

# Early Years Foundation Stage

2024-2025



**EYFS lead:**

Miss. Rachel Mounsey

## Early Years Curriculum

Intent, Implementation and Impact

# Intent

At the Ribblesdale Federation of Schools, we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. We provide inviting classroom environments, both indoors and out, to stimulate learners and engage them in developing the three 'Characteristics of Effective Learning' as set out within the EYFS. Our EYFS curriculum encompasses our school values...

## Love, Kindness, Friendship and Respect

We carefully plan our EYFS curriculum to meet the following aims:

- Foster a love of learning which inspires curiosity.
- Provide experiences of awe and wonder.
- Ensure all children have access to high quality learning opportunities.
- Provide parents/carers with the opportunity to develop their child's learning at home.
- Develop knowledge and understanding of the community and wider world.

# Implementation

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage, 2024 this document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. The curriculum is also flexible to follow individual children's

interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside. The school follows the Little Wandle phonic programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting. We love to provide children with opportunities that lots of them have not experienced before or that enhance their learning in school. In Reception, children start their '50 Things to do before you leave Primary School' adventure which gives them a collection of unique experiences to complete during their time with us. Children will experience a range of visits and visitors throughout the year. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project. By the end of the year we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Reception working together as teams to develop expertise and confidence. The EYFS team work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

- Quality first teaching across all areas of the curriculum.
- Stimulating learning environments indoors and outdoors.
- Well planned and organised continuous provision which allows the children to learn through play.
- A carefully planned balance of adult-led and child-initiated learning opportunities.
- We promote a love of learning through real life experiences and opportunities to build on prior learning.
- Close links with local early years settings which support a smooth and settled transition into school.
- Strong parental partnerships which empower parents to support their child's learning at home.
- Systematic approaches to teaching reading to ensure all children learn to read. High quality phonics teaching is started as soon as children begin reception.







- Opportunities for children and families to develop a love of reading.
- Planned opportunities for outdoor learning through 'Forest Schools' and in the outdoor classroom.


## Impact

The impact of the EYFS curriculum is reflected in having happy and confident children transitioning into Year 1. We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journey, Maths Journals and contributions to our 'Big Books'. The judgements of our school are moderated by the EYFS /Key stage 1 team and with other schools in the county. This means judgements are secure and consistent with government guidelines. The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and designated governor for EYFS.

- High levels of engagement and motivation demonstrated from children which supports them to become lifelong learners.
- Confident and capable readers who demonstrate a love of reading.
- Evidence of strong links with parents.
- Children demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.
- Children feel happy and safe and enjoy coming to school.
- All children access a balanced and challenging curriculum regardless of their background, needs or abilities.
- Children make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs.
- Children are supported by adults that are well trained and passionate about providing the best education for every child

The following Long-term Plan is an example of mini topics that may take place. We follow a responsive curriculum in the EYFS and the skills may be developed through different activities in response to the children's current interests. In addition to adult focused activities continuous provision and provocations both inside and outside are carefully considered in order to provide opportunities for children to apply their developing skills and knowledge and promote interest that adults can carefully and skilfully scaffold to extend learning.

	Autumn Term		Spring Term		Summer Term	
Term	One	Two	One	Two	One	Two
<b>Theme</b> (NB: these themes may be adapted at various points to allow for children's interests to flow through the provision for learning)	<b>All About Me!</b> Starting School/ My new class/ new beginnings/ People who help us/ Careers/ Staying Healthy/ Food Human Body/ How have I changed? My Family/ What am I good at? How do I make others feel? Being Kind/ Staying Safe	<b>Terrific Tales</b> Little Red Hen – Harvest/ Old Favourites/ Library Visits/ The Nativity/ At the Panto/ Christmas Lights/ Letters to Father Christmas	<b>Amazing Animals</b> Life cycles (chick incubator) Climates/ Hibernation/ Mini Beasts/ Animal Art/ Animal Patterns/ Night and Day Animals	<b>Come Outside!</b> Plants and Flowers/ Weather & Seasons/ The Great Outdoors/ Forest School/ Reduce Re0Use Recycle/ Our Local Area	<b>Ticket to ride!</b> Where in the world have you been? Where do we live? Vehicles Past and Present/ Design your own transport	<b>Fun at the Seaside!</b> Under the sea/ Off on holiday/ Where in the world shall we go? Send me a postcard/ seaside art
<b>Possible texts and Old Favourites</b>	The Smartest Giant in town The Rainbow Fish Funny Bones The Big Book of Families Wombat goes walk about Pigs might fly	The Jolly Postman Farmer Duck Christmas Story/ Nativity Rama and Sita I want a pet dog	The Very Hungry Caterpillar Aaargh Spider! The tiger who came to tea Diary of a wombat Pig in the pond If sharks disappeared Penguins	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk A stroll through the seasons Jack and the jelly beanstalk The last stop on market street	The bear and the piano The snail and the whale The way back home The naughty bus Mr Grumpy's outing The train ride Bob, the man on the moon Beegu Oi! Get off my train	Lighthouse Keeper's Lunch Under the sea The Journey Tiddler Katie and the sunflowers Grandad's Island
<b>PSED suggested link texts</b>						
<b>Hooks for Learning/ Enrichment Opportunities</b>	<ul style="list-style-type: none"> <li>Autumn Trail</li> <li>Nurse/ Firefighter visit</li> <li>Harvest Time</li> <li>Birthdays</li> <li>Favorite songs</li> <li>Roald Dahl Day (13<sup>th</sup> Sept)</li> <li>Halloween</li> <li>What do I want to be when I grow up? (photos/ videos)</li> </ul>	<ul style="list-style-type: none"> <li>Guy Fawkes/ Bonfire Night</li> <li>Christmas Time/ Nativity</li> <li>Diwali</li> <li>Hanukah</li> <li>Children in Need</li> <li>Anti-Bullying Week</li> <li>Remembrance Day</li> <li>What do you celebrate?</li> <li>What celebrations have you been to?</li> <li>Do we all celebrate the same celebrations?</li> <li>Why do we celebrate things?</li> <li>What makes a celebration special?</li> <li>Let us celebrate our differences – what are they?</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year</li> <li>LENT</li> <li>Valentine's Day</li> <li>Internet Safety Day</li> <li>Animal Art week</li> <li>RSPB Bird Watch</li> <li>National Handwriting Day</li> <li>Children's Mental Health Week</li> <li>Holi</li> <li>Random Acts of Kindness Day</li> </ul>	<ul style="list-style-type: none"> <li>Walk to the park</li> <li>Picnic/ food tasting</li> <li>Planting seeds</li> <li>Easter time</li> <li>Weather Experiments</li> <li>Nature Scavenger Hunt/ Easter Egg Hunt</li> <li>Mother's Day</li> <li>Science Week</li> <li>What do the signs around us tell us?</li> <li>Do all streets have names?</li> <li>Why our village is called what it is?</li> <li>Did anyone famous live in our village?</li> <li>Is our village famous for something?</li> <li>What is your favourite part of our village?</li> <li>How does our village compare to other villages/towns around us?</li> <li>World Book Day</li> <li>Making Pancakes</li> <li>Easter Theme Day in Church</li> <li>World Earth Day</li> <li>Planting</li> <li>International Women's Day</li> </ul>	<ul style="list-style-type: none"> <li>Post a letter</li> <li>Food tasting – different cultures</li> <li>Map work – find the treasure</li> <li>Ramadan/ Eid</li> <li>Pride Month</li> <li>D-Day</li> <li>Travel</li> <li>What grows in my garden?</li> <li>Why are trees so big?</li> <li>How can I grow my own vegetables?</li> <li>Which fruits grow in our country and which do not?</li> <li>How did it become a butterfly?</li> <li>How do animals change as they grow?</li> <li>What does everything need to help it grow?</li> </ul>	<ul style="list-style-type: none"> <li>Under the sea – sea songs and shanties</li> <li>Fossil Hunting</li> <li>Father's Day</li> <li>Healthy Eating Week</li> <li>Sports Day</li> <li>World Environment Day</li> <li>World Ocean's Day</li> <li>Pirate Day</li> <li>Where do you go on holiday when its holiday time?</li> <li>Have you flown on an aeroplane?</li> <li>Where do people go on their holidays?</li> <li>What do people do on their holiday?</li> <li>What clothes do we need for very hot days?</li> <li>Descriptive words for the journeys – feelings, describe environments. Names of vehicles</li> </ul>
<b>Writing</b>	Dominant hand, tripod grip, mark making, giving meaning	Name writing, labelling using initial sounds, story scribing. Retelling	Writing some of the tricky words such as	Creating own story maps, writing captions and labels, writing simple sentences. Writing short	Retell the story in own words / reverse the journey	Write a postcard / diary writing My Holiday – recount

	to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!	stories in writing area, instructions for porridge (Goldilocks link) Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences	Describe each animals Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – B, M & E.
<b>Maths</b> WRM + Mastering Number	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
	<b>Early Mathematical Experiences</b> Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. <b>Pattern and early number</b> Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	<b>Early Mathematical Experiences</b> Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. <b>Pattern and early number</b> Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	<b>Numbers within 10</b> Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less <b>Addition and subtraction within 10</b> Explore addition as counting on and subtraction as taking away <b>Numbers within 15</b> Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer	<b>Grouping and sharing</b> Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing <b>Numbers within 20</b> Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer <b>Doubling and halving</b> Doubling and halving & the relationship between them	<b>Shape and pattern</b> Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns <b>Addition and subtraction within 20</b> Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving <b>Money</b> Coin recognition and values •Combinations to total 20p •Change from 10p <b>Measures</b> Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	<b>Depth of numbers within 20</b> Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards <b>Numbers beyond 20</b> One more one less •Estimate and count •Grouping and sharing
<b>Vocabulary</b> (See separate plan for more detail)	Name body parts. Feelings words Family member names	Festival names and words. Descriptive words to describe the celebrations and how they made you feel.	Words to describe growth – enormous, huge Words to describe the lifecycles. Plant and animal names	Descriptive words for buildings, structures and feelings. Names of different buildings and structures.	Descriptive words for the journeys – feelings, describe environments. Names of vehicles	Descriptive words for other environments. Descriptive words for how other environments and travel makes you feel – excited, scared
	<b>Characteristics of Effective Learning</b>					
	<b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning <b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. <b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					



**Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.**

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

**PLAY:** *At The Ribblesdale Federation of Schools, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'*  
EYFS Team

**We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.**

**Possible Links to KS1**

**Working Scientifically**

To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers

**Science**

To know what an animal is  
To recognise and name a variety of different animals  
To know the names of different body parts of humans and animals they have experience of

To know about different types of weather To observe changes in trees and plants as the seasons progress

To know what a plant is  
To know what a flower is To know where you see plants  
To describe different plants and flowers

To recognise that different everyday objects are made from different materials  
To describe how different objects look and feel

**History**

Share their memories of significant events in their own lives.  
Talk about things that have changed.  
Begin to put these events in order

Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.  
Begin to put events in order

Use words associated with the past including yesterday, last week, last year  
Use past tense when speaking about things that happened in the past

Talk about the order of events in a range of familiar stories.  
Recognise language in stories that shows the story happened in the past.

**RE**

**Believing**

To know that different people have different faiths  
To know that some stories come from different holy books, and to express ideas in response to those stories

**Living**

To know that different people have different times of celebration  
To understand that different people have different ways of celebrating major events  
To know that people of all faiths can and do live well alongside each other  
To enjoy joining in with family customs and routines  
To be able to express some of their own families' customs and traditions

**Expressing**

To know that different people have a range of different ways of showing their beliefs, including prayers and worship  
To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions

**PSHE**

**Relationships**

Knows right from wrong and can explain why it is important to have boundaries and routines  
Working and play co-operatively and taking turns with others Recognise and show sensitivity to their own and others needs Recognise similarities and differences between themselves and others

**Health and Wellbeing**

Managing their own personal hygiene and basic needs  
Shows an understanding of their own feelings; and those of others  
Being to regulate their behaviour  
Shows an understanding of how to stay safe in a range of common situations.

**Living in the wider world**

Shows care and concern for living things.  
Name and describe people who might help us in the local community (police, fire service, doctors and teachers).

<b>Art</b>	<p>Hold tools like pencils, paint brushes, scissors with increasing precision</p> <p>Experiment with using different everyday and art materials to explore colour, texture and form</p> <p>To explore their ideas and imagination by creating drawings, paintings and sculptures.</p> <p>To explore creating designs and art work on a range of scales.</p>		<p>To explore a range techniques to draw, paint, print and sculpt to help them create art work.</p>		<p>Recognising and exploring the colour, patterns and shapes in other artist's work.</p> <p>Expressing opinions and feelings in response to their own art work and other artist's work.</p> <p>Sharing their work with other people, talking about what they have created it.</p>	
<b>Design Technology</b>	<p>To describe something they want to make / build / construct</p> <p>To say who they are making / building / constructing for</p> <p>To talk about what materials they are going to use when making / building / constructing</p>	<p>To make / build / construct objects using a variety of materials</p> <p>To join materials together when making / building / constructing</p>	<p>To talk about their constructions / products, and what they are pleased with</p> <p>To talk about their constructions and say how it could be even better</p> <p>To talk about everyday objects that they like and say why they are good</p>		<p>To build / construct structures from a range of materials to a design brief that they have created or been given. To build / construct structures that are tall or strong.</p> <p>To know that tape and glue can join materials together and can make structures stronger.</p>	<p>To recognise different foods as either healthy or unhealthy</p> <p>To know how to use basic cutlery and utensils to make and eat food</p> <p>To follow simple instructions to make different foods</p> <p>To know when we make food for other people that it needs to be appealing</p>
<b>Geography</b>	<p>Know where they live</p> <p>Know how they travel to school</p> <p>Talk about some of the differences they notice when they are in different places</p> <p>Talk about places when looking at books and watching tv/videos Talking about places they have been to</p> <p>Talk about places in stories</p> <p>Using language that relates to place</p>		<p>Recognise elements of their environment that are manmade and natural</p>		<p>Make maps from stories</p> <p>Follow simple maps in play</p>	
<b>Music</b>	<p><b>Vocalising and Singing</b></p> <p>To join in with singing familiar songs and rhymes.</p> <p>To make up songs and rhymes of their own.</p> <p>To match the pitch of their voice to the pitch of the song they are singing.</p>		<p><b>Hearing and Listening</b></p> <p>To listen to live and recorded music, hearing lyrics, rhymes and instruments.</p> <p>To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.</p> <p>To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</p>		<p><b>Moving and Dancing</b></p> <p>To respond to music, including individual instruments with movement and dance</p> <p>To match movements to the rhythm and pulse of a piece of music</p>	<p><b>Exploring and Playing</b></p> <p>To explore the range of sounds made by different instruments.</p> <p>To use a range of percussive instruments to enhance songs and rhymes.</p> <p>To know the names of instruments that they have explored and used.</p>
<b>PE</b>	<p><b>Fundamentals</b></p> <p>To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education.</p> <p>To use their core muscle strength to achieve a good posture.</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>	<p><b>Dance</b></p> <p>To use a more fluent style of moving, developing control and grace.</p> <p>To combine different movements with ease and fluency.</p>	<p><b>Gymnastics</b></p> <p>To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>To combine different movements with ease and fluency.</p>	<p><b>Games</b></p> <p>To negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>	<p><b>Ball Skills</b></p> <p>To combine different movements with ease and fluency.</p> <p>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	
<b>Computing</b>	<p>Awareness of different technologies in and out of school</p> <p>Awareness of the cause and effect of technology</p> <p>Awareness of digital storage of information- photography, digital writing and research information</p> <p>Awareness of input and outputs of devices</p> <p>Can use technology to express creatively and constructively</p>		<p>Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information</p> <p>Awareness of input and outputs of devices</p> <p>Can use technology to express creatively and constructively</p>		<p>Awareness of different technologies in and out of school</p> <p>Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information</p> <p>Awareness of input and outputs of devices</p> <p>Can use technology to express creatively and constructively</p>	










		Autumn Term		Spring Term		Summer Term	
E F Y S	Communication and Language	Nursery 2	Reception	Nursery 2	Reception	Nursery 2	Reception
			<ul style="list-style-type: none"> <li>Listens to stories, songs &amp; rhymes &amp; asks for favourites</li> <li>Can shift attention when interested in conversation</li> <li>Understands longer instructions, containing 3 key words</li> <li>Actions demonstrate understanding of simple concepts</li> </ul>	<ul style="list-style-type: none"> <li>Follows instructions without visual clues</li> <li>Asks simple questions about stories or themselves</li> <li>Describes how they made a model or did an activity</li> <li>Describes events that have happened although tenses may not be accurate</li> <li>Uses sentences of between 4-6 words</li> </ul>	<ul style="list-style-type: none"> <li>Links 3 or 4 words.</li> <li>Beginning to refer to things in the past</li> <li>Beginning to use descriptive language &amp; words for time, space &amp; function</li> <li>Pays attention to conversation in a small group</li> <li>Listens to &amp; remembers simple stories with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Listens to the opinions of others in a small group.</li> <li>Follows longer, more complex instructions</li> <li>Retells simple stories sometimes using the vocabulary from books</li> <li>Understands who, what, where, how and why questions</li> <li>Sometimes uses tenses correctly</li> <li>Ask questions about events in the past or future &amp; uses vocabulary associated with the events</li> </ul>	<ul style="list-style-type: none"> <li>Responses show an understanding of an experience or event</li> <li>Can describe action or experience in the present tense</li> <li>Able to tell own short story or anecdote</li> <li>Makes requests when choosing resources or activity</li> <li>Anticipates key events &amp; phrases in stories &amp; rhymes</li> <li>Listens to others &amp; stories in small groups.</li> </ul>
E F Y S	Personal, Social and Emotional Development	Nursery 2	Reception	Nursery 2	Reception	Nursery 2	Reception
		<ul style="list-style-type: none"> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</li> <li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</li> <li>Select and use activities and resources, with help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Understand why rules are important.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'angry' and 'worried'</li> <li>Understand gradually how others might be feeling.</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Play with one or more other children,</li> <li>Achieve a goal they have chosen, or one which is suggested to them.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Manage their own needs.</li> <li>Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Extend and elaborate play ideas.</li> <li>Increasingly follow rules</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk about their feelings using words like 'happy' and 'sad'.</li> <li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Think about the perspectives of others.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>tooth brushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> </ul>
		Nursery 2	Reception	Nursery 2	Reception	Nursery 2	Reception

	<ul style="list-style-type: none"> <li>• Can climb confidently, catch a large ball and pedal a tricycle.</li> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Develop manipulation and control e.g. tearing paper, making marks on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</li> <li>• Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different materials and tools providing opportunities for children to grasp, hold and explore materials.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to negotiate space successfully when playing racing and chasing games.</li> <li>• Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing.</li> <li>• Progress towards a more fluent style of moving with developing control.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</li> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</li> <li>• Creates lines and circles pivoting from the shoulder and elbow.</li> <li>• Uses a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters independently</li> </ul>
	<b>Nursery 2</b>	<b>Reception</b>	<b>Nursery 2</b>	<b>Reception</b>	<b>Nursery 2</b>	<b>Reception</b>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Make marks on their picture to stand for their name.</li> <li>• Repeat words and phrases from familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some or all the letters of their name.</li> <li>• Develop understanding of 5 key concepts about print.</li> </ul>	<ul style="list-style-type: none"> <li>• Make marks on their picture to stand for their writing.</li> <li>• Talks about events, characters and make simple predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to write letters to represent initial sound of words.</li> <li>• Extended conversations about stories, learning new vocabulary.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some letters accurately.</li> <li>• Talks about events, characters and make simple predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ul>
	<b>Nursery 2</b>	<b>Reception</b>	<b>Nursery 2</b>	<b>Reception</b>	<b>Nursery 2</b>	<b>Reception</b>
<b>Mathematics White Rose Maths Scheme is followed</b>	<ul style="list-style-type: none"> <li>• Uses some number names.</li> <li>• Counts up to five items</li> <li>• Links numerals with amounts</li> <li>• Shows awareness of shape similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in subitising numbers to four or five</li> <li>• Uses spatial language</li> <li>• Spots patterns in the environment</li> <li>• Enjoys tackling problems involving prediction and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and adds to simple linear patterns</li> <li>• Compares two small groups of up to five objects</li> <li>• Begin to recognise numerals 0 to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Estimates numbers of things</li> <li>• Increasingly confident at putting numerals in order 0 to 10</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Matches the numeral with a group of items)</li> <li>• Begins to conceptually subitise larger numbers</li> <li>• Chooses familiar objects to create and recreate repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Separates a group of three or four objects</li> <li>• Accurately predicts, moves and rotates objects</li> <li>• Recalls a sequence of events in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Count beyond ten.</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Compare length, weight and capacity.</li> </ul>

				<ul style="list-style-type: none"> <li>increasingly able to order and sequence events using everyday language related to time</li> </ul>		
<b>Understanding the World</b>	<b>Nursery 2</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul>	<b>Nursery 2</b> <ul style="list-style-type: none"> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Begin to make sense of their own life-story and family's history.</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>Begin to know that there are different countries in the world.</li> <li>Talk about members of their immediate family and community.</li> <li>Understand that some places are special to members of their community.</li> </ul>	<b>Nursery 2</b> <ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> <li>Use all their senses in hands on exploration of natural materials.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>
	<b>Expressive Arts and Design</b>	<b>Nursery 2</b> <ul style="list-style-type: none"> <li>Explores and learns how sounds and movements can be changed.</li> <li>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns.</li> <li>Enjoys joining in with moving, dancing and ring games.</li> <li>Uses movement and sounds to express experiences, expertise, ideas and feelings.</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>Develops an understanding of using lines to enclose a space and begins to use drawings to represent things.</li> <li>Use a variety of construction materials in different ways.</li> <li>Use tools for a purpose.</li> <li>Uses available resources to create props or creates imaginary ones to support play.</li> <li>Plays alongside other children who are engaged in the same theme</li> </ul>	<b>Nursery 2</b> <ul style="list-style-type: none"> <li>Experiments and creates movement in response to music, stories and ideas.</li> <li>Sings to self and makes up simple songs.</li> <li>Continues to explore colour</li> <li>Engages in imaginative play based on own ideas</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>Begin to build a collection of songs and actions.</li> <li>Uses tools to explore and develop their thinking around their interests.</li> <li>Creates representations of both imaginary and real-life ideas, events, people and objects.</li> <li>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</li> <li>Begins to use combinations of art forms.</li> </ul>	<b>Nursery 2</b> <ul style="list-style-type: none"> <li>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.</li> <li>Taps out simple repeated rhythms</li> <li>Develops an understanding of how to create and use sounds intentionally.</li> <li>Continues to explore how colours can be changed.</li> <li>Engages in imaginative play based first-hand or peer experiences.</li> <li>Creates sounds, movements, drawings to accompany stories</li> </ul>

# EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT!

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p><u>Subitise</u> (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>