



Stapleford Primary School: Early Years Foundation Stage (EYFS) Curriculum

Our EYFS curriculum is designed to follow the EYFS Statutory Framework curriculum 2021 and is further guided by a document called 'Development Matters' that sets out the learning, development and assessment requirements for all children until the end of their reception year. All early years practitioners are required to pursue daily rich activities to support each child's educational development across seven areas of learning. Our approach to early year's education has play and well-being embedded at the heart of everything we do.

EYFS learning and development requirements:

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the prime areas:

- communication and language
- personal, social, and emotional development
- physical development.

Four areas help children to strengthen and apply the prime areas. These are called the specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Throughout their time in Nursery and Reception our children partake in an ambitious curriculum which is designed in a sequential way (see the EYFS Curriculum Organisation table below) to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs).

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs. Weaving throughout the EYFS curriculum at Stapleford Primary School are three Characteristics of Effective Learning.

- 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. Our Growth Mindset mantra is "I can't do it.....YET!"
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is something we believe is essential.

Early Learning Goals:

In the final term of the year, a profile will be completed for your child. This provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. Throughout their time in our EYFS class, the children will be observed and assessed through their play in order to gain insights and make reasonable judgements against the early learning goals. We will use the terms 'emerging' or 'expected' to describe our judgements. Under the new guidance the term 'exceeding' has been removed.

Aims, ambitions, experiences and skills progressions for Nursery and Reception

After a great deal of thought and discussion between our Early Years team and our Key Stage 1 teachers the six areas below were identified as critically important skills that we wanted all children leaving our Reception Class to have focussed on and developed. These skills will help our children to thrive as they enter Key Stage 1.

Developing:	Curiosity	Cooperation	Empathy	Independence	Perseverance	Reflectiveness
The skills of.	<ul style="list-style-type: none"> • Questioning • Risk taking • Exploring • Challenging 	<ul style="list-style-type: none"> • Resourceful • Imaginative • Confident • Responsible 	<ul style="list-style-type: none"> • Concern • Honesty • Understanding • Forgiveness 	<ul style="list-style-type: none"> • Concentration • Determination • Resilience • Ambition 	<ul style="list-style-type: none"> • Planning • Reviewing • Evaluating • Revising 	<ul style="list-style-type: none"> • Listening • Collaboration • Imitation • Respect

Aims and rationale for choice:

<p>Aims: <i>Note: our key aims in the EYFS this year are in BOLD.</i></p>	<ul style="list-style-type: none"> • All children will be able to use rich descriptive language by the end of Reception (e.g. speak in full sentences, retelling stories they know) • All children will be aware that the human race is made up of people of: <ol style="list-style-type: none"> both sexes and from many different ethnic backgrounds. 	<ul style="list-style-type: none"> • All children will have developed secure social skills, taking turns and forming positive relationships 	<ul style="list-style-type: none"> • All children will be able to manage and express their feelings, and begin to regulate their behaviour 	<ul style="list-style-type: none"> • All children will have an understanding of healthy food choices, personal hygiene and self-care 	<ul style="list-style-type: none"> • All children will be able to hold their own body weight and show controlled movement 	<ul style="list-style-type: none"> • All children will respect, value and care for the natural world around them
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<p>Rationale for choice:</p>	<ul style="list-style-type: none"> • High level of speech and language difficulties in recent years • Increasing number of children did not attend Stapleford Pre-school setting • Some children have a limited vocabulary & exposure to books • Stapleford is a small countryside village in Hertfordshire, England. The majority of pupils attending the school are White British. Pupils will benefit from learning about inclusiveness, equality, diversity, ethnicity and cultures from around the world. 	<ul style="list-style-type: none"> • Impact of Covid-19 – some children have not learnt how to role play, share and take turns during lock downs. It is clear what important skills these are. We will continue to help develop these skills even after the pandemic is over. • PSED data 	<ul style="list-style-type: none"> • Children unsure of how to play • Data for self-regulation? • Some children are not sure how to handle their own emotions or express themselves • PSED data 	<ul style="list-style-type: none"> • After Covid-19 lockdowns some children had: <ul style="list-style-type: none"> i) become even more dependent on adult support ii) become less physically active and iii) put on a little bit of weight We will continue to help develop these skills/areas even after the pandemic is over. 	<ul style="list-style-type: none"> • After Covid-19 lockdowns some children had: <ul style="list-style-type: none"> i) become even more dependent on adult support ii) become less physically active and iii) put on a little bit of weight We will continue to help develop these skills even after the pandemic is over. • Nationally many children are spending a lot of time gaming and on phones and tablets. • Struggles with handwriting later in school • PD data 	<ul style="list-style-type: none"> • Amazing resource (Woodhall Park Country Estate) is on our doorstep – opportunities for children to learn about the natural world and how to respect it. • Impact of Covid-19 on ability to go outside and explore • Many children spending a lot of time on phones and tablets • KUW data
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Experiences we will provide to support children in achieving these aims

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<p>Experiences we will provide to support children in achieving these aims</p>	<ul style="list-style-type: none"> • Opportunities to talk about writing • Daily phonics • Core book each half-term, to be read regularly, explored, used as base for innovation & invention • Story time and visiting storytellers • Programme of trips and experiences to build cultural capital and corresponding vocabulary • Role play • Resources that build language and prompt talk (e.g. talking tins) • Adult interaction and conversation - promoting talk and vocabulary • Story telling workshops • Plant/grow fruit and vegetables from around the world • Learn about the crops we grow in England and those that are grown around the world and why e.g. cotton – for clothing, rubber tapping etc. 	<ul style="list-style-type: none"> • Adult modelling • Turn taking games • Exposure to large groups and activities with lots of people involved • Visual aids • Children encouraged to play & interact with wide mix of children • Circle times • PSHE • Philosophy for children • Social stories • ‘Hooks’ to capture interest in new stories / topics • Communicate in print • Role play that reflects home life • Story time & buddy reading • Group rotation 	<ul style="list-style-type: none"> • Feelings board • Circle times • Chill out/calm corner • 1:1 adult support to model / structure resolution • Resources, puppets, emotion boards/symbols • Sensory space in class • Learning superheroes • Workshops for parents as part of Stay & Play sessions • Talking frames - “I am happy because..., I love it when..., I feel sad when...” 	<ul style="list-style-type: none"> • Growing food • Forest school • Exposure to wide range of foods • Farm visits • Lunch tasting (from HCL) • Changing shoes / coat independently • Changing for PE • Core books that include links to food e.g. The enormous turnip and the Little Red Hen. • Sensory experiences - developing language to talk about food, likes and dislikes • Growing herbs in mud kitchen • Circle time around oral health • Practicing brushing with clay teeth • Visitors (e.g. dentist) • Washing hands, keeping healthy 	<ul style="list-style-type: none"> • Wall bars and indoor climbing equipment • A-frames, ladders, tyres, balance beams, stepping stones in outdoor environment • Balance bikes, scooters, tricycles • PE lessons with specialist coach • Obstacle courses and challenges linked to stories / topics (e.g. escaping from pirates or capturing dinosaurs) • Visits to school outdoor gym and trim trail - experience of trying out different play equipment - link to stories about going to park / playground • Supporting children in learning to manage own risks - checking resources are safe together before using them • Sports days 	<ul style="list-style-type: none"> • Forest school • Using real-life tools (e.g. rakes, peelers etc.) to care for and make things from natural materials • Camp fire • Making art from nature • Composting and growing • Wider experiences of the natural world - trips to park, forests, farm, etc. • Class stories • Chicks/ducklings • Comparing different environments - how are other places they know similar/ different? • Discussing what they value in our local environment and what we can do to keep it that way
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Skills progressions - children will all progress and develop at their own rate

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<p>Skills progressions - children will all progress and develop at their own rate</p>	<ul style="list-style-type: none"> Identify and name familiar objects and properties (e.g. colours, clothing) Respond to simple, one-step instructions Understand and begin to respond to where, what, who questions Enjoy listening to longer stories and remember much of what happens Use a wider range of vocabulary, linked to play, stories, topics Understand and respond to 'why' questions Articulate ideas and thoughts in well-formed sentences 	<ul style="list-style-type: none"> Play - at first with an adult, then independently Imitate / echo others Express own ideas and interests Invite other children to join their play; Take turns in play with support Know that other people talking has value Listen to others and respond to simple questions / ideas Resolve problems, at first with adult support and later independently See themselves as a valuable individual Develop a sense of responsibility and 	<ul style="list-style-type: none"> Express preferences and decisions Recognise and use simple expressions (e.g. smiles and frowns) Indicate how they are feeling using symbols / feelings chart Talk about their own feelings using words like happy, sad, angry or worried Attempt to control / manage their own feelings (e.g. telling adult or going to calm space when cross) Develop appropriate ways of being assertive (e.g. coming up with plans for others to join / explaining why they need something) 	<ul style="list-style-type: none"> Awareness of when they are hungry / thirsty Awareness of when they need the toilet Can verbalise needs Uses the toilet with support Accesses snack with support Can select food they would like to eat Can give reasons for their choices, describing tastes and textures Accesses rolling snack independently Keen to try new tastes / foods Can name and recognise fruit Knows why healthy food is important 	<ul style="list-style-type: none"> Pick up toys from the floor without falling over, developing core strength Lay prone or kneel to play with equipment Balance on one foot for up to 5 seconds Coordinate body movements that cross the midline (e.g. tapping knee with opposite hand, climbing stairs with alternate feet) Walk along a balance beam Throw a ball or bean bag overarm Independently climb onto or down from outdoor equipment Jump and land safely on range of surfaces 	<ul style="list-style-type: none"> Explore natural materials Describe what they can see in the world around them (using increasingly precise / scientific language) Show an interest in the world around them (worms, bugs, fallen leaves etc.) Explore collections of materials and notice how they are similar different (e.g. types of rocks / bark / shells) Describe the life cycle of a living thing (e.g. after growing seeds / watching chicks hatch) Take responsibility for looking after living things, understanding

	<ul style="list-style-type: none"> • Link ideas using a range of connectives • Describe events in some detail • Use talk to solve problems, organise thinking and explain how things work • Children will be able to name some crops that are grown overseas and what they are used for. • Children will know that all human beings are equal despite the colour of their skin, the country they live in or whether they are male or female. 	<p>community (e.g. taking on class jobs)</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people in safe contexts 	<ul style="list-style-type: none"> • Talk about the feelings of others in stories / role-play situations • Predict how others are likely to feel in real life 	<ul style="list-style-type: none"> • Know and talk about why it is important to brush teeth, exercise and wash regularly 	<ul style="list-style-type: none"> • Hang from monkey bars for increasing periods of time • Swing from one bar to next, releasing one arm at a time 	<p>what they need to survive</p> <ul style="list-style-type: none"> • Value living things • Talk about what it means to 'respect' our environment
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Early Years Curriculum Organisation

- How do we deliver our EYFS Curriculum?

Areas of learning	Autumn term	Spring Term	Summer term	Early Learning Goals
<p>Communication and Language</p> <p>Listening, attention and understanding.</p> <p>Speech.</p>	<p>Nursery Skills and Knowledge</p> <ul style="list-style-type: none"> - Listen to stories and begin to respond to basic comprehension questions about key events. - To sing a selection of nursery rhymes and action songs. - To listen to, and follow, simple instructions. - Develop communication that can be understood by others. - To talk about themselves and their families. - To talk about celebrations at home. - To feel comfortable to talk to other about needs and wants. 	<ul style="list-style-type: none"> - To know that stories have different characters which could be real and pretend. - To listen to stories and be able to talk about the characters and key events. - To know that stories have a beginning, middle and an end. - To be able to understand instructions and questions. - To begin to use a wide range of vocabulary in the correct context. - To talk in short sentences that others can understand. 	<ul style="list-style-type: none"> - To be able to answer questions related to a story. - To be able to talk about the setting, characters, and the setting of a story. - To be able to independently sequence familiar rhymes and be able to say what happens next in a story. - To be able to answer questions and share opinions using the relevant vocabulary. - To listen to different nursery rhymes and be able to join in, singing words confidently and clearly. - To be able to use vocabulary learnt to have a conversation with others. - To use the words they know appropriately to organise themselves and their play. 	<p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
	<p>Reception Skills and Knowledge</p> <ul style="list-style-type: none"> - To demonstrate good listening and know why this is important. - To confidently speak about key events, characters, and settings in a selection of stories. - To join in with familiar nursery rhymes and songs. - To confidently talk about themselves and their experiences with some detail. - To develop a broader range of vocabulary. 	<ul style="list-style-type: none"> - To experience and speak about a range of texts, including stories and non-fiction texts. - To know, and be able to describe, features of traditional stories. - Be able to describe familiar texts in detail using full sentences. - Identify and describe rhythm and rhyme in stories and poems. - Begin to connect ideas using connectives. 	<ul style="list-style-type: none"> - To know where to look to find information. - To know different features of texts. - To retell a story in detail using more advanced vocabulary. - To articulate their thoughts, feelings, and ideas in well-formed sentences. - Confidently hold a structured conversation, taking turns to listen and speak. 	

		<ul style="list-style-type: none"> - Begin to talk about how and why things happen using new vocabulary. - To make comments about things they observe. - To be confident to ask questions to check understanding and further extend knowledge. 	<ul style="list-style-type: none"> - To ask questions about familiar aspects of their environment and their learning. - Be confident to express their ideas and feelings about their experiences. - To talk confidently about why things happen using new vocabulary learnt. - To engage in meaningful conversations with others. 	<ul style="list-style-type: none"> - Use a broad range of vocabulary in different contexts. 	
Personal, Social, Emotional Development Self-regulation Managing self Building relationships	Nursery Skills and Knowledge	<ul style="list-style-type: none"> - To separate from main carer and learn to adapt to the Nursery environment. - To select and use activities and resources, with some support if needed. - To learn about daily routines and classroom rules. - To wash hands after using the toilet. - To be aware of behavioural expectations at school. - To know that they can approach adults at school when needed. - To know how to adapt behaviour to suit classroom routines. - To show confidence in asking adults for support. - To know that eating fruits and vegetables is healthy for teeth and our bodies. 	<ul style="list-style-type: none"> - To learn how to share resources and play in a group. - To learn to look after resources within the class. - To listen to, and follow rules set. - To take turns whilst playing and waiting patiently to have a go. - To show independence in accessing and exploring the environment. - To independently put on coats and use the toilet. - To understand the importance of oral health. - To know how to manage their emotions in different situations. - To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> - To be able to initiate play with peers and keep play going by giving ideas. - To become more outgoing with unfamiliar people. - To show more confidence in new social situations. - To begin to find solutions to conflicts. - To show an awareness of how others may be feeling. - To begin to be appropriately assertive towards others where necessary. - To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. - To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. - To know how to talk politely and develop an understanding of what is appropriate. 	ELG: Self-Regulation Children at the expected level of development will: <ul style="list-style-type: none"> - 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. ELG: Managing Self Children at the expected level of development will: <ul style="list-style-type: none"> - 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.
	Reception Skills and Knowledge	<ul style="list-style-type: none"> - To know and demonstrate friendly behaviour. - To understand how to be a good friend. - To learn to join in with whole group activities. 	<ul style="list-style-type: none"> - To understand how to make the right choices and the consequences of not making the right ones. 	<ul style="list-style-type: none"> - To talk about the world that we live in and how there are similarities and differences when looking at different aspects. 	

		<ul style="list-style-type: none"> - To choose activities independently. - To understand that there are different cultures and learn about a range of different festivals. - To be able to negotiate taking turns with their friends. - To be independent in self-care, including toileting, hand washing and dressing. 	<ul style="list-style-type: none"> - To identify ways of being helpful to others and how this will make them feel. - To be able to talk about why a character has made a poor choice and what the consequences are. - To be able to talk about how the character could have made a better choice. - To talk about the effect my behaviour has on others. - Develop perseverance using our school mantra: "I can't do it...YET". - Develop an understanding of how to maintain good oral hygiene. 	<ul style="list-style-type: none"> - To be able to talk about the relationships they have at home with their family and friends and how these relationships may be different to the relationships their peers have. - Know different factors that contribute to keeping safe and healthy – diet, activity, hygiene, internet, and road safety. 	<p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
<p>Physical Development</p> <p>Gross motor skills</p> <p>Fine motor skills</p>	<p>Nursery Skills and Knowledge</p>	<ul style="list-style-type: none"> - To climb apparatus safely. - To begin to show awareness of moving equipment safely with peers. - To use alternate feet when climbing apparatus. - To copy dance moves and to move to different kinds of rhythms. - To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. - To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. - To hold jugs and containers confidently and pour from one container into another. - To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. - To learn about different fine motor activities, e.g. threading, cutting, using tools, 	<ul style="list-style-type: none"> - Using balancing apparatus. - To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. - To begin to show a preference for a dominant hand. - To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. - To take care of toileting needs independently. - To independently put on their coats, with some support for the zipper and buttons. - To know about personal hygiene and the importance of being clean and tidy. - To know what making right food choices looks like. - To show independence in self-help skills such as toileting and dressing. 	<ul style="list-style-type: none"> - To be aware of obstacles whilst running, riding a scooter/bike etc. and display some spatial awareness. - To successfully take part in group games with support from an adult. - To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. - To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. - To know how to use one handed tools effectively. - To know how to carry and use scissors safely to make straight snips. - To show awareness of healthy food choices and impact on our body. 	<p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.

		<p>holding a pencil, mark making, etc.</p> <ul style="list-style-type: none"> - To use mark making resources with increasing independence. - To know that washing hands is important after using the toilet and before we eat. - To show independence with eating and drinking, e.g., being able to feed self and ask for help with opening containers. 			
	<p>Reception Skills and Knowledge</p>	<ul style="list-style-type: none"> - To use climbing equipment safely and competently. - To run skilfully and begin to negotiate space effectively. - To use climbing equipment safely and competently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - To use a dominant hand. - To mark make using a comfortable grip when using pencils and pens. - To begin to use anticlockwise movement and retrace vertical lines. - To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. - To begin to form recognisable letters which are formed mostly correctly. - To independently write their name. 	<ul style="list-style-type: none"> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - To show good practice with regard to exercise, eating, sleeping and hygiene. - To be able to balance and coordinate safely. - To handle tools, objects, construction and malleable materials safely and with increasing control. - To know why it is important to handle different apparatus safely. - To know how to use scissors effectively. - To know how to feed paper/materials through hand when cutting around objects - To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. - To mark make using a comfortable grip when using pencils and pens. - To know the correct ways of forming letters 	<ul style="list-style-type: none"> - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - To use a pencil effectively to form recognisable letters, most of which are formed correctly. - To show good control and coordination in large and small movements. - To know how to handle a range of equipment and tools effectively. - Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	

<p>Literacy</p> <p>Comprehension</p> <p>Word reading</p> <p>Writing</p>	<p>Nursery Skills and Knowledge</p>	<ul style="list-style-type: none"> - To learn a range of Nursery Rhymes. - To recognise familiar logos and labels within the environment. - To know that text has a meaning. - To know that text is read from left to right and top to bottom in English. - To talk about and retell a range of familiar stories. - To identify familiar letters, e.g. letters in their names. - To be able to mark make and identify their marks. 	<ul style="list-style-type: none"> - To join in with repetition within stories and rhymes. - To talk about and retell a range of familiar stories. - To learn that stories have a sequence; beginning, middle and end. - To be able to talk about different parts of the story. - Identify rhyming words in a story. - To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages - To begin to make predictions about a story, supported by an adult with vocabulary. - To be able to mark make and give meaning to their marks. - To be able to talk about their marks with confidence. - To begin to explore initial sounds in familiar words. - To know that each letter makes a sound – focussing on sounds in their names. - To find and identify familiar letters, e.g. letters in their names. - To begin to attempt writing familiar letters, e.g. letters in their name. 	<ul style="list-style-type: none"> - To join in with repetition within stories. - To be able to talk about different parts of the story - Make predictions about a story using the relevant vocabulary with increasing independence. - To engage in extended conversations about stories. - To continue a rhyming string. - To mark make for a purpose and be able to talk about the marks - Children will begin to identify some sounds during oral blending games. - To know that blending sounds makes words. - Children are able to identify initial sounds and begin to blend familiar CVC words. - To continue to attempt writing familiar letters, e.g. letters in their name. - Adults will consistently model correct formation. 	<p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; - Write simple phrases and sentences that can be read by others.
	<p>Phonics Programme (Nursery and Reception): Little Wandle Letters and Sounds Revised Systematic Synthetic Phonics (SSP) programme</p>	<p><i>S a t p i n m d g o c k c k e u r h b f l f f ll ss j v w x y z zz qu ch sh th ng nk.</i></p> <ul style="list-style-type: none"> - Words with –s /s/ added at the end (<i>hats sits</i>) - Words ending in s /z/ (<i>his</i>) and with –s /z/ added at the end (<i>bags sings</i>) - Tricky words: <i>is I the put pull full as and has his her go no to into she push he of we be.</i> 	<p><i>Ai ee igh oa oo/oo ar or ur ow oi ear air er.</i></p> <ul style="list-style-type: none"> - words with double letters - longer words - words with two or more digraphs - words ending in –ing - compound words - words with s /z/ in the middle - words with –s /s/ /z/ at the end - words with –es /z/ at the end - Tricky words - <i>was you they my by all are sure pure</i> 	<p><i>Short vowels with adjacent consonants.</i></p> <p><i>Phase 3 long vowel graphemes with adjacent consonants.</i></p> <ul style="list-style-type: none"> - CCV, CVCC CCVC CCVCC CCCVC CCCVCC words - Longer words and compound words - Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est. 	

Reception Skills and Knowledge

- Listening to and hearing initial sounds in familiar words.
- Knowing that words can be written.
- Listening to and hearing sounds in CVC words.
- Knowing the sounds that the taught letters make.
- Knowing what the taught letters looks like.
- Knowing how to write the taught letters using good pencil grip and control.
- Developing correct letter formation.
- To identify sounds on a sound-mat and to use this when writing.
- Recognising taught HFW in text.
- Listens to familiar stories and able to recall some facts.
- Knows how to sequence familiar stories.
- Blending CVC words to read.

- Listening to and hearing sounds in CVC and CVCC words.
- Knowing the sounds that the taught letters make.
- Knowing what the taught letters looks like.
- Knowing how to write the taught letters, using good pencil grip and control.
- To be able to write most letters using correct letter formation.
- Identifying sounds, including phonemes and other digraphs on a sound-mat.
- Recognising taught HFW in text.
- Begin to correctly spell some familiar HFW.
- Knows how to spell some familiar words.
- To know that a sentence starts with a capital letter and ends with a full stop.
- To write a short, simple sentence.
- Listens to stories and is beginning to anticipate what may happen next.
- Blending CVCC/CCVC words to read with increasing fluency.
- Developing comprehension of what they have read.

- Listening to and hearing sounds in CVC and CVCC words.
- Knowing the sounds that the taught phonemes make.
- Knowing what the taught phonemes look like.
- Knowing how to write the taught letters, using good pencil grip and control.
- To be able to form letters correctly.
- Identifying sounds, including phonemes and other digraphs on a sound mat.
- Recognising taught HFW in text.
- To be able to correctly spell some familiar HFW.
- Knows how to spell some familiar words
- To know that a sentence starts with a capital letter and ends with a full stop
- To think of and write a short, simple sentence.
- To re-read what they have written to ensure it makes sense and make changes as required.
- Knowing that sentences can be extended by using a connective.
- To read a book matched to their phonetic knowledge with fluency.
- Uses learnt words and phrases to discuss familiar stories or during role play.

Maths Number Numerical patterns	Nursery Skills and Knowledge	<ul style="list-style-type: none"> - Singing a range of number songs. - To say number names to 5 in order and represent numbers using fingers. - To show an understanding of 1:1 correspondence, counting to 5. - Knowing that the last number you count represents the total number of objects. - To know that a group of objects can also be represented by a number. - To use the language of more and less to compare amounts. - To talk about what happened today, yesterday and tomorrow. - To show an awareness of and name some 2D shapes in the environment. - To select and use shapes appropriately in play, combining them to make models and enclosures. 	<ul style="list-style-type: none"> - Singing a range of number songs. - To identify, describe and compare groups of objects. - To know that numbers can be ordered. - To say number names to 10 in order. - To know that each object should only be counted once. - To develop fast recognition of numbers – subitising to 3. - To match number of objects to numeral up to 3. - To say the number that is 1 more than and 1 less than a given number (within 5, then 10). - To know that time can be measured using days. - Talk about and explore 2D shapes. - To know that some shapes are more appropriate than others when building. - To show an awareness of positional language such as under/behind/ next to/over/ on top of. - To compare and order objects according to their height and length. - To talk about and explore patterns in the environment. - To create and repeat simple patterns. 	<ul style="list-style-type: none"> - To develop fast recognition of numbers. - To count, order and recognise numbers to 10, in and out of sequence. - To be able to count forwards to, and backwards from 10. - To show an awareness of how numerals are formed and to experiment with own mathematical mark making. - To remember the order in which things happen. - To begin to describe a sequence of events accurately. - To name 2D shapes and describe some properties. - To name some common 3D shapes and describe some properties. - To be able to describe a familiar route, such as their walk to use using positional language. - To learn vocabulary linked to describing size and distance. - To make sensible comparisons between objects relating to size, length and weight. - To independently create and talk about own patterns using a range of objects and resources. 	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - 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. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Maths Scheme of Learning (Nursery & Reception): White Rose Maths	<ul style="list-style-type: none"> - <i>Match and sort</i> - <i>Compare amounts</i> - <i>Compare size, mass & capacity</i> - <i>Exploring pattern</i> - <i>Representing, comparing and composition of 1,2&3</i> - <i>2D shapes</i> - <i>Positional language</i> - <i>Representing numbers to 5</i> - <i>One more and less</i> - <i>Time</i> 	<ul style="list-style-type: none"> - <i>Introducing zero</i> - <i>Comparing numbers to 5</i> - <i>Composition of 4&5</i> - <i>Comparing mass and capacity 6,7&8</i> - <i>Combining 2 amounts</i> - <i>Making pairs</i> - <i>Length and height</i> - <i>Time</i> - <i>Counting to 9&10</i> - <i>Comparing numbers to 10</i> - <i>3D shapes</i> - <i>Patterns</i> 	<ul style="list-style-type: none"> - <i>Building numbers beyond 10</i> - <i>Counting patterns beyond 10</i> - <i>Spatial reasoning</i> - <i>Match, rotate and manipulate shapes</i> - <i>Adding more</i> - <i>Taking away</i> - <i>Doubling</i> - <i>Sharing and grouping</i> - <i>Odd and even</i> - <i>Deepening understanding</i> - <i>Patterns and relationships</i> - <i>Spatial reasoning.</i> 	

	<p>Reception Skills and Knowledge</p>	<ul style="list-style-type: none"> - To be able to match and sort objects into different categories. - To compare amounts, height and length. - To complete repeating patterns. - To know different ways of representing numbers 1-5, including correctly forming the numerals. - Be able to identify 2D shapes and talk about their properties. - To understand and use positional language. - To compare quantity using 1 more than/less than. - To understand changes in time, such as day vs night. - To be able to sequence familiar activities. - To be able to count forward to, and backwards from 10. - 	<ul style="list-style-type: none"> - To know different ways of representing numbers 5-10. - To understand the composition of numbers 5-10. - Be able to compare numbers 5-10. - To know that addition involves combining 2 or more groups of objects. - Being to recall number bonds to 5. - To know some number bonds to 10. - To be able to use non-standard units of measurement to measure and compare height and length. - To compare mass. - To be able to measure and compare capacity. - To compare quantity using 1 more than/less than. - To begin to understand ways of measuring time. - To recognise and name some 3D shapes. - To create their own patterns using a variety of resources. - To understand that money can be used to buy items. - Learn the value of coins in the British money system. 	<ul style="list-style-type: none"> - To understand number patterns to 20. - To be able to add 2 numbers together to find the sum. - To be able to complete some basic subtraction. - To use a number line to help solve simple addition and subtraction number problems - To be able to recognise and order numbers to 20. - To create tangrams pictures. - To be able to combine shapes to make new shapes. - To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. - To know that sharing equally means everyone has the same amount of an object. - To know the difference between odd and even numbers - To know that the long hand on a clock represents the minutes and the short hand represents hours 	
<p>Understanding the World</p> <p>Past and present</p> <p>People, culture and communities</p>	<p>Nursery Skills and Knowledge</p>	<ul style="list-style-type: none"> - To be able to talk about their body parts and what the function is of each part. - To be able to identify similarities and differences between themselves and peers. - To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. - To know that some celebrations are specific to 	<ul style="list-style-type: none"> - Children to talk about significant events in their life. - To know about family structures and be able to talk about who is part of their family. - To explore the different jobs that people in our families do. How do these people help us? - To show an awareness of the emergency services and how they can help us. 	<ul style="list-style-type: none"> - Children to talk about significant events in their life with confidence. - To know our immediate family tree. - To know that there are different countries in the world and talk about the differences they have experiences or seen in photos - Continue to use senses to explore the world around 	<p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events

The natural world.		<p>some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians.</p> <ul style="list-style-type: none"> - To make Rangoli patterns. - To begin to talk about what they see using some new vocabulary. - To be able to categorise animals by their characteristics. - To know the difference between farm animals and wild animals. 	<ul style="list-style-type: none"> - To learn about Easter. - To know about who celebrates Easter and what is its significance. - To use senses to explore the world around them. - To talk about what they see using new vocabulary with independence. - To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. - To know that living things have a life cycle and they change in shape and size as they grow. - To listen to stories such as Jack and the Beanstalk and talk about plants - Planting their own seeds and check how well the plants grow. - Use IT hardware to interact with age-appropriate computer software. 	<p>them and describe what their notice using their developing vocabulary.</p> <ul style="list-style-type: none"> - To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from - To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/jungles /safaris/ zoos or aquariums. - Talk about the simple life cycle of a plant and animals. - To use the computer to complete a simple task. 	<p>encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p>
	Reception Skills and Knowledge	<ul style="list-style-type: none"> - To identify who they are, that they are an individual. - To talk about how they have changed since they were a baby. - To be able to recount changes within living memory. - To know the names of different body parts. - To know that they have a family unit that can change over time. - To name members of their family. - Identify some similarities and differences between now and the past. 	<ul style="list-style-type: none"> - To talk about a special event in their life. - Know that their own experiences differ to those of others. - To know that Christians celebrate Easter. - To know that people in other countries may speak different languages. - To identify members of the community who help us. - To be able to say how members of the community help them. - To know that adults do a variety of jobs. - To know that the emergency services exist and what they do. 	<ul style="list-style-type: none"> - Making treasure maps to direct friends to a 'goal'. - Exploring maps of the world. - To begin to understand that things happened a really long time ago. - Identify some similarities and differences between ways of life in different periods. - Answer basic questions about the past. - Talk, draw or write about aspects of the past. - I can ask questions about their familiar world (where they live or the natural world). 	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

		<ul style="list-style-type: none"> - I can talk about some features of the areas where I live. - To talk about the changes they observe in their environment – Seasons link. - I can discuss daily weather/seasons. - To know that there are many countries around the world. - To talk about how Hindus celebrate Diwali. - To know that people around the world have different religions. - To know that Mendi and Rangoli patterns are created to celebrate Diwali. - To begin to use a mouse/pad to navigate a computer. 	<ul style="list-style-type: none"> - To be able to talk about the different jobs that adults do and how they can help us. - To talk about features of their immediate environment and how environments may vary from one another - To make observations and express their views of the environment. - Talking about the life cycle of plants and animals and what they need to survive. - Exploring a range of habitats, looking at why the animal lives like that. - To use a mouse/pad to complete a simple ICT programme. 	<ul style="list-style-type: none"> - To begin to understand that things change over time. - To select appropriate materials according to their properties. - To name and identify a range of different materials and to know how they are used in familiar environments. - To know how to use a keyboard and a mouse effectively. 	
<p>Expressive Art and Design</p> <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Nursery Skills and Knowledge</p>	<ul style="list-style-type: none"> - Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. - To know that different musical instruments make different sounds and to differentiate between the sounds. - Uses various construction materials. - Joins construction pieces together to build and balance. - To know how different colours and materials can be used to create things. - To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. - To use different colours and materials to make Rangoli Patterns. - To make salt dough Diva's. 	<ul style="list-style-type: none"> - Sing familiar songs or make up own songs. - Sing familiar Nursery Rhymes. - Sing songs clearly using correct words that have been learned. - To play instruments with increasing control. - To play instruments to express feelings and ideas. - To engage in role play by making stick puppets of different story characters. - To begin to act out different scenarios using props to enhance imaginative play. - To use their knowledge of stories in acting them out with friends - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 	<ul style="list-style-type: none"> - Sing familiar songs in the correct tone and changing melody if appropriate. - Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. - To listen to music and create movements to the different beats. - To know that body movements can be changed depending on the rhythm to achieve a desired effect. - To use puppets and props to act out different traditional stories. - To make masks for role play. - Uses available resources to create props to support role-play. - To use available props to develop stories and make 	<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems

		<ul style="list-style-type: none"> - To make Christmas cards and decorations for friends and family - Feely bag activities with different objects for children to feel and describe. - To learn about art and music of Africa as part of exploring diversity. - To know that certain art types belong to different cultures. E.g. Africa. 	<ul style="list-style-type: none"> - Realises tools can be used for a purpose. - To use scissors effectively to snip lines in paper. - To learn about different textures and talk about them. - To create closed shapes with continuous lines which represent objects that can be spoken about or identified. - To know that colours can be mixed to make a new colour. - To use their imagination to create different works of art. - To know about the different materials and what can be created with them. - Beginning to be interested in and describe the texture of things. 	<ul style="list-style-type: none"> imaginative play more purposeful. - To know how to use props appropriately for particular stories. - To construct with bricks and blocks to make an enclosure. - For children to be able to construct with a purpose and safely. - To draw with increasing control, representing features and detail clearly. - To know how to create recognisable representations of objects. - To show different emotions in pictures clearly. - Explore different materials freely, using them with a purpose. - To show confidence in choice of media when creating a model or picture. 	<ul style="list-style-type: none"> and stories with others, and – when appropriate – try to move in time with music.
	<p style="text-align: center;">Reception Skills and Knowledge</p>	<ul style="list-style-type: none"> - To remember the words to a range of songs. - To show awareness of how to use musical instruments appropriately. - To explore the different sounds of a range of instruments. - Explore the different sounds instruments can make. - Discover how to use the voice to create loud/soft sounds. - Choose an instrument to create a specific sound. To learn a range of songs from around the world. - Explore singing at different speeds and pitch. - To use role-play to act out familiar experiences - For children to be able to construct safely, with a 	<ul style="list-style-type: none"> - Play instruments to a steady beat and understand how to hold and play an instrument with care. - Sing echo songs and perform movements to a steady beat. - Listen to music and respond by using hand and whole-body movements. - To use a range of props to support and enhance role play. - To use a range of resources to create own props to aid role play. - For children to be able to safely construct with a purpose, designing their model beforehand. - Manipulates materials to achieve a planned effect. 	<ul style="list-style-type: none"> - To move along to the beat of a familiar song. - Express feelings in music by responding to different moods in music. - Choose different instruments including the voice to create sound effects in play. - Experiment performing songs and music together with body movements to a steady beat. - For children to be able to safely construct with a purpose, to copy and evaluate their designs. - To use what they have learnt about media and materials in an original way and be able to explain their choices. 	

		<p>purpose, using a variety of different resources.</p> <ul style="list-style-type: none"> - To give meaning to the marks that are made. - To design a Rangoli pattern. - Uses simple tools and techniques competently and appropriately. - To know that certain art types belong to different cultures. E.g. Africa. - To experiment with creating different things and to be able to talk about their uses. - To know how different colours and materials can be used to create things. 	<ul style="list-style-type: none"> - To understand that pictures can be created by making observations or by using imagination. - To use paints, pastels and other resources to create observational drawings. - To learn the names of different tools and techniques that can be used to create Art. - To identify and select resources and tools to achieve a particular outcome. - To describe ways of safely using and exploring a variety of materials. 	<ul style="list-style-type: none"> - Selects appropriate resources and adapts work where necessary. - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - To know the different uses and purposes of a range of media and materials. - Selects tools and techniques needed to shape, assemble and join materials they are using. 	
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