



EYFS POLICY

2021/22

Potter Street Academy

Part of the Passmores Co-operative Learning Community

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1. Aims

This policy is underpinned by the four key principles of the Early Years Foundation Stage – A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

This policy aims to ensure that each child in EYFS at Potter Street Academy:

- Is given a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- Is immersed in a safe, welcoming and stimulating environment that reflects and promotes each area of learning.
- Becomes an independent, self-motivated learner, who is encouraged to develop curiosity about the world around them, develop problem solving skills, think critically and take risks with their learning, showing confidence and perseverance in any activity they set out to do.
- Has access to a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress throughout school and life.
- Has their social and interpersonal skills nurtured, developing resilience and empathy and ensuring that they have the opportunity to work as a member of a team and can share their experiences and knowledge with their peers.
- Becomes aware of the wider community, starting with their local community and providing opportunities to experience and learn about other communities and cultures further afield.
- Is supported by school fostering a close, working partnership with parents and/or carers.
- Is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the Early years foundation stage (EYFS) statutory framework 2021. This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

In Potter Street Academy, children enter school at the beginning of September in the year in which they turn five. Children will be in school full time by the end of the first full two weeks at the start of the Autumn term.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We aim to provide a quality teaching and learning environment that is committed to raising standards and ensuring appropriate challenge for all children.

In the Early Years Foundation Stage, we realise that the way in which children engage with other people and their environment, underpins the learning and development across all areas. The three areas that support the children to sustain their motivation and effectiveness as learners. These are called the Characteristics of Effective Learning.

The three characteristics are:

- Playing and Exploring – children investigate and experience things and events around them and 'have a go'
- Active Learning – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve
- Creating and Thinking Critically – children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

In addition to the statutory framework, at Potter Street Academy we believe every child needs to have a set of core skills that will help them to be independent in everyday life. To support this we have Life Skill Challenges which are explicitly taught and built upon from EYFS to Year 6.

5. Teaching and Learning

Development Matters is used to support the planning of activities and experiences for children's learning and development. Each child's starting points are carefully assessed and gaps in learning and areas for development are identified and used to inform planning. Staff also consider the individual needs and interests of each child in their care when planning. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, adult-directed and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are taught as a whole class, in small groups or individually as part of adult led and directed teaching. Adult led teaching sessions for all areas of learning are planned for regularly.

Learning through play is an important and integral part of the Early Years curriculum and classroom. We believe that children learn best from activities and experiences that interest and inspire them. We provide children with stimulating resources in which they can explore and develop their learning to help make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. We carefully plan the environment and opportunities for learning to reflect on what has interested and inspired the children. We ensure that we allow extended and uninterrupted periods of time for the children to extend and practise the skills they have learned during play or through direct teaching. We believe it is important that every adult takes an active role in child-initiated play through observing, modelling, facilitating, questioning and extending their play.

We recognise the importance of providing a meaningful language-rich environment; we want our children to be able to express themselves and engage in conversations with their friends and adults. We use language to support and develop vocabulary and thinking-skills as well as sharing stories, poems and sing songs throughout the day, we also develop storytelling using 'helicopter' stories to create a culture of curiosity, wonder and imagination both through the telling and acting out of their own stories.

Each area of learning is represented in the environment through the planned use of space/resources, as well as activities provided for different experiences and opportunities to learn. The classroom, both indoor and out, is organised so that children can select their own resources thus promoting independence. Outdoor learning is a critical element of the EYFS. It offers opportunities for learning in different ways on different scales. Our outdoor environment offers children freedom to explore, use their senses, take risks, be physically active and is accessible in all weathers

6. Assessment

We believe that ongoing assessment is an essential and integral part of the learning and development processes. Staff observe and interact with pupils to identify their level of achievement, interests and learning styles. These interactions are used to shape future planning.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA), in addition to our own school baseline assessments are carried out to ascertain children's skills on entry to Potter Street Academy.

Each term, the assessments made are collated and the data is analysed, this provides a basis for during pupil progress meetings between teachers, SLT and the SEND team, planning provision to support or extend children as needed.

In the Spring term, teachers review children's progress and provide parents and/or carers with a written summary of the child's development across all seven areas of learning.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing interactions and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers as well as with Year 1 teachers.

7. Transitions

As a school, we aim to make every transition as smooth and comfortable as possible for each unique child. Teachers, and the SEND team if required, visit feeder setting to meet children and to meet with their keyworkers, gathering information about the child's needs, interests and development. During the Summer term, all new intake children are invited to visit the school, with their adults and explore the classroom, both inside and out whilst class adults are available to talk informally to new parents as well as play with the children. **In addition, children from our main feeder setting visit our**

school regularly throughout the summer term with their keyworkers. All new parents attend an induction meeting with school staff - including SLT, class teachers and the SEND team. This session allows school staff to give information about the school and also allows time for parents to complete necessary paperwork and to ask any questions. During the last two weeks of the school year, class staff complete home visits. Other staff may also attend if required, for example, a member of the SEND team or the Learning Mentor. This allows staff to build good relationships with families, gives families the opportunities to ask questions in private and allows class staff to get to know the children on a 1:1 basis. During the visit, each child is given a 'transition pack' gift containing suitable and age-appropriate learning activities for the child. In September, children start on a part time basis, building up to full time by the first two weeks. This allows staff and children to build solid relationships and for children to feel secure in their new setting. Within the child's first two days of staying for lunch, parents are invited to also have lunch with their child.

The final transition is that between Reception and Year 1. During the last half term, the Year 1 teacher visits the Reception class at least once a week for short whole class carpet sessions, e.g. reading a story, singing a song, playing some maths games, etc. Later on in the half term, the class spend a whole morning in the Year 1 classroom. During the last two weeks of the Summer term, all classes move up a year allowing the children to get to know the new classroom and year group routines as well as build relationships with new class staff before the Summer holidays. To complete the transition period, the Reception and Year 1 teachers meet and discuss each child's level of development, ELG achievement and any other information about each child (e.g. medical, SEN, EAL, etc.).

8. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. We aim to develop caring, respectful and professional relationships with children and their families. We value the contribution that parents and carers make by:

- Having a comprehensive transition period prior to starting school.
- Offering parents regular opportunities to talk about their child's progress through the home/school reading book, parent's consultation meetings held twice a year and through an open afternoon.
- Having an 'open door' policy.
- Inviting parents to contribute to pupil's learning journeys using Class Dojo.
- Providing a written report on their child's progress and attainment mid-year and a summary of their attainment at the end of the year.
- Offering workshops to parents which support parents to help with their child's learning at home in phonics, number, reading and writing throughout the school year.
- Arranging activities that encourage collaboration between child, school and parents, such as; class assemblies, Sports day, Christmas Performances.

9. Safeguarding and welfare procedures

Children learn best when they are happy, safe and feel secure. At Potter Street Academy we aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Framework (2021).

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

10. Monitoring arrangements

This policy will be reviewed and approved by the EYFS leader every two years. At every review, the policy will be shared with the governing board.

It is the responsibility of the EYFS teacher to implement the principles stated in this policy. The senior leadership team will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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| Safeguarding policy and procedures | See child protection and safeguarding policy |
| Procedure for responding to illness | See health and safety policy |
| Administering medicines policy | See supporting pupils with medical conditions policy |
| Emergency evacuation procedure | See health and safety policy |
| Procedure for checking the identity of visitors | See child protection and safeguarding policy |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy |
| Procedure for dealing with concerns and complaints | See complaints policy |

Appendix 2. Early Years Foundation Stage ELGs in relation to National Curriculum subjects

| Area of learning and ELGs knowledge and skills | Related NC subject | Linked to Year One National curriculum subjects |
|---|---|---|
| <p>Communication and language</p> <p>Listening, attention and understanding</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>Speaking</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>English Science History Geography PSHE</p> | <p>Listening attention and understanding</p> <ul style="list-style-type: none"> - Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. - Explain clearly their understanding of what is read to them. - Give simple reasons for their answers or opinions. - Recognise how people vary their speech in different situations. - Listen attentively and engage with the speaker, making relevant observations. <p>Speaking</p> <ul style="list-style-type: none"> - Independently ask questions to find out more about the topic. - Describe events and experiences using appropriate topical vocabulary. - Use some simple descriptive language. - Adapt language and tone when addressing different people, showing awareness of the audience. - Vary vocabulary to suit different purposes and situations. - Use Standard English sentence structure for formal conversation. |
| <p>Physical development</p> <p>Gross motor skills</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>Fine motor skills</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, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. | <p>PE</p> <p>English</p> <p>DT</p> <p>Art</p> | <p>Has begun to Master basic movements such as running, throwing, catching</p> <ul style="list-style-type: none"> - Has begun demonstrating agility, balance, co-ordination - In team games, begin to develop simple tactics for attacking and defending. - Can begin to compete against self/ others in a range of increasingly challenging situations. - Has begun to Master basic movements such as jumping, agility, balance, co-ordination. - Has begun to perform dances using simple movement patterns. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Pupils should be taught to begin to form lower-case letters in the correct direction, starting and finishing in the right place and form capital letters correctly. - Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - With help measure, mark out, cut and shape a range of materials - Use tools eg scissors and a hole punch safely <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - To be able to apply the paint using different applicators. - To hold the applicators correctly. |

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| | | <ul style="list-style-type: none"> -To develop accuracy in cutting and tearing. -To develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper. |
| <p>PSED</p> <p>Self-regulation</p> <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. <p>Managing self</p> <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. <p>Building relationships</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 others' needs. | PSHE | <ul style="list-style-type: none"> -Can explain some ways they are different from their friends. -Understand differences that make us all special and unique. -Explain how it feels when they succeeded in a new challenge and how they celebrated. -Identify some ways to keep their body safe and healthy -Recognise how being healthy helps them feel happy - Explain why I appreciate someone who is special to me and express how I feel about them -Identify the parts of the body that make boys different to girls and can use the correct names for these. <p>Show respect for their body and understand which parts.</p> |
| <p>Literacy</p> <p>Comprehension</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 key events in stories where appropriate. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. | <p>English comprehension</p> <p>English word reading</p> | <ul style="list-style-type: none"> -Discuss the meanings of new words, linking them to words already known. -Start to use strategies to read texts e.g. using punctuation to give meaning, reading to end of sentence, use context as an aid to decoding unknown words -Read words containing taught GPCs and ending in -ed, -er, and -est -Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. -Read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance. -Recognise and understand the terms: author, title, illustrator and illustration -Begin to make simple inferences about characters from what they say and do including predicting the next part of the story -Participate in discussion about what is read to them, sometimes being able to answer questions or offer comments. <p>Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</p> <p>Link what they read to their own experiences</p> <ul style="list-style-type: none"> -Read quickly with the correct sound for graphemes (for 40+ phonemes) <ul style="list-style-type: none"> • Blend GPCs to read accurately |

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| <p>- 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> <p>Writing - 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> | <p>English writing</p> | <ul style="list-style-type: none"> Remember high frequency phonetically decodable words <p>Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Read words containing taught GPCs and ending –s –es, and -ing -Read words with contractions and understand the apostrophes represents the omitted letter in these words. -Read aloud accurately books that match their phonic knowledge and books which require other reading strategies</p> <p>-Write a sequence of sentences to form a short narrative or non narrative text. -Read aloud and talk about their writing, Making corrections to spelling and some punctuation. -Pupils should be taught to begin to form lower-case letters in the correct direction, starting and finishing in the right place and form capital letters correctly. -Spell words containing each of the 40+ phonemes already taught. Spell taught high frequency words that cannot be decoded at this stage. -Spaces are left between words. -Use a capital letter and full stop to show sentence boundaries accurately throughout a short piece of writing. -Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. -Begin to use question mark or exclamation mark in the right place. -Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. -Spell taught high frequency words that cannot be decoded at this stage in the YR 1 spelling appendix. .Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word. -Recognise and spell days of the week and common compound words. -Apply simple spelling rules as listed in the National Curriculum Letters are correctly formed and orientated, including, lower case, capital letters digits; Capital letters formed correctly for some names of people, places and the days of the week. To understand what a sentence is using the terms nouns, verbs and adjectives Apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u>. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> |
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| <p>Mathematics</p> <p>Numbers</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>Numerical patterns</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 | <p>Maths</p> | <ul style="list-style-type: none"> -Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Given a number, identify one more and one less -Count, read and write numbers 100 in numerals, count in multiples of twos, fives and tens -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, (fewer), most, least -Read and write numbers from 1 – 20 in numerals and words -Read write maths symbols + - = -Number bonds and Subtraction facts top 20 -Solve one step problems with concrete and pictorial representations -Simple missing numbers 7 = ? – 9 supported with pictorial and concrete |
| <p>Understanding the World</p> <p>Past and present</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 encountered in books read in class and storytelling. <p>People, culture and communities</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, nonfiction texts and (when appropriate) maps. | <p>History</p> | <ul style="list-style-type: none"> -Sequence events or objects in chronological Order. -Begin to describe similarities and differences in artefacts. -Drama – why people did things in the past. --Use a range of sources to find out the characteristic features of the past - Sort artefacts “then” and “now”. - Begin to identify different ways to represent the past (e.g. Photos, stories, adults talking about the past) |
| | <p>Geography</p> | <ul style="list-style-type: none"> -Name and describe familiar place (home to school, library, park, shops) -Use simple maps of the local area e.g. large scale print, pictorial etc. -Make simple maps and plans e.g. pictorial place in a story -Locate the five oceans on a World map. Locate the UK on a world map. -Compare local area to seaside location – what is the same and what is different. <p>Year 2 - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Harlow), and of a small area of Africa (Nigeria) and comparing these localities</p> |
| | <p>RE</p> | <ul style="list-style-type: none"> - Recall key parts of the Christian Creation story, Christmas Story, Easter Story, -Express an opinion about the Christian belief about creation. - Recognise some religious symbols within religious stories that have been shared. -Show an understanding that Jesus is special to Christians and say why. -Identify and use the correct names for things that are special to Jewish people during Shabbat and explain why. - Begin to make a connection between being Jewish and decisions about behaviour. |

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| <p>The natural world</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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. | | -Give an example of something that either Rosh Hashanah or Yom Kippur is about. |
| | Science | <ul style="list-style-type: none"> -Explore the world around them and raise their own simple questions -Experience different types of science enquiries, including practical activities -Begin to recognise different ways in which they might answer scientific questions -Carry out simple tests -Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying) -Ask people questions and use simple secondary sources to find answers -Observe closely using simple equipment with help, observe changes over time -With guidance, they should begin to notice patterns and relationships -Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data -Record simple data -Use their observations and ideas to suggest answers to questions -With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language |
| <p>Expressive arts and design</p> <p>Creating with materials</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>Being imaginative and expressive</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 and stories with others, and (when appropriate) try to move in time with music. | Music | |
| | Art | <ul style="list-style-type: none"> -To be able to apply the paint using different applicators. -To hold the applicators correctly. -To develop accuracy in cutting and tearing. -To develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper. -To be able to mix primary colour in order to make secondary colours. To use a colour wheel to identify the colours to mix. -To begin to produce simple observational drawings of objects. -To create simple patterns using stencils made from natural objects or shapes. -To create simple sculptures using a variety of resources. |
| | DT | <ul style="list-style-type: none"> -With help measure, mark out, cut and shape a range of materials -Use tools eg scissors and a hole punch safely |

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| | | -Model their ideas in card and paper -Evaluate their products as they are developed, identifying strengths and possible changes they might make |
| | PE | -Has begun to perform dances using simple movement patterns. |
| | English | Engage in imaginative play, representing simple characters and situations in everyday speech, gesture or movement more independently. |

Appendix 3 Long Term plan

| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Main theme | Who am I and who are they? Special people and celebrations | | Where are they going? Journeys | | How and why do things change? Growing | |
| Possible mini themes (These may be changed or adapted depending on cohort and children's interests) | Starting school/new beginnings All about me, families, homes Feelings and emotions Festivals - Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter | | Comparing places Polar regions Festivals – Chinese New Year, Easter Recycling, looking after the world Senses Oral hygiene Seasonal changes – Winter/Spring | | Growing and changing Plants and flowers Now and then The human body Keeping fit and healthy Animals and mini beasts Life cycles Seasonal changes – Spring/Summer | |
| Visits | Town park | Retirement home | | Local area treasure hunt | | Stickman trail |
| PG/PS Life experiences | R - Jump in muddy puddles R - Make a mud pie R - Receive a parcel from a postman R - Work with a senior citizen WS - Make and sell something WS – Do something for charity | | R - Bake a cake R - Find treasure R - Be transported to a different world WS – Try food from around the world | | R - Observe a life cycle R- Hunt for bugs R - Have a picnic R - Run through a garden barefoot WS – Plant it, grow it, eat it WS – Spend time with other primary age children from a different school | |
| Key texts (including but not limited to) | Little Red Hen (T4W) Story/poetry basket Nursery Rhymes and rhymes from around the world | Goldilocks (T4W) Story/poetry basket A Diwali story The Christmas Story | The Three Billy Goats Gruff (T4W) Story/poetry basket Poles apart Chinese New Year | The Gingerbread Man (T4W) Story/poetry basket We're going on a Bear Hunt Handa's Surprise The Easter Story | Jack and the Beanstalk (T4W) Story/poetry basket What did the tree see? | The Enormous Turnip (T4W) Story/poetry basket Zog |
| Area of learning | Communication and language | | | | | |
| Curriculum goal | To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings. | | | | | |
| 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 with 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, storytelling 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. | I can develop active listening skills. I can respond to simple instructions. I can learn new vocabulary. I can speak in full sentences. I can ask questions I can join in/recite familiar rhymes/stories. | I can hold a conversation. I can show attentive listening. I can give simple explanations. I can speak in front of the whole class. I can use learnt vocabulary. I can use conjunctions when speaking. I can use more detail in conversation. | I can take an active part in class discussions. I can show a good understanding of what I have heard. I can demonstrate multi-channelled attention. I can use learnt vocabulary in different contexts. I can make predictions giving reasons. I can use the correct tense when speaking. | | | |
| Area of learning | Personal, social and emotional development | | | | | |
| Curriculum goal | To become an Independent Individual who can set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings. | | | | | |
| 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 | I can name some common feelings I can begin to demonstrate resilience. I can follow routines independently. I can demonstrate self-care skills (toileting, dressing, etc.). I can demonstrate classroom behaviour expectations. I can try new activities. | I can link events with feelings. I can begin to solve conflicts. I can follow two-step instructions. I can demonstrate patience when waiting for things I want. I can talk about keeping healthy (food, hygiene, sleep, exercise). | I can begin to regulate my behaviour in response to others. I can set simple goals. I can demonstrate focused attention. I can demonstrate I know right from wrong. I can show empathy. | | | |

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| 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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | I can make friends. I can initiate play with others. I can take turns with support. | I can demonstrate an understanding of oral hygiene. I can talk about consequences. I can work independently for a short amount of time. I can listen and respond to others' ideas. | |
| Area of learning | Physical development | | |
| Curriculum goal | To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence. | | |
| 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 wellbeing. 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. | I can explore different ways of moving. I can throw and catch a large ball. I can use a fork and spoon to eat independently. I can use a tripod grip. I can form pre-writing shapes. I can form recognisable letters. I can use scissors to cut along straight and curved lines. I can draw simple pictures. I can talk about how my body feels after exercise. | I can develop different ways of moving. I can use climbing equipment confidently. I can throw and catch with a range of apparatus. I can use a knife and fork (with support). I can form most of the letters of the alphabet correctly. I can use scissors to cut out a shape. I can add detail to drawings. I can talk about the effects of tiredness and lack of sleep on our bodies. | I can negotiate space and obstacles safely. I can use a range of small tools effectively (scissors, cutlery, paintbrushes, DT equipment, etc.). I can discuss the effect exercise has my body. |
| Area of learning | Literacy | | |
| Curriculum goal | To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others. | | |
| Educational programme It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | I can identify characters and settings in a story. I can join in with repeated refrains. I can begin to use some simple story language. I can say a sound for each Phase 2. I can blend and segment CVC words and words containing taught digraphs orally. I can write my name. I can write some CVC words independently. | I can sequence stories. I can retell a story orally. I can make simple predictions about a story. I can say a sound for each letter of the alphabet and recognise digraphs. I can read and write CVC words and words containing taught digraphs. I can read and write some common exception words. | I can talk about stories and re-tell them in my own words. I can recognise and name all phase 2 and phase 3 sounds. I can read phonetically regular words containing phase 2 and 3 sounds. I can read and spell some common exception words. I can read simple sentences and books consistent with my phonic knowledge. I can write simple sentences that can be read by others. |
| Area of learning | Maths | | |
| Curriculum goal | To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5. | | |
| Educational programme Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is | I can subitise to 5. I can begin to recognise parts within numbers. I can recite numbers to 20. I can count back from 10. I can count with 1:1 correspondence. | I can demonstrate understanding of the composition of numbers to 5. I can automatically recall number facts to 5. I can recite numbers to 20 and back. I can count on from a given number to 20. | I can demonstrate understanding of the composition of numbers to 10. I can recall number bonds to 5, including subtraction facts. I can recall number some number bonds to 10. I can recall double facts. I can verbally count beyond 20. |

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| <p>important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> | <p>I can use and understand the terms: <i>more, fewer/less, equal to/is the same as</i>.</p> <p>I can identify straight, flat and curved sides on 2d and 3d shapes.</p> <p>I can use shapes to make pictures and models.</p> <p>I can use the terms: <i>long/short, big/small</i>.</p> <p>I can sequence 3 items according to these criteria.</p> <p>I can understand <i>yesterday/today/tomorrow before/after</i></p> <p>I can recite days of the week.</p> | <p>I can count back from a given number to 10.</p> <p>I can say the number that is one more/less than a given number 1-10.</p> <p>I can share small amounts into equal groups.</p> <p>I can name some common 2d and 3d shapes.</p> <p>I can demonstrate understanding of everyday prepositions.</p> <p>I can recite months of the year.</p> <p>I can continue a repeating pattern.</p> | <p>I can compare quantities up to 10 in different contexts.</p> <p>I can demonstrate understanding of odds and evens.</p> <p>I can use the correct mathematical terms to describe 2d and 3d shapes.</p> <p>I can read o'clock times on analogue clocks.</p> |
| <p>Area of learning</p> | <p>Understanding the world</p> | | |
| <p>Curriculum goal</p> | <p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, and understand some differences between times and places.</p> <p>To become a Compassionate Citizen who can help to look after their community and care for the environment, and have an awareness of other people's cultures and beliefs.</p> | | |
| <p>Educational programme</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | <p>I can talk about people familiar to me.</p> <p>I can talk about personal past and future events.</p> <p>I can talk about jobs people have in the local community.</p> <p>I can talk about some festivals from various religions.</p> <p>I can name the four seasons.</p> <p>I can discuss the weather.</p> <p>I can talk about things I see in the natural world.</p> | <p>I can talk about how things have changed from the past.</p> <p>I can describe my immediate environment.</p> <p>I can make a simple map.</p> <p>I can identify similarities and differences between different religious and cultural communities.</p> <p>I can talk about different countries/environments (from books or personal experience) and how they compare to home.</p> | <p>I can identify similarities and differences between things in the past and now.</p> <p>I can make observations of animals and plants.</p> <p>I can demonstrate understanding of some important processes and changes in the natural world.</p> |
| <p>Area of learning</p> | <p>Expressive arts and design</p> | | |
| <p>Curriculum goal</p> | <p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p> | | |
| <p>Educational programme</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> | <p>I can explore and use a variety of media.</p> <p>I can evaluate my work in simple terms.</p> <p>I can keep a beat.</p> <p>I can perform familiar songs/rhymes in small groups.</p> <p>I can retell parts of familiar stories using props or acting.</p> | <p>I can include more detail in my drawings.</p> <p>I can identify changes or patterns in music.</p> <p>I can create my own beat with instruments/body percussion.</p> <p>I can begin to explore changing a song (lyrics, tempo, volume).</p> | <p>I can use a variety of materials, tools and techniques.</p> <p>I can talk about what I have created and the process I have used.</p> <p>I can invent, adapt and recount narratives with support.</p> <p>I can sing a range of well know rhymes and songs.</p> <p>I can perform songs, rhymes and stories with others.</p> <p>I can move in time to music.</p> |

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| Intent | Curriculum goals | | <p>It is our intent that each child in EYFS in our school:</p> <ul style="list-style-type: none"> - Is given a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning. - Is immersed in a safe, welcoming and stimulating environment that reflects and promotes each area of learning. - Becomes an independent, self-motivated learner, who is encouraged to develop curiosity about the world around them, develop problem solving skills, think critically and take risks with their learning, showing confidence and perseverance in any activity they set out to do. - Has access to a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress throughout school and life. - Has their social and interpersonal skills nurtured, developing resilience and empathy and ensuring that they have the opportunity to work as a member of a team and can share their experiences and knowledge with their peers. - Becomes aware of the wider community, starting with their local community and providing opportunities to experience and learn about other communities and cultures further afield. - Is supported by school fostering a close, working partnership with parents and/or carers. - Is included and supported through equality of opportunity and anti-discriminatory practice. | | | | | |
| | Implementation | EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Main theme | | Who am I and who are they? Special people and celebrations | | Where are they going? Journeys | | How and why do things change? Growing | | |
| Possible mini themes (These may be changed or adapted depending on cohort and children's interests) | | Starting school/new beginnings All about me, families, homes Feelings and emotions Festivals - Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter | | Comparing places Polar regions Festivals – Chinese New Year, Easter Recycling, looking after the world Senses Oral hygiene Seasonal changes – Winter/Spring | | Growing and changing Plants and flowers Now and then The human body Keeping fit and healthy Animals and mini beasts Life cycles Seasonal changes – Spring/Summer | | |
| Visits | | Town park | Retirement home | | Local area treasure hunt | | Stickman trail | |
| PG/PS Life experiences | | R - Jump in muddy puddles R - Make a mud pie R - Receive a parcel from a postman R - Work with a senior citizen WS - Make and sell something WS - Do something for charity | | R - Bake a cake R - Find treasure R - Be transported to a different world WS – Try food from around the world | | R - Observe a life cycle R - Hunt for bugs R - Have a picnic R - Run through a garden barefoot WS – Plant it, grow it, eat it WS – Spend time with other primary age children from a different school | | |
| Key texts (including but not limited to) | | Little Red Hen (T4W) Story/poetry basket Nursery Rhymes and rhymes from around the world | Goldilocks (T4W) Story/poetry basket A Diwali story The Christmas Story | The Three Billy Goats Gruff (T4W) Story/poetry basket Poles apart Chinese New Year | The Gingerbread Man (T4W) Story/poetry basket We're going on a Bear Hunt Handa's Surprise The Easter Story | Jack and the Beanstalk (T4W) Story/poetry basket What did the tree see? | The Enormous Turnip (T4W) Story/poetry basket Zog | |
| Assessment | Checkpoints | By the end of Autumn term, children should be able to: | | By the end of Spring term, children should be able to: | | By the end of Summer term, children should be able to: | | |
| | Communication and Language 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 with 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. | <p>Listening, attention and understanding</p> <ul style="list-style-type: none"> - Use some active listening skills. - Follow simple instructions well. - Respond and reply to a peer's request. - Learn (and use) new words from familiar texts. - Begin to answer "How" questions. <p>Speaking</p> <ul style="list-style-type: none"> - Offer their ideas in small group contexts. - Use full sentences, sometimes with encouragement, to express complete ideas. - Ask questions when they don't understand instructions. - Use simple conjunctions in speech. - Use new vocabulary from books and stories as they discuss/retell the story. - Recite familiar rhymes/poems and join in with repeated refrains from stories. | | <p>Listening, attention and understanding</p> <ul style="list-style-type: none"> - Conduct simple back and forth conversations, paying attention to peer/adult and respond appropriately. - Show attentive listening skills in whole class situations and act on instructions. - Begin to link listening to learning /understanding. - Ask questions when they don't know what a word means. - Offer simple explanations that demonstrate their understanding on a topic/story. - Begin to answer "Why" questions, perhaps with adult support. <p>Speaking</p> <ul style="list-style-type: none"> - Speak in whole class situations. - Use recently-modelled language independently. - Use newly learnt vocabulary in different contexts. - Ask questions in a variety of contexts. - Use a range of conjunctions to extend their sentences and to connect ideas. - Use more detail in conversation. | | <p>Listening, attention and understanding</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>Speaking</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 | | |

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| <p>Through conversation, storytelling 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.</p> | | <ul style="list-style-type: none"> - Use speech to organise simple activities, overcome problems/conflicts, and provide little explanations. | <p>future tenses and making use of conjunctions, with modelling and support from their teacher</p> |
| <p>Personal, Social and Emotional Development 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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> | <p>Self-regulation</p> <ul style="list-style-type: none"> - Identify and name some common feelings in themselves or others. - Explain to an adult what has happened when they are upset. - "Bounce back" quicker after upsets and with more independence. - Follow familiar, routine instructions independently. <p>Managing self</p> <ul style="list-style-type: none"> - Use the toilet independently and wash their hands well, knowing why this is important. - Undress independently for P.E., with help for buttons if needed. - Do up their coat independently. - Demonstrate classroom behaviour expectations. - Try new activities independently or with peers. <p>Building relationships</p> <ul style="list-style-type: none"> - Join in with a group of children who are playing. - Form some closer friendships and seek them out to initiate play. - Speak to peers within a game or activity. - Take turns, with adult support, e.g. when playing a board game. | <p>Self-regulation</p> <ul style="list-style-type: none"> - Link events with feelings and discuss them in simple terms. - Begin to solve small conflicts through speaking to each other and being assertive. - Follow two-step instructions. - Wait with increased patience when necessary. <p>Managing self</p> <p>Dress and undress for PE independently.</p> <ul style="list-style-type: none"> - Discuss healthy food choices. - Sort healthy foods from less nutritional food. - Discuss why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth. - Know some healthy choices we can make with regard to physical activity, food, sleep and hygiene. - Discuss sensible choices. - Begin to understand and discuss consequences of our behaviour. - Begin to persevere when something is challenging. - Work on short activities independently. <p>Building relationships</p> <ul style="list-style-type: none"> - Hold back & forth conversations, listening to their peers' ideas and responding appropriately. - Show empathy in simple ways. - Take turns with a little support from an adult or with systems in place. | <p>Self-regulation</p> <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. <p>Managing self</p> <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. <p>Building relationships</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 others' needs. |
| <p>Physical Development 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 wellbeing. 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.</p> | <p>Gross motor skills</p> <ul style="list-style-type: none"> - Begin to run with more fluency, avoiding obstacles. - Explore and develop confidence in different ways of moving. - Throw balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it. <p>Fine motor skills</p> <ul style="list-style-type: none"> - Use a spoon or fork to eat with increased control and independence. - Form the pre-writing shapes. - Form recognisable letters - Use an effective (non-palmer) pencil grip. - Use scissors to cut out a simple shape independently. - Draw simple pictures which can be recognised by themselves and others. <p>Other</p> <ul style="list-style-type: none"> - Talk about how their body feels after exercise and knows that this activity is positive for our health. | <p>Gross motor skills</p> <ul style="list-style-type: none"> - Move confidently in a range of ways. - Use climbing equipment with confidence and enjoyment. - Demonstrate good posture when working on table-top activities. - Develop throwing and catching skills with appropriate apparatus. <p>Fine motor skills</p> <ul style="list-style-type: none"> - Use a knife and fork, attempting to cut soft foods. - Form most letters of the alphabet with correct formation. - Use a tripod grip (static/lateral/dynamic). - Use scissors with effective hand-positioning and with control. - Add detail to drawings <p>Other</p> <ul style="list-style-type: none"> - Discuss the effects of tiredness or lack of sleep. | <p>Gross motor skills</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>Fine motor skills</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, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. <p>Other (no ELG)</p> <ul style="list-style-type: none"> - Discuss the effect exercise/activity has on their body. |
| <p>Literacy Educational programme It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when</p> | <p>Comprehension</p> <ul style="list-style-type: none"> - Identify the characters and setting of a familiar book. - Join in with the repeated refrain from a familiar story. - Begin to use language from the story when discussing it. <p>Word reading</p> <ul style="list-style-type: none"> - Say a sound for each Phase 2 GPCS. | <p>Comprehension</p> <ul style="list-style-type: none"> - Sequence a familiar story using images or objects. - Tell the story to another person using the book or images. - Make a simple prediction based on the events of a story so far. - Use the language from a story within role play and discussions. | <p>Comprehension</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 key events in stories where appropriate. |

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| <p>adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> | <p>- Blend CVC words verbally.</p> <p>Writing</p> <ul style="list-style-type: none"> - Write their name with correct formation. - Form Phase 2 letters recognisably. - Segment CVC words verbally. - Write VC words and the initial and middle sounds for a CVC word. | <p>Word reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet - Blend and read CVC words and a few common exception words. <p>Writing</p> <ul style="list-style-type: none"> - Form all letters of the alphabet recognisably. - Write VC/CVC words that can be read by themselves or others and a few common exception words. | <ul style="list-style-type: none"> - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word reading</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>Writing</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>Maths</p> <p>Educational programme</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> | <p>Numbers</p> <ul style="list-style-type: none"> - Subitise to 4. - Discuss composition of numbers to 4, showing some automatic recall of number facts. - Begin to recognise parts within numbers. <p>Numerical patterns</p> <ul style="list-style-type: none"> - Recite numbers to 20 confidently. - Count back from 10. - Demonstrate understanding of the cardinal principle when counting objects. - Accurately count a group of up to 6 objects. - Use and understand the terms more and fewer/less in practical contexts. - Understand the term 'equal to/is the same as' when comparing two groups of objects. <p>Shape and measures</p> <p>Shape</p> <ul style="list-style-type: none"> - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shapes - Use shapes to make pictures/models. <p>Measure</p> <ul style="list-style-type: none"> - Use and understand the terms long/short, big/small. - Sequence 3 items according to these criteria. - Understand <i>yesterday/today/tomorrow before/after</i> - Recite days of the week. | <p>Numbers</p> <ul style="list-style-type: none"> - Discuss composition of numbers to 6, showing some automatic recall of number facts. - Confidently subitise rather than count small groups of objects. - Subitise to 5 using familiar concept images such as tens frame, Numcon, fingers. <p>Numerical patterns</p> <ul style="list-style-type: none"> - Recite numbers to 20 and back from 20. - Count on from a given number to 20 and back from a given number 0 - 10. - Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. - Say the number one more/less than a given number 1 - 10. - Explore sharing into equal groups in practical contexts, commenting on what they notice. <p>Shape and measures</p> <p>Shape</p> <ul style="list-style-type: none"> - Know some common 2D and 3D shapes. <p>Measure</p> <ul style="list-style-type: none"> - Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. - Recite months of the year. - Continue a simple AB/ABC pattern. | <p>Numbers</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>Numerical patterns</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 <p>Shape and measures (no ELG)</p> <ul style="list-style-type: none"> - Understand and use correct mathematical language to describe 2D and 3D shapes. - Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations. - Read o'clock times on an analogue clock. |
| <p>Understanding the world</p> <p>Educational programme</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | <p>Past and present</p> <ul style="list-style-type: none"> - Talk about people around them in good detail, describing their roles, interests or news about them. - Discuss past and upcoming events within their own family. - Understand that the past is the time "before now". <p>People, culture and communities</p> <ul style="list-style-type: none"> - Discuss the roles of people in the community around them and their own experiences with these people. - Know that different religions celebrate different festivals. <p>The natural world</p> <ul style="list-style-type: none"> - Discuss change in seasons. - Make reference to changes to the natural world, weather and our habits. - Make observations using an increasingly mature vocabulary when discussing the natural world. | <p>Past and present</p> <ul style="list-style-type: none"> - Discuss images of the past and contrast them in discussion. - Listen to, respond and ask questions about fiction & non-fiction books about characters from the past. <p>People, culture and communities</p> <ul style="list-style-type: none"> - Look at maps of our school/area and discuss the features they notice. - Make their own simple maps. - Have some basic knowledge of community celebrations. - Share their knowledge of different countries (e.g. through holidays, home countries, books etc.) and simply compare/contrast them in discussion. <p>The natural world</p> <ul style="list-style-type: none"> - Offer simple, logical explanations for what they have observed. - Use modelled, topical vocabulary in discussion. - Compare different environments to their own. | <p>Past and present</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 encountered in books read in class and storytelling. <p>People, culture and communities</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, nonfiction texts and (when appropriate) maps. |

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| | | | | <p>The natural world</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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. |
| | <p>Expressive arts and design Educational programme</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> | <p>Creating with materials</p> <ul style="list-style-type: none"> - Use a variety of media independently. - Talk about what they like or could improve about what they have created. - Adapt their construction to achieve a desired outcome. - Use colours for a purpose. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> - Respond appropriately to music. - Keep a beat using a musical instrument or body percussion. - Perform familiar songs/rhymes in small groups. - Participate in collaborative, creative activities, sometimes initiated by an adult. - Retell parts of familiar stories through use of props/acting. | <p>Creating with materials</p> <ul style="list-style-type: none"> - Produce more detailed representations and discuss the features they have included. - Return to and extend their creative learning. - Choose materials to achieve a goal. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> - Discuss changes or patterns they hear when listening to music. - Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. - Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect. - Create more complex narratives in their pretend play, building on the contributions of their peers. - Organise themselves into collaborative creative opportunities | <p>Creating with materials</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>Being imaginative and expressive</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 and stories with others, and (when appropriate) try to move in time with music. |
| Impact | <p>Children leave EYFS fully prepared for Year 1 with the foundations of knowledge and skills to build upon in their future education. They have a deep sense of self and a real love of learning. Our children demonstrate our School Values: being independent, being co-operative, being honest, being responsible, being respectful, being empathetic, being inquisitive, being resilient.</p> | | | |

The term 'teaching' covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Children are taught through a mixture of whole class sessions, small group activities, 1:1 time and interactions through play. The grid below gives an overview of how teaching each area of learning and development is approached at Purford Green and Potter Street Academy.

Through different types of play, active, and experiential learning opportunities as well as practical activities, children will be provided with meaningful experiences. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their interests and develop awareness of the beliefs and views of others.

Our curriculum map and teaching and learning, reflects a belief in children's learning as a process of revisiting and building on previous experiences, skills, knowledge and understanding. It has been developed with oracy at its heart providing opportunities for children to develop their language skills. Our curriculum is built to ensure there are interleaving opportunities between the 7 areas of the EYFS framework.

| Area of learning and development | Breakdown (ELG + other) | Direct teaching | Planned experiences and Continuous provision |
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| Communication and Language | Listening, attention and understanding Speaking | Weekly whole school assemblies Daily whole class carpet sessions Weekly whole class 'Wonder Word' teaching Twice weekly individual reading Daily whole class reading experiences Weekly small group Wellcomm sessions | Planned group activities relevant to topic and/or children's interests Adults engaging in provision providing a language rich environment |
| Personal, Social and Emotional Development | Self-regulation Managing self Building relationships | Daily whole class mindfulness session Weekly whole class Jigsaw lesson | Planned group activities relevant to topic and/or children's interests 'Teeth week' Changing for PE/fastening coat/etc Adults engaging in provision catering to each unique child |
| Physical Development | Gross motor skills Fine motor skills <i>Health Awareness</i> | Weekly whole class PE lesson Weekly visit to trim trail Weekly 1:1 handwriting Weekly fine motor activities Weekly small group writing activity Weekly whole class drawing tutorial Jigsaw scheme –Healthy Me | Planned group activities relevant to topic and/or children's interests Digging area Mud kitchen Large scale equipment in outdoor provision PE equipment in outdoor provision Various small manipulatives in provision. Various tools in provision, e.g. scissors, paintbrushes, tweezers, cutlery, etc. Hygiene expectations around snack/toileting/ colds/etc. Changing for PE/fastening coat/etc. |

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| Literacy | Comprehension Word Reading Writing | Daily whole class reading experiences – T4W, poetry basket, storytelling, buddy reading, story time, etc. Daily whole class phonics lesson Twice weekly individual reading Weekly individual keyword check Weekly whole class shared write Weekly small group writing activity Weekly storytelling sessions using helicopter stories during Spring and Summer term. | Planned group activities relevant to topic and/or children’s interests Environmental print Reading area Books related to provision in different areas of provision Outdoor reading area in summer Variety of mark-making and writing implements and surfaces Story writing box Story telling cards/props |
| Maths | Numbers Numerical Patterns <i>Shape and measures</i> | Daily whole class maths fluency session Twice weekly whole class maths session Three times weekly small group maths session | Planned group activities relevant to topic and/or children’s interests Mud kitchen Shop RP resources Junk modelling area Water area Various maths markings on playground, e.g. part part whole models, 5 and 10 frames, number line Various maths resources available inside and outside Fixed, moveable and blank number lines |
| Understanding the World | Past and present People, culture and communities The natural world | Weekly whole class input session Mini topics based around books | Planned group activities relevant to topic and/or children’s interests School grounds Bug hotel Topic related books Maps Role play resources inside and out |
| Expressive Arts and Design | Creating with materials Being imaginative and expressive | Weekly whole class music session Weekly drawing tutorial | Planned group activities relevant to topic and/or children’s interests Musical instruments Stage area Junk modelling area Creative station Role play areas inside and out Role play resources inside and out Various creative resources available inside and out |