



# Curriculum Guidance

## Early Years Foundation Stage

At Cannon Park, we encourage **excellence and enjoyment** by being our best and caring for all in a safe environment every day!

Teamwork Respect Integrity Enjoyment Discipline



**School Vision**

At Cannon Park Primary School, we encourage excellent and enjoyment by being our best, caring for all, in a safe environment, every day.

**Curriculum Vision**



**Diverse community  
 learning together**



**Excellence and  
 enjoyment**



**TRIED Values**

We are a caring school with strong values, a diverse and inclusive culture, coming together as one community.

Our curriculum has been developed with our children in mind, celebrating the best of Coventry as well as developing an understanding of the wider world and our diverse community. Our curriculum, combined with our extra-curricular activities, aims to develop children's cultural capital, social, spiritual and physical development growth.

Our children are delightful, and we encourage them to aim high, achieve excellence through enjoyment. We want children to enjoy their learning together, develop a love of learning and leave Cannon Park as life-long learners, ready for their next step in life.

Values

<b>Teamwork</b>	<b>Together everyone achieves more.</b> We want children to understand the importance of working as part of team. We work in partnership with our community, helping children understand their place in the community.
<b>Respect</b>	<b>Treating others how you would like to be treated.</b> We want children to respect themselves and others as well as learning to respect the environment.
<b>Integrity</b>	<b>Doing the right thing even when no one is looking.</b> Doing the right thing is an important message to teach our children. We want them to learn from positive role models throughout the curriculum.
<b>Enjoyment</b>	<b>Having fun, but not at the expense of others.</b> Our children have told us that they learn best when they are enjoying themselves. Parents have told us that their children come home from school talking about new experiences. We want to ensure our curriculum provides children with these opportunities.
<b>Discipline</b>	<b>Doing what needs to be done, even when you don't feel like doing it.</b> Having discipline in learning is essential to progress. We want children to develop discipline across the full curriculum.



Pedagogy

At Cannon Park, we aim to provide high quality learning experiences for the children. Across the school, we agree on **three core elements to learning**:



**Engage**



**Apply**



**Reflect**

**Engage**

Teachers create bespoke, engaging resources to hook the children into their learning. Links are made to previous learning to ensure that skills and knowledge are connected. New learning is presented in small steps, with children using whiteboards and *Learning Partners* to practise together. Teachers limit the amount of learning children receive at one time to prevent cognitive overload. Teachers give clear and detailed instructions and explanations. Practices such as *My Turn, Your Turn* are used to show children how to think aloud and model steps of learning. Children are prepared for independent practice.

*From pupil and parent voice, we know that our children learn best when they are engaged. This makes the learning experience memorable and helps it stay in long term memory. Research shows that recaps, explicit teaching, great questioning, and learning broken up into smaller chunks helps with retention of new learning (Rosenshine).*

**Apply**

Children lead the learning, involved in active practice through our adaptive teaching approach. Teachers guide children to ensure they are at the right point in learning. During this time, the teacher supports the learning where necessary while assessing the learning. All children have *Learning Partners* to enable them to support each other in their learning along with model examples. High quality questioning guides children in their learning, with a focus on process rather than outcome, and to check understanding. Children are supported with new vocabulary.

*EEF research states that effective collaborative learning gains an additional 5 months of learning. EEF research states that thinking skills gains an additional 8 months of learning.*

**Reflect**

Children are given time to reflect on their own learning both individually and with *Learning Partners*, with whom they can explain what they have learned. Teachers use assessment for learning to celebrate success and move the learning on. Teachers provide systematic feedback and correct learning when appropriate following our feedback policy, which has been created based on research from EEF and Sutton Trust. Additional time is spent with children in small groups or 1:1 to reteach material when necessary and to provide further explanations. Adults support children to secure their learning at the earliest opportunity to ensure children *Catch Up and Keep Up* with the learning.

*EEF research states that effective feedback on learning gains an additional 7 months of learning.*

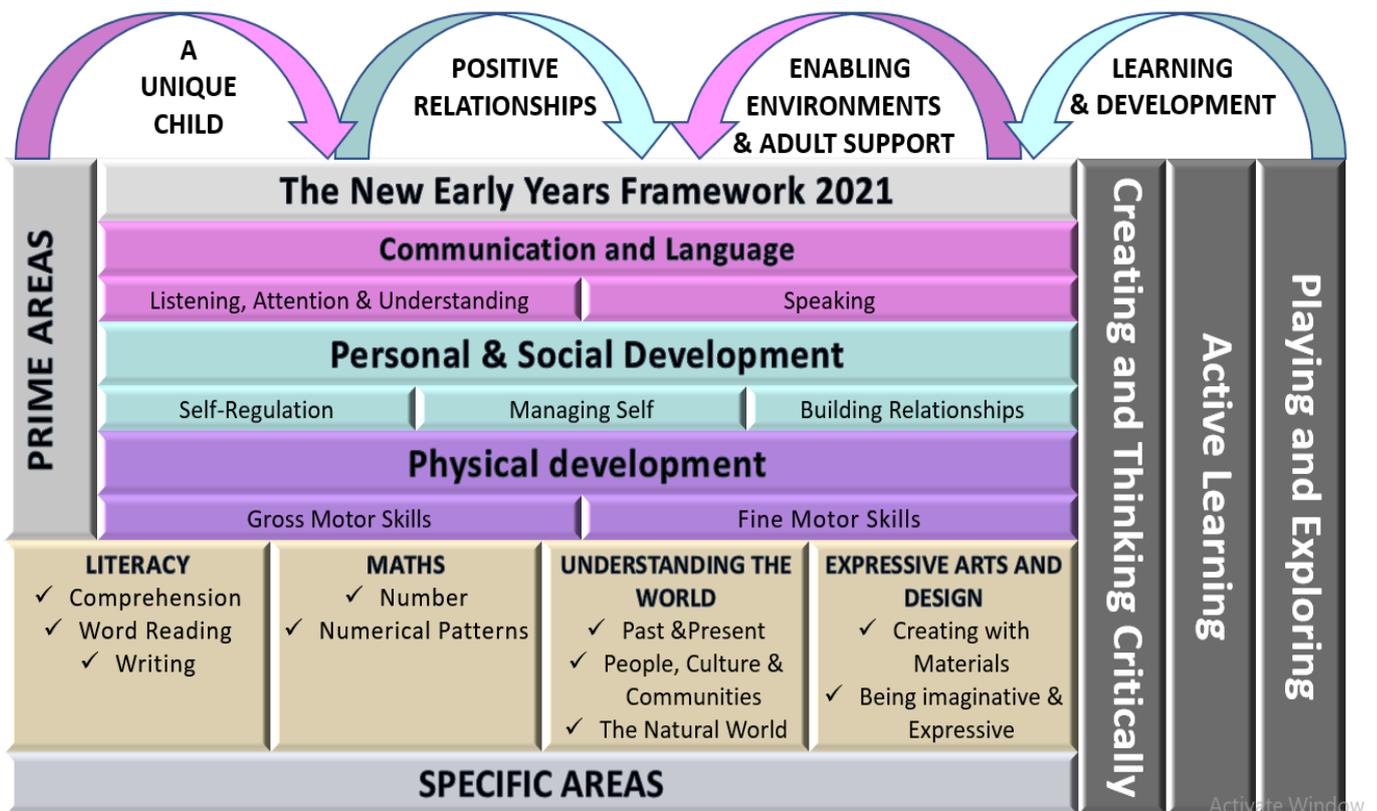


### Early Years Curriculum

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', as we know it is essential for children's development and their holistic health. 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. As effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will guide and support all children wherever their starting point and offer a curriculum rich in wonder and experience, that promotes challenge, exploration, adventure and a love of learning.

We want all children to develop physically, verbally, cognitively, and emotionally, in an environment that values and celebrates all cultures, communities, people and nature.

We deliver our curriculum through a balance of adult-led and child-initiated activities based on the Statutory Framework for the Early Years - Sept 2021 and use children's interests, quality texts and events to provide them with experiences, knowledge and skills that they need to thrive. We want all children to enter KS1 happy, self-assured, curious and independent learners with a thirst for learning and a strong belief they can achieve anything they put their mind to.





Early Years Foundation Stage		
Intent	Implementation	Impact
We place reading at the heart of our curriculum, and we aim to encourage a lifelong love of reading	<ul style="list-style-type: none"> <li>Children are rewarded when observed reading a book, retelling or using story language in their play</li> <li>Our curriculum focuses on key texts each week, by well known authors. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These books will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.</li> <li>Diversity Texts will to be read throughout the year during story time sessions.</li> <li>Our book corner includes high quality and familiar texts and ‘librarians’ are chosen to oversee and care for these.</li> <li>Rigorous and consistent phonics programme used (Bug Club) to teach reading and support writing. Books, ebooks and games are sent home that match their phonic knowledge.</li> <li>Staff promote a love of reading wherever possible, and read to the children daily.</li> <li>Children vote for the class story each day, and we review each book.</li> <li>Books are placed outside daily</li> <li>Children visit the library each week to choose books for pleasure.</li> </ul>	They are successful, confident and fluent readers, who enjoy sharing and discussing books with others.
We recognise that oracy not only improves academic outcomes but is a life skill to ensure success.	<ul style="list-style-type: none"> <li>Staff ‘meet and greet’ each individual child each morning, and encourage good manners and polite behaviours</li> <li>Staff prioritise talk and conversation in all interactions, discussing interests, opinions and thoughts</li> <li>Daily songs, rhymes and stories are shared each day</li> <li>Children are encouraged to reflect on their learning</li> <li>Drawing club is used as vehicle to teach story language, and introduce unfamiliar and new vocabulary, as well as promoting a love of story</li> <li>Learning partners are used in all carpet sessions, to help children learn from each other, and hear differing opinions and ideas.</li> <li>Collaborative activities are planned in provision to promote talk and conversation</li> <li>Meta-cognition is modelled and encouraged throughout the day by staff</li> <li>Staff model and use words such as ‘engineer’ in provision and children will be encouraged to use subject specific language and terminology when appropriate.</li> <li>Staff will model ‘a high level of standard English’ and will encourage all children to answer questions and talk in full sentences.</li> <li>Children read to staff and discuss their books</li> <li>Interventions are used to improve the spoken language of some children, especially new to English pupils.</li> </ul>	<p>Children will become confident communicators, able to talk about themselves, their needs and experiences to peers and adults.</p> <p>Oracy develops children’s critical thinking and understanding, which in turn promotes their self-confidence, resilience and empathy-leading to improved wellbeing.</p>
We consider the environment to be the adaptive ‘third teacher,’ one that is welcoming, authentic, aesthetically pleasing, culturally representative, embraces	<ul style="list-style-type: none"> <li>The indoor and outdoor environments are carefully planned to be developmentally appropriate</li> <li>Enhancements and provocations are added to promote challenge, curiosity, collaboration and communication</li> <li>Children are taught how to use each area, how to gather resources needed, and how to pack away items safely.</li> <li>Staff share and model new equipment and resources</li> <li>Staff provide periods of uninterrupted play</li> <li>Staff co-play with the children to develop their learning through sustained shared thinking</li> <li>Staff upskill play by focusing on 3M’s - Making conversation, Maths &amp; Mark Making</li> </ul>	Children confidently explore the environment, use resources with purpose, and in creative ways, challenging themselves and demonstrating their acquired skills and knowledge safely.



<p>nature and filled with purposeful, open-ended materials.</p>	<ul style="list-style-type: none"> <li>● ‘Area reviews’ are carried out to see how children are using each area and what the next steps in learning are</li> <li>● Displays are engaging and purposeful and changed regularly</li> </ul>	
<p>We recognise that high level engagement leads to high levels of well being</p>	<ul style="list-style-type: none"> <li>● Baselines and conversation with parents and nurseries help us to know need and starting points</li> <li>● Children are observed and their Leuven Scales are recorded regularly. Low scores lead to intervention and interaction</li> <li>● Sustained shared thinking, collaboration, questioning and quality interactions support learners make good learning choices</li> <li>● Children know where to access and self-resource things they need.</li> <li>● Enhancements and provocations are added to promote challenge, curiosity, and learning</li> <li>● A daily learning challenge enables independent skills to be developed quickly</li> <li>● Time is given to celebrate and reflect on learning</li> <li>● Value vouchers and Star of the Week and are used to reward positive learning behaviours.</li> <li>● Weekly circle time/PSHE helps children improve holistic health &amp; well being.</li> </ul>	<p>Children are actively engaged with the environment, their peers and produce work they are proud of, and have a high level of well being.</p>
<p>We aim to ensure that all children make at least good progress from their starting points.</p>	<ul style="list-style-type: none"> <li>● Initial contact with Nurseries and parents is made to identify starting points and interests</li> <li>● RBA (Baseline) and school baseline assessments are undertaken.</li> <li>● Floor books capture key moments in learning and show progression</li> <li>● Regular discussions about progress and attainment between EYFS staff, SLT, outside agencies and parents support learners</li> <li>● Ongoing assessments track progress in all areas each term and informs planning</li> <li>● Targeted and regular interventions for anyone not on track, or at risk of falling behind.</li> <li>● Routine learning supports the children through daily phonics and maths teaching</li> <li>● Rigorous and consistent phonics programme used (Bug Club) to teach reading and writing. Books are sent home that match their phonic knowledge.</li> <li>● White Rose Maths scheme is followed to teach early mathematics - direct teaching, and concrete manipulatives are used to explore and apply what they have learned to real life contexts.</li> <li>● A variety of teaching styles and activities are used to embed learning and knowledge</li> <li>● Regular CPD ensure staff continue to develop skills to support learners</li> </ul>	<p>Children leave Reception having made good progress in all areas, are at the expected standard; and are ready for transition into Year 1.</p>
<p>The wider curriculum offers children a wealth of memorable experiences that excite, spark imagination and promote further learning</p>	<ul style="list-style-type: none"> <li>● The curriculum is taught through topics and supported by quality texts.</li> <li>● We offer an engaging trip/experience each term that brings learning to life, and provides a vehicle for further learning</li> <li>● Visitors are invited in to share their experiences and provide positive role models</li> <li>● Our outside environment enables children to strength their core muscles through physical play, and improve fitness levels</li> <li>● By spending time outdoors they develop exploratory, sensory experiences and develop a love and appreciation of the natural world.</li> <li>● Children learn to take risks and begin to discuss their success and failures with peers and adults</li> <li>● We provide opportunities, and plan for meaningful cross-curricular links and learning experiences</li> <li>● CPD develops and improves staff knowledge to better support learners.</li> </ul>	<p>Children leave reception being confident to continue their journey as writers, mathematicians, scientists, historians, artists and geographers.</p>



<p>Warm skilful interactions support the children as they begin to link learning to their play.</p>	<ul style="list-style-type: none"> <li>● Staff encourage and support children to follow their interests and develop play around this.</li> <li>● Staff are flexible to adapt planning in the moment to take account of interests, curiosity, or events.</li> <li>● Staff engage all children calmly and kindly, are playful and model positive behaviours</li> <li>● Staff encourage children to manage their feelings, to self regulate and ask questions</li> <li>● Staff engage with children who may be struggling to develop their own ideas, and support and encourage collaborative play with others.</li> <li>● If behaviour is challenging staff will talk to the children in an age-appropriate way to help them understand and implement changes.</li> <li>● Staff will liaise with and support parents when needed and learning at home will be encouraged.</li> </ul>	<p>Children feel safe and cared for, and can confidently talk about their needs and ask questions.. They actively engage with learning, ensuring high level attainment and high well being, and develop a growth mindset.</p>
<p>Research shows that a language rich, music rich, song rich environment helps children flourish</p>	<ul style="list-style-type: none"> <li>● A variety of music is played throughout the day.</li> <li>● Singing, songs and rhymes are part of our home time routine</li> <li>● Children have a weekly music lesson using 'Charanga'</li> <li>● Children learn to play rhythm sticks</li> <li>● Children take part in a performance to their school community</li> </ul>	<p>Children are confident to sing, dance and perform in front of others and enjoy music from diverse genres. Improved health and well being</p>
<p>We believe in process over product, as a way of building skills, imagination, and independence</p>	<ul style="list-style-type: none"> <li>● In activities staff will share the purpose and skill of the task</li> <li>● Children's work is displayed on their individual board and celebrated</li> <li>● Self -reflections are encouraged - 'what will you remember next time?'</li> <li>● New skills and equipment are modelled, and then added to continuous provision to refine and practice.</li> <li>● Children are encouraged to take ideas in their own direction</li> <li>● Children are encouraged to plan their play using - 'Play Projects' methodology, where they plan and talk about what to: 'Make &amp; Create, Build, Draw and Message'.</li> </ul>	<p>Children show pride in their achievements and what they have accomplished.</p>
<p>We believe Transition is a process and not a single event.</p>	<ul style="list-style-type: none"> <li>● The Lead communicates with parents and preschool settings before starting</li> <li>● Welcome videos are published on our website and a school presentation is shared with nurseries, and a welcome book sent home.</li> <li>● Children invited in for a 'play session' where new parents can meet each other</li> <li>● SEN children invited to spend extra time in classroom</li> <li>● Parents are invited throughout the year to work with their child.</li> <li>● Workshop offered to parents to support learning at home</li> <li>● Year 1 staff to spend time in the classroom in Summer term - co-playing alongside children to get to know them before spending time in their classroom.</li> <li>● Year 1 children spend time in class talking to children about Year 1.</li> <li>● Year R go to read with a Year 1 reading Buddy in Summer term.</li> <li>● Work moderated with Year 1 team throughout year.</li> </ul>	<p>Children confidently transition from preschool settings to Reception and then into Year 1.</p>



### Early Years Curriculum Year Plan

The Inner Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me Making Friends	Amazing Autumn Celebrations	Wonderful Winter Health & Happy	Our Favourite Things	Spring Watch Wonderfully Wild	Our Planet Sizzling Summer
Characteristics of effective learning	<p><b><u>Playing and exploring:</u></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</p> <p><b><u>Active learning:</u></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.</p> <p><b><u>Creating and thinking critically:</u></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.</p>					
Overarching Principles	<p><b><u>Unique Child:</u></b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b><u>Positive Relationships:</u></b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b><u>Enabling environments:</u></b> 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.</p> <p><b><u>Learning and Development:</u></b> 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.</p> <p><i>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.’</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p> <p>In the EYFS we prioritise relationships. We really care for each other as a staff team, for our children and our families. Our values are not just laminated on classroom walls, they permeate through everything we do and our behaviours as a team and a community. You feel the ethos of our school the second you walk through the door. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our children to leave us with academic intelligence, emotional intelligence and ethical intelligence.</p>					



## Early Years Curriculum Termly Plan

Autumn Term						
Themes	Wk	Texts	Big Idea	One-off days	Sticky Knowledge	Links to NC
<b>September:</b> All About Me Enrichment: Dress up as Pirate Day	1	Super Duper You - Sophy Henn  What makes me, me – Ben Fawkes	Ourselves – We are all super, special and unique.		I know my school is called Cannon Park. I know my school is in Coventry. I know that we have five school values.	PSHE
	2	Our Class is a Family – Shannon Olsen	Our Class. Teamwork.			
	3	Elmer – David McKee	Our School - how we would help Elmer in our class/school?	19th Talk like a Pirate Day 20th Elephant Appreciation Day		
<b>October</b> Making Friends Enrichment: TBC	1	A Dress with Pockets – Lily Murray Sulwe - Lupita Nyong'o Handa's Surprise – Eileen Browne	We are all special.	Black History Month	I know that everyone is different. I know what is special about Diwali.	PSHE
	2	The Family Book – Tod Parr Family and Me - Michaela Dias-Hayes	We are all different.			
	3	Penguins Hidden Talent The Roar - Eoin McLaughlin and Polly Dunbar	We are all good at something.	24th Diwali		
Half Term						
<b>November</b> Amazing Autumn Enrichment: Autumn Walk around the local area	1	Hello Autumn – Jo Lindley Goodbye Summer, Hello Autumn – Kenard Pak Sweep – Louise Greig	Signs of Autumn	31st Halloween 5th Bonfire Night	I know that weather changes over the year. I know that leaves change colour. I know that leaves fall off trees. I know that some animals hibernate.	Art & Design
	2	The Leaf Thief – Alice Hemming Marney's Mix Up – Jane Rushmore The Very helpful Hedgehog – Rosie Wellesley	Animals in Autumn	11th Remembrance Day		
	3	The Tiny Woman's Coat by Joy Cowley and Giselle Clarkson Red Leaf, Yellow Leaf – Lois Ehlert Pumpkin Soup – Helen Cooper	Autumn colours	14th-18th World Nursery Rhyme Week		
<b>December</b> Celebrations (Christmas)	1	The Nativity Story Little Glow -Katie Sahota	Christmas Story	3rd International Day of persons with a disability	I know Christmas is about Jesus for Christians. I know how different people celebrate Christmas.	RE
	2	Laura's Star- Klaus Baumgart	Thinking about others			



Enrichment: Christmas Morning with parents		Star in the Jar – Sam Hay How to Catch A Star – Oliver Jeffers			I know that light is a important symbol for many faiths and people.	
	3	A World of Cookies for Santa: Follow Santa's Tasty Trip Around the World -M.E Furman The Most Wonderful Gift in the World - Mark Sperring	Christmas Around the World			

### Spring Term

Spring Term Themes	Wk	Texts	Key Ideas	One-off days	Sticky Knowledge	Links to NC
<b>January:</b> Wonderful Winter Enrichment: Winter Walk around the local area	1	Goodbye Autumn, Hello Winter - Kenard Pak Hello Winter -Jo Lindley	Signs of Winter		I know that weather changes over the year. I know there are different seasons. I know a hot place and a cold place around the World.	Science
	2	Poles Apart - Jeanne Willis Bringing the Rain to Kapiti Plain - Verna Aardema	Cold and hot places around the World	Chinese New Year		
	3	Animals in Winter – Henrietta Bancroft	Animals in winter			
<b>February</b> Healthy and Happy Enrichment: Nurse Visit	1	Whiffy Wilson, The Wolf Who Would Not Wash – Caryl Hart Hugh Shampoo, The Boy Who Would Not Wash His Hair – Karen George	Keeping Clean,		I know that it is important to have enough sleep. I know ways to keep myself clean. I know how to look after my teeth. I know that it is important to drink plenty of water. I know that it is important to have balanced diet. I know that exercise keeps me healthy.	PE PSHE Science
	2	Be Happy – Susie Linn Thank You for the Little Things – Caryl Hart	Mental health & Sleep	17th Random Acts of Kindness Day		
	3	The Healthy Wolf -David Bedford Mr Wolf's Pancakes – Jan Fernley	Healthy diet and exercise	21st Pancake day		

### Half Term

<b>March</b> Our Favourite Things Enrichment: Mother's Day 19 <sup>th</sup> March – Serve tea and cake to mums Class Museum – invite parents in after school	1	Oliver Jeffers	Favourite books	2nd World Book Day 3 <sup>rd</sup> World Wildlife Day	I can talk about my favourite book. I know there are different types of books. I know that some animals live on land and some live in water. I can name my favourite animal. I can name my favourite toy. I know that different people like different things. I different religions celebrate different festivals.	History (KS1 Toys)  RE (Easter and Eid)
	2	The Worlds Most Pointless Animals – Philip Bunting The World's Most Incredible Animals – Philip Bunting	Favourite animals	8th Holi		
	3	One Button Benny – Alan Windram Lost in the Toy Museum – David Lucus	Favourite toys	Science Week		



		Williams Doll - Charlotte Zolotow			I know that St George is the saint of England.	
4	Martha Maps it Out- Leigh Hodgkinson I Am An Artist- Marta Altes	Favourite activities	Ramadan			
5	The Music in Me – Sophy Henn The Bear with the Piano – David Litchfield	Favourite music	Easter and Eid			
6	Beegu – Alexis Deacon Croc and Bird – Alexis Deacon	Favourite people Siblings	23rd St George’s day			

### Summer Term

Summer Term Theme	Wk	Texts	Key Ideas	One-off days	Sticky Knowledge	Links to NC
<b>April:</b> <b>Spring Watch</b> Enrichment: Spring Walk around the local area Meet a chicken	1	Goodbye Winter, Hello Spring – Kenard Pak Hello Spring -Jo Lindley	Signs of Spring		I know that weather changes over the year. I know there are four seasons. I know that plants start to grow in Spring. I know that animals have babies in Spring (e.g. foal from horse; lamb from sheep; kids from goats).	Science
	2	The Tiny Seed – Eric Carle Pip – Maggie Li The Extraordinary Gardener – Sam Broughton	Plants in Springtime			
	3	Sonya’s chickens – Phoebe Wah Rosies Walk – Pat Hutchinson	Animals in Springtime			
<b>May</b> <b>Wonderfully Wild</b> Enrichment: Ryton Pools or Anker Wood Visit	1	Tidy – Emily Gravett Too Much Stuff – Emily Gravett	Local wildlife, British wildlife		I can name common British wildlife. I can name some minibeasts. I can name some dinosaurs. I know that dinosaurs no longer exist today (extinct). I know that bees are important to everyone. I know that honey comes from bees.	Science History
	2	Tom and the Island of Dinosaurs – Ian Beck Tom and the Dinosaur Egg – Ian Beck	Dinosaurs	15th International Dinosaur Day		
	3	Bumblebear –Nadia Shireen Snail Trail – Ruth Brown	Bees and other living things	20th World Bee Day 23rd World Turtle Day		
Half Term						
<b>June</b> <b>Our Planet</b> Enrichment: Kenilworth Castle	1	In Every House on Our Street – Jess Hitchman	Looking after Coventry	5th June World Environment Day	I know that our school is in Coventry. I know that Coventry is in England. I know that England is in the UK.	Geography Science History
	2	Here We Are – Oliver Jeffers	Looking after our country	8th World Ocean Day		



<p>Class Tea Party for Queen's Birthday</p>	<p>3</p>	<p>10 Things I Can Do To help my World –Melanie Walsh                      The Queen's Hat – Steve Antony</p>	<p>Looking after our planet</p>	<p>10th Queen Elizabeth II's Birthday</p>		
<p><b>July</b>                      Sizzling Summer                      Enrichment: Teddy Bears Picnic with Year 1</p>	<p>1</p>	<p>Hello Summer – Jo Lindley</p>	<p>Signs of Summer</p>	<p>Transition</p>	<p>I know that weather changes over the year.                      I know there are four seasons and I can name some.                      I know who my teacher is in Year 1.</p>	<p>Science                      PSHE</p>
	<p>2</p>	<p>The Koala Who Could – Rachel Bright                      The Lion Inside – Rachel Bright                      The Way Home Wolf – Rachel Bright</p>	<p>Celebrating Reception</p>			
	<p>3</p>	<p>Previously – Alan Ahlberg</p>	<p>Looking forward to Year 1</p>			



## Early Years Curriculum Phonics Plan

Phonics - Daily 20 mins - PHONICS BUG SCHEME					
<p>Autumn 1 Phase 1</p> <p>Phase 1 covers the following aspects:</p> <ul style="list-style-type: none"> <li>● Environmental sounds</li> <li>● Instrumental sounds</li> <li>● Body percussion</li> <li>● Rhythm and rhyme</li> <li>● Alliteration</li> <li>● Voice sounds</li> <li>● Oral blending and segmenting</li> </ul> <p>These aspects are designed to help children:</p> <ol style="list-style-type: none"> <li>1. Listen attentively</li> <li>2. Enlarge their vocabulary</li> <li>3. Speak confidently</li> <li>4. Discriminate phonemes</li> <li>5. Reproduce audibly the phonemes they hear, in order, all through the word</li> <li>6. Use sound-talk to segment words into phonemes</li> </ol>	<p>Autumn 2 Phase 2/3</p> <p>The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmenting with letters.</p> <p>Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f,ff l, ll ss</p> <p>During the phase they will be introduced to reading two-syllable words and simple captions.</p>	<p>Spring 1 Phase 3</p> <p>The purpose of phase 3 is to teach digraphs and trigraphs..They will learn letter names during this phase, learn to read more tricky words and also begin to learn to spell some of these words.</p> <p>Graphemes taught:</p> <p>Set 6: j v w x Set 7: y z,zz qu Set 8: ch sh th ng Set 9: ai ee igh oa oo oo Set 10: or ur ar ow oi Set 11: ear air ure er</p>	<p>Spring 2 Phase 3</p> <p>Consolidate all previously learned graphemes and Tricky words, in different contexts, to embed.</p>	<p>Summer 1 Phase 4</p> <p>The purpose of this phase is to consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants e.g fl pl fr etc and to use their knowledge of phonemes to decode simple CVCC (frog) CCVCC (crisp), CCCVC (strap), CCCVCC (shrink), and polysyllabic words (milkman)</p> <p>Set 12</p> <p>Tricky word taught:</p> <p>some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>Summer 2 Phase 2/3/4</p> <p>Consolidate all previously learned graphemes and Tricky words, in different contexts, to embed.</p> <p>Read and Write daily practice Continue to blend, read, write new and unfamiliar words in preparation for Year 1.</p>
	<p>They will also learn to read and write these ‘tricky’ words: l, the, to, go, no into</p>	<p>They will also learn to read and write these ‘tricky’ words: he, me, she, we, be, was, my, you, her, they, all, are</p>	<p>They will also learn to read and write these ‘tricky’ words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>		
	<p>They will also learn to read and write these decodable high-frequency words: a ,dad, mum, bug, it, at, on, up, back, if, but, of, and, his,him,had, in, got,an, as, can, off, not, get,is</p>	<p>They will also learn to read and write these decodable high-frequency words: will, that, then, now, this, with, for, them,down,see, too, look, be,</p>	<p>They will also learn to read and write these decodable high-frequency words: went, from, children, it’s, just, help, put, old, i’m</p>		



## Early Years Curriculum Mathematics Plan

### Mathematics :

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

\*A daily mathematics lesson will be taught, and mathematics activities will be planned for in continuous provision. **WHITEROSE SCHEME USED**

Autumn Term		Spring Term		Summer Term	
<p><b><u>Getting to know you</u></b></p> <p><b><u>Just like me</u></b></p> <p>Matching Sorting Comparing amounts Compare size/mass/capacity Exploring simple patterns</p>	<p><b><u>It's me 1,2,3</u></b></p> <p>Representing 1,2,3 Comparing 1,2,3 Composition 1,2,3 Circles &amp; Triangles Positional language</p> <p><b><u>Light and Dark</u></b></p> <p>Representing numbers to 5 One more, one less Shapes with 4 sides Night and day - time &amp; measures</p>	<p><b><u>Alive in 5</u></b></p> <p>Introducing zero Comparing numbers to 5 Composition of 4,5 Comparing mass Comparing capacity</p> <p><b><u>Growing 6,7,8</u></b></p> <p>Comparing 6,7,8 Comparing two amounts Making pairs Length and height Time</p>	<p><b><u>Building 9 and 10</u></b></p> <p>Counting to 9, 10 Comparing numbers to 10 Number bonds to 10 3D shapes Spatial awareness Patterns</p>	<p><b><u>To 20 and Beyond</u></b></p> <p>Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning Match, rotate, manipulate</p> <p><b><u>First, then and now</u></b></p> <p>Adding more Taking away Spatial reasoning Compose and decompose</p>	<p><b><u>Find my pattern</u></b></p> <p>Doubling Sharing and grouping Even and odds Spatial reasoning Visualise and build</p> <p><b><u>On the move</u></b></p> <p>Deepening understanding Patterns and relationships Spatial mapping Mapping</p>



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

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts & Design
<p><b><u>ELG: Listening, Attention and Understanding</u></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><u>ELG: Speaking</u></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</p>	<p><b><u>ELG: Self-Regulation</u></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><u>ELG: Managing Self</u></b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave</p>	<p><b><u>ELG: Gross Motor Skills</u></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><u>ELG: Fine Motor Skills</u></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><u>ELG: Comprehension</u></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><u>ELG: Word Reading</u></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><b><u>ELG: Number</u></b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b><u>ELG: Numerical Patterns</u></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><b><u>ELG: Past and Present</u></b></p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>ELG: People, Culture and Communities</u></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. Explain some similarities and differences between life in this country and life</p>	<p><b><u>ELG: Creating with Materials</u></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><u>ELG: Being Imaginative and Expressive</u></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>



<p>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>accordingly.                  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b><u>ELG: Building Relationships</u></b>                  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>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b><u>ELG: Writing</u></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>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b><u>ELG: The Natural World</u></b>                  Explore the natural world around them, making observations and drawing pictures of animals and plants.                  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.                  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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**Early Years Milestones: Progression**

**Personal, Social and Emotional Development**

**We want children to**

- Be kind to themselves and others
- Show independence, concentration and curiosity
- Make and sustain friendships

PSED	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Self -Regulation</b>	<ul style="list-style-type: none"> <li>● Be able to manage transitions from home to school</li> <li>● Show confident in new situations and generally with new people</li> <li>● Talk about their base feelings e.g when they are happy, angry, sad</li> <li>● Ask for things they may require, or need support with</li> <li>● Tell someone to ‘stop’ if they dont like something, without the use of force</li> </ul>	<ul style="list-style-type: none"> <li>● Confidently manage their transitions and the school routine</li> <li>● Express a range of feelings in their interactions with others and in their play e.g excitement</li> <li>● Talk about their own feelings e.g Kim made me feel angry...</li> <li>● Know how their positive behaviour, rule following and effort can be rewarded</li> <li>● Be able to talk about unfairness and how some actions and words affect others</li> </ul>	<ul style="list-style-type: none"> <li>● Know some strategies to calm themselves e.g deep breaths, shoulder rolls, visiting a quiet space</li> <li>● Describe physical changes to their body after exercise, when feeling unwell, or when anxious, tired and angry.</li> <li>● Talk about the purpose of rules in different contexts</li> <li>● Show resilience and perseverance when facing a challenge</li> <li>● Enjoys responsibility and helping others for altruistic reasons.</li> </ul>	<p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>



PSED	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
Managing Self	<ul style="list-style-type: none"> <li>Meet their own safe care needs, by toileting, washing and drying hands</li> <li>Choose a variety of activities that interest them each</li> <li>Follow rules and routines</li> <li>Not give up immediately, when they find something difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Regulate their temperature and make appropriate choices based on the weather e.g taking a jumper off or putting on salopettes when wet.</li> <li>Look after their belongings with increasing care and respect</li> <li>Use handgel, and will wash and dry hands after messy activity and before food; and understands the importance of this</li> <li>Use tissues to blow their noses, and will catch coughs and sneezes in appropriate ways.</li> <li>Name and identify different parts of their body.</li> <li>Be able to select their own activities and resources needed</li> <li>Try new foods and a range of different textures, and can talk about likes and dislikes.</li> <li>Know some ways they are special and unique</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their mistakes, choices and what went well</li> <li>Will apologise and make amends when needed</li> <li>Know what food is good for them and which food is a treat</li> <li>Know some ways to keep healthy and happy</li> <li>Know how to keep their teeth healthy;</li> <li>Tolerate delay and disappointment</li> </ul>	<p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
Building Relationships	<ul style="list-style-type: none"> <li>Show kindness to others during play and through their words</li> <li>Be able to say please and thank you to different people</li> <li>Play alongside other children</li> <li>Start to develop friendships with new, unfamiliar children</li> </ul>	<ul style="list-style-type: none"> <li>Ask a teacher or friend for help, guidance or support</li> <li>Has a growing circle of friends</li> <li>Sometimes shows care towards other children who are sad</li> <li>Enjoy turn-taking games</li> <li>Knows some ways in which children in our school are different</li> <li>Listen and cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>Works and plays cooperatively with their peers</li> <li>Make suggestions to keep their play going and to extend it in new ways.</li> <li>Shows care, empathy and compassion to other children</li> <li>Works well with their learning partners</li> <li>Attempt to repair a relationship or situation where they have caused upset</li> <li>Pay compliments to others</li> </ul>	<p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li><b>Work and play cooperatively and take turns with others;</b></li> <li><b>Form positive attachments to adults and friendships with peers;</b></li> <li><b>Show sensitivity to their own and to others' needs.</b></li> </ul>



### Communication and Language

#### We want children to

- Express themselves in full sentences
- Engage in back and forth conversations with friends and staff
- Be confident to use new vocabulary and story language

CL	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>• Be able to make eye contact</li> <li>• Respond to their name</li> <li>• Listen to a story and answer simple questions about it</li> <li>• Follow simple verbal instructions e.g get your coat</li> <li>• Be able to follow some visual cues</li> <li>• Sing simple rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to stories, and will join in with repeated refrains and rhymes.</li> <li>• Talk about familiar stories they have heard, remembering some of what happened.</li> <li>• Use story and new vocabulary in their play e.g I have terrible tusks.</li> <li>• Be able to quickly switch attention from what they are doing to what is said</li> <li>• understands and responds to two-part instructions e.g get your coat and wait at the door.</li> <li>• Understands and responds to simple questions - why did the cat get so fat?</li> <li>• Enjoys working with and listening to others</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys listening to longer stories, without the need for pictures</li> <li>• Understand how to listen carefully and why listening is important</li> <li>• Make up their own simple stories that engage others</li> <li>• Retell familiar stories with increasing detail</li> <li>• share their thoughts and feelings about stories and events they have heard</li> <li>• Be able to describe events in some detail and in sequence e.g how they made some food...First, then...</li> </ul> <p>understands follows multi-part instructions e.g, get your coat, a clipboard and line up.</p>	<p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>



CL	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Responds to simple questions e.g how old are you?</li> <li>• Asks simple questions to find out more e.g when is it lunchtime?</li> <li>• Talk about what they are doing, what they see and what they are feeling</li> <li>• Talk to a growing range of people</li> <li>• Uses talk to organize their play</li> <li>• Use everyday vocabulary confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about events that have happened to them, or experiences they enjoy.</li> <li>• Use talk to take on different roles in imaginative play e.g I'll be the racing driver.</li> <li>• Will talk in full sentences of 4-6 words e.g 'Let's get on a bike.'</li> <li>• Begin to retell familiar stories</li> <li>• Will use talk to interact and negotiate with others</li> <li>• Connects ideas using 'and' 'because' 'or'</li> <li>• use words and phrases they have heard within school</li> </ul>	<ul style="list-style-type: none"> <li>• Use new vocabulary they have learned e.g tambourine, shrieking, amphibian,</li> <li>• Articulate ideas and thoughts in well formed sentences e.g 'I've never seen such beautiful bubbles!'</li> <li>• Will ponder why things happen and ask their own questions e.g 'I wonder why the grass is green?'</li> <li>• Use social phrases to meet and greet a growing range of people e.g good morning how are you?</li> <li>• Will share interests, jokes and events with the whole class</li> <li>• Enjoys talking in a range of contexts</li> <li>• Begin to use the correct tense most of the time</li> </ul>	<p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>



## Physical Development

### We want children to

- Use pencils and tools with skill
- Move with coordination and control
- To draw everyday objects that others recognise

PD	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Gross Motor</b>	<ul style="list-style-type: none"> <li>● Be able to take off and put on their coat, shoes &amp; wellies</li> <li>● Place belonging in a designated place e.g inside bag or on peg</li> <li>● Move freely to music</li> <li>● Catch large objects using both hands.</li> <li>● Move in a range of ways in their play e.g crawl, run, hop</li> <li>● Rides a scooter using a foot push action</li> <li>● Navigate space safely with some spatial awareness</li> <li>● Be able to independently climb and jump and move along apparatus e.g trim trail/tyres</li> </ul>	<ul style="list-style-type: none"> <li>● Be able to take off and put on their own jumpers and outdoor clothes, managing inside out arms/legs</li> <li>● Climb up and move across apparatus managing movement of alternative feet and hands.</li> <li>● Use large muscle movements to wave flags, and streamers hit a swingball, paint and make marks on flat and vertical surfaces.</li> <li>● Move in different and usually ways when instructed e.g gallop, slither, skip</li> <li>● Manage and move large objects safely by collaborating with others e.g planks</li> <li>● Balance on one foot on the ground and on objects, by shifting weight to improve stability</li> <li>● Adjusts speed and direction when playing chasing games, to keep safe</li> <li>● Can catch and throw large objects in a chosen direction</li> <li>● Be able to use a balance bike with increasing control, being able to stop, glide and navigate obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>● Combine own simple sequences and patterns of movement</li> <li>● Travel with confidence with control and skill over and through balancing and climbing equipment</li> <li>● Know when to throw objects using over and under arm actions</li> <li>● Can catch smaller objects from varying distances</li> <li>● Move and stop balls with feet in controlled ways</li> <li>● Able to use bikes and scooters competently and with control, and able to adjust speed</li> <li>● Jump off an object and land appropriately using hands, arms and body to stabilise and balance</li> <li>● Will sit on the carpet and at tables showing control and stability in their body</li> <li>● Knows and talks about factors that support their physical and mental health</li> <li>● Be able to transport tools and equipment safely.</li> </ul>	<p><b>ELG: Gross Motor Skill</b></p> <ul style="list-style-type: none"> <li>● Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>● Demonstrate strength, balance and coordination when playing;</li> <li>● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>



PD	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
Children at the expected level of development will:		Children at the expected level of development will:		Children at the expected level of development will:
<p><b>Fine Motor</b></p>	<ul style="list-style-type: none"> <li>• Draw and paints lines and circles</li> <li>• Uses different tools to make simple marks, using a comfortable grip.</li> <li>• Be able use scissors to snip and use other one-handed tools e.g hammer</li> <li>• Be able to manipulate small parts and construction e.g puzzles, peg board, lego</li> <li>• Uses cutlery with some control to feed themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Draw animals and people with some basic and recognisable components e.g stick legs, circle head, eyes and mouth.</li> <li>• recognises their preference for a dominant hand</li> <li>• Use a dynamic tripod grasp to replicate patterns, letters and numbers</li> <li>• Is able to use other small one-handed tools such as tweezers , cutlery and screwdrivers with control</li> <li>• Be able to manipulate small parts, construction and threading tools with increasing skill</li> </ul>	<ul style="list-style-type: none"> <li>• Manage small parts like buttons, poppers and zips without support</li> <li>• Be able to draw recognisable people, animals, and objects with increasing detail</li> <li>• Use scissors effectively to cut out both geometric and irregular shapes with precision.</li> <li>• Handle objects, materials, and tools with increasing control and intention.</li> <li>• Hold a pencil effectively to form correctly oriented letters, shapes and numbers</li> </ul>	<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>



**Literacy**

**We want children to**

- Retell stories to demonstrate understanding
- Read simple sentences
- Write sentences that can be read by themselves and others

Literacy	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>● Can recognise and find their name in a variety of contexts</li> <li>● Recognises signs and environmental print has meaning</li> <li>● Know some sounds - and say what some objects begin with</li> <li>● Enjoys looking at books</li> </ul>	<ul style="list-style-type: none"> <li>● Segment &amp; blend vc and cvc words they hear and see</li> <li>● Hear rhyming words in stories and rymes</li> <li>● Count/ clap syllables they hear in words</li> <li>● Read &amp; recognise phase 2 high frequency words</li> <li>● Be able to recite the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>● Read decodable words and simple sentences from phase 3 with increasing speed</li> <li>● Read &amp; recognise phase 3 high frequency words</li> </ul>	<p><b>ELG: Word Reading</b></p> <ul style="list-style-type: none"> <li>● Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>● Read words consistent with their phonic knowledge by sound-blending;</li> <li>● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>



Literacy	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
		Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Enjoy listening to stories read to them</li> <li>Answer simple questions about stories they have heard</li> <li>Make simple comments about a story/event</li> <li>Make up playful sceneries, often influenced by stories and characters</li> </ul>	<ul style="list-style-type: none"> <li>Know what the terms author, title and illustrator mean</li> <li>Use language from familiar stories e.g once upon a time</li> <li>Knows a range of rhymes</li> <li>joins in with repeated refrains</li> <li>Sequence a simple story with picture prompts</li> <li>Make comments about stories</li> </ul>	<ul style="list-style-type: none"> <li>Handles books and touch screen technology carefully.</li> <li>Retell new and familiar stories using words, pictures and movement</li> <li>Answer questions about a text</li> <li>Beginning to make up their own stories using story language</li> <li>Enjoys creating everyday texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations</li> </ul>	<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>Anticipate – where appropriate – key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Select and uses tools to make marks, beyond circles and lines</li> <li>Give meaning to their marks &amp; symbols</li> <li>Attempt to write their name with some recognisable letter shapes</li> <li>Imitates adults' writing in their own play</li> </ul>	<ul style="list-style-type: none"> <li>Can use everyday literacy artefacts in their play e.g envelopes, signs, labels</li> <li>Begin to use simple letter knowledge in their emergent writing e.g 'm' for 'mummy'.</li> <li>Confidently make lines, shapes, marks &amp; symbols in their play, for a purpose</li> <li>Write their name using recognisable letters</li> </ul>	<ul style="list-style-type: none"> <li>Form lower case letters with increasing accuracy.</li> <li>Write labels, signs, captions and phrases using phonetically plausible attempts</li> <li>Create their own stories and books with images, symbols, and words.</li> </ul>	<p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> </ul> <p>Write simple phrases and sentences that can be read by others.</p>



## Mathematics

### We want children to

- Understand the composition of numbers to 10
- Compare and sharing quantities up to 10
- Verbally count beyond 20
- Recognise number patterns

Maths	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Counting</b>	<ul style="list-style-type: none"> <li>● Rote count to 5, always starting from 1</li> <li>● Sing number / finger rhymes knowing which number comes next if adult stops</li> <li>● Count out 3 objects, knowing the last number reached is the total</li> <li>● Select a small number of objects from a group e.g please give me one... two...three</li> </ul>	<ul style="list-style-type: none"> <li>● Rote count beyond 5</li> <li>● Count backwards from 5</li> <li>● Know cardinal counting principle (recalls final number of set to indicate the total)</li> <li>● Counts 5 objects, actions and sounds</li> <li>● Counts out 5 objects from a larger set</li> </ul>	<ul style="list-style-type: none"> <li>● Rote count to 10 and beyond</li> <li>● Counts 10 objects, actions, sounds</li> <li>● Count backwards from 10</li> <li>● Counts out 10 objects from a larger set</li> <li>● Know cardinal counting principle (7,8,9 - there are 9 balls) and explain how they know</li> </ul>	<ul style="list-style-type: none"> <li>● Rote Counts to or beyond 20</li> <li>● Link numerals 1 to 10 with its cardinal number value</li> <li>● Count backwards from 20</li> <li>● Counts out 20 objects from a larger set</li> </ul>
<b>Numeral Recognition &amp; Numeral Representation</b>	<ul style="list-style-type: none"> <li>● Distinguish between numerals and letters</li> <li>● Recognise familiar and significant numerals e.g "I'm 4, I'm that number."</li> <li>● Recognise numerals 1,2,3 or numeral patterns e.g dice</li> <li>● Be able to show finger number up to three</li> </ul>	<ul style="list-style-type: none"> <li>● Link Numerals 1-5 with its cardinal number value</li> <li>● Write numerals to 5</li> <li>● Quickly show finger numbers 0-5</li> <li>● Beginning to make marks to ascribe mathematical meaning e.g ticks, candles in dough</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Link Numerals 1-10 with its cardinal number value</li> <li>● Begin to write numerals to 10</li> <li>● Quickly show finger numbers 0-10</li> <li>● Makes a range of marks to ascribe mathematical meaning e.g ticks, tally</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to recognise numerals 10 to 20</li> <li>● Link numerals 1 to 10 with its cardinal number value.</li> <li>● Represent numerals 1 to 10 in writing</li> <li>● Sequence numbers in order</li> </ul>



Maths	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Subitise</b>	<ul style="list-style-type: none"> <li>Recognise 1 and 2 objects without counting</li> </ul>	Be able to subitize patterns and everyday objects up to 5	Subitise patterns to 10 and talk about what they can see	Beginning to subitize into groups of ten and one's
<b>Composition &amp; Comparison</b>	<ul style="list-style-type: none"> <li>Know that 1 and 1 makes two</li> <li>know which group has more or less in</li> <li>Knows that a set of objects changes in quantity when added or taken away</li> </ul>	<ul style="list-style-type: none"> <li>Know the composition of numbers 1 to 5</li> <li>Recall number bonds to 5</li> <li>Use language more than, fewer than and equal to</li> <li>Say what is one more or one less for numbers up to 5</li> </ul>	<ul style="list-style-type: none"> <li>Know the composition of numbers beyond 5</li> <li>Recall number bonds to 5 including subtraction facts</li> <li>Compare quantities up to 10 using more than, fewer than, greater than, same as, equal to</li> <li>Say what is one more or one less than numbers up to 10.</li> </ul>	<ul style="list-style-type: none"> <li>Say what is one more or one less than numbers up to 10</li> <li>Compare quantities up to 10 recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Understand the composition of numbers 1 to 10</li> <li>Automatic recall of some number bonds to 10</li> </ul>
<b>Shape &amp; Spatial Reasoning</b>	<ul style="list-style-type: none"> <li>Completes simple puzzles</li> <li>Builds with 3D blocks and chooses shapes for purpose</li> <li>Notices shapes in patterns and pictures</li> <li>Knows some 2D shape names</li> </ul>	<ul style="list-style-type: none"> <li>Knows 2D shape names</li> <li>Uses informal language to talk about and compare shape e.g pointy like a witches hat</li> <li>Select and choose items based on their properties e.g toilet tube for a cracker</li> <li>Combine shapes to make new shapes and patterns e.g tangrams,</li> </ul>	<ul style="list-style-type: none"> <li>Say what 2D shapes are within 3D shapes</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Talk about shapes in patterns, pictures and the environment by using informal language and analogies e.g hand shaped leaf and heart-shaped, as well as mathematical terms e.g straight, curved edges</li> </ul>	<ul style="list-style-type: none"> <li>Describe the properties of 2D shapes using correct vocabulary</li> <li>Begin to describe the properties of 3D shapes using correct vocabulary</li> <li>builds models of increasing complexity and stability e.g bridges</li> </ul>



Maths	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Number Pattern</b>		Will share objects with others to fit a pattern e.g “I have reds and you have blues”.	shares out resources -talking about what they have - if they have enough/correct amount/not enough	<ul style="list-style-type: none"> <li>Recognise the pattern of counting system numbers 1-20</li> <li>Recognise odd and even numbers</li> <li>Recognise some doubling facts and distributes quantities equally (shares)</li> </ul>
<b>Pattern</b>	<ul style="list-style-type: none"> <li>Joins with repeated refrains e.g “it got longer, and longer and longer...”</li> <li>Describe simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>Talks about stories in sequence</li> <li>Notice and describe AB patterns, including mistakes</li> <li>Continue simple AB patterns, around different pathways</li> <li>Make own AB patterns</li> <li>Knows the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>In play use words such as first, second and last</li> <li>Make own ABB &amp; ABBB patterns</li> <li>Talk about the patterns they see around them (identify the rule and spot mistakes)</li> <li>Knows the seasons</li> <li>Knows when their birthday falls</li> </ul>	<ul style="list-style-type: none"> <li>Make more complex patterns e.g ABBC</li> <li>Talk about and explore whether their patterns work around a border with a fixed space e.g carpet tiles across the classroom.</li> <li>Will begin to predict and work out what the *nth number in their pattern will be</li> </ul>
<b>Routes &amp; Locations</b>	Understands spatial words in play e.g down, under, over, on, next to, behind, in front, through	Talk about simple routes e.g the car went down the ramp and across the bridge	Describe a familiar route	<ul style="list-style-type: none"> <li><b>Make routes for others to follow</b></li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>Simply compare (two) objects related to size, weight, length and capacity using simple words e.g big, little, small, high, low tall, light, heavy full, empty</li> </ul>	<ul style="list-style-type: none"> <li>describe a sequence of events using a range of simple time vocabulary e.g before bed clean your teeth and tomorrow you can play with the dog”</li> <li>can use vocabulary linked to their day: morning, afternoon, night time</li> <li>begin to measure weight, time and length in their play by direct comparison e.g a meter stick/balance scales/4more sleeps with support compare objects related to size, weight, length and capacity e.g which holds less/more; which is heavier/lighter?</li> </ul>	<ul style="list-style-type: none"> <li>Knows the days of the week and can say what day it is today, tomorrow, and yesterday</li> <li>Begin to use units to compare things with e.g that is 14 bricks long</li> <li>Begin to use timers and counting to see what they can do in a certain time e.g how many times they can write their name in a minute</li> <li>Compare objects related to size, weight, length and capacity and using words to compare: <b>(er/ier/iest,est)</b></li> </ul>	<ul style="list-style-type: none"> <li>Make and test predictions and estimate when comparing measures using the correct vocabulary (I think this .... will be heavier than this ....)</li> </ul>



### Understanding the World

#### We want children to

- Talk about past and present events
- To know some similarities between their friends, different cultures and countries
- Explore, observe and appreciate the natural world around them

UTW	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	<b>Children at the expected level of development will:</b>	<b>Children at the expected level of development will:</b>	<b>Children at the expected level of development will:</b>	<b>Children at the expected level of development will:</b>
<b>Past and Present</b>	<ul style="list-style-type: none"> <li>• Talk about who is in their immediate family and things they like doing together</li> <li>• Talk about their family's history e.g. having parents, grandparents, new baby etc</li> <li>• Can talk about themselves and their interests</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about changes and events that have happened throughout their life</li> <li>• Talk about their families past e.g what my grandad did as a boy</li> <li>• Can talk about what they see in pictures of the past and in stories</li> </ul> <p>Can talk simply about events and people from the past</p>	<ul style="list-style-type: none"> <li>• Talk about the lives of famous people and people from the past</li> <li>• Can describe some events that happened in the past</li> <li>• Can talk about the queen and some aspects of her life.</li> </ul>	<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>



UTW	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>People, Culture &amp; Communities</b>	<ul style="list-style-type: none"> <li>Can talk about who they like and who they want to play with</li> <li>Know some ways people are different</li> <li>Can talk about where they live</li> <li>Know there are different countries in the world</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about where they live and places they go</li> <li>Can talk about how different people celebrate</li> <li>Can use stories and pictures to talk about differences in life in other countries</li> <li>Show acceptance of peoples differences</li> <li>Shows interest in the occupations of others e.g dressing as a firefighter and imitating associated play</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about different occupations in society and can talk about why these are important.</li> <li>Name and explain the purpose of some special places in their community</li> <li>Know that some children enjoy different things and are sensitive to this.</li> <li>Recognise that people celebrate in many different ways</li> <li>Know there are different religions and that people in my class might practice these</li> <li>Can comment about how people from other countries might be different or similar</li> </ul>	<b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
<b>The Natural World</b>	<ul style="list-style-type: none"> <li><b>Make simple comments about what they see</b></li> <li><b>Play with small world toys drawing on first-hand experience.</b></li> <li>Explore the world around me with all my senses</li> </ul>	<ul style="list-style-type: none"> <li>Make simple comments about the differences between forces, materials and changes eg heat/melting/freezing</li> <li>Use and explore natural materials in a variety of ways</li> <li>Talk about their immediate environment from their observations eg ‘the grass is really soggy,’.</li> <li>talk and make observations about the weather</li> <li>Can talk about animals they see and like.</li> </ul>	<ul style="list-style-type: none"> <li>Draw simple maps and talk about these e.g routes to follow and what they might walk past (seeing things from different viewpoints)</li> <li>Can comment on other countries and how they might be different or similar</li> <li>Can describe settings they have seen in stories</li> <li>Can describe animals and plants</li> <li>Make observations and comments about the natural world and show an interest in living things e.g ‘look at my whale shark; it’s actually a really big fish.’</li> </ul>	<b>ELG: The Natural World</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>



### Expressive Arts and Design

#### We want children to

- Create, using different materials imaginatively
- Talk about their work and the work of others
- Show imagination and expression when singing and performing

EAaD	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Creating With Materials</b>	<ul style="list-style-type: none"> <li>● Use recognisable shapes to represent objects and people e.g potato people and simple houses</li> <li>● Can draw/paint without visual aids</li> <li>● Can use variety of tools to make simple marks</li> <li>● Can select and use premade paints for a purpose, and can, name colours used</li> <li>● Manipulate and play with different materials and textures, such as sand, dough and foam.</li> </ul> <p>Can use glue sticks to create simple collage, models and pictures</p>	<ul style="list-style-type: none"> <li>● Talk about colour choices used and create some of their own colours, by colour mixing.</li> <li>● Use paintbrushes and tools for purpose e.g thin brushes for detail, fat brushes for block painting</li> <li>● Draw faces and bodies with increasing complexity and detail</li> <li>● Show simple emotions in their drawings and painting like sadness and happiness.</li> <li>● Make models/art that they give meaning to</li> <li>● Uses scissors effectively</li> </ul> <p>Join items with tape</p>	<ul style="list-style-type: none"> <li>● Uses primary colours to make to make some secondary colours</li> <li>● Use drawing to represent ideas like movement or loud noises</li> <li>● Holds and uses all tools effectively with purpose</li> <li>● Uses a variety of joining techniques e.g string, flange, sewing</li> <li>● Create representations of both imaginary and real life ideas, events and people, using different media, artists and illustration</li> <li>● Draw a range of animals, objects and people with increasing detail</li> </ul>	<p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>● <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</b></li> <li>● <b>Share their creations, explaining the process they have used;</b></li> <li>● <b>Make use of props and materials when role playing characters in narratives and stories.</b></li> </ul>



EAaD	Milestone B Baseline	Milestone 1 End of Autumn	Milestone 2 End of Spring	End of Year Assessment End of Summer
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:
<b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>• Uses familiar resources in roleplay</li> <li>• Creates simple storylines in their play</li> <li>• In pretend play they use objects to represent something else e.g fircone for pasta.</li> <li>• Responds to and enjoys listening to music</li> <li>• Joins in with simple songs and rhymes</li> <li>• Copies basic actions</li> </ul>	<ul style="list-style-type: none"> <li>• Creates simple storylines in their play and shares this with others</li> <li>• Knows some well known nursery rhymes/songs and joins in singing and performing these</li> <li>• responds to different music they hear, expressing thoughts and feelings</li> <li>• Move and dance imaginatively to different music</li> <li>• Copies simple dance moves</li> </ul> <p>Explores how different instruments and objects make sound</p>	<ul style="list-style-type: none"> <li>• Creates simple props for their play</li> <li>• Listen, move and dance to music across the globe and folk music from Britain and discuss how it made them feel</li> <li>• Begin to create their own dance routines and replicate choreographed dance moves</li> <li>• Tap out simple repeated rhymes</li> <li>• Joins in and sing a range of songs</li> <li>• Use drawing, painting and movement to recount stories or events</li> </ul> <p>Say what they like and do not like about art</p>	<p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• <b>Invent, adapt and recount narratives and stories with peers and their teacher;</b></li> <li>• <b>Sing a range of well-known nursery rhymes and songs</b></li> <li>• <b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></li> </ul>