

"Love one another as Jesus loved us" (John 13 v 34-35)

LANCASHIRE COUNTY COUNCIL



# St. John's C.E. (VA) School Cliviger

**‘Learn, Pray, Care & Play’**

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

## Early Years Policy

### Statement of Policy

At St John's School we hold the belief that good early year's education is essential as it is both a distinct stage in its own right and a firm foundation for future learning and development.

### Our Intent

1. To provide a safe and caring environment to enable children to learn how to work, play and co-operate with others.
2. To help children acquire self-esteem and a sense of identity, to ensure that they feel included, secure and valued.
3. To help children develop a knowledge and understanding of their environment by providing opportunities to investigate, explore and question.
4. To develop positive attitudes to learning, self motivation, questioning and independence.
5. To enable children to communicate effectively through talking, listening, reading and writing.
6. To develop an awareness of the needs of others and an understanding of what is right and what is wrong.
7. To offer a broad and balanced curriculum which covers all areas of learning and enables each child to reach his/ her full potential.
8. To develop a partnership with all those who are involved in the development of the child.

## **"Love one another as Jesus loved us" (John 13 v 34-35)**

Our aim is to develop the whole child socially, emotionally, physically, intellectually and aesthetically.

### **Prime Areas**

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### **Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The three 'prime' areas are seen as the essential 'building blocks' for securing positive outcomes for young children as they underpin the learning which takes place in the specific areas.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance.

#### **Prime:**

**Personal, social and emotional development** - 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.

#### **Key Learning:**

<b>Self regulation</b>	<b>Building Relationships</b>	<b>Managing Self</b>
Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.  Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar.  Recall experiences, initiate an apology when appropriate.  Respond – Follow instructions, requests, and ideas in a range of contexts and situations.  Understand feelings – talk about and discuss with others how they feel;	Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.  Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.  Use language – to negotiate, co-operate, plan and organise play, resolve conflict. Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict,	Self-awareness – know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others.  Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration. Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.  Confidence – try new activities, make own choices and decisions, talk to

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<p>explain why they are experiencing particular feelings.</p> <p>Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems.</p> <p>Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p> <p>Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress</p>	<p>able to compromise, take responsibility for themselves and others.</p> <p>Recognise the needs of others - show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p> <p>Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions</p>	<p>others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.</p> <p>Responsibility – take care of their own belongings, take care of the belongings of others and class resources.</p> <p>Communication – Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review. Self-care – eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings.</p> <p>Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety.</p> <p>Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy.</p> <p>Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment. Communication – communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults</p>
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**Communication & language** - involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

### Key Learning

Listening, Attention and Understanding	Speaking
<p>Listening – listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest.</p> <p>Attention – maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar. Show attention and interest in stories read to them in whole class and small group contexts.</p> <p>Respond – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression. Interact with and respond to</p>	<p>Speaking – speak clearly, speak in full sentences, use sentences that give many details, express ideas about feelings and experiences.</p> <p>Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation.</p> <p>Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1 discussions. Talk about and discuss familiar events or characters in stories.</p>

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<p>others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.</p> <p>Demonstrate Understanding – follow instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories, ask questions to check understanding.</p> <p>Respond to and answer questions – 'where' 'how' and 'why' questions about self and own experiences; 'how' and 'why' in response to stories and events; answer questions in response to thoughts, ideas, predictions, speculation, provocations in different contexts and situations, including their play.</p>	<p>Questioning – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc.</p> <p>Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Begin to use conjunctions to extend ideas.</p> <p>Reasoning – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen.</p> <p>Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts.</p> <p>Narrative – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen</p>
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**Physical development** - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Key Learning**

<p><b>Gross Motor Skills</b></p> <p>Fundamental movement skills – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll.</p> <p>Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling.</p> <p>Spatial Awareness – awareness of own space, negotiates space, finds a space, changes direction, stops.</p> <p>Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment;</p>	<p><b>Fine Motor Skills</b></p> <p>Fine motor skills – demonstrates left/right hand dominance, demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment.</p> <p>Linked to Handwriting/Drawing</p> <p>Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release, exploring mark making using fingers and media.</p> <p>Strength – shoulder, elbow, wrist, fingers.</p>
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<p>carrying and moving equipment and apparatus; respond to safety instructions.</p> <p>Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. •</p> <p>Body strength – with and without tools and equipment e.g. sky writing outdoors, carrying, pushing, pulling, digging. •</p> <p>Movement of body parts - rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes. •</p> <p>Use of Vocabulary linked to Movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower</p>	<p>Pencil grip – holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure.</p> <p>Lines and Patterns - uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots.</p> <p>Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing.</p> <p>Communication - talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others.</p> <p>Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences.</p> <p>Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.</p> <p>Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>
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### Specific

**Literacy** - It is crucial for children to develop a life-long love of reading. It involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

### Reading

**Key Learning:** 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.

<p><b>Phonics</b> – GPC recognition (hear, say, read letters), oral blending, blending for reading</p>	<p><b>Word Reading</b> – HFW both decodable and common irregular words (tricky)</p>	<p><b>Comprehension</b> Listen attentively to a story at the appropriate interest level.</p>
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<p>Orally blend sounds to make simple words.</p> <p>Decode a number of regular words using Phase 2 phonemes.</p> <p>Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy.</p> <p>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes).</p> <p>Use decoding to read – using build and blend strategy – towards automatically reading known words.</p> <p>Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.</p> <p>Use phonic knowledge to attempt unknown words</p>	<p>Read decodable HFWs sight words (list 1) (e.g. a an as at if in).</p> <p>Read decodable HFWs sight words (list 2) (e.g. will that this then them).</p> <p>Read common exception words (tricky) from Phase 2 (e.g. the to no go into).</p> <p>Read common exception words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her).</p> <p>Read some common exception words (tricky) from Phase 4 (e.g. said like have so).</p> <p>Distinguish between a word, a letter and a space.</p> <p>Read simple sentences and books consistent with their phonic knowledge.</p> <p>Recognise some capital and lower case letters</p>	<p>Recite simple rhymes, songs and poems.</p> <p>Differentiate between text and illustrations.</p> <p>Understand that print conveys meaning. • Hold a book correctly and turn pages from front to back and recognise front and back cover.</p> <p>Know that in English print is read from left to right and top to bottom.</p> <p>Use picture clues to help read a simple text.</p> <p>Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations).</p> <p>Talk about events, settings and characters.</p> <p>Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories.</p> <p>Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.</p> <p>Respond to questions about who, what, where, when linked to text and illustrations.</p> <p>Sequence a simple story or event.</p> <p>Use gestures and actions to act out a story, event or rhyme from text or illustrations.</p> <p>Make predictions and anticipate key events based on illustrations, story content and title.</p> <p>Respond to questions about how and why something is happening.</p> <p>Say what a character might be thinking, saying or feeling.</p> <p>Say how they feel about stories and poems.</p> <p>Recall the main points in text in the correct sequence.</p> <p>Use the structure of a simple story when re-enacting and re-telling in their own words.</p> <p>Talk about the themes of simple texts, (e.g. good over evil).</p> <p>Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary</p>
<p><b>Writing</b></p> <p><b>Emergent Writing – mark-making</b></p> <ul style="list-style-type: none"> <li>• Develop language skills (listening and talking) in a range of contexts.</li> <li>• Show awareness that writing communicates meaning.</li> </ul>	<p><b>Composition: vocabulary, grammar, punctuation/composition</b></p> <p>Composition:</p>	<p><b>Transcription: (Spelling/handwriting)</b></p> <p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p>

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<ul style="list-style-type: none"> <li>• Give meaning to the marks they make.</li> <li>• Understand that thoughts can be written down.</li> <li>• Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).</li> <li>• Make marks and draws using increasing control.</li> <li>• Know there is a sound/symbol relationship.</li> <li>• Use some recognisable letters and own symbols.</li> <li>• Write letters and strings, sometimes in cluster like words.</li> <li>• Beginning to use appropriate letters for initial sounds.</li> <li>• Beginning to build words using letter sounds in their writing.</li> <li>• Use writing in their play.</li> <li>• Use familiar words in their writing.</li> <li>• Show awareness of the different audience for writing.</li> </ul> <p>(N.B links to daily systematic teaching of phonics)</p>	<ul style="list-style-type: none"> <li>• Use talk to organize, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Understands that thoughts and stories can be written down.</li> <li>• Have their own ideas and reasons for writing.</li> <li>• Orally compose a sentence and hold it in memory before attempting to write it.</li> <li>• Begins to use simple sentence forms.</li> <li>• Can talk about the features of their own writing.</li> <li>• Writes a simple narrative.</li> <li>• Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).</li> </ul> <p><b>Vocabulary, grammar, punctuation</b></p> <ul style="list-style-type: none"> <li>• Begin to recognise and know there needs to be spaces between words in a simple sentence.</li> <li>• Recognise and know that full stops are at the end of a sentence.</li> <li>• Recognise and know that a sentence starts with a capital letter.</li> <li>• Write a simple phrase with finger spaces that can be read back by themselves.</li> <li>• Write simple sentences using finger spaces that can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Segment sounds in simple words.</li> <li>• Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell).</li> <li>• Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC).</li> <li>• Spell some irregular common words (tricky) the, to, no, go, independently.</li> <li>• Write own name.</li> </ul> <p><b>Handwriting: (also see Physical Development –gross/fine motor)</b></p> <ul style="list-style-type: none"> <li>• Write left to right and top to bottom.</li> <li>• Form some lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated.</li> <li>• Know how to form clear ascenders ('tall letters') and descenders ('tails').</li> <li>• Form some capital letters correctly, including the initial letter of their name.</li> <li>• Forms letters from their name correctly.</li> </ul> <p>(N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).</p>
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**Mathematics** - 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

### Key Learning

Number	Counting Items	Number Sense
<p>Rote counting</p> <ul style="list-style-type: none"> <li>• Rote count from 1.</li> <li>• Rote count on from a given number between 1 and 20.</li> <li>• Rote count back from 5 to 1 then from 10 to 1.</li> <li>• Rote count back from a given number between 1 and 20.</li> </ul>	<p><b>Counting Items</b></p> <ul style="list-style-type: none"> <li>• Understand that counting is to find out how many.</li> <li>• Use one to one correspondence when counting.</li> <li>• Understand the last number said is the number in the set.</li> <li>• Count items, sounds and actions.</li> </ul>	<p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Partition a set of objects in different ways using the terminology part/part-whole.</li> <li>• Make a group of 10 objects.</li> <li>• Arrange a group of items between 10 and 20 into 1 group of 10 plus another group.</li> <li>• Understand that 'teen' numbers are a group of 10</li> </ul>

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<ul style="list-style-type: none"> <li>• Know what number comes before, or after a given number.</li> <li>• Say a number between two given numbers.</li> <li>• Count in 10s, 5s, 2s.</li> </ul> <p><b>Recognition</b></p> <ul style="list-style-type: none"> <li>• Recognise numerals 1-5, 6-10, 0, 11-15, 16-20.</li> <li>• Order numerals 1-5, 1-10, 1-15, 1-20 based on knowledge of quantities.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use conservation of number.</li> <li>• Use the word 'zero' to represent 'none'.</li> <li>• Match numerals to sets of objects.</li> <li>• Understand more, less, fewer.</li> <li>• Compare two sets of different items saying which set is more, less, fewer.</li> <li>• Compare and order three or more sets of objects.</li> <li>• Can state without counting (subitise) quantities within 5.</li> <li>• Make a sensible guess of quantities within 10.</li> </ul>	<p>plus another number.</p> <ul style="list-style-type: none"> <li>• Understand 20 is the same as two groups of 10.</li> <li>• Recognise repeating patterns in the sequence i.e. 6,7,8,9 and 16,17,18,19.</li> </ul> <p><b>Ordinal Numbers</b></p> <ul style="list-style-type: none"> <li>• Understand and use ordinal numbers.</li> </ul>
<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Can share a whole item into two equal parts.</li> <li>• Understand that halving means sharing into two equal parts.</li> <li>• Understand the relationship between doubling and halving.</li> <li>• Know doubles of numbers and corresponding halves.</li> </ul> <p><b>Vocabulary</b></p> <p>Number, order, count, pattern, next, forwards, backwards. More, less, fewer, altogether, equals, the same as, how many, too many, lots of, not enough, fewer than, before, after. Zero, one, two, three.....</p>	<p><b>Calculating</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of addition by practically combining sets of objects.</li> <li>• Understand the concept of subtraction by practically removing one amount from within another.</li> <li>• Relate subtraction to addition in practical situations.</li> <li>• Identify one more and one less than a given number.</li> </ul> <p>Identify two more and two less than a given number.</p> <ul style="list-style-type: none"> <li>• Add two single digit numbers totalling up to 10 using practical equipment.</li> <li>• Add two single digit numbers totalling more than 10 using practical equipment.</li> <li>• Subtract a single digit number from a number up to 10, using practical equipment.</li> <li>• Subtract a single digit number from a number greater than 10, using practical equipment.</li> </ul>	<p><b>Graphics</b></p> <ul style="list-style-type: none"> <li>• Represent amounts in their own ways.</li> <li>• Represent their thinking in their own ways.</li> <li>• Talk about their representations.</li> <li>• Write numerals 0-9, 10-20.</li> </ul>

**Shape, space and measures** - 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.

### Key Learning

Shape	Measurement – Distance	Measurement – Volume/Capacity
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<ul style="list-style-type: none"> <li>• Use everyday language to talk about shapes in the environment.</li> <li>• Build and make models with 3D shapes.</li> <li>• Create patterns and pictures with 2D shapes.</li> <li>• Name common 2D (circle, triangle, square, rectangle, oblong).</li> <li>• Name common 3D shapes (sphere, cube, cuboid, cone).</li> <li>• Talk about using mathematical language (straight, curved, sides, flat, solid).</li> <li>• Sort shapes according to their own criteria.</li> <li>• Know that shapes can appear in different ways and be different sizes.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that measures of distance can have different names including length, width, height.</li> <li>• Compare two objects of different length.</li> <li>• Compare two objects of different width.</li> <li>• Compare two objects of different height.</li> <li>• Understand and use language of comparison, (e.g. wider/narrower; longer/shorter; taller/shorter).</li> <li>• Order three objects of different length/width/height.</li> <li>• Understand and use language of comparison of three objects, (e.g. widest/narrowest; longest/shortest; tallest/shortest).</li> <li>• Find an object of similar length, width, height.</li> <li>• Understand the concept of the conservation of length, width, height.</li> <li>• Use uniform non-standard units to measure length, width, height.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the measurement of volume/capacity (empty/nearly full).</li> <li>• Compare two of the same container holding different amounts.</li> <li>• Understand and use language of comparison, (e.g. empty/full, more/less; most/least).</li> <li>• Order three of the same container holding different amounts.</li> <li>• Understand and use the language of comparison of three of the same container holding different amounts, (e.g. more/least).</li> <li>• Understand and the concept of conservation of volume/capacity.</li> <li>• Use uniform non-standard units to measure volume/capacity.</li> </ul>
<p><b>Space</b></p> <ul style="list-style-type: none"> <li>• Understand and use positional language in everyday situations.</li> <li>• Understand and use ordinal numbers when describing position.</li> <li>• Understand and use the language of movement/direction.</li> <li>• Recognise patterns made of objects, numbers and shapes.</li> <li>• Describe patterns made of objects, numbers and shapes.</li> <li>• Create and describe their own patterns made of objects, numbers and shapes.</li> </ul> <p><b>Measurement – Money</b></p> <ul style="list-style-type: none"> <li>• Understand that we need to pay for goods.</li> <li>• Talk about things they want to spend their money on.</li> <li>• Talk about different ways we can pay for things.</li> <li>• Recognise that there are different coins.</li> <li>• Recognise 1p coin.</li> <li>• Use 1p coins to pay for items.</li> </ul>	<p><b>Measurement – Weight</b></p> <ul style="list-style-type: none"> <li>• Understand the measurement of weight (heavy/light).</li> <li>• Compare two objects of different weights.</li> <li>• Understand and use language of comparison, (e.g. heavier/lighter).</li> <li>• Understand the concept of conservation of weight.</li> <li>• Use uniform non-standard units to measure weight</li> </ul>	<p><b>Measurement – Time</b></p> <ul style="list-style-type: none"> <li>• Talk about significant times of the day, (e.g. hometime, lunch time, snack time, bed time, etc).</li> <li>• Use the language of comparison when talking about time, (e.g. longer/shorter; faster/slower).</li> <li>• Understand and use language (e.g. before, after, yesterday, today, tomorrow).</li> <li>• Sequence two or three familiar events and describe the sequence.</li> <li>• Know the names of the days of the week.</li> <li>• Say names of days of the week in order.</li> </ul>

**Understanding of the world** - involves guiding children to make sense of their physical world and their community.

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**Key Learning linked to People and Communities:**

<b>Cultures and Beliefs</b>	<b>Historical Development</b>	<b>Working Scientifically</b>
<p>Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community.</p> <p>Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.</p> <p>Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p>Observe – look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.</p> <p>Describe – themselves, friends, family, other people, significant places, events, objects or artefacts.</p> <p>Research – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.</p> <p>Vocabulary – language of tolerance, respect and co-operation</p>	<p>Communication – talk about key events, in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest in significant events and experiences in the lives of others, including friends and family members.</p> <p>Describe – features of objects, people, places at different times, make comparisons.</p> <p>Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers.</p> <p>Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences.</p> <p>Vocabulary – language of time when talking about past/present events in their own lives.</p> <p><b>Geographical Development</b></p> <p>Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.</p> <p>Mapping: know about features of different places, recognise and talk about the features in familiar/other places.</p> <p>Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</p> <p>Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people.</p> <p>Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find</p>	<p>Explore/Observe: look closely at/notice.</p> <p>Describe: talk about what they notice/observe; talk about changes they notice and changes over time.</p> <p>Record: draw pictures, take photographs, make models or scrapbooks.</p> <p>Questioning: shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur.</p> <p>Explain: talk about why things happen/occur; talk about how things work.</p> <p>Research: talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences /use secondary sources, (e.g. books, photographs, internet).</p> <p>Equipment and measures: use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).</p> <p>Compare/sort/group/identify/classify: notice similarities, notice differences; talk about similarities and/or differences.</p> <p>Test: make suggestions, show resilience, work with others.</p> <p>Vocabulary: use simple vocabulary to name and describe objects, materials, living things and habitats.</p>

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	<p><i>information about different locations and places.</i></p>	
<p><b>Technology</b></p> <p>Generic Skills and Knowledge linked to IT</p> <p><i>Use a finger or control a mouse to move a pointer around a screen.</i></p> <p><i>Know that a mouse and keyboard are tools for communicating with a computer.</i></p> <p><i>Use the keys on a real or virtual keyboard e.g. letters, numbers, space bar and develop familiarity with letters, numbers, backspace (to delete), arrow keys and space bar.</i></p> <p><i>Use an interactive whiteboard/large screen or tablet for mark-making.</i></p> <p><i>Interact and respond to a range of IT stimuli, including media and IT texts.</i></p> <p><i>Print out text and images using appropriate software.</i></p> <p><i>Interact with multimedia software to make something happen on screen.</i></p> <p><i>Understand that ICT can be used to communicate through text, images and sound.</i></p> <p><i>Can use simple tools on an interactive whiteboard, (e.g. software and pen tools).</i></p> <p><i>Use of different forms of electronic communication (e.g. mobile phones, hand held devices, walkie-talkies, etc).</i></p> <p><i>Use equipment to make a simple video.</i></p> <p><i>Use a shortcut such as an icon on the desktop to navigate to a specific website.</i></p> <p><i>Explore a teacher-selected website to find a desired page, using hyperlinks and navigation buttons.</i></p> <p><i>Know that IT sources, (e.g. Espresso, and the World Wide Web). (SWIGGLE: <a href="http://www.swiggle.org.uk">www.swiggle.org.uk</a>) can be used to find things out.</i></p>	<p><b>Text and Digital Imagery</b></p> <p><i>Know that marks can be made on screen as well as paper and that a range of tools can be used to change the effects.</i></p> <p><i>Use simple tools/apps (e.g. to make effects or use brushes to add or change colour or etc.) on a paint program/app or interactive screen to communicate ideas.</i></p> <p><i>Explore changing text size, style and colour (with appropriate simple software).</i></p> <p><i>Be aware that text comes in different colours, sizes and styles.</i></p> <p><i>Know that there are various ways of capturing still and moving images.</i></p> <p><i>Use multimedia equipment including digital cameras, tablets, video cameras, microscopes, webcams and visualisers to capture still and moving images.</i></p> <p><i>Use control buttons to play back captured still or moving images, becoming familiar with the control buttons, (e.g. using play, stop and pause).</i></p> <p><i>Know that still objects can be animated using the computer.</i></p> <p><i>Use a program to select objects and animate them.</i></p> <p><b>Audio</b></p> <p><i>Know that computers and other devices can be used to record and play back sounds.</i></p> <p><i>Use simple programs and devices to make and listen to sounds.</i></p> <p><i>Record sounds and speech using a microphone and computer or a recording device (e.g. talking tins, recording pens, talking postcards).</i></p> <p><i>Use buttons to play back sounds on a computer and a sound player.</i></p> <p><b>Data Handling</b></p> <p><i>Know that information can be sorted both practically and by using a computer program.</i></p> <p><i>Collect information, (e.g. by taking photographs or collecting objects).</i></p> <p><i>Sort, classify or group various objects progressing from practical activities to the use of IT, (e.g. practically sorting fruit into colours, or types, and then on-screen).</i></p> <p><i>Use IT to sort and sequence objects on a screen or interactive whiteboard.</i></p> <p><i>Produce simple charts (pictograms, bar charts).</i></p> <p><i>Understand how a computer/tablet allows:</i></p> <ul style="list-style-type: none"> <li>– objects to be moved around easily on screen</li> <li>– changes to be made easily</li> <li>– changes to be saved</li> <li>– information to be revisited at another time and changes made</li> </ul>	

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<p><i>Know that information can be in different forms, (e.g. video, pictures, sound and text)</i></p>	<p><i>Choose pre-recorded sounds within a piece of software. Know IT software and equipment can be used to select, control and change sounds. Experiment with pitch and sound using simple programs and tools.</i></p>	
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**Expressive arts and design** - involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

**Key Learning Linked to Expressive Art and Design**

<p><b>Art</b></p> <p>Observation – <i>look closely at the world through real experiences, objects and artefacts, in natural and made environments.</i></p> <p>Communication – <i>talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.</i></p> <p>Aesthetic Awareness – <i>respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.</i></p> <p>Physical skill – <i>manipulate and control a range of tools and equipment for different purposes.</i></p> <p>Art processes and techniques – <i>use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</i></p> <p>Evaluation – <i>talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.</i></p>	<p><b>Being imaginative</b></p> <p>Experiment – <i>explore media and materials freely and in different ways.</i></p> <p>Respond – <i>to different stimuli using gestures, actions, talk, movement and performance.</i></p> <p>Represent Ideas – <i>initiate own ideas, make choices/decisions using objects, media, materials, own voice, dance, instruments and props.</i></p> <p>Recreate – <i>familiar experiences, familiar activities and familiar stories.</i></p> <p>Expression – <i>of feelings, ideas, thoughts and emotions in response to different media and materials.</i></p> <p>Communication – <i>communicate their ideas, thoughts, feelings and preferences through talk, gestures, actions and performance.</i></p>
<p><b>Designing and making</b></p> <p>Explore – <i>experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</i></p> <p>Design – <i>talk about ideas, choose resources, tools and techniques with a purpose in mind.</i></p> <p>Make – <i>make models using different construction materials, e.g. construction kits, reclaimed materials, experiment with different ways to build, construct and join resources.</i></p> <p>Evaluate – <i>talk about what they like/dislike about their models/constructions, say why, and how they would change them.</i></p>	<p><b>Music</b></p> <p>Listening to – <i>sounds in the environment, vocal sounds, instrumental sounds, matching, sorting and reproducing sounds.</i></p> <p>Rhythm – <i>follow steady beat or pulse, follow rhythms and patterns.</i></p> <p>Movement – <i>in response to music, beat, rhythm.</i></p> <p>Singing – <i>familiar songs, chants, activities which develop the voice as a sound maker.</i></p> <p>Making Music – <i>using voice, objects, home-made and real musical instruments and a range of ICT.</i></p>

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<p>Tools and equipment – <i>use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation.</i></p> <p>Safety – <i>handle and use equipment appropriately and safely.</i></p>	
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### Implementation

Teachers will set high expectations for children's attainment and progress using a variety of teaching approaches and groupings. Using a progressive curriculum that builds on skills and knowledge throughout the year, there will be a balance of teacher directed and child chosen activities. Children's interests will be incorporated into weekly planning to provide opportunities to follow the children's lead. The teacher will plan and teach a balanced range of activities and experiences to cover the seven areas of learning outlined in the Statutory Framework for EYFS, with a greater focus on the prime areas during the autumn term. Each child will be assigned a key worker who will help and support them and their parents throughout the year. The children and key worker will take part in regular group work to focus on language and vocabulary.

### Curriculum Timetable

Wherever possible and appropriate, the Foundation Stage curriculum is developed within a cross-curricular context, using vocabulary mats to support this. To utilise good practice and to help prepare the children for more formal learning in Year 1, some whole class and small group Literacy and Numeracy teaching takes place each day. To ensure consistency with pre-school education and to promote independence among the children, the organisation of each session will allow for some element of choice for the children. General day to day organisation is determined by whole school timetables, i.e. PE, Worship and playtimes.

### Impact

At St John's we are working towards all children making the best possible progress, enjoying learning and fulfilling their potential. We set out to ensure all children are achieving a good level of development in the early learning goals by the end of the reception year. However, we also recognise the importance of a broad curriculum meeting the needs of the children, enabling them to become deeply engaged and to develop life enhancing knowledge, skills and attitudes. We aim to create a curriculum which enables everyone to succeed, where children are resilient, co-operate and work well with each other. Development Matters age phases, plus practitioners knowledge of child development help staff identify children's developing interests, strengths and talents as they make progress through our curriculum, towards the early learning goals at the end of reception.

### Assessment, Recording and Reporting of Progress

Children will complete the DfE Baseline Assessment within first 6 weeks of starting school full time. The class teachers will also baseline the seven areas of learning for each child

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which will form the basis for the monitoring of pupil progress throughout the year. Observation is the first stage in the process of understanding and addressing children's learning needs and interests. Floor books will be used to record key learning, to show skills being taught, and to identify next steps where appropriate. Ongoing teacher assessments are undertaken throughout the year in line with the Foundation Stage Curriculum. Every half term class teachers and support staff will carry out summative assessments to plan for next steps in learning. Each term progress will be monitored for the seven areas of learning using the Lancashire tracker.

Parent consultations are held throughout the year through 'Parent drop ins' and 'Parents' Evenings' in the Autumn and Spring terms to inform on a child's progress. Targets and PSHE reports are sent home each term.

### **Admission Procedures**

Children enter Reception class at the beginning of the school term in which they are four or five years old. Admissions for all children are preceded by an induction visit to the Reception class and a visit to the child's home in order to develop a partnership with the parents and children. Specific details of admission arrangements are given to parents during the latter part of the term preceding entry.

### **Special Educational Needs**

Assessments and teacher observations are used to identify children who may have specific needs within the first half term following admission. The school follows the Code of Practice and parents are involved at all stages. Results of assessments are used to ensure that a tailored curriculum is offered to these children to meet their needs

### **Partnership with Parents and Carers**

The school recognises the importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Parents are encouraged to attend half termly 'drop in' sessions and to record achievements at home to contribute towards the EYFS floor books. Staff ensure that parents are well informed about the curriculum their child is experiencing through weekly and termly newsletters, weekly activity information, reading books and homework activities. Parents are encouraged to approach staff at the earliest opportunity if they are at all concerned about any aspect of their child's school life.

### **Children's Welfare**

On entry to school an emergency contact form is completed for all children, which includes medical and personal details. Any accident on school premises is recorded in the School Accident Book and parents informed dependent on the severity of the incident. The school has a Behaviour Policy, which operates on a system of rules, sanctions and rewards. The school's Safeguarding Policy aims to protect the children in its care to give each child the opportunity to achieve their full potential.

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During the day, children will take part in two snack times, with staff facing the children whilst eating to allow them to act quickly in case of an emergency. Every day the children will take part in the Supervised Toothbrushing Programme, which involves a session with trained members of staff where all children brush their teeth. Parents will receive a consent form on entry to school to take part.

### **Equal opportunities**

Staff ensure that all children have equal access to the curriculum. They will be encouraged to respect similarities and differences within cultures other than their own. The school seeks to develop tolerance and concern for others.

### **Monitoring**

The Early Years Leaders are responsible for the monitoring of this policy and any areas of development will be incorporated into the School Development Plan as necessary.

Reviewed – February 2026