

# **EYFS POLICY**

## **2025-26**



## 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 2024. This document also complies with our funding agreement and articles of association.

## **3. Structure of the EYFS**

In Potter Street Academy school, children enter school at the beginning of September in the school 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 2023 Statutory Framework of the EYFS for school based providers.

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. We use stories to hook and underpin our curriculum to foster the language used in stories to develop and broaden the knowledge of our children.

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.

Mid -year and end of year assessments are carried out and the data is carefully analysed. This provides a basis for pupil progress meetings between teachers, SLT and the SEND team, and allows us to plan tailored provision to support or extend children as needed. Across the EYFS at Potter Street Academy Reception teachers review children's progress and provide parents/carers with a written summary of the child's development across all seven areas of learning at the end of their second complete term in the setting.

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/carers. The results of the profile are then shared with parents/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 (2024).

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.

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

### EYFS Curriculum Map for Reception Class at Potter Street Academy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Who am I and who are they?	What and why do people celebrate?	Where are they going? Cold climate	Where are they going? Hot climate	How and why do things change? Growing plants	How and why do things change? Life cycles
Key Driver for Enquiry	Personal, Social and Emotional Development	Understanding the world People and communities	Understanding the world <i>Geography</i>	Understanding the world <i>Geography</i>	Understanding the World <i>Science</i>	Understanding the world <i>Science</i>

Key texts (including but not limited to) TT- traditional tale PB - Poetry basket	TT- The Little Red Hen Don't Hog the Hedge Rhymes from around the world PB Chop Chop PB Leaves are falling PB Falling apples	TT- Goldilocks Lighting a lamp - a Diwali story Little Glow The Christmas The Jolly Christmas Postman Story PB Pointy hat PB Five little pumpkins PB Breezy weather	TT- The Three Billy Goats Gruff Poles apart Polar Bear Polar Bear Lanterns and firecrackers - a Lunar New Year story PB I can build a snowman PB Carrot nose PB Pancakes	TT- The Gingerbread Man We're going on a Bear Hunt Martha maps it out Handa's Surprise The Easter Story PB Popcorn PB Stepping stones PB Furry furry squirrel	TT- Jack and the Beanstalk Jasper's Beanstalk Supertato PB Sliced bread PB Five little peas PB Vegetables	TT- The frog Prince The Very Hungry Caterpillar What the Ladybird Heard collection. Super worm PB I have a little frog PB If I were so very small PB The enormous turnip
PS Life skills	<p>I can say please and thank you</p> <p>I can dress and undress myself and look after my own belongings</p> <p>I can independently go to the toilet and wash my hands afterwards</p> <p>I can blow my own nose</p> <p>I can use cutlery to eat</p> <p>I can show that I am sorry</p> <p>I can write my own name</p> <p>I can name healthy foods</p> <p>I can resolve conflicts I have with my peers</p>					
	<p>Hunt for bugs</p> <p>Jump in muddy puddles</p> <p>Make a mud pie</p> <p>Visit a senior citizen</p> <p>Try food from around the world</p> <p>Make and sell something</p> <p>Do something for charity</p>		<p>Bake a cake</p> <p>Go on a train ride</p> <p>Receive a parcel from a postman</p>		<p>Observe a life cycle</p> <p>Have a picnic</p> <p>Run through grass barefoot</p> <p>Plant it, grow it, eat it</p> <p>Spend time with other primary age children from a different school</p>	
Subjects						
<b>Understanding the World Geography</b>	<p>Seasons- How is the weather changing?</p> <p>Locate on a map where we live, locate the school</p>	<p>Seasons- How is the weather changing?</p> <p>Locate where different celebrations around the world are happening</p> <p>Houses from around the world</p>	<p>Seasons- How is the weather changing?</p> <p>Locate the Polar regions.</p> <p>Look at the differences in weather.</p> <p>Look at the differences in homes and animals.</p> <p>Draw simple information from a map.</p>	<p>Seasons- How is the weather changing?</p> <p>Locate Africa.</p> <p>Look at the differences in weather. Look at the differences in homes, animals and schools</p>	<p>Seasons- How is the weather changing?</p>	<p>Seasons- How is the weather changing?</p>

<b>Understanding the world</b> <b>History</b> <i>Past and Present</i>	Changes in old buildings (thatched roof houses windmills)	Guy Fawkes – bonfire night Remembrance Day Diwali Christmas Celebrations over time Bears	Changes in bridges	Changes in various transport	Changes in old buildings (castles)	Changes since being a baby
<b>Understanding the World</b> <b>Science</b> <i>The Natural World</i>	<b>Seasonal Changes:</b> observe changes throughout the year <b>Humans:</b> Taking care of ourselves	<b>Seasonal Changes:</b> observe changes throughout the year <b>Animals excl Humans:</b> Animals and their habitats <b>Light:</b> Light and Dark (incl. rainbows and shadows) <b>Sound:</b> Listen and make sounds	<b>Seasonal Changes:</b> observe changes throughout the year <b>Materials:</b> melting, cooling and freezing <b>Materials:</b> Different materials <b>Forces</b> Floating and sinking	<b>Seasonal Changes:</b> observe changes throughout the year <b>Humans:</b> Keeping healthy <b>Forces:</b> Movement in water <b>Humans:</b> Keeping healthy	<b>Seasonal Changes:</b> observe changes throughout the year <b>Humans:</b> Keeping healthy <b>Living things and their habitats:</b> Plants and life cycles	<b>Seasonal Changes:</b> observe changes throughout the year <b>Animals excl Humans:</b> Animals and their habitats <b>Living things and their habitats:</b> Plants and life cycles
<b>Expressive Arts and Design</b> <b>Art</b> <i>Creating with Materials</i>	<b>Drawing and painting</b> – self-portraits using pencils and then paints	<b>Drawing and painting</b> – Creating diwa lamps using different materials creating a snowman for their Christmas card	<b>Drawing and painting</b> – creating a painting of an African animal and an arctic animal in the style of Tinga Tinga <b>Artist</b> – Edward Tinga Tinga	<b>Drawing and painting</b> – creating Kandinsky style circle artwork. <b>Artist</b> - Kandinsky	<b>Sculpture</b> – Junk modelling to make different types of transport <b>Skill</b> – creating a form using smaller parts of differing shapes. <b>Drawing and painting</b> creating a sunflower painting <b>Artist</b> - Van Gogh	<b>Drawing and Painting</b> – <b>Drawing and painting</b> – creating Kandinsky style circle artwork. <b>Artist</b> - Kandinsky creating a painting of an African animal and an arctic animal in the style of Tinga Tinga <b>Artist</b> – Edward Tinga Tinga
<b>Expressive Arts and Design</b> <b>Design</b> <b>Technology</b>	<b>Food</b> Tasting different types of bread Baking bread	<b>Food</b> Tasting food from around the world Creating Christmas cards	<b>Structures</b> Creating bridges out of various materials	<b>Food</b> Baking a cake for Mother's day		

<b>Expressive Arts and Design</b> <b>Music</b> <i>Being Imaginative and Expressive</i>	<b>Who shall I be today?</b> Singing, playing, listening, responding, moving to music	<b>A Sky Full of Colour</b> Singing, playing, listening, responding, moving to music	<b>A Tale from long ago</b> Singing, playing, listening, responding, moving to music	<b>Amazing African Animals</b> Singing, playing, listening, responding, moving to music	<b>Beyond the Stars</b> Singing, playing, listening, responding, moving to music	<b>Our Growing World</b> Singing, playing, listening, responding, moving to music
<b>Understanding the World</b> <b>People and communities</b> <b>Religious Education</b> <b>festivals</b>	Harvest	Diwali Christmas	Lunar New Year	Eid Easter		
<b>Personal, Social and Emotional Development</b> <b>PSHE</b> <b>SCARF</b>	<b>SCARF</b> Me and My Relationships	<b>SCARF</b> Valuing Difference	<b>SCARF</b> Keeping Safe	<b>SCARF</b> Rights and Respect	<b>SCARF</b> Being My Best	<b>SCARF</b> Growing and Changing
<b>Physical Development</b> <b>P.E.</b> <i>Complete P.E.</i>	Dance: Nursery Rhymes Games	Gymnastics: Moving	Gymnastic: High and Low	Dance:	Ball Skills: Hands 1, Feet	Sports day skills Ball Skills: Hands 1, Feet 1
Educational visits	Walk around our local area	Wrights court trip to sing Christmas songs		Audley end?		Animal visit
Career links and entrepreneurial outcomes		Postman visit	Fireman visit		Police visit	
Supporting Materials	Poetry basket, EYMaths -Karen Wilding, My Happy Mind, Jigsaw, Little Wandle Dough disco Squiggle while you wiggle, Drawing club					

## 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><b>Communication and language</b></p> <p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- 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</li> </ul>	<p>English Science History Geography PSHE</p>	<p><b>Listening attention and understanding</b></p> <ul style="list-style-type: none"> <li>- Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</li> <li>- Explain clearly their understanding of what is read to them.</li> <li>- Give simple reasons for their answers or opinions.</li> <li>- Recognise how people vary their speech in different situations.</li> <li>- Listen attentively and engage with the speaker, making relevant observations.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Independently ask questions to find out more about the topic.</li> <li>- Describe events and experiences using appropriate topical vocabulary.</li> <li>- Use some simple descriptive language.</li> <li>- Adapt language and tone when addressing different people, showing awareness of the audience.</li> <li>- Vary vocabulary to suit different purposes and situations.</li> <li>- Use Standard English sentence structure for formal conversation.</li> </ul>
<p><b>Physical development</b></p> <p><b>Gross motor skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>PE</p>	<ul style="list-style-type: none"> <li>- Has begun to Master basic movements such as running, throwing, catching</li> <li>- Has begun demonstrating agility, balance, co-ordination</li> <li>- In team games, begin to develop simple tactics for attacking and defending.</li> <li>- Can begin to compete against self/ others in a range of increasingly challenging situations.</li> <li>- Has begun to Master basic movements such as jumping, agility, balance, co-ordination.</li> <li>- Has begun to perform dances using simple movement patterns.</li> </ul>

<p><b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>	English	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>
	DT	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>-With help measure, mark out, cut and shape a range of materials</li> <li>-Use tools eg scissors and a hole punch safely</li> </ul>
	Art	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>-To be able to apply the paint using different applicators.</li> <li>-To hold the applicators correctly.</li> <li>-To develop accuracy in cutting and tearing.</li> <li>-To develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper.</li> </ul>
<p><b>PSED</b></p> <p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- 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.</li> </ul> <p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and others’ needs.</li> </ul>	PSHE	<ul style="list-style-type: none"> <li>-Can explain some ways they are different from their friends.</li> <li>-Understand differences that make us all special and unique.</li> <li>-Explain how it feels when they succeeded in a new challenge and how they celebrated.</li> <li>-Identify some ways to keep their body safe and healthy</li> <li>-Recognise how being healthy helps them feel happy</li> <li>- Explain why I appreciate someone who is special to me and express how I feel about them</li> <li>-Identify the parts of the body that make boys different to girls and can use the correct names for these.</li> </ul> <p>Show respect for their body and understand which parts.</p>
<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Anticipate key events in stories where appropriate.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	English comprehension	<ul style="list-style-type: none"> <li>-Discuss the meanings of new words, linking them to words already known.</li> <li>-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</li> <li>-Read words containing taught GPCs and ending in –ed, -er, and -est</li> <li>-Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</li> <li>-Read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance.</li> <li>-Recognise and understand the terms: author, title, illustrator and illustration</li> </ul>

<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	<p>English word reading</p> <p>English writing</p>	<ul style="list-style-type: none"> <li>-Begin to make simple inferences about characters from what they say and do including predicting the next part of the story</li> <li>-Participate in discussion about what is read to them, sometimes being able to answer questions or offer comments.</li> <li>Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</li> <li>Link what they read to their own experiences</li> <li>-Read quickly with the correct sound for graphemes (for 40+ phonemes) <ul style="list-style-type: none"> <li>• Blend GPCs to read accurately</li> <li>• Remember high frequency phonetically decodable words</li> </ul> </li> <li>Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)</li> <li>Read words containing taught GPCs and ending –s –es, and -ing</li> <li>-Read words with contractions and understand the apostrophes represents the omitted letter in these words.</li> <li>-Read aloud accurately books that match their phonic knowledge and books which require other reading strategies</li> <li>-Write a sequence of sentences to form a short narrative or non narrative text.</li> <li>-Read aloud and talk about their writing, Making corrections to spelling and some punctuation.</li> <li>-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.</li> <li>-Spell words containing each of the 40+ phonemes already taught. Spell taught high frequency words that cannot be decoded at this stage.</li> <li>-Spaces are left between words.</li> <li>-Use a capital letter and full stop to show sentence boundaries accurately throughout a short piece of writing.</li> <li>-Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.</li> <li>-Begin to use question mark or exclamation mark in the right place.</li> <li>-Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.</li> <li>-Spell taught high frequency words that cannot be decoded at this stage in the YR 1 spelling appendix.</li> <li>.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.</li> <li>-Recognise and spell days of the week and common compound words.</li> <li>-Apply simple spelling rules as listed in the National Curriculum</li> </ul>
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		<p>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.</p> <p>To understand what a sentence is using the terms nouns, verbs and adjectives</p> <p>Apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u>.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
<p><b>Mathematics</b></p> <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- 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.</li> </ul> <p><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	Maths	<ul style="list-style-type: none"> <li>-Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>-Given a number, identify one more and one less</li> <li>-Count, read and write numbers 100 in numerals, count in multiples of twos, fives and tens</li> <li>-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</li> <li>-Read and write numbers from 1 – 20 in numerals and words</li> <li>-Read write maths symbols + - =</li> <li>-Number bonds and Subtraction facts top 20</li> <li>-Solve one step problems with concrete and pictorial representations</li> <li>-Simple missing numbers <math>7 = ? - 9</math> supported with pictorial and concrete</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, culture and communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p>History</p> <p>Geography</p>	<p>-Sequence events or objects in chronological Order.</p> <p>-Begin to describe similarities and differences in artefacts.</p> <p>-Drama – why people did things in the past. --Use a range of sources to find out the characteristic features of the past</p> <p>- Sort artefacts “then” and “now”.</p> <p>- Begin to identify different ways to represent the past (e.g. Photos, stories, adults talking about the past)</p> <p>-Name and describe familiar place (home to school, library, park, shops)</p> <p>-Use simple maps of the local area e.g. large scale print, pictorial etc.</p> <p>-Make simple maps and plans e.g. pictorial place in a story</p> <p>-Locate the five oceans on a World map. Locate the UK on a world map.</p> <p>-Compare local area to seaside location – what is the same and what is different.</p> <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><b>The natural world</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>RE</p>	<ul style="list-style-type: none"> <li>- Recall key parts of the Christian Creation story, Christmas Story, Easter Story,</li> <li>-Express an opinion about the Christian belief about creation.</li> <li>- Recognise some religious symbols within religious stories that have been shared.</li> <li>-Show an understanding that Jesus is special to Christians and say why.</li> <li>-Identify and use the correct names for things that are special to Jewish people during Shabbat and explain why.</li> <li>- Begin to make a connection between being Jewish and decisions about behaviour.</li> <li>-Give an example of something that either Rosh Hashanah or Yom Kippur is about.</li> </ul>
<p><b>Expressive arts and design</b></p> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<p>Music</p>	<ul style="list-style-type: none"> <li>- Watch, follow, feel and move to a steady beat with others.</li> <li>-Find and enjoy moving to music in different ways.</li> <li>-Respond to the pulse in recorded/live music through movement and dance.</li> <li>Recognise and clap long sounds, short sounds and simple combinations.</li> <li>-Perform short, copycat rhythm patterns accurately, led by the teacher.</li> <li>-Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.</li> <li>- Perform word-pattern chants; create, retain and perform your own rhythm patterns.</li> </ul>

<ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	Art	<ul style="list-style-type: none"> <li>-To be able to apply the paint using different applicators.</li> <li>-To hold the applicators correctly.</li> <li>-To develop accuracy in cutting and tearing.</li> <li>-To develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper.</li> <li>-To be able to mix primary colour in order to make secondary colours. To use a colour wheel to identify the colours to mix.</li> <li>-To begin to produce simple observational drawings of objects.</li> <li>-To create simple patterns using stencils made from natural objects or shapes.</li> <li>-To create simple sculptures using a variety of resources.</li> </ul>
	DT	<ul style="list-style-type: none"> <li>-With help measure, mark out, cut and shape a range of materials</li> <li>-Use tools eg scissors and a hole punch safely</li> <li>-Model their ideas in card and paper</li> <li>-Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> </ul>
	PE	<ul style="list-style-type: none"> <li>-Has begun to perform dances using simple movement patterns.</li> </ul>
	English	<ul style="list-style-type: none"> <li>Engage in imaginative play, representing simple characters and situations in everyday speech, gesture or movement more independently.</li> </ul>

Appendix 4

EYFS at Potter Street Academy – overview and assessment checkpoints

Intent	Curriculum goals	<p>It is our intent that each child in EYFS in our school:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Is immersed in a safe, welcoming and stimulating environment that reflects and promotes each area of learning.</li> <li>- <b>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.</b></li> <li>- <b>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.</b></li> <li>- <b>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.</b></li> <li>- <b>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.</b></li> <li>- Is supported by school fostering a close, working partnership with parents and/or carers.</li> <li>- Is included and supported through equality of opportunity and anti-discriminatory practice.</li> </ul>					
		EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Implementation	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
As	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:	

<p><b>Communication and Language</b></p> <p><b>Educational programme:</b> 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.</p>	<p><b>Listening and Attention</b></p> <p>Can the child answer simple 'why' questions? Understands some abstract concepts, e.g. 'one of', 'before' and 'after', 'if'. Listens to and tells long stories, sometimes confusing fact and fantasy. Enjoys jokes and verbal incongruities. Knows several nursery rhymes and can repeat or sing correctly. Able to name basic colours reliably. Understands sentences of three and the four information carrying words, e.g. 'put the cup and the plate on the chair.' Understands and uses words to represent categories, e.g. toys, food.</p> <p>Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?" Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Speech grammatically correct and completely intelligible. Shows only a few immature sound substitutions, usually of r-l-w-y group, p-th-f-s group or k-t sound group. May simplify consonant clusters, e.g. 'sring' for 'string'. Gives connected account of recent events and experiences. Continually asking questions 'why?', 'when?', 'how?' and the meanings of words. Able to use language to pretend, e.g. you be the baby...' Able to link some ideas linguistically – initially using 'and' and 'then' before 'because'.</p>	<p><b>Listening and Attention</b></p> <p>Understand how to listen carefully and why listening is important. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs Engage in non-fiction books.</p> <p>Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases. Use new vocabulary in different contexts Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>Listening and Attention</b></p> <p>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> <p>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>
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Educational programme</b> 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</p>	<p><b>Self Regulation</b></p> <p>Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy?') Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Expresses complex emotions. Able to understand others' emotions. Knows behavioural rules, e.g. 'don't hurt others'. Shows sense of humour in talk and social activities.</p>	<p><b>Self Regulation</b></p> <p>See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally</p>	<p><b>Self Regulation</b></p> <p>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>

<p>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><b>Managing Self</b></p> <p>General behaviour more independent and strongly self-willed. Adopts the standards of behaviour of parents or other close adults. Dramatic make-believe play and dressing-up favoured. Appreciates past, present and future time.</p>	<p><b>Managing Self</b></p> <p>Show resilience and perseverance in the face of challenge. Manage their own needs. • Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p>	<p><b>Managing Self</b></p> <p>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>
	<p><b>Building Relationships</b></p> <p>Understands taking turns as well as sharing. Shows concern for younger siblings and sympathy for playmates in distress.</p>	<p><b>Building Relationships</b></p> <p>Build constructive and respectful relationships Think about the perspectives of others.</p>	<p><b>Building Relationships</b></p> <p>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>
<p><b>Physical Development</b> <b>Educational programme</b> 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><b>Gross Motor</b></p> <p>Can change direction while running Can walk in a straight line Confident on climbing and sliding equipment Increasing control when kicking a ball</p>	<p><b>Gross Motor</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p><b>Gross Motor</b></p> <p>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>

	<p>Fine Motor</p> <p>Learning to use scissors and can cut out simple shapes Drawings are more detailed and representative e.g. their car drawing looks like a car Makes marks and letters, demonstrating their understanding that print carries a meaning e.g. their marks represent their mummy's name Uses knife and fork but may need assistance with some cutting</p>	<p>Fine Motor</p> <p>Develop their small 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 Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul>	<p>Fine Motor</p> <p>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. Other (no ELG) Discuss the effect exercise/activity has on their body.</p>
<p><b>Literacy</b></p> <p><b>Educational programme</b></p> <p>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).</p>	<p>Comprehension</p> <p>Be able to follow simple stories without pictures. Listen and join in when we read books and sing rhymes. Talk about the places and people in stories and the important things that are happening and can guess what will happen next. Know that books can tell me things e.g. the names of cars I am interested in. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Comprehension</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Comprehension</p> <p>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>
	<p>Word Reading</p> <p>Show you words when outdoors (meaningful print) Recognise my own name and words that are special to me, like 'Mummy' and my favourite shops and foods. Clap my hands to match the sounds in words, like 2 claps for 'he-llo'. Join in with rhymes and recognise when words start the same letter, like 'big boat' and 'tall tower'.</p>	<p>Word Reading</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Word Reading</p> <p>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>
	<p>Writing</p> <p>Look at adult writing, and say what I think it means, like the shopping list says, 'beans and chips and ice cream'. Make the lines and marks that I want with a pencil. Use some of my print and letter knowledge in my early writing, e.g. writing a pretend shopping list that starts at the top of the page or write 'm' for Mummy. Write some or all of my name</p>	<p>Writing</p> <p>Form lower-case and capital letters recognisably. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences. Re-read what they have written to check that it makes sense.</p>	<p>Writing</p> <p>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 style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;"><b>Educational programme</b></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><b>Number</b></p> <p>Show fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells me how many things there are in total ('cardinal principle'). Use my fingers, pictures, or marks to show you how many things there are; using 1-1 correspondence up to 5. Link numerals and amounts, e.g. showing the right number of objects to match a numeral, up to 5. Show I am interested in playing with numbers when I share things out in different ways, e.g. 10 farm animals in 2 fields and then in 3 fields and beginning to know there are still 10 animals. Talk about the numbers I see.</p>	<p><b>Number</b></p> <p>Subitise. Link the number symbol (numeral) with its cardinal number value. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5.</p>	<p><b>Number</b></p> <p>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>
	<p><b>Numerical Patterns</b></p> <p>Recite numbers in order 1-10. Know that I can count actions as well as objects. Use some number names and words like 'more than' and 'fewer than' when I am playing.</p>	<p><b>Numerical Patterns</b></p> <p>Count objects, actions and sounds. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p><b>Numerical Patterns</b></p> <p>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>
	<p><b>Shape</b></p> <p>Select shapes appropriately, like a flat surface for building onto, a triangular prism for a roof or combine blocks to make a road etc. Talk about and explore 2D and 3D shapes, including in the environment (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and identify the patterns around me, e.g. stripes on clothes, designs on rugs and wallpaper, use informal language like 'pointy', 'spotty', 'blobs'. Extend and create ABAB patterns - stick, leaf, stick, leaf and will notice and correct an error in a repeating pattern. Use and understand words like 'under', 'next to' and 'in front of' to describe where things are. Make comparisons between objects relating to size, length, weight and capacity.</p>	<p><b>Shape</b></p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p><b>Shape</b></p> <p>(no ELG) Understand and use correct mathematical language to name and describe 2D and 3D shapes. Use everyday language to discuss length, size, height, weight, time, position and capacity to make simple observations. Read o'clock times on an analogue clock.</p>

<p><b>Understanding the world</b> <b>Educational programme</b></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><b>Past and present</b></p> <p>Appreciate past, present, and future time. Beginning to notice changes in things, e.g. when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. </p>	<p><b>Past and Present</b></p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Past and Present</b></p> <p>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>
	<p><b>People and Communities</b></p> <p>interested in the grown-ups I know and talk about where they live and what they do. Remember times that are special to me and talk about them, like the first day I got my scooter or my birthday party. Talk about people and times that are special to me and my family and friends, like 'remember the party when we had fireworks and big bangs'. Be interested in the different jobs that grown-ups do, like fire fighters and doctors. Know that I am special and some things that I do are the same as my friends and some things are different. I might say things like 'I don't eat meat' and 'I go to the same swimming pool as my friends'.</p>	<p><b>People and Communities</b></p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b>People and Communities</b></p> <p>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>
	<p><b>The Natural World</b></p> <p>Talk about my home and the places that I know like the park, the shops, and the library. Sometimes ask questions about the animals and trees I see. Talk about plants and animals that interest me, like next door's dog that barks and know that we need to water the plants. Talk about why things happen and how things work, like 'where does all the bathwater go when it goes down the plughole?' Know that we have to be careful with animals and plants and remember not to pick the flowers and to stroke the cat gently. Explore and talk about different forces I can feel, e.g. how the wind 'pushes' me along or how I need to 'pull' the trolley. Talk about the differences between materials and changes I notice, e.g. when the chocolate melts or the puddles begin to dry up. Know that there are different countries in the world and they have different features, e.g. some are hot, some are cold.</p>	<p><b>The Natural World</b></p> <p>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p><b>The Natural World</b></p> <p>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>

	<p><b>Expressive arts and design</b>  <b>Educational programme</b>  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><b>Creating with Materials</b></p> <p>Begin to talk about my drawings or creations before making them.  Draw with increasing complexity and detail, such as representing a face with a circle and include other details.  Like to draw or paint a picture, make up a dance, song or rhyme in response to something exciting I've done.  Construct out-of-doors, building with any materials available.  Make lines and build with blocks or construction sets, joining the pieces together to make things like houses, roads, and car parks etc.  Know that I can use tools like scissors, spoons, and hammers to do different things.  Use the skills I have developed to join different materials together, using glue or different tapes.  Explore colour and colour-mixing.</p>	<p><b>Creating with Materials</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Creating with Materials</b></p> <p>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>
		<p><b>Being Imaginative</b></p> <p>Be able to sing some familiar songs and are beginning to move with rhythm, especially when I hear music I like.  Sing to myself and change songs I know to make up my own songs and rhythms.  Play instruments with increasing control to express my feelings and ideas.  Move around in different ways when I am happy or excited, sometimes I dance and jump up and down to music.  Take part in dramatic make-believe or fantasy play and enjoy dressing-up.  Use ordinary things and pretend they are something else, like a spoon is a fire hose and bricks are fish fingers and chips.  Start to like some things more than others, sometimes I might like painting and drawing more than dancing or singing.  Notice the things that adults do, like cooking, cleaning, and driving, and pretend to do the same.  Pretend play something special that has happened to me, like feeding the new baby or going for my first swimming lesson.  Like to play with small world figures and animals and make up stories, like superheroes rescuing people from a building or animals eating the grass.</p>	<p><b>Being imaginative</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Being imaginative</b></p> <p>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.</p>
<p><b>Impact</b></p>	<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.

We teach early reading through the systematic phonics programme of Little Wandle. Children are taught for 30 minutes daily and are able to apply their phonics further using Big Cat collings phonic decodable books. Children who are not working at age related expectations are supported through keep up sessions.

<b>Area of learning and development</b>	<b>Breakdown (ELG + other)</b>	<b>Direct teaching</b>	<b>Planned experiences and Continuous provision</b>
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.

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