



Meynell Primary School

Reception Curriculum

EYFS Quality of Education, Intent, Implementation, Impact

Intent

At Meynell Primary School we intend that our curriculum educates all the children in knowledge, skills and understanding to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. We wish our children to believe in themselves and their abilities and capabilities, to belong to the school learning community and the wider community and to become successful in their academic career and beyond.

In EYFS, children experience the 7 areas of learning through a balance of whole class/group teaching and play based learning. This is through the children's interests, themes, continuous provision activities and phonics. We ensure the content of the curriculum is taught in a logical progression so that children build on prior learning and ultimately know more, learn more and be able to do more. We wish our children to develop the attributes of the 'Meynell Stars' (aspire, believe, explore and achieve) to help them become better citizens.

Learning is carefully planned by skilled staff to support early reading, writing, mathematics and language development as well as social skills. We make sure that any gaps in a child's learning are identified and filled in order for children to be ready for the next phase in their educational careers. We ensure that our curriculum shows a connection between the sequence of learning, the context, and language development, it is designed to recognise their prior learning by providing first hand learning experiences and allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. We intend for our children to reach their full potential and make good or better progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into year 1.

We understand to maintain high standards of quality first teaching we have to invest in our staff by providing high quality CPD to match the current needs of the staff and also to match the needs of our children. Teachers in EYFS create an environment to match the needs and skill levels of our children and use their own teacher assessments and gap analysis to inform their planning and the provision.

We recognise that reading is a key to all other learning and ensure quality phonic sessions are being taught daily using the whole school approach of RWI with children's reading books matching their phonic ability as well as reading aloud to the children, telling stories, poems and rhymes. We encourage parents to read with their child and to recognise the importance of reading to their child on a daily basis to promote an enjoyment and love of reading. We also recognise that children need a vast range of vocabulary in order to succeed in life. This is taught explicitly through pre-teaching sessions, S&L interventions and Concept Cat as well as routinely in the setting.

At Meynell Primary School we encourage children to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning.

At this stage in a child's life learning through play is vital, we use the environment to ensure their needs are met through continuous provision, enhanced provision and following their interests. Staff teach an objective through whole class, small group teaching and going into provision to observe and join children's play and move learning forward at that point. They record 'snapshot' evidence of children's learning to build an overall picture and set next steps for learning. Formative assessment takes place within every session and helps teachers to identify any children that needs more support to achieve the objective and those that need challenging. This may be instantaneous if appropriate.

At Meynell we believe the enjoyment of the curriculum promotes achievement, confidence and good behaviour. Our children become confident and secure in themselves and self-assured risk takers.

Implementation

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we have key texts each half term. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These books will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. We also provide a lending library so that all children have access to quality age-appropriate story books at home.

- The inclusion of high-quality texts which are age and stage appropriate

- Modelled reading and re-telling opportunities across each session
- Structured comprehension questions
- A focus on Tier 1 and 2 Vocabulary
- Dedicated phonics sessions, employing tricky and high-frequency words
- Cooperative learning behaviours which develop oracy and interdependence

Phonics

We follow the RWI programme to ensure fidelity across the school. In Nursery children focus on the Phonological Arc which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in reception. The emphasis during the Phonological Arc is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills, prior to GPC.

In Reception, children are introduced to letter sounds and develop GPC and segmenting and blending skills to decode words. Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Mathematics

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

In Reception, high quality learning environments and meaningful interactions with skilled adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity.

Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled verbally by supporting practitioners.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice.

Impact.

The curriculum design ensures that the needs of individual children including SEND and disadvantaged, and small groups of children can be met within the environment of high quality first teaching supported by targeted interventions where appropriate. In this way it can be seen to be impacting in a very positive way on pupil outcomes and prepares them for the next phase in school. We teach our children to believe in themselves, belong to the school and wider community and become anything they wish to.

Baseline:

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out.

The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

NELI (Nuffield Early Language Intervention)

NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.

Ongoing Observation:

All ongoing observations are used to inform planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples. Some observations are uploaded using Seesaw and shared with the supporting parents and carers and examples kept in individual books.

Assessment:

Phonic assessments are carried out in each session and keep up lessons delivered the same day for any child at risk of falling behind. More formal assessments are carried out every term. Our aim is for children to 'keep up' rather than 'catch up' where possible.

Assessments are completed three times per year and shared with parents, whereby the Class Teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed for reception children, where teachers judge whether the child has met each of the 17 ELGs. They will be assessed as either 'emerging' or 'expected'. Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELGs link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

Communication and Language

This underpins all areas of learning in EYFS.

Through all areas of learning we will encourage and provide our children with opportunities to develop listening, attention and understanding and speaking skills.

Listening attention and understanding:

Children will learn to listen attentively in a range of situations and understand why this is important. They should listen to stories, non-fiction, poems, songs and rhymes paying attention to how they sound. They should respond appropriately with relevant questions, comments and actions. This will be in a range of situations such as whole class, small group or in independent play. Children will be able to have conversations (back and forth exchanges) with their peers and adults in the room.

End of autumn expectations

- Listen in different situations such as whole class, small group or in self-initiated play
- Listen to stories, rhymes, songs and non-fiction texts
- Begin to understand why listening is important

End of spring expectations

- Learn stories for re-telling, rhymes and songs
- Be able to ask questions to develop understanding and clarify thoughts

End of reception listening attention and understanding expectations

- Listen to selected non-fiction texts to develop knowledge and understanding and learn new vocabulary.

Listening, Attention and Understanding ELG

- 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.

Speaking:

Children will learn new vocabulary and be able to use this in their play. They will be able to participate in small group, class and 1:1 discussion using new vocabulary, expressing their ideas, they should be able to offer explanations of why things happen. Children should be able to speak in sentences using past, future and present tense. They will talk in well-formed sentences, voicing their own ideas. Teachers will need to support, model and extend language.

End of autumn expectations

- Begin to learn new vocabulary – through Concept Cat as well as through quality first teaching, modelling etc.
- Develop social phrases, such as: good morning, how are you? Good bye, see you tomorrow, etc as modelled by staff.

End of spring expectations

- Use new vocabulary in the correct context.
- Describe familiar events in more detail

End of reception speaking expectations

- Speak in full well-formed sentences, detailing their ideas and opinions.
- Be able to develop sentence structure using connectives
- Use talk to organise their thinking and work out problems

Speaking ELG

- 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.

Personal, Social and Emotional Development

Self- Regulation

Our children should be able to show an understanding of their own feelings and be able to express these and consider the feelings of others. They should begin to regulate their behaviour. Our children should be able to focus their attention to staff and respond appropriately even when engaged in an activity, they should be able to follow instructions involving several ideas or actions. We want our children to be able to control their impulses and reach simple goals, being able to wait for what they want.

End of autumn expectations

- Build positive relationships with staff and peers

End of spring expectations

- Have an understanding of their own feelings and also that others have feelings too which may not be the same which need to be considered
- See themselves as a valuable member of society

End of reception self-regulation expectations

- Be able to follow instructions involving several ideas
- To be able to listen and respond appropriately even if involved in an activity
- Be able to work towards simple goals

Self-Regulation ELG

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

Managing Self

We expect our children to learn to develop their resilience in the face of challenge and to develop their perseverance. They should become independent in the setting and be confident to try out new activities. They should be able to explain the rules and why we have them and know right from wrong and behave accordingly. They should also be able to manage their own needs.

End of autumn expectations

- Know the rules and routines of the setting and be able to follow these
- Know what is right and what is wrong and behave accordingly
- Managing their own needs in terms of good hygiene – toileting, washing hands etc and in terms of being able to talk about healthy food choices

End of spring expectations

- Become confident in the setting
- Try new activities and take on challenge

End of reception managing self expectations

- Become independent, showing motivation, perseverance and resilience and be engaged in their learning

Managing Self ELG

- 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.

Building relationships

Children will develop positive relationships with the staff and their peers. They will be able to take turns and work co-operately and be sensitive to their own needs as well as the needs of others.

End of autumn expectations

- Develop positive attachments with staff and peers

End of spring expectations

- Play co-operatively with others and be able to take turns

End of reception building relationships expectations

- Understand their own needs and be sensitive to the needs of others

Building Relationships ELG

- Work and play co-operatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor

Children will be able to negotiate space and the environment safely making sure they are considering themselves and others. They demonstrate strength, balance and coordination when playing. Children are able to move energetically including running, jumping, dancing, hopping, skipping and climbing. Children need to develop their core muscle strength and good posture.

End of autumn expectations:

- Children will be able to move in different ways
- Jump off objects and landing appropriately negotiating space and travelling with confidence.
- Practice appropriate safety measures without direct supervision.

End of spring expectations:

- Develop coordination skills in large and small movements
- moving confidently in a variety of ways
- explore how our bodies change

End of reception gross motor expectations:

- demonstrate strength, balance and coordination
- move energetically such as running, jumping, dancing, hopping, skipping and climbing
- outdoor team games – races, throwing, catching.

Gross Motor Skills ELG

- **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.**

Fine Motor

Children will develop their fine motor skills through a range of opportunities, ultimately being able to hold a pencil effectively in preparation for fluent writing, using a tripod grip in most cases. Children should also develop their skills using a range of tools including scissors, paint brushes and cutlery.

End of autumn expectations:

- develop skills in handling tools, holding a pencil, forming recognisable letters for their name
- opportunities to develop fine motor control through provision and dough disco.

End of spring expectations:

- further develop fine motor control through plenty of opportunities
- handle tools including scissors, paint brushes, cutlery and pencils for writing in the correct pencil grip
- hold paper in a position for writing
- beginning to write on line and controlling letter size.

End of reception fine motor expectations:

- beginning to show accuracy and care when drawing and writing

Fine Motor Skills ELG

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

It is crucial for our children to develop a life long love of reading, this consists of 2 dimensions, language comprehension and word reading. Language comprehension starts at birth and is necessary for both reading and writing. It develops when adults talk with children. Word reading comes later and involves working out the pronunciation of unfamiliar words and recognition of familiar words. Writing involves both spelling and handwriting and in addition to these, composition, which is articulating ideas and structuring them in speech before writing them down.

Writing

End of autumn expectations:

- Engage in story-time
- Listen to and talk about familiar stories so they are familiar with them.
- Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words.
- Be able to write their own name

End of spring expectations:

- Begin to form lower-case and upper-case letters.
- Begin to spell words by identifying the sounds and then writing the sound with letter/s consistent with their phonic knowledge.
- Begin to write short sentences with words with known letter-sound correspondence using a capital letter and full stop.
- Begin to re-read what they have written to check that it makes sense.

End of reception writing expectations:

- Write recognisable letters most of which are formed correctly (20). (lower case and capital)
- Be able to write and spell words by identifying sounds in them and representing the sounds with a letter name or letters from up to phonics phase 3, consistent with their phonic knowledge.
- Spell words by identifying sound in them and representing the sounds with a letter name.
- Write phrases and simple sentences that can be read by others. Beginning to use capital letters, finger spaces and full stops.
- Check what they have written for sense.

Writing ELG

- 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.

Reading Curriculum						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	Owl Babies Three Billy Goats Gruff Handa's Surprise	Winnie the Witch Room on the Broom Stickman Billy and the Beast	The Snowman Who Refused to Melt Elmer Little Red Riding Hood	Super Worm Jack and the Beanstalk Monkey Puzzle	Five Minutes Peace Supertato The Smartest Giant in Town	Zog Mog the Forgetful Cat The Three Little Pigs

FS2

Humpty Dumpty sat on a wall



12345 once I caught a fish



Jack and Jill went up the hill



Down in the jungle



Three blind mice



A sailor went to sea



I can sing a rainbow



I hear thunder



The Hokey Cokey



Ring a ring a roses



Sing a song of sixpence



Word Reading and comprehension

End of autumn expectation:

- Engages in story-time
- Begin to re-tell familiar stories using their own narratives and new vocabulary.
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences matched to their phonic knowledge.
- Read a few common exception words matched to their phonic knowledge.
- Read individual letters by saying the sounds for them.

End of spring expectation:

- Read some letter groups that each represent one sound and say sounds for them.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words, consistent with their phonic knowledge
- Demonstrate understanding of stories by re-telling familiar stories using recently introduced vocabulary.
- Be able to anticipate what comes next in a story and key events.

End of reception reading and comprehension expectations:

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Read words consistent with their phonic knowledge by sound-blending;
- Orally retell with the aid of story maps, story-mountains, Tales Toolkit, sequence cards, props and books to demonstrate their understanding of what they have read or been read to them using their own words and new vocabulary.
- Predict key events in stories, non-fiction, rhymes and poems.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during their own play.

Comprehension ELG

- **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;**
- **Anticipate – where appropriate – key events in stories;**
- **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**

Word Reading ELG

- **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.**

Phonics

Phonics is recommended as the first strategy that children should be taught in helping them to learn to read. At Meynell Primary, we use the Read, Write Inc. scheme. It runs alongside other teaching methods such as Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading.

What is phonics?

Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words.

In phonics lessons children are taught three main things:

GPCs

They are taught GPCs. This stands for grapheme phoneme correspondences. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are m, a, s, d.

Blending

Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

Segmenting

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up.

This skill is vital in being able to spell words.

How is phonics taught at Meynell Primary?

Read, write Inc. aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills. The programme aims to create fluent readers and confident speakers.

In Read Write Inc. phonics the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly. Set 1 sounds are the initial letter sounds. They are taught in the following order. m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, , z, x, sh, th, ch, qu, ng, nk.

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high.

When children learn their Set 2 sounds they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play

Every speed sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

The table below shows the sound, the associated phrase and example green words.

Vowel sound	Set 2 speed sound rhyme	Green words
ay	ay: may I play	Day, play, say, may, tray, today
ee	ee: what can you see?	Seen, need, sleep, feel, three, green
igh	igh: fly high	might light sight night fright
ow	ow: blow the snow	snow flow know show blow
oo	oo: poo at the zoo	mood fool pool stool moon spoon
oo	oo: look at a book	took shook cook foot
ar	ar: start the car	bar park smart sharp car spark
or	or: shut the door	sort short worn horse sport fork
air	air: that's not fair	fair stair hair lair chair
ir	ir: whirl and twirl	girl third whirl twirl dirt
ou	ou: shout it out	mouth round found loud shout
oy	oy: toy for a boy	toy boy enjoy

Set 3: Speed Sound Rhyme		
a-e	a-e: make a cake	shake name same save brave late
ea	ea: cup of tea	neat real clean please dream
i-e	i-e: nice smile	hide shine white nice wide like
o-e	o-e: phone home	hope home rose spoke note those
u-e	u-e: huge brute	tune rude use June excuse
aw	aw: yawn at dawn	saw raw law straw dawn crawl
are	are: care and share	bare spare scare flare square
ur	ur: nurse with a purse lurk	burn turn hurl burp slurp lurk
ow	ow: brown cow	howl down brown drown gown
oi	oi: spoil the boy	join coin voice choice noise
ai	ai: snail in the rain	paint train rain plain strain
e	e: he me she we	he me she we he
oa	oa: goat in a boat	toad road oak loaf throat toast
ew	ew: chew the stew	new knew flew blew crew newt
er	er: better letter	over never weather hamster after
ire	ire: fire fire	spire bonfire inspire conspire hire
ear	oar: hear with your ear	fear dear gear spear year
ure	ure: sure it's pure	picture mixture adventure pure

End of autumn expectation:

- Set 1 sounds and word time 1 2 3
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together.

End of spring expectation:

- Set 1 word time 4 5 6 7, ditties, red books
- Can blend to read short vowel CVC e.g. pin, hot
- Beginning to apply phonic knowledge to independently read with adult prompts.

- Links sounds to letters, naming and sounding the letters of the alphabet.

End of reception phonics expectation:

- Set 2 green/purple books
- Say the sound for each letter of the alphabet and know 20 digraphs (at least 10 is expected).
- Be able to read and write high frequency/tricky applicable to their phonic knowledge.

Handwriting

End of autumn expectation:

- Can hold a pen/pencil in an appropriate and comfortable grip with occasional reminders.
- Beginning to copy letter shapes with some accuracy.

End of spring expectation:

- Begin to form lower-case and capital letters correctly.
- In own writing tracks from left to right across the page
- Hold a pencil effectively in preparation for fluent writing
- Using the tripod grip in almost all cases

End of reception handwriting expectation:

Handwriting (letter formation) will be explicitly taught in the autumn term of FS2 before children are expected to record their writing and write in sentences, handwriting will continue throughout the year, however, children will produce child-initiated learning and some children may be able to write in sentences. Use consistent language of where to start the letters, solid line etc. By the end of FS2 children will be able to form most (about 20) letters correctly starting and finishing in the correct place.

Nurseries will use movement to music to develop gross motor movements, starting with the anticlockwise movement and the correct language.

Maths

We need to ensure we develop a strong grounding in number, this is essential so that children develop the necessary building blocks to excel mathematically. Our children should be able to count confidently and develop a deep understanding of the numbers to 10, the relationship between them and any patterns within those numbers.

Number

End of autumn expectations:

- Count objects, actions and sounds, by saying numbers in order and matching one number name to each item.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond 10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compare length, weight and capacity.
- Subitise 1-5

End of spring expectations:

- Subitise, for example in familiar patterns such as in a dice or arranged in a shape (6-10).
- Compare numbers, include the vocabulary of more than, less than, fewer, the same as, equal to.
- Explore the composition of numbers to 10. (focus on 2,3,4 and 5 before moving to larger numbers)
- Begin to 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.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Begins to automatically recall number bonds for numbers 0-10.

End of reception maths expectation:

- Have a deep understanding of number to 10, including the composition of each number.
- Each child will be able to count, order and recognise numbers 1 – 20 and they will know the values of 0-20, for example: that 15 is a higher number than 8, and their position in the counting order.
- 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

Number ELG

- 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.

Numerical Patterns

End of autumn expectations

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

End of spring expectations

- Children will also be able to compare sets of objects up to 10 in different contexts, considering size and difference.

End of reception numerical patterns expectations

- Children will be able to use quantities and objects to add and subtract two single digit numbers and count on or back to find the answer.
- Children will also be able to automatically double facts to $5+5$.
- Verbally count beyond 20, recognising the pattern of the counting system;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Numerical Patterns ELG

- 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.

Number formation

- Children will make an attempt to form recognisable numbers, at least half of which are formed correctly.

Shape, space and Measures

- Children should be able to use the vocabulary of size, weight, capacity, distance, time, money and position using the agreed list (please see appendix). Be able to recognise, describe and recreate patterns. Children will be able to name and describe circle, triangle, rectangle, and square and to be exposed to 3d shapes of cube, sphere, cone and cylinder.

Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1				Non-Number		Number: subitising quantities to 3	
				Spatial reasoning construction and 3D shapes	Spatial reasoning construction and 3d shapes	Book 1: Subitising 1 -2	Book 2: Subitising 1 -3
	Continue spatial reasoning for the rest of term through provocations in continuous provision						
Autumn 2	Non - number		Number: Subitising quantities to 5				
	Spatial reasoning 2D shapes and shape puzzles	Spatial reasoning 2D shapes and shape puzzles	Book 3: Subitising 1 - 4	Book 3: Subitising 1 -4	Book 4: Subitising 1-5	Book 4: Subitising 1-5 (tens frames)	
	Continue spatial reasoning all term through provocations in continuous provision						
Spring 1	Non-number		Number: Enumerating between 6 and 10 items				
	Pattern	Pattern	Book 5: Subitising 6-10	Book 5: Subitising 6-10	Counting out to 10 items from a collection (not covered by EYNS)		
	Continue pattern all term through provocations in continuous provision						
Spring 2	Non-number	Partitioning 2, 3, 4, 5, and 10 and 'number bonds, for these number					
	Spatial reasoning symmetry (inc. shapes puzzles and construction)	Book 6 & 7: Partitioning 2 and 3	Book 8: Partitioning 4	Book 9: Partitioning 5	Book 10: Partitioning 10	Book 10: Partitioning 10	
	Continue spatial reasoning all term through provocations in continuous provision						
Summer 1	Non-number		Composition of 6 -9, and comparison of numbers to 10				
	Measures	Measures	Book 11: Composition of 6-9		Book 12: Comparing numbers to 10		
	Continue measure all term through provocations in continuous provision						

Summer 2	Patterns in numbers to 10			Non-number			
	Book 13: patterns in odd and even numbers	Book 13: patterns in doubles	Book 13: equal distribution	pattern	Spatial reasoning Maps and plans	measures	

Understanding the World

We wish to guide our children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

Past and present

End of autumn term expectations

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

End of spring term expectations

- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Make comments from images of familiar situations in the past

End of reception past and present expectations

- Compare and contrast characters from stories, including figures from the past

Past and Present ELG

- 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

People, Culture and Communities

End of autumn term expectations

- Name and describe people who are familiar to them, including members of their immediate family and in the community
- Teach children about different countries and how the lives of people there are similar or different to ours

End of spring term expectations

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Be able to recognise that some people have different beliefs and celebrate special times in different ways
- Name and explain places of worship and places in the local community drawing on their own experiences where possible
- Be able to draw on information from a single map

End of reception people, culture and communities expectations

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

People Culture and Communities ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The natural World

End of autumn term expectations

- Explore the natural world around them, making observations and drawing pictures of animals and plants;

End of spring term expectations

- Describe what they see, hear and feel whilst outside encouraging children to name and describe some plants and animals they are likely to see and know.

End of reception the natural world expectations

- 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.

The Natural World ELG

- 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.

Expressive Arts and Design

We aim to develop our children's artistic and cultural awareness and support their imagination and creativity. We feel that it is important to allow children regular opportunities to engage with the arts, enabling them to explore and play with a wide range of materials and media. We aim to develop and their understanding and self-expression and ability to communicate through art.

Creating with Materials

End of autumn term expectations

- **Create collaboratively, sharing ideas, resources and skills.**

End of spring term expectations

- **Develop their own ideas, returning to and building on previous learning, refining their ideas.**
- **Explore their own ideas through exploring a range of artistic effects and refining their work.**

End of reception creating with materials expectations

- **Make use of props and materials when role playing characters in narratives and stories**
- **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;**

Creating with Materials ELG

- **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.**

Being Imaginative and Expressive

End of autumn term expectations

- Move to music, listening attentively. Talk about the music expressing their feelings and responses.
- Explore and engage in music making and dance either in a group or on their own.

End of spring term expectations

- Develop storylines in their pretend play
- Watch and talk about dance and performance art and express their feelings and responses.
- Sing on their own or in a group, increasingly following the pitch and melody.

End of reception being imaginative expectations

- 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.

Being Imaginative and Expressive ELG

- 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.

EYFS SMSC and the promotion of Fundamental British Values						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spiritual	Diwali	Bonfire night Armistice The nativity story	New year Chinese new year	The Easter story	Ramadan / Eid	Bible stories e.g. Noah's Ark
Moral	Class rules- role play and circle time Turn taking games		Consequences of actions. Understanding right and wrong.	Reflection on own learning.	Sponsor event	New rules and differences in transition to Year 1.
Social	Circle time and day to day play opportunities. Talk partners, group work	Autumn walk in local area	Circle time and day to day play opportunities. Talk partners, group work	Circle time and day to day play opportunities. Talk partners, group work	School trip Sponsor event	Sports day
Cultural	Diwali	Christmas traditions	Chinese new year – food tasting	The Easter story – what Easter means to us	Ramadan / Eid	Bible stories e.g. Noah's Ark
Fundamental British Values						
Democracy	Class rules.	Theme based debates	Theme based debates	Theme based debates	Theme based debates	Theme based debates
Rule of Law	Class rules, learning about the behaviour system in school, Consequences of actions, understanding wrong from right, new rules and differences in the transition to year 1.					
Individual Liberty	EYFS areas of learning – child initiated learning, independence with tasks, resources and which area to work in. Applying new learning.					
Mutual respect	Speaking and listening activities, talking partners, manners, listening to the opinions of others, circle time activities, turn taking games and sharing activities.					
RE	What makes people special? Christianity/ Judaism	What is Christmas Christianity	How do people celebrate? Hinduism	What is Easter Christianity	What can we learn from stories? Christianity/Islam /Hinduism/Sikhism	What makes places special? Christianity/ Islam/

						Judaism
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Characteristics of effective Learning

Playing and exploring – engagement

- Being willing to have a go
- Finding out and exploring
- Using what they know in their play

Active learning – motivation

- Being involved and concentrating
- Keep on trying
- Enjoying achieving what they set out to do

Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

The characteristics of Effective Learning are about how children learn rather than what they learn. Over the next few pages each characteristic will have simple statements to assist in assessing children's learning behaviours. They should support the summary assessment of children's development at the end of EYFS. These are not a checklist but an indication of what children can or can't do.

Playing and exploring – engagement

Being willing to have a go:

- Initiate activities around their own interests
- Seek challenges and take risks in new experiences
- Learn from their own mistakes without becoming disheartened
- Initiate activities/experiences
- Seek out challenges
- Show a 'can do' attitude
- Takes risks, engages in new experiences and learns by trial and error

Finding out and exploring

- Explores and is curious to find out more
- Notices patterns, changes, similarities and differences when exploring across all curriculum areas
- Shows curiosity about objects, events and people
- Uses their senses to explore the world around them
- Engages in open-ended activities
- Shows particular interests

Playing with what they know

- Use what they discover in play and link it to their existing knowledge
- Combines, refine and explore ideas in imaginative ways
- Sees things from other perspectives
- Pretends objects are things from their experiences
- Represents their own experiences in play
- Takes on a role in their play
- Acts out experiences with others.

Active learning – motivation

Being involved and concentrating:

- Maintaining focus on their activity for a period of time
- Showing high levels of energy and of fascination
- They are not easily distracted
- Pays attention to detail
- Becomes completely focussed in activities and experiences and not easily distracted
- Shows intensity of attention for example by being concerned about details in activities, experiences and ideas

Keep on trying

- Pursues a particular line of interest in an activity
- Persists with an activity when difficulties occur
- Refocus and re-plan to overcome difficulties, setbacks and disappointments
- Know how to seek appropriate help in terms of materials, tools and other people
- Demonstrates aspects of problem solving and shows a belief that more effort or a different approach will work/play off
- Bounces back after difficulties

Enjoying achieving what they set out to do

- Shows satisfaction in meeting their own goals
- Be proud of how they accomplish something – not just the end result
- Becomes involved in activities and experiences which arise out of personal interest, curiosity and enquiry

Creating and thinking critically.

Having their own ideas

- Thinks of ideas
- Finds ways to solve problems
- Finds new ways to do things
- Generates new ideas during activities
- Adapts, refines or makes changes when previous ideas were unsuccessful
- Inventive in solving problems, using knowledge and skills across areas of learning

Making links

- Makes links and notices patterns in their experiences
- Makes predictions
- Tests their ideas
- Develops ideas of grouping, sequence, cause and effect
- Talks about or explores the idea of cause and effect through actions
- Acquires knowledge and skills to explore new learning across and within areas of learning
- Offers ideas of why things happen and how things work or show this in exploratory play

Choosing ways to do things and finding new ways

- Plan making decisions about how to approach a task and reach a goal
- Monitor how effectively things are going
- Change strategy as needed
- Review how well the approach worked
- Explore new ways of solving problems including trial and error
- Plan and monitor what has been done