING BASIS THROUGHOUT THE YEAR

Communication and Language

Beck Primary School Communication and Language Learning Journey from Little Beck to the end of FS2

EYFS Statutory Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have will adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Knowledge	Skills
• **New vocabulary** • **Range of language structures** • **Knowledge of stories, non-fiction books, rhymes and poems** • **Knowledge that communication involves reciprocal actions in interactions with others**	• **Interact, converse, listen, engage, respond, elaborate** • **Storytelling, role play, expression of ideas and feelings**
ELG: Listening, Attention & Understanding • 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 • Make comments about what they have heard and ask questions to clarify their understanding; - • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	**ELG: Speaking** • 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. • 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.

	T1	T2	T3	Curriculum End Points
Little Beck	-Copy facial expressions and gestures to communicate and make eye contact during adult interactions -Recognise some familiar sounds in nursery rhymes and the environment	-Begin to use pitch and intonation when 'talking' -Recognise and point to objects if asked, particularly topic related vocab e.g., car, train, apple	-Use words and actions to describe how they are feeling e.g., happy, sad – zones of regulation	By the end of this phase children will be able to use around 300 words and become more confident using spoken language both

	-Show an enjoyment of singing and music -Begin to regulate when calmed by a familiar voice -Respond to and understand simple instructions such as stop, wait, coat on -Use sounds and gestures to request attention and reach or point to something they want -Use some single words during play -Understand simple and frequently used words in context e.g., snack, cup, bye-bye	- Focus on an activity of their own choice -Listen to others but may still be easily distracted -Develop pretend play e.g., making a cup of tea, putting the baby to bed, driving a car - Identify familiar objects and their properties when they are described such as blue car, shiny apple	-Begin to develop a two-way conversation about their pets and other animals -Use the speech sounds p, b, m, w -Pronounce l/r/w/y/s/sh/ch/dz/j/f/th -Pronounce multi-syllabic words such as banana, computer -Use the pictures in a story book with the help of an adult to understand what is happening -Understand and act on longer sentences such as get your coat, make teddy jump -Understand simple questions about what, who and where	with adults and other children
FS1	-Discuss similarities and differences between themselves & their families – look at family photos -Understand why questions such as; Why are we the same? Why are we different? – compare families -To use a wide range of topic related vocabulary such as eyes, nose, mouth etc. -To understand an instruction that has two parts. Such as 'Get your coat and wait at the door', when making transitions in nursery. -To start a conversation about themselves and their families' using sentences up to 4 words.	-To sing a large repertoire of songs. Learning a song for each Traditional Story -To talk about familiar books and enjoy listening to longer stories. E.g., traditional stories such as Jack and the beanstalk, Goldilocks and the 3 Bears etc. -To express their point of view and debate if they disagree or agree with the actions of the characters in the traditional stories. E.g. Goldilocks & Jack's actions -To use a wider range of vocabulary such as river, beanstalk troll, giant etc. -Start conversations with adults and friends based around the stories and continue it for many turns. E.g. making predictions, favourite parts of the story. - Joining in with repeated refrains for the oral story telling outcome	-Use talk to organise play throughout the nursery e.g., in the farm shop -Develop communication but may still have problems with irregular tenses and plurals -Develop pronunciation but may have problems with some sounds and multisyllabic words -Use longer sentences of 6 or more words to describe the farm animals and processes of making bread, butter etc.	By the end of this phase children will have developed a wider range of vocabulary and be able to understand questions and instructions. They will also use 'why' questions. They will be able to express a point of view and will enjoy conversations.
FS2	-Discuss simple likes and dislikes e.g., foods, colours. -Discuss similarities and differences between themselves & their families	-Listen to stories and recall events at the beginning, middle and end e.g., -Follow two-part instructions -Build up the length of conversation with adults & peers	-Use instructional language for a simple recipe such as fruit caterpillars and spider sandwiches	**By the end of this phase, children are expected to achieve the ELG goals and be ready for the transition to Y1.**

	-Describe their own facial appearance using a mirror and describe another child's face. -Describe the area we live in, what they see when they walk to school. Trips to the shops and the local area such as Sheffield city centre and Meadowhall. -Discuss a variety of occupations and what they would like to be when they grow up -Identify and understand celebrations such birthdays, trips, holidays and religious festivals -Ask and answer questions from other children about themselves -Express needs and wants in the dining room using please and thank you	-Use talk to organise and develop play in the role play vets - Talk about how they have designed & made their animal models. Sharing creations & explaining the processes they have used. E'g', clay, junk modelling - Discussing animals & habitats	-Tell stories orally using actions and repeated refrains e.g. The Very Hungry Caterpillar -Know the lifecycle of a caterpillar and tadpole. -Develop narratives using real life events and own imagination -Answer how and why questions about plants & minibeasts -Learn and recite some simple songs and poems e.g., Mad About Minibeasts -Describe events in detail	These goals include being able to re-tell a story. Being able to use vocabulary in different contexts. Learn rhymes, poems and songs and engage with non-fiction books.

Personal, Social and Emotional Development

Beck Primary School Personal, Social and Emotional Learning Journey from Little Beck to the end of FS2

EYFS Statutory Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and later in life.

Knowledge	Skills
• **Know how to keep healthy and look after their bodies** • **Can name feelings and emotions** • **Knows how to manage emotions** • **Knows about goals and how to set them** • **Know how to form friendships**	• Communicate feelings and emotions, form relationships with others, co-operate, negotiate, listen, explain, set simple goals, persist, wait, focus attention, manage own personal needs, able to self-regulate

ELG: Self-Regulation	**ELG: Managing Self**	**ELG: Building Relationship**

• 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.	• Be confident to try new activities and show independence, resilience and perseverance in the face of 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.	• 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.

	T1	T2	T3	Curriculum End Points
Little Beck	-Find ways to regulate themselves and make transitions with support from a familiar adult -Play with increasing confidence on their own and with others, knowing their key person is nearby -Can express a range of emotions	-Try new things and increase independence by rejecting help from adults -Engage with others through gesture and talk -Use this engagement to achieve a goal e.g. gesturing towards their coat when they want it putting on -Develop friendships with other children -Explore emotions through stories and social stories	-Enjoy exploring new places (knowledge of this may come from parent/carer) - To wait for a turn and not grab what they want or push their way to the front - To talk more about and manage their emotions e.g., I am sad because... I love it when.... - To notice and ask questions about differences such as skin colour, gender, disabilities -Learn to use the toilet with help and then independently	By the end of this phase children will be showing strong preferences for things they like to eat, clothes that they like to wear. They will also begin to play cooperatively with others.
FS1	-To talk about their feelings using words such as happy, sad, angry and worried. Linking it to the story of the colour monster. -Increasingly follow the rules and understand why they are important in nursery to keep us safe. -Play with one or more child extending and elaborating play ideas. For example; hospital role play area and small world. -Become more outgoing with unfamiliar people in the safe context of nursery and will ask	-Select and use activities and resources with help when needed. Helping them to achieve a goal they have chosen or one suggested to them. Such as using the workshop. -Show more confidence in new social situations and welcoming the new intake of children -Find solutions to conflicts and rivalries. Accepting that not everyone can play with the same toy and suggesting other ideas -Remember the rules without needing an adult to remind them.	-Make healthy choices about food and drink during snack time, lunch time and cooking and baking activities -Develop appropriate ways of being assertive by helping others to make good choices. Encouraging each other to make choices and following behaviours of good role models -Understand gradually how others may be feeling. E.g. offering a tissue or a hug and asking others if they are ok.	By the end of this phase children will be developing a sense of responsibility and will now be more confident in new social situations. They will be beginning to find solutions to conflicts and will be starting to develop and understanding that not all children like the same thing. They will enjoy playing with groups of children.

	other key workers for help if needed such as using the toilet, putting on coats. -Develop a sense of community and membership by developing an understanding of their colour group and the school community.	-Being increasingly independent in meeting their own care needs such as using the toilet, washing hands etc. - Talking about the emotions of others and how the characters in the stories may feel.		
FS2	-To take turns in games with a waiting focus -Follow classroom rules and understand the reasons these are in place using books and social stories -Follow instructions based on the keyword understanding of individuals -Know a range of self-regulation strategies - trauma informed approach -Try new activities and persevere outside of their comfort zone -Manage own basic hygiene such as going to the toilet and washing hands – support with toilet training if needed – glitter circle time	-Become more confident and outgoing with unfamiliar adults in the safety of the setting -Find solutions to conflicts through talk and suggesting other ideas -Talk about and explore feelings such as sad, happy, angry, worried -Practice successful tooth brushing -Learn how to stay safe online and what constitutes a sensible amount of screen time, -Understand and know how to keep safe near roads -Have an understanding of fire safety and stranger danger. -Know the importance of having a good night's sleep	-Understand the need for a variety of food and the importance of healthy food choices supported by making fruit kebabs, healthy sandwiches and fruit caterpillars -Know the importance of hand washing before touching food and after handling animals- glitter circle time -Taste a variety of different foods from different countries and cultures -Take part in challenges which may result in failure to build resilience – outdoor planning	**By the end of this phase, children are expected to achieve the ELG goals and be ready for the transition to Y1** These goals include, being able to consider the perspective of others. Identify and moderate their own feelings, socially and emotionally and be able to build constructive, respectful relationships.

Physical Development

Beck Primary School Physical Development Learning Journey from Little Beck to the end of FS2

EYFS Statutory Educational Programme

Physical activity is vital in children's' all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Knowledge	Skills
• **Know how to use tools and implements safely** • **Know the effects of exercise and an active and healthy lifestyle on their bodies** • **Knowledge about how games and playing games works, including rules** • **Knows how to negotiate space**	• **Ability to use large resources with proficiency, control and confidence.** • **Good fine motor skills evidenced by the ability to use a range of small tools and implements with proficiency, control and confidence** • **Core strength, co-ordination, agility, positional and spatial awareness**
ELG: Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	**ELG: Fine Motor Skills** • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing.

	T1	T2	T3	Curriculum End Points
Little Beck	-Lift their head up while lying on their front, push their chest up with straight arms and roll over from front to back, then back to front -Sit without support, pull themselves upright and crawl in different ways & directions	-Fit themselves into spaces such as tunnels, dens and large boxes and move around in them -Enjoy starting to throw, kick and catch balls -Spin and roll independently -Explore a range of different tools and materials	-Build independently with a range of resources -Walk, run, jump and climb and start to use the stairs independently -Use a scooter or ride a tricycle -Use fine and gross motor skills to do things such as fasten buttons and pour drinks	By the end of this phase children will be able to run, enjoy kicking a ball and jump off the ground with both feet. They will also be beginning to climb confidently, catch a large ball and enjoy the challenge of a tricycle

	-Pass objects from one hand to another and hand them to another person -Practice large movements such as waving, kicking, rolling, crawling and walking -Clap hands and stamp to music		-Begin to learn how to use a knife and fork	
FS1	-To use large muscle movements to wave streamers and make marks during the pretend fireworks display. -Develop their movement balancing, bike riding and ball skills -Go up steps and climb up apparatus using alternative feet – walking to and from the dining room - Create and use the outdoor obstacle course safely -Be increasingly independent as they get dressed and undressed when using the costumes in the hospital role play area and putting their coats on. -Work as a team to safely move larger items such as the large planks and blocks in the outdoor area	-Increasingly be able to remember sequences and pattern of movements related to music and rhythm through the retelling of the stories e.g., giants stomping, gingerbread man running etc. -Match their developing physical skill to the task e.g. walking or running across a plank when making bridges for the Gingerbread Man depending on its length and width -Shows a preference for dominant hand and uses a comfortable grip when holding pens and pencils to draw story characters, write letters from their name etc.	-Choose the right resource to carry out their plan when planting beans and seeds such as choosing a spade or trowel -Starts taking part in group activities which they may make up themselves -Skips hops and stands on one leg and hold a pose for a game like musical statues -Use one handed tools and equipment such as scissors when making snips in paper, leaves and spaghetti at the cutting tray or making models at the workshop	By the end of this phase children will enjoy skipping, hopping and standing on one leg. They will have developed a comfortable grip using pens and pencils and will be developing skills in using one handed tools such as scissors. They will be developing competencies in getting dressed and undressed independently.
FS2	-Develop fine motor skills through drawing and painting portraits to improve accuracy -Put on coat independently with button & zip fastenings -Negotiate space and obstacle and improve strength, balance & co-ordination through climbing & team games -Move energetically in a variety of ways – jumping, hopping, skipping, dancing, climbing, running etc. -Use large construction materials safely for 'building houses.'	-Hold pencil effectively which will usually be a tripod grip with a focus on dominant hand -Use small tools effectively such as; paintbrushes, scissors and cutlery -Develop the skills they need to manage the school day – lining up, queuing, sitting in a circle -Develop the foundations of a handwriting style with some letters formed accurately -Write first name accurately from memory using correct letter formation	-Develop fine motor skills by safely chopping fruits & vegetables -Develop a range of ball skills including throwing, catching, kicking etc. -Build dens and transport equipment safely during this process -Make edible minibeast sandwiches – using a sharper knife safely	**By the end of this phase, children are expected to achieve the ELG goals and be ready for the transition to Y1** These goals include children being able to use core muscle strength to achieve good posture. Confidently and safely use a range of large and small apparatus. Developing and refining skills such as throwing and catching. They will also be developing a hand writing style.

Literacy

Literacy Curriculum

Literacy in the early years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading. It is crucial in the early years that children develop a love of reading. At Beck we expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.

In EYFS, English skills and knowledge are taught and developed through our pupils exploring the provision, taught group sessions, story time and songs. Children are introduced to phonics and begin learning how to segment and blend to read words following the Read Write Inc phonics programme. Children are also exposed to many different books, stories and nursery rhymes during their time in EYFS promoting a love of stories and curiosity for the world around them.

Vocabulary is taught daily ensuring pupils leave EYFS with a growing number of words in their repertoire and the ability to speak in sentences. Key topic vocabulary is shared with parents each term. Children are taught how to mark make with adult support and within the provision which progresses to writing words and sentences. This gives a foundation for their English learning in Y1.

	T1	T2	T3	Curriculum End Points
Little Beck	-Pays attention to and joins in with songs and rhymes, copying sounds -Enjoys sharing a book with an adult and responds to the pictures and words -Mark makes freely **KEY TEXTS** Ten Little Fingers The Wheels on the Bus Incy Wincy Spider Head, Shoulders, Knees and Toes Brown Bear, Brown Bear Alien's Love Underpants Hippo Has a Hat Octopants Fox's Socks	-Says some of the words in songs and rhymes -Seeks out a favourite book to share with an adult, another child or alone -Notice some print, such as the first letter of their name, a bus or door number or a familiar logo -Add marks to drawings **KEY TEXTS** The Tiger Who Came to Tea Supertato Don't put your finger in the Jelly Nelly! The Healthy Wolf Handa's Surprise The Hungry Caterpillar Each Peach Pear Plum Little Blue Truck Things That Go Big Digger The Naughty Bus Down by the Station Wheels On The Bus Room on the Broom Red Rockets and Rainbow Jelly	-Sings songs and says rhymes independently -Repeats words and phrases from familiar stories -Makes comments and asks questions about a book and shares own ideas -Develop play around favourite stories using props -Give meaning to marks they have drawn and make marks on pictures to stand for their name **KEY TEXTS** Kipper The Great Pet Sale Dear Zoo Wow Said the Owl Everybunny Dream Who's Hiding on the Farm Old MacDonald Had a Farm Cock a Moo Moo Farmer Duck Animal Rhymes Noisy Farm Wibbly Pig	By the end of this phase children will enjoy songs and rhymes and copying sounds and rhythms They will enjoy books and have a favourite book that they will enjoy with an adult or on their own. They will be beginning to repeat favourite parts of a book

FS1	-Understands some key concepts of print such as print has meaning – visiting the school library, whole class story -Makes marks on paper and can talk about its meaning – Drawing & painting self portraits, making marks for their name and family KEY TEXTS Super Duper You Who Are You? - non-fiction text In Every House on Every Street The Great Big Book of Families - non-fiction When We Grow Up - non-fiction text The Colour Monster Busy People – Doctor, Builder, Firefighter, Police Officer, Teacher The Jolly Postman Phase One Phonics – pre phonics skills 1. Environmental Sounds 2. Instrumental Sounds 3. General Sound Discrimination – body percussion	-Engage in extended conversations about stories learning new vocabulary. -Develop their phonological awareness so they can spot rhymes, clap syllables in the words and recognise words with the same initial sound. -Can write some letters accurately – initial letters of familiar words and letters from their name KEY TEXTS Jack and the Beanstalk The Gingerbread Man The 3 Little Pigs Goldilocks and the 3 Bears Little Red Riding Hood Phase One Phonics – pre phonics skills 4. Rhythm and Rhyme 5. Alliteration	-Understands further key concepts of print: It can have different purposes. We read English from left to right and top to bottom. The names of the different parts of a book and page sequencing. -Uses knowledge of print and letters in early writing such as writing a pretend shopping list and writing 'm' for mummy – during role play home corner and pizza restaurant -Can write some or all of their name KEY TEXTS The Little Red Hen The Little Red Hen Makes Pizza Bumblebear What the Ladybird Heard Handa's Surprise Supertato Egg to Chicken - non-fiction text Little Bee – non-fiction text Phase One Phonics – pre phonics skills 6. Voice Sounds 7. Oral Segmenting & Blending through Read, Write, Inc.	By the end of this phase children will understand that print has meaning and will be able to recognise some words that have the same initial sound. They will be able to engage in an extended conversation and will be enjoying learning new vocabulary.
FS2	-Write simple sentences with adult support and Communication in Print about ourselves, our families and what we would like to be when we grow up using keywords	-Write own simple narratives -Write for a variety of purposes such as; cards, lists, captions, riddles -Produce a story map -Learn to read the high frequency words on the fish, boat & house	-Learn to read the high frequency words on the kite & dinosaur -Write instructions for planting a seed/ make seed packets - Write a diary for Jasper's Beanstalk -Write fact files for minibeasts using non-fiction texts	**By the end of this phase, children are expected to achieve the ELG goals and be ready for the transition to Y1** These goals include, enjoying reading a variety of texts and

	and repetitive sentence starters e.g., 'I am….', 'My mum can…' -Construct and write simple recounts of our weekend using repetitive sentence starters -Write CVC words and labels -Use pictures to sequence stories – beginning, middle & end -Learn to read the high frequency words on the teddy bear, bus & turtle -Talk about events in stories and make predictions -Learn single letter sounds -Segment & blend CVC words KEY TEXTS It's the Weekend – non fiction Funnybones Cleversticks The Colour Monster The Colour Monster Goes to School Autumn is Here Leaf Trouble Guy Fawkes – non fiction Divali story Creation story Christmas themed stories	-Read simple sentences with 1:1 correspondence -Use a series of HFW and CVC words to write simple sentences using Communication in Print and repetitive sentence starters to support as a writing frame -Read simple sentences containing phonetically decodable words -Re-read books to improve word reading, fluency and comprehension KEY TEXTS Mog & the Vet The Great Pet Sale I want a pet Superhero Animals – non fiction A Year on Adam's Farm Farmer Duck The Bog Book of the Blue Somebody Swallowed Stanley Sharing a Shell The Big Book of Beasts, Rumble in the Jungle, Roaming Through the Rainforest Mad About Dinosaurs My Encyclopedia of Very Important Dinosaurs We're Going on an Egg Hunt Easter – non fiction The Great Race (Chinese New Year) – Dawn Casey Mr Wolf's Pancakes – Jan Fearley Hindu Gods & Godesses	-Read riddles & poems about minibeasts with adult support -Create a poster and invitation for the garden party -Say a sound for each letter of the alphabet and at least 10 diagraphs -Write simple sentences that can be read by others -Use story specific vocab when retelling a story and show a deeper understanding of the setting, characters & events KEY TEXTS The Very Hungry Caterpillar Jasper's Beanstalk The Amazing Life Cycle of Butterflies The Big Book of Bugs Norman the Slug with the Silly Shell Yucky Worms Mad about Minibeasts The Tiny Seed Nature Trail The Extraordinary Gardener The Greedy Bee	writing for a purpose. They will be able to read a few common exception words and will be able to read phonetically decodable words by segmenting and blending (Fred talk) They will also be able to write short sentences that can be read by others.

Mathematics

	T1	T2	T3	Curriculum End Points
Little Beck	-Combines objects such as stacking blocks and cups -Puts objects inside others and takes them out again -Climb and squeeze themselves into different types of spaces -Builds with a range of resources	-Takes part in finger rhymes with numbers -Develops counting like behaviours such as making sounds, pointing, or saying some numbers in sequence -Completes simple inset puzzles -Compares sizes, weights etc. using gesture and language such as bigger, smaller, tall, heavy	-Notices changes of amount in a group of up to three items -Compares amounts saying 'lots,' 'more,' 'same' -Counts in everyday contexts, sometimes skipping numbers -Notices patterns and arranges things in patterns	By the end of this phase children will enjoy counting songs and be able to participate in these songs using actions They will be able to complete inset jigsaws and understand some mathematical language such as, big, small, heavy, light
FS1	-Develop fast recognition of up to 3 objects, without having to count them individually (subitising) using monsters from the colour monster story. - Show 'finger numbers' up to 5 when talking different body parts. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof when constructing houses with shapes. - Combine shapes to make new ones – a bigger triangle, square etc. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	-Solve real world mathematical problems with numbers up to 5. How many chairs in the 3 bears house? How many bowls do we need at the breakfast table? -Compare quantities using language: 'more than', 'fewer than' -Understand position through words alone (no pointing) when placing characters from the traditional stories in their setting e.g. The wolf is in the bed. - Describe a familiar route such as the way to school and a simple story map such as the 3 little pigs' journey? Discuss routes and locations, using words like 'in front of' and 'behind' -Make comparisons between objects relating to size, length, weight and capacity by discussing items from the 3 bear's house.	-Talks about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. -Extend and create ABAB patterns – stick, leaf, stick, leaf. - continuous provision & focus group time. Then notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - Recite numbers past 5. -Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total – cardinal principle - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals	By the end of this phase children will understand the value of number and enjoying practicing counting. Children will be able to understand positional language words such as in front of, behind and under They will recongnise shapes and enjoy combining shapes to make new ones e.g. block play They will be able to copy, continue and create simple patterns and notice when something is not right.

			-Creates a spatial pattern within an enclosed space – creating a dress for Handa and a Christmas jumper.	
FS2	- MASTERY OF NUMBER OF THE FORNIGHT 1-4 -Recognises numbers 1-5 -Counts objects with 1:1 correspondence -Identifies numbers in the environment – local walk -Identifies shapes in the environment – local walk -Compares heights of people and measures body parts e.g., arms, legs using cubes, learning links etc. -Creates pictograms, looking at hair and eye colour, how they get to school -Sequences daily routines – breakfast, lunchtime, bedtime -Subitises numbers to 3 -Counts beyond 10 -Estimates quantities and checks by counting -Explore the concept of zero -Describes and sorts 2D shapes	- MASTERY OF NUMBER OF THE FORNIGHT 5-7 -Identifies 1 more and 1 less than a given number to 5 in practical activities -Recognises when quantities have more or less -Subitises numbers to 5 -Makes marks to represent numbers -Matches numbers to quantity -Uses positional language – in, on, under, behind, next to -Makes repeating patterns -Recognises coins- 1p, 2p, 5p -Explores addition & subtraction – addition as counting on and subtraction as taking away -Describes and sorts 3D shapes -Knows some months of the year and seasons -Verbally counts beyond 20	- MASTERY OF NUMBER OF THE FORNIGHT 8-10 -Combines 2 groups and writes the corresponding number sentence -Identifies 1 more & 1 less – practical activities & number lines -Solves real life practical problems -Doubles numbers to 10 -Identifies odd & even numbers -Shares between equal groups -Can say number bonds to 5 and some to 10 -Identifies symmetry by printing butterflies -Can name the days of the week – Jasper's Beanstalk & The Very Hungry Caterpillar -Begins to tell the time – O'clock -Compares height and length – flowers & beanstalks, jumping grasshoppers -Weight language of heavy, light, heaviest, lightest -Capacity – language of full, half full, empty	**By the end of this phase, children are expected to achieve the ELG goals and be ready for the transition to Y1** These goals will include; developing a deep understanding of numbers to 10 and Expressive Arts & Design they will enjoy: • comparing numbers • subitising, • doubling • finding one more one less, • sharing resources out evenly. • counting beyond 20 • recalling number bonds

Understanding the World

	T1	T2	T3	Curriculum End Points
Little Beck	-Notices differences between people -Explores natural materials	-Explores and responds to different phenomena -Repeats action that have an effect	-Makes connections between the features of their family and other families	By the end of this phase children will enjoy exploring natural materials e.g. treasure baskets but will also relish exploring sand and water and spending time outside where they can roam freely and explore the natural world

FS1	-Show an interest in different occupations starting with the lives of familiar people -Continue developing positive attitudes about the differences between people. Celebrating differences between people and understanding that not everyone has to like the same colour, food etc. - Begin to make sense of their own life story & family history. Look at family photos, country/city they were born, language spoken at home, staff conversations with parents to help children's understanding. - Explore how things work such as simple technology	-Explore and talk about different forces they can feel. Flying kits, throwing & catching balls -Talk about the differences between materials and changes they notice – baking activities, sensory walk -Use all their senses in hands-on exploration of natural materials. Continuous provision, seasonal & sensory outdoor walks -Explore collections of materials with similar and/or different properties. Floating & sinking, waterproofing. Investigations using senses -Talk about what they see, using a wide vocabulary. (Use these opportunities to introduce new vocab)	- Plant seeds and care for growing plants. - Planting vegetables in the outdoor area - Understand the key features of the life cycle of a plant and an animal. Listen to stories which highlights this -Begin to understand the need to respect and care for the natural environment and all living things – minibeast hunt, not picking flowers -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Explore through texts & stories such as 'The World Came to My Place Today'.	By the end of this phase, children will enjoy exploring how things work e.g. planting seeds and watching plants grow. They will begin to understand the differences between people and places and will enjoy talking about immediate family members and friends and family within their community.
FS2	-Describes special family times and events -Can talk about occupations of familiar people -Identifies similarities and differences between families & communities -Talks about some aspects of religious festivals (Diwali, -Jewish new year, Eid and Christmas) -Identifies the different rooms in their house -Draws a simple map of the local area -Identifies some aspects of Autumn -Names specific bones of the human skeleton – skull, rib cage, pelvis, and femur. -Identifies changes as we grow – baby, toddler, teenager, adult -Names types of technology around the home	-Identifies different types of farm machinery and other vehicles which are used in animal occupations and talks about what they are used for -Identifies simple features on a World map -Identifies some different communities around the world and how their lives might be similar or different -Talks about aspects of Chinese New Year, Easter -Identifies objects which will float & sink -Programmes a Bee Bot -Investigates how wheels & cogs move	-Takes care of living things -Identifies some seasonal changes -Can classify minibeasts simply- number of legs, wings -Plants vegetable seeds in the outdoor classroom and in plant pots they have decorated -Makes observations of plants and animals -Labels parts of a flower/plant -Identifies what plants need to grow -Identifies different minibeasts & insects during a -Lifecycle of a butterfly and key vocab -Making humane minibeast traps -Use the internet to find information to create a floor book	**By the end of this phase, children are expected to achieve the ELG goals and be ready for the transition to Y1** These goals include, children recognsing that different people have different beliefs and celebrate a range of special times, They will recognise environments are different in different places within the world. They will recognise similarities and differences within their own community. They will enjoy finding out about their immediate environment and their wider environment and enjoy activities such as looking at maps and globes

Expressive Arts & Design

	T1	T2	T3	Curriculum End Points
Little Beck	-Respond emotionally & physically to sounds & music through movement, dance & by making sounds - Explore a range of different instruments & play them in different ways	- Take part in action songs - Start to develop pretend play	- Start to make marks intentionally & sometimes give meaning to these marks - Use different materials to create simple outcomes	By the end of this phase children will love dance and movement to music and will really enjoy rhythm and repetitive sounds. They will also enjoy making marks, exploring paint and using paint brushes and other tools.
FS1	-Explore different materials freely, to develop their ideas about how to use them and what to make. A variety of choice in the creative, DT areas - Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures – a variety of resources available to join materials - Create closed shapes with continuous lines, and begin to use these shapes to represent objects – simple representations of themselves & their family - Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Use the Colour Monster as a starting point -Listen with increased attention to sounds such as doorbell, tambourine, animal noises, sirens	Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Take part in simple pretend play, using an object to represent something else even though they are not similar. Adult to provide stimulus for traditional story role-play & home corner -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Familiar story settings and those using their imagination -Explore colour and colour-mixing - Respond to what they have heard, expressing their thoughts and feelings – sound effects from stories	-Remember and sing entire songs. -Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	By the end of this phase, children will enjoy exploring a variety of different materials and developing ideas of how to use them. They will enjoy learning how to join things with different materials representing different ideas. Children will now be able to remember entire songs, create their own songs and enjoy playing musical instruments.
FS2	Can paint a self-portrait Colour mixes to create secondary colours Chooses the correct colour for a purpose	Chinese New Year Crafts Making Easter bonnets and decorating Easter eggs Paintings of scenes from stories using imagination.	Minibeast pebbles Decorating plant pots Creating a mini garden Leaf bashing Making musical instruments	**By the end of this phase, children are expected to achieve the ELG goals and be ready for the transition to Y1**

	Sketching half faces Diwali candles 3D junk model houses Look at and discuss Van Gogh and Picasso's art work including their self-portraits. Children to recreate some of these masterpieces. Chalk drawings and art straw skeletons Art using natural materials collected on the walk Sing a range of well-known songs and nursery rhymes	Pastel drawings of characters Sharing their creations and explaining the process they have used Construct with a plan in mind and make adjustments and improvements to their learning	Making and labelling our own 3D flower Designing seed packets Using props when role playing characters in stories and their own narratives Performing songs and moving in time to music	These goals will include; exploring and using a variety of media. They will have developed the ability to build on previous learning refining their ideas. They will enjoy working collaboratively and developing their pretend play by sharing their ideas, resources and skills.