



Greenside Primary School

Early Years Foundation Stage Curriculum Map

Last reviewed: January 2024

To be reviewed: September 2024

Written by: EY Lead - Martin Phillips

Curriculum Intent

Curriculum Drivers

The following key drivers underpin our learning in EYFS and are developed through the whole school.

Community: Responding to the needs of the community in which we serve is an important part of the Greenside curriculum. Embedding children with a strong sense of their local community, through links with community projects, businesses and inspiring local individuals drives much of our curriculum. This encompasses our belief that children should understand their role in both local and global issues. This includes not only an understanding of the headline issues, but as the children get older, the wider contexts and grassroots issues that lead to those headlines. We foster opportunities for children to take the lead in local initiatives in ways such as campaigning, fundraising and small-scale practical engagement.

Resilience: Learning is not always straightforward and does not always produce immediate results or success. Teaching children this fact, and supporting them to use it to their advantage, engenders confidence and tenacity, and can and must be taught. This is achieved through modelling of making mistakes; a learning process that includes editing, refining and changing; a strong focus on problem-solving and a metacognitive approach that develops self-reflection. The broadest sense of purpose in this teaching is for children to become life-long learners, able to persevere in adverse situations and 'bounce back' after a set-back in any area of their adult life.

Creativity: We want our pupils to engage and express their ideas in a variety of creative forms. Through teaching creative approaches, we will give the children opportunities to be imaginative, use experiences and observations to make connections in the learning and appreciate that learning can be accomplished in different forms. Our curriculum celebrates the arts, music and performance by cultivating opportunities throughout the year.

Aspiration: Aspiration is the hope, desire or ambition to strive to achieve something. At Greenside we aim for all our children to be the best they can possibly be and to challenge themselves as learners. The development of aspirations encourages children to produce work of high quality, take pride in themselves and everything they do. At Greenside we aim for all our pupils to move onto the next stage of their learning with key life skills to enable them to succeed. We aim to inspire our pupils by embedding inspirational individuals into our curriculum as well as provide opportunities to develop creativity and practical skills through enterprise.

Diversity: Our school diversity priorities focus on gender, religion, ethnicity, ability and inclusion for all. While some subjects, such as Religious Education, provide specific opportunities for diversity to be celebrated, other areas must be sought out. For this reason, in all subjects where influential people are celebrated and studied, careful consideration has been made to include persons from a diverse range of backgrounds as possible, including where it challenges cultural stereotypes. In the books that are studied in English, we cross reference to ensure that there is a celebration of diversity, that a range of cultural backgrounds are represented and that our strong lead characters include those that do not conform to stereotypes.

Breadth of Study

The Statutory Framework for the Early Years Foundation Stage (2021) specifies the seven areas of learning and development that must shape an effective early years curriculum:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

These areas of learning and development, used in conjunction with our school-wide curriculum drivers, have formed the starting point for our Early Years Curriculum. We have therefore carefully considered the key concepts for each area of learning and the core ideas which comprise them. The aim of our curriculum is to build on what our children already know, so that they develop the knowledge and skills required for their future learning.

Areas of Learning	Key Concepts	Core Ideas
Communication and Language	Communication conveys meaning to others. (talking, listening and joining in)	<ul style="list-style-type: none"> • Phonology – the systematic learning of letters and sounds. • Semantics – the meaning and comprehension of vocabulary. • Syntax – the organisation and order of words into coherent thoughts. • Pragmatics – knowing how to take turns and communicate with others.
Personal, Social, Emotional Development	‘Becoming Me’ (we all grow into unique individuals)	<ul style="list-style-type: none"> • Character virtues – children learn to recognise basic character virtues. • Managing-self – children learn to manage their needs, including dressing, eating and drinking, washing and toileting. • Physical health – children learn the importance of being healthy, including physical activity, diet and sleep. • Mental health – identifying feelings is a stepping stone towards managing feelings. Children learn to see mental health as something they can influence. • Being safe – children learn the importance of staying safe and how their actions can influence this.
	‘Becoming a Friend’ (we value ourselves and others)	<ul style="list-style-type: none"> • Self-image – children need to understand that everyone is different and special. • Relationships – differences should be celebrated. Children need to understand the concept of a friend.
	‘Becoming a Citizen’ (we are active members of society)	<ul style="list-style-type: none"> • Global citizenship – children become increasingly aware of social norms and customs. They learn about the world they live in and take responsibility for protecting it. • Taking responsibility – children take responsibility for their actions and begin to follow rules in different situations. • Economic well-being – understanding money, where it comes from and how it’s used.

Physical Development	Strength is fundamental for movement.	<ul style="list-style-type: none"> Shoulder, leg, core and hand strength – children need these four different types of strength. This allows children to sit up straight, hold a pencil and move through their environment.
	Gross motor skills are fundamental for movement.	<ul style="list-style-type: none"> Stability, object control and locomotion – allow children to run, jump, throw and catch. This gives them the ability to play and enjoy specific sports and activities as they get older.
	Fine motor skills are fundamental for movement.	<ul style="list-style-type: none"> Grasping, hand-eye coordination, manipulating – fine motor skills depend on the ability to coordinate eyes and hands together to perform precise object control.
Literacy	Reading is a gateway to learning.	<ul style="list-style-type: none"> Reading words – children learn words and language skills from listening to and engaging with stories, songs and conversations. Understanding texts – children should know that information can be retrieved from books. Describing settings, events and characters and retelling stories shows understanding.
	Writing is fundamental for learning and communication.	<ul style="list-style-type: none"> Handwriting – writing is difficult. It requires dexterity, muscle control and hours of practice. Children need to learn and remember letter shapes. Sentence writing – children should begin to spell words based on how they sound and form them into sentences. Sharing with others – writing needs a purpose.
Mathematics	Counting is a way of quantifying.	<ul style="list-style-type: none"> Recognising numerals – a figure denotes a quantity. Quantity – children need to develop one-to-one correspondence to keep track. Rules – counting has rules (stable order)
	Number sense allows us to understand what numbers mean.	<ul style="list-style-type: none"> Cardinal numbers – the last number counted names how many objects are in the set. Ordinal numbers – the position in a sequence (for example, first, second, third) or a label for putting things in order. Nominal numbers – numbers used for identification (for example, 75 Harley Street). Quantity – the ‘how many-ness’ of 5; in this case the number is used as an attribute. Subitising – the ability to perceive a quantity without counting.
	Patterns are all around us and exploring them helps us to understand them.	<ul style="list-style-type: none"> Generalisations – once the rule of a pattern has been recognised we can predict what comes next. Different forms – the same patterns can be shown in different forms (e.g. ‘circle. Square, circle, square’ is the same pattern as ‘clap, click, clap, click’). Rules – all patterns follow a rule or unit of repeat (children usually need to see at least three iterations of a pattern before they can continue it).
	Number operations are essential for calculating.	<ul style="list-style-type: none"> Adding and taking away – sets can be changed by adding and taking away. Comparison – comparison of steps can be done through cardinality and ordered by more than, less than, the same as or equal to. Composition and decomposition – numbers can be decomposed into parts, both equal and unequal and composed to form the whole. Multiplication and Division – multiplication involves numbers of identical sets, repeated addition and counting more than one object as a unit. Division involves sharing or repeated subtraction. Patterns within numbers – links with early algebraic thinking: children notice mathematical features, identify the relationship between elements and observe regularities.

	Finger gnosis (physical act of counting on fingers) develops number sense.	<ul style="list-style-type: none"> Finger perception – neuroscience research has shown that good finger perception is linked to higher attainment in maths. Connect fingers with numbers – fingers are an important mathematical resource.
	Sets are ways of grouping and comparing things.	<ul style="list-style-type: none"> Attributes – sets can be sorted by attributes such as colour, shape or size. Sorting – this involves defining the attributes and then sorting the collection according to them. Comparing and ordering – once a collection has been sorted, the resulting sets can be ordered and compared.
	Measurement is a way to use numbers to describe and compare things.	<ul style="list-style-type: none"> Attributes – many different attributes of an object can be measured. Comparison – measurement involves a fair comparison (we can use a direct comparison or tool to measure). Accuracy – there are rules involved to ensure fairness. All measures should have a degree of accuracy.
	Shapes have properties that distinguish them from each other.	<ul style="list-style-type: none"> Attributes – shapes can be categorised by their attributes. Faces of 3D shapes are 2D shapes – the flat surfaces of 3D shapes are 2D shapes. Shapes within shapes – shapes can be made up of other shapes.
	Spatial Relationships explain how things are organised.	<ul style="list-style-type: none"> Position and Direction – children need to understand that position (where something is) can be described with precision). Perspective – objects look different when viewed from different positions. Visualising Space – children need to hold a mental image in mind which is very complex.
	Data helps us to visualise information and ask and answer questions.	<ul style="list-style-type: none"> Gathering data – involves collecting, categorising and counting. Organising data – once the counting is done, it is helpful to represent the results in a way that can help answer the question. Describing data – once the data is displayed, we can describe what the data is telling us. This involves asking and answering questions.
Understanding the World	History is the story of earlier events and times	<ul style="list-style-type: none"> Investigating and interpreting the past – things that happen in the past are represented in a number of ways. Building an overview of the past (world history) – in Early Years, children make sense of their own and their family’s history. Understanding chronology – children begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals, familiar routines and stories. Communicating historically – certain words and phrases can be used to express historical understanding.
	Geography is the study of places	<ul style="list-style-type: none"> Investigating Places – this involves children learning to describe where places are and what they notice about them. Investigating Patterns – this involves children noticing spatial relationships. Communicating geographically – this involves children developing knowledge of geographical representations, such as maps and learning to use geographical terminology.

	Ecology teaches us how to look after the natural world	<ul style="list-style-type: none"> • Custodians of the planet – we need to learn about nature and how it sustains us so we can appreciate the importance of looking after it.
	Design and Technology teaches us how to make products	<ul style="list-style-type: none"> • Mastering practical skills – children need to experiment with a range of techniques to improve their practical skills. • Designing and Making – children develop design ideas (think), test them (make), evaluate (break) and improve (repeat). • Taking Inspiration from products – children are encouraged to be curious about how products are made, taking them apart and rebuilding.
	Science involves observing the world to see how nature works	<ul style="list-style-type: none"> • Scientific enquiry (observing, predicting, checking, recording, concluding, communicating) – the process used to find out about the world. • Biology (plants, animals and humans) – finding out about the basic needs of humans, plants and animals). • Chemistry (materials) – finding out about the observable properties of materials. • Physics (light, sound, forces and magnets, Earth and Space) – finding out about the seasons and the factors that affect how objects move.
Expressive Art and Design	Cultural awareness helps us to become confident and express our ideas	<ul style="list-style-type: none"> • Visual arts – these invite children to imagine, solve-problems, express ideas and emotions, and make sense of experiences. • Music – promotes cultural awareness, expression, creativity and well-being through hearing and listening, vocalising and playing. • Dancing – this develops fitness, cultural awareness, self-expression and creativity. • Playing and pretending – this supports early physical, emotional, social and academic development.

Whilst considering these key concepts and core ideas, we also recognise that every child is a unique child, with individual needs and interests. As early years practitioners, it is important that these should be recognised and responded to, so that we can provide the most effective environment and programme of study for our pupils. Therefore, whilst we have a long-term plan detailing our intended learning themes and skills content, this does remain flexible.

Furthermore, to best support our pupils, we have identified PSED and Literacy as areas of significant focus and these elements of learning and development can be found inter-twined across our curriculum. However, every cohort has different developmental needs and our curriculum remains adaptable.

Curriculum Implementation

Characteristics for Effective Learning

For the effective implementation of our Early Years curriculum, we must first recognise the different ways that our pupils learn and ensure these are reflected in our planning and teaching practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment.

Three characteristics of effective teaching and learning identified by the EYFS are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The importance of Learning through Play – Enhanced and Continuous Provision

At Greenside, we recognise play-based learning as one of the most important ways in which young children gain and embed the essential knowledge and skills needed to be successful learners beyond the EYFS. We believe that developing a deeper understanding is promoted through retrieving and building upon previously learned during play, in a balanced conjunction with adult-led instruction and modelling, and collaborative learning with peers. Therefore, alongside our ambitious curriculum and timetabled teaching inputs, we have a strong focus on children consolidating, exploring and further developing their learning through extended periods of play where children have free-flow access to a wide range of resources and activities in both indoor and outdoor areas of provision.

Play occurs in many forms: play with objects; imaginary play; play with peers and adults; solitary play; cooperative play; associative play; physical play. Play is considered children's "work" and is the vehicle through which children acquire knowledge and skills, allowing children to engage independently and with others. The role of teachers and other adults in the environment is to enable and scaffold playful experiences and learning – this requires thoughtful planning (for example, enhancing continuous provision with activities that pique children's curiosity and target the aspects of learning). As well as spontaneous interactions which build on natural curiosities and ideas (for example, following the children's lead in pretend play). By providing children with active and playful hands-on experiences, we help foster and enrich learning.

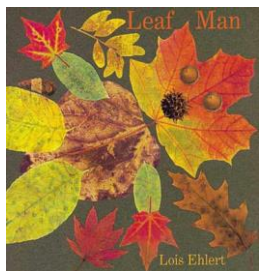
High-Quality Texts

At Greenside, we recognise that a key way to develop the **cultural capital** of our Reception pupils is through regular exposure to a range of high-quality literature. We have carefully selected a range of key texts to drive learning across the different areas of the EYFS curriculum, whilst ensuring that they are complex and varied.

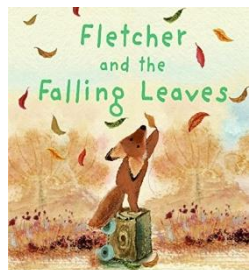
With the purpose of developing cultural capital, we have chosen texts with added complexities:

- **Texts with Archaic Language** - Understanding archaic language gives pupils access to some of the most influential and seminal texts ever written. This is language that is unusual in today's world.
- **Texts with Non-Linear Sequences** - Standard texts show time unfolding consistently. Non-linear sequences have narratives that leap around and double back on themselves.
- **Narratively Complex texts** – In some texts the narrator of the story can be unreliable or may not be consistent in their telling of the story. At other times there is more than one narrator and sometimes the plot is so interwoven and complex it takes lots of unpicking to understand what is happening.
- **Symbolic texts** - Some texts use metaphor and images whilst others convey an allegorical meaning.
- **Resistant texts** - Some texts are deliberately confusing: most poems fall into this category. The reader has to assemble meaning around nuances, hints and clues.
- **Texts Reflecting Realities** - Texts which reflect realities and celebrate the diversity of the modern world. Themes include ethnicity, faith and religion, multi-culturalism and cultures from around the world, LGBT and gender.
- **Texts with a PSED Focus** - Texts which will support pupils with their personal, social and emotional development.

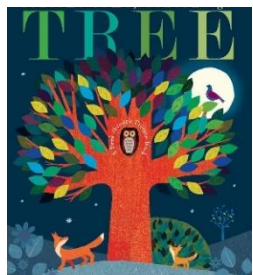
Autumn 1



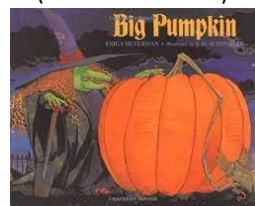
'Leaf Man'
(Resistant Text)



'Fletcher and the Falling Leaves'
(Theme: Autumn)



'Tree: Seasons Come, Seasons Go'
(Theme: Autumn)

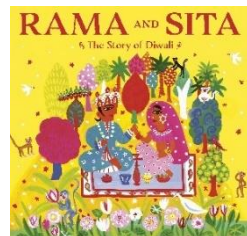


'The Big Pumpkin'
(Theme: Autumn)

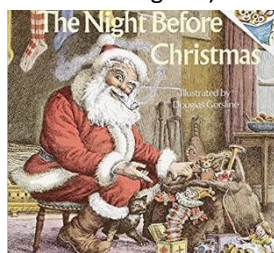
Autumn 2



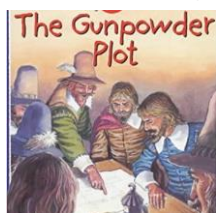
'The Colour Monster'
(Resistant Text)
(PSED – Self-Regulation)



'Rama and Sita: The Story of Diwali'
(Reflecting Realities: Faiths and Religions)

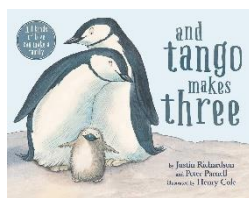


'The Night Before Christmas' (Poem)
(Text with Archaic Language)

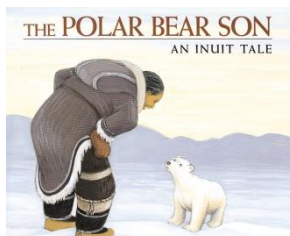


'The Gunpowder Plot'
(Reflecting Realities – Cultures from Around the World)

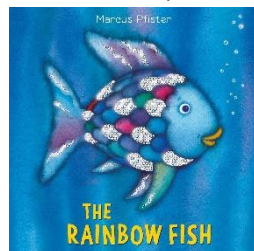
Spring 1



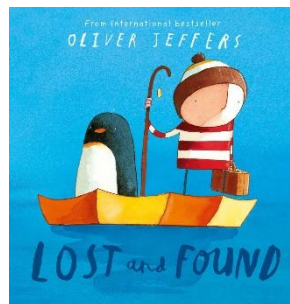
'And Tango Makes Three'
(Reflecting Realities: LGBT)



'The Polar Bear Son'
(Reflecting Realities – Cultures from Around the World)

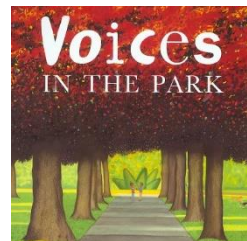


'The Rainbow Fish'
(PSED – Becoming a Friend)



'Lost and Found'
(Resistant Text)
(PSED – Friendship)

Spring 2

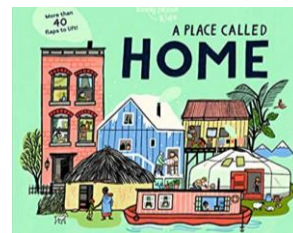


'Voices in the Park'
(Text with Non-Linear Sequence/Narratively Complex)

THE TALE OF
PETER RABBIT



'The Tale of Peter Rabbit'
(Text with Archaic Language)

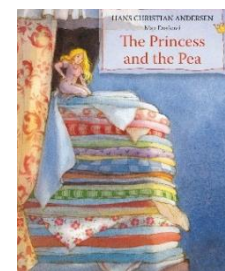


'A Place Called Home: Look Inside Houses Around the World'
(Reflecting Realities – Cultures from Around the World)



'Slug Needs a Hug'
(Symbolic Text)

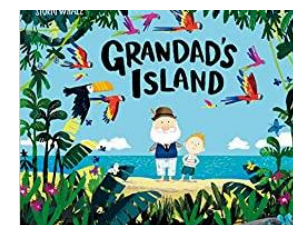
Summer 1



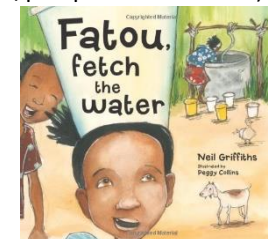
'The Princess and the Pea'
(Text with Archaic Language)



'The Very Smart Pea and the Princess-to-Be'
(Narratively Complex Text)

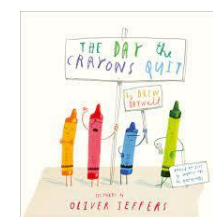


'Grandad's Island'
(Symbolic Text: PSED – dealing with loss /perspective of others)

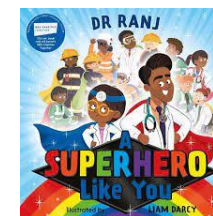


'Fatou, Fetch the Water'
(Reflecting Realities – Cultures from Around the World)

Summer 2



'The Day the Crayons Quit'
(Narratively Complex Text)




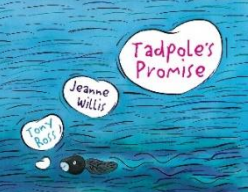
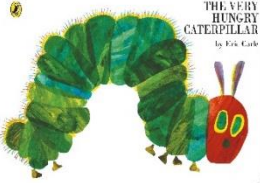

'A Superhero Like You'
(Theme: Aspirations)



'Clean Up'
(Theme: Aspirations)



'All the Ways to be Smart'
(PSED – Celebrating differences/Valuing myself)

 <p>'All Are Welcome' (Reflecting Realities: Diversity and Inclusion) (PSED – Managing Self)</p>  <p>'The Tell-Me Tree' (PSED – Managing Self/Building Relationships)</p>	 <p>'Sammy Spider's First Hanukkah' (Reflecting Realities: Faiths and Religions)</p>  <p>'The Bad-Tempered Ladybird' (PSED – Managing Self)</p>	 <p>'The Snail and the Whale' (Theme: Habitats/Climates) (PSED – Managing Self)</p>	 <p>'Tadpole's Promise' (Resistant Text)</p>  <p>'The Very Hungry Caterpillar' (Theme: Lifecycles)</p>  	  <p>'My Hair'/'Coming to England' (Reflecting Realities – Ethnicity/multiculturalism)</p>  <p>'Me and My Sister' (Reflecting Realities – Gender)</p>   <p>My Friends and Me/The Girl with Two Dads (Reflecting Realities – LGBT)</p>	 <p>'Super Duper You' (PSED – Valuing myself)</p>  <p>'Perfectly Norman' (PSED – Managing Self)</p>
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Poetry, Rhymes and Songs:

<p>Poems to Share</p>	<p>'Poems Out Loud' <i>L Stansfield</i></p>		<p>'Zim, Zam, Zoom' <i>J Carter & N Colton F</i></p>		<p>'I am the Seed that Grew the tree' <i>Waters & F Preston-Gannon</i></p>	
<p>Rhymes, Songs and Poems to Perform</p>	<p><u>Traditional Nursery Rhymes:</u> 'Incy, Wincy Spider' 'Dingle, Dangle Scarecrow' 'Grand Old Duke of York' 'Humpty, Dumpty' 'Oats and Beans and Barley Grow'</p>			<p>'Tap! Ding! Clap! Sing!' - Early Years Song Book</p>		

EYFS/Reception Long Term Planning Grid

Drivers	Community	Resilience	Creativity	Aspiration	Diversity	
Academic Year 2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Vehicles/Themes	<p>Great at Greenside</p> <ul style="list-style-type: none"> • New Beginnings/ Changes for Me • New School Community • Autumn Changes • How have I changed since birth? 	<p>Let's Celebrate</p> <ul style="list-style-type: none"> • Diwali • Bonfire Night • Remembrance Day • Thanksgiving • Hanukkah • Christmas 	<p>Our World</p> <ul style="list-style-type: none"> • Winter/ Investigating Ice • Polar habitats • Desert habitats • Under the Sea • Pirates 	<p>Life Around Us</p> <ul style="list-style-type: none"> • Pudsey- a local study of where we live • Lifecycles of plants and animals • Minibeasts • Planting produce 	<p>Our Country</p> <ul style="list-style-type: none"> • The UK • The Royal Family • My family tree • Multi-Cultural society (diversity) • Ramadan and Eid • Different countries 	<p>Wonderful Me</p> <ul style="list-style-type: none"> • Human Body. Health and Well-being. • Aspirations/Careers • People who help us • Enterprise - selling produce • Protecting the Planet • Transition to Year 1
Theme Days	<p>European Day of Languages</p> <p>Author Day</p> <p>Black History Month</p>	<p>Diwali, Hanukkah, Christmas</p> <p>Anti-Bullying Week</p> <p>Geography/Environment Awareness Week</p> <p>Safer Internet Day</p>	<p>Children's Mental Health Wk</p> <p>Chinese New Year</p> <p>Off-By-Heart Poetry</p>	<p>World Book Day/Storytelling Wk</p> <p>Science Week</p> <p>International Women's Day</p>	<p>Engineering Week</p> <p>Eid al-Fitr</p>	<p>Music Day</p> <p>Art Week</p> <p>Class Transition</p> <p>Sports Day</p>
Phonics	<p>Whole Class Phonics</p> <p>RWI Set 1 Sounds:</p> <ul style="list-style-type: none"> • Read and write single letter Set 1 sounds - m a s d t i n p g o c k u b f e l h r j v y w z x 	<p>Differentiated Phonics Groups:</p> <p>RWI Set 1 Sounds:</p> <ul style="list-style-type: none"> • Read and write all Set 1 sounds, including digraphs - sh th ch qu ng nk ck • Blend set 1 sounds into words orally 	<p>Differentiated Phonics Groups:</p> <p>RWI Sets 1-2:</p> <ul style="list-style-type: none"> • Read and write Set 1 sounds and blend to read words • Read differentiated short Ditty stories or Ditty books • Some pupils to read some Set 2 digraphs and trigraphs - ay ee igh ow oo oo ar or air ir ou oy • Some pupils to blend some Set 2 sounds to read words 	<p>Differentiated Phonics Groups:</p> <p>RWI Sets 1-2:</p> <ul style="list-style-type: none"> • Read and write Set 1 sounds and blend to read words • Read differentiated short Ditty stories or Ditty books • Most pupils to read some Set 2 digraphs and trigraphs, and blend to read words 	<p>Differentiated Phonics Groups:</p> <p>RWI Sets 1-3:</p> <ul style="list-style-type: none"> • Read and write Set 1 sounds and blend to read words • Read differentiated Ditty books • All pupils to read some Set 2 digraphs and trigraphs, and blend to read words • Some pupils to read some Set 3 digraphs and trigraphs - ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure 	<p>Differentiated Phonics Groups:</p> <p>RWI Sets 1-2:</p> <ul style="list-style-type: none"> • Read and write Set 1 sounds and blend to read words • Read differentiated Ditty books • All pupils to read some Set 2 digraphs and trigraphs, and blend to read words • Some pupils to read some Set 3 digraphs and trigraphs and blend to read words.

Read Write Inc. Phonics

Phonics is taught daily. We begin learning as a whole class in Autumn 1, before moving into 4 differentiated groups in Autumn 2.

Further phonics learning occurs 4 times a week, beginning in Autumn 2. These small group sessions focus on reading words, sentences and then storybooks, and use differentiated RWI resources.

Literacy

Reading and Writing skills are developed throughout the year. Further to RWI Phonics and Reading sessions, pupils are exposed to high quality texts during Literacy and Storytime sessions. Through these sessions, as well as adult-led tasks, pupils are provided the opportunity to apply their Reading and Writing learning at both word and sentence level.

Pupils also participate in 'Favourite Five' Storytime sessions during snack time, where they can choose which adult/text they listen to. Texts remain the same for a half-term which allows for pupils to revisit, experience repeated refrains and learn texts off-by-heart.



Opportunities to consolidate learning and further develop Reading and Writing skills are provided within continuous provision both indoors and outside.

Key Texts:

'Fletcher and the Falling Leaves'
'Tree: Seasons Come, Seasons Go'
'Leaf Man'
'The Big Pumpkin'



Begin to read individual letters by saying the sounds for them.

Identify the initial sounds in words and begin to write these.

Talk about and describe key events and characters from stories read to them.

Begin to join in with rhymes and stories – identifying rhymes and participating in repeated refrains.

Give meaning to the marks they make.

Write their name.

Develop children's gross and fine motor skills and the movements involved in letter formation.

Key Texts:

'The Gunpowder Plot - Guy Fawkes'
'Rama and Sita: The Story of Diwali'
'Sammy Spider's First Hanukkah'
'The Night Before Christmas'



Blend sounds to read short words (i.e. CVC) made up of known letter-sound correspondences.

Talk about and describe key events and characters from stories read to them.

Begin to join in with rhymes and stories – identifying rhymes and participating in repeated refrains.

Write recognisable letters for each letter of the alphabet.

Write initial sounds.

Understand that thoughts and ideas can be written down.

Begin to write labels, lists and short captions.

Key Texts:

'The Polar Bear Son'
'The Rainbow Fish'
'Lost and Found'
'And Tango makes Three'
'Snail and the Whale'
'The Pirates Next Door'



Begin to write short phrases and simple sentences using RWI set 1 sounds.

Begin to identify and use 'tricky' words which cannot be phonetically decoded.

Identify words which rhyme and join in with rhymes and stories.

Begin to demonstrate their comprehension of stories which have been read to them by describing/retrieving key information and sequencing key events.

Key Texts:

'Voices in the Park'
'A Place Called Home'
'The Tale of Peter Rabbit'
'Slug Needs a Hug'
'Tadpole's Promise'
'A Very Hungry Caterpillar'
'Jasper's Beanstalk'



Identify words which rhyme and join in with rhymes and stories.

Begin to demonstrate their comprehension of stories read to them by describing/retrieving key information and sequencing key events.

Read simple sentences containing known letter-sound correspondences and a few 'tricky' words.

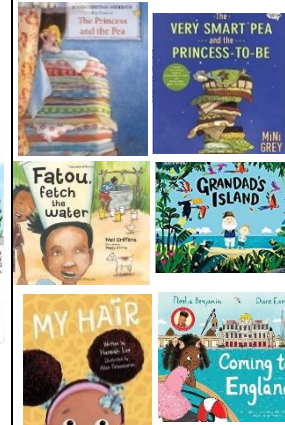
Write simple sentences.

Recognise some digraphs and trigraphs and begin to use these in their writing.

Begin to recognise capital letters in their reading and how they are used.

Key Texts:

'The Princess & the Pea'
'The Very Smart Pea & the Princess-to-Be'
'Fatou, Fetch the Water'
'Grandad's Island'
'Coming to England'
'My Hair'



Recite taught rhymes off-by-heart.

Demonstrate their comprehension of stories by making simple inferences from images, retelling in my own words and anticipating key events.

Form lower-case and capital letters correctly.

Write sentences with words with letter-sound correspondences and begin to use a full stop.

Begin to use conjunctions: and

Use and understand new vocab introduced through stories, non-fiction, rhymes, poems and role play.

Key Texts:

'The Day the Crayons Quit'
'A Superhero Like You'
'Me and My Amazing Body'
'Clean Up'



Recite taught rhymes off-by-heart.





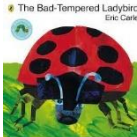
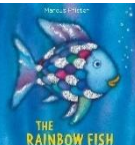


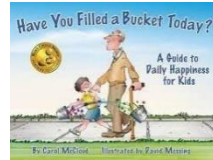








Demonstrate their comprehension of stories read to them by making simple inferences/deductions from images, retelling in my own words and anticipating key events.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Use conjunction: and

Use and understand new vocab introduced through stories, non-fiction, rhymes, poems and role play.

Re-read what they have written to check that it makes sense.

<p>Communication and Language</p> <p>The 2 strands of Communication & Language ('Listening, Attention & Understanding' and 'Speaking') are developed through high-quality interactions during lessons, group work, story time and continuous provision.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases</p> <p>Engage in story times.</p>	<p>Articulate ideas/thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen to & talk about non-fiction to develop a deep familiarity with new knowledge and vocab.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to & talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab.</p>	<p>Describe events in some detail.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition & some in their own words.</p> <p>Use new vocabulary in different contexts.</p>
<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day and in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems, and songs. 						
<p>Personal, Social and Emotional Development</p> <p>PSED is developed throughout the year through high quality interactions, daily group discussions, weekly PSHE lessons and nurture/ social skills interventions where appropriate.</p> <p><i>NB. PSED statements have been split by half-term to show extra focus, but all apply on an ongoing basis throughout the year.</i></p>	<p>Show resilience and perseverance in the face of challenge:</p> <ul style="list-style-type: none"> • Develop language related to feelings in response to new experiences (i.e. starting school) • Recognise and understand people who can help them at home and in school  <p>Identify and moderate their own feelings socially & emotionally:</p> <ul style="list-style-type: none"> • Begin to understand and follow classroom rules and behaviour expectations   <p>See themselves as valuable individuals:</p> <ul style="list-style-type: none"> • Share information about themselves and their family 	<p>Identify and moderate their own feelings socially and emotionally:</p> <ul style="list-style-type: none"> • Identify the zones of self-regulation. • Recognise their personal feelings, developing strategies for dealing with positive and negative emotions.   <p>Manage their own needs:</p> <ul style="list-style-type: none"> • Know how to manage personal hygiene and its importance (Hand washing) • Take responsibility for classroom tasks and routines 	<p>Build constructive and respectful relationships:</p> <ul style="list-style-type: none"> • Understand what it means to be respectful and to be treated with respect • Know what makes a good friend, showing care and concern for others.  	<p>Express their feelings and consider the feelings of others:</p> <ul style="list-style-type: none"> • Recognise and empathise with the feelings of others • Understand that different people have different feelings or opinions.  	<p>Think about the perspective of others:</p> <ul style="list-style-type: none"> • Discuss different challenges faced by characters in stories, explaining how the characters feel about these challenges and overcome them. • Recognise the diverse world we live in and the challenges faced by others.      <p>Know and talk about the different factors that support health and wellbeing:</p> <ul style="list-style-type: none"> • Recognise and understand the importance of diet, hygiene & exercise for a healthy lifestyle. (Cooking: cutting/chopping/peeling). 	<p>See themselves as a valuable individual:</p> <ul style="list-style-type: none"> • Recognise and talk about the things they are good at and the things they want to improve    <p>Show resilience and perseverance in the face of challenge:</p> <ul style="list-style-type: none"> • Recognise and discuss upcoming challenges (i.e. transition to Year 1) and understand who can help overcome these challenges

Physical Development

Physical skills are developed throughout the year through continuous provision indoors and outdoors, along with direct and specific teaching sessions (e.g. PE lessons and fine motor activities such as cutting & sticking, dough disco and handwriting).

Letter formation is modelled and practiced daily during phonics lessons.



<p>Snip and cut paper</p> <p>Squash, squeeze, roll, pinch, press modelling materials to change their shape</p> <p>Hold pencils with a comfortable grip. Begin to form familiar and taught letters correctly and use emergent letter shapes in their independent writing</p> <p>Dress and undress managing simple fastening independently</p> <p>Explore with a range of mark- making tools, using them with purpose and intention</p> <p>Draw simple representations</p> <p>Show preference for a dominant hand</p> <p>Build and balance with large blocks</p>	<p>Cut and shape paper, cutting along a straight, curved, pointy line</p> <p>Shape and mould modelling materials to change its form</p> <p>Use a fine pincer grasp to transfer small objects from one vessel to another</p> <p>Use a range of one-handed tools- hole punch, stapler, tweezers</p> <p>Consolidate and refine taught letter formation, beginning to sit writing on a line</p> <p>Begin to hold pencils with a tripod grip, forming recognizable letters, most being correctly formed</p> <p>Draw detailed images including finer facial details/body parts when drawing people/ animals</p> <p>Manage fastenings such as zips and buttons when dressing and undressing</p> <p>Build and balance with small blocks</p>	<p>Tear, snip, cut and shape paper using scissors</p> <p>Use and hold pencils in a secure tripod grip, forming letters correctly, sitting them on a line</p> <p>Use one hand consistently and independently for fine motor tasks</p> <p>Draw detailed images, colouring within the lines</p> <p>Draw shapes</p> <p>Build and construct with smaller construction kits such as Lego</p>			
<p><u>PE: Real Foundations Tights Theme:</u></p> <p>Static Balance – Stance</p> <p><u>PE: Real Foundations Train Theme:</u></p> <p>Dynamic Balance – On a line</p>	<p><u>PE: Real Foundations Bike Theme:</u></p> <p>Coordination – Footwork</p> <p><u>PE: Real Foundations Jungle Theme:</u></p> <p>Static Balance – Seated</p>	<p><u>PE: Real Foundations Pirate Theme:</u></p> <p>Static Balance – One Leg</p> <p><u>PE: Real Foundations Seaside Theme:</u></p> <p>Counter Balance – With a Partner</p>	<p><u>PE: Real Foundations Squirrel Theme:</u></p> <p>Agility – Ball Chasing</p> <p><u>PE: Real Foundations Cat Theme:</u></p> <p>Static Balance – Floor Work</p>	<p><u>PE: Real Foundations Fairy-tale Theme:</u></p> <p>Agility – Reaction/Response</p> <p><u>PE: Real Foundations Space Theme:</u></p> <p>Dynamic Balance – Floor Work</p>	<p><u>PE: Real Foundations Clown Theme:</u></p> <p>Coordination – Ball Skills</p> <p><u>PE: Real Foundations Juggler Theme:</u></p> <p>Coordination – Sending and Receiving</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					

Maths



The school follows the White Rose Maths Scheme. Maths is taught through daily lessons and skills will be developed throughout the year. Opportunities to consolidate learning and further develop Maths skills are provided within continuous provision both indoors and outside.

As reading to children is important for their development, storybooks are used to introduce and support the learning of Maths skills.

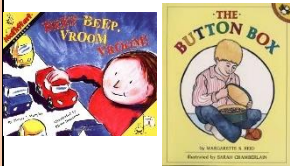
New Scheme of Learning for 2023/24. WRM will release updated MTPs periodically and this grid will be subsequently updated.

Getting to Know You

Key Times of Day.
Class Routines.
Exploring provision/Tidying away – using positional language.

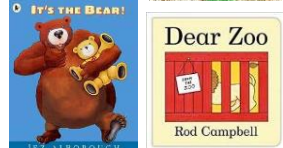
Match, Sort and Compare

Match Pictures & Objects.
Identify a Set.
Sort Objects to a Type.
Explore Sorting Techniques.
Create Sorting Rules.
Compare Amounts.



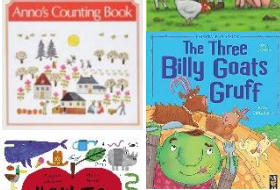
Talk About Measure and Patterns

Compare Size, Mass & Capacity.
Explore, Copy, Continue & Create Simple Patterns.



It's Me 1, 2, 3!

Find 1,2 and 3.
Subitise 1,2 and 3.
Represent 1,2,3.
1 More. 1 Less.
Composition of 1,2,3.



Circles and Triangles

Identify, Name, Compare Circles & Triangles.
Shapes in the Environment.
Describe Position.



Alive in 5!

Introducing zero.
Find 0 to 5.
Subitise 0 to 5.
Represent 0 to 5.
1 More. 1 Less.
Composition.
Conceptual Subitising to 5.



Mass and Capacity

Compare Mass.
Find a Balance.
Explore & Compare Capacity.



Growing 6,7,8

Find 6, 7 and 8.
Represent 6, 7 and 8.
1 More. 1 Less.
Make pairs - Odd/Even.
Double to 8.
Combining 2 Groups.
Conceptual Subitising.



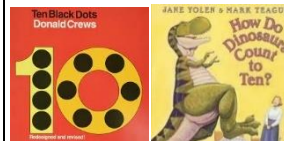
Length, Height and Time

Explore & Compare length.
Explore & Compare height.
Talk about, Order & Sequence Time.



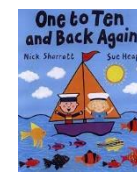
Building 9 and 10!

Find 9 and 10.
Compare Numbers to 10.
Represent 9 and 10.
1 More. 1 Less.
Composition to 10
Bonds to 10.
Doubles to 10.
Explore Even & Odd.



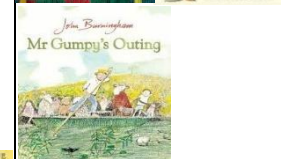
To 20 and Beyond

Build Numbers beyond 10.
Counting patterns beyond 10.
Verbal Counting beyond 20.



How Many Now?

Add More.
How many did I add?
Take Away
How many did I take away?

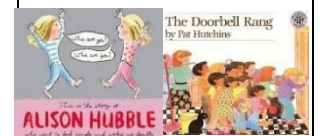


Manipulate, Compose and Decompose

Select Shapes for a Purpose.
Rotate & Manipulate Shapes.
Explain Shape Arrangements.
Compose & Decompose Shapes.
Copy 2D Shape Pictures.
Find 2D shapes with 3D Shapes.

Sharing and Grouping

Sharing and Grouping.
Even and Odd Sharing.
Play with and Build Doubles.



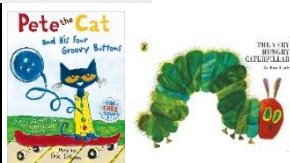
Visualise, Build and Map

Identify Units of Repeating Patterns.
Create & Explore Pattern Rules.
Visualise from Different Positions.
Describe Positions.
Explore Mapping.
Represent Maps with Models.
Create own Maps.



1,2,3,4,5

Find, Subitise &
Represent 4 and 5.
1 More. 1 Less.
Composition of 4 & 5.
Composition of 1 – 5.



Shapes with 4 Sides

Identify, Name,
Combine Shapes with 4
Sides.
Shapes in the
Environment.
My Day and Night.



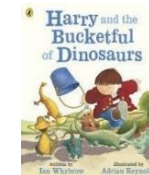
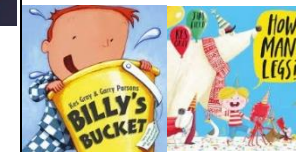
Explore 3D Shapes

Recognise & Name 3D
Shapes.
Find 2D shapes with 3D
Shapes.
Use 3D Shapes.
Identify Complex
Patterns.
Copy & Continue
Patterns.



Making Connections

Deepen Understanding.
Patterns and
Relationships.



<p style="text-align: center;">Understanding the World</p> <p>Understanding the World involves guiding children to make sense of their physical world, their community and the relationship between the past and present.</p> <p>Learning is enriched through workshops, educational visits and the use of high-quality texts which will further their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>PCC – People, Culture & Communities P&P – Past & Present NW – The Natural World</p>	<p>PCC: Talk about members of their immediate family.</p> <p>PCC: Recognise and discuss their role and the role of others within their new school community.</p> <p>PCC: Name and describe people who are familiar to them.</p> <p>P&P: Comment on images of familiar situations in the past. (Toys from the past)</p> <p>P&P: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>P&P: Begin to make sense if their own life-story and their family’s history.</p> <p>NW: Understand the effect of changing seasons on the natural world around them. (Autumn Changes)</p> <p>NW: Explore the natural world around them (Autumn Changes).</p>	<p>PCC: Understand that some places are special to members of their community.</p> <p>PCC: Recognise that people have different beliefs and celebrate special times in different ways (Diwali, Hanukkah, Thanksgiving, Christmas).</p> <p>PCC: Listen to and talk about stories from a range of different religions and world views.</p> <p>PCC: Recognise some similarities and differences between different religious and cultural communities.</p> <p>P&P: Compare and contrast characters from stories, including figures from the past. (Gunpowder Plot - Guy Fawkes, Remembrance).</p> <p>NW: Distinguish between night and day. (Bonfire Night/Fireworks link. Link to Maths ‘Light & Dark’)</p> <p>NW: Describe what they see, hear, and feel whilst outside.</p>	<p>NW: Recognise some environments that are different from their own. Make comparisons between contrasting environments.</p> <p>NW: Explore the natural world around them (Winter Changes)</p> <p>NW: Understand the effect of changing seasons on the natural world around them. (Winter Changes)</p> <p>NW: Identify some common everyday materials and their properties e.g. hard, soft, bendy.</p> <p>NW: Identify how some materials can change states (e.g. ice melting, water freezing) and distinguish between liquids and solids.</p> <p>P&P: Compare and contrast characters from stories, including figures from the past. (Pirates)</p> <p>PCC: Read & present simple information in the form of a map. (Pirates)</p>	<p>NW: Identify and distinguish between different plants and trees.</p> <p>NW: Identify the basic parts of a plant / tree, including roots, stem, trunk, leaves and flowers.</p> <p>NW: Explore the natural world around them (Plants & Animals/Minibeasts).</p> <p>NW: Understand the effect of changing seasons on the natural world around them. (Signs of Spring – animals & plants)</p> <p>P&P: Know some similarities and differences between things in the past and now. (Local study of Pudsey)</p> <p>PCC: Read & present simple information in the form of a map. (Local study of Pudsey)</p>	<p>P&P: Comment on familiar figures from now and the past (Royal Family).</p> <p>PCC: Explain some similarities and differences between life in this country and life in other countries.</p> <p>PCC: Learn to appreciate and value human beings, recognising and encountering diversity (Multi-cultural society).</p> <p>PCC: Recognise that people have different beliefs and celebrate special times in different ways. (Ramadan/Eid).</p>	<p>NW: Identify parts of the human body including head, neck, shoulders, arms, tummy, back, chest, legs, hands, feet, fingers, toes, face, eyes, ears, nose, mouth.</p> <p>NW: Know and talk about different factors that support their overall health and wellbeing including:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy eating - Toothbrushing - Sensible amounts of ‘screen time’ - Having a good sleep routine - Being a safe pedestrian <p>PCC: Talk about members of their immediate community (People who Help Us).</p>
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NW: Describe what they see, hear, and feel whilst outside.

NW: Distinguish between and identify a baby, a child and an adult.

Working Scientifically Skills developed throughout Reception:

Ask questions to clarify and further their understanding about the natural world and scientific

Describe scientific events in some detail, using newly learnt scientific vocabulary.

Observe and describe what they see, hear and feel while they are outside.

Use 'talk' to work out problems and to organise thinking and activities.

Explain how things work.

Explain why things might happen.

Use new vocabulary in different contexts.

Further Skills learnt through Continuous Provision:

Explore which objects / materials 'stick' to magnets and which don't.

Identify how objects need to be pushed or pulled to move them.

Identify different sounds.

Explore making different sounds using body, voice and instruments / objects.

Identify how some toys and appliances need batteries or to be plugged in to make them work.

Learning what a keyboard and mouse are; how to locate relevant keys and basic mouse skills such as moving and clicking.

Explore and use technology as an artistic tool to express their ideas and feelings.

Experimenting with programming using Apps and Bee Bots to give simple commands.

<p style="text-align: center;">Expressive Art and Design</p>	<p><u>Creating with Materials</u></p> <p>Use different tools and media (pencils, felt-tip pens, scissors, and sellotape).</p> <p>Develop colour mixing techniques to match colours they see and want to represent.</p> <p>Notice features in the natural world, defining colours, shapes, textures and smells.</p> <p>Use natural materials to create pieces of art.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Begin to find singing voice, both on own and with others.</p> <p>Respond to music with movement (e.g. stomp, tiptoe, walk) and show an awareness of pulse.</p> <p>Differentiate between fast/slow and loud/quiet when listening or playing.</p> <p>Use their voice in different ways (e.g. whispering, speaking, singing).</p> <p>Listen to & become familiar with a bank of nursery rhymes and songs.</p> <p>Develop storylines in their pretend play.</p>	<p><u>Creating with Materials</u></p> <p>Develop use of tools and media to include glue sticks, crayons, hole punches and treasury tags.</p> <p>Create models and sculptures using clay.</p> <p>Use fingers/hands for printing.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Join in with known nursery rhymes and songs in a group.</p> <p>Rehearse and perform songs, actions and speaking lines, learning them off-by-heart.</p> <p>I can remain quiet whilst waiting for a turn.</p> <p>I can sit or stand to perform to people I know.</p> <p>Use props in our play and performances.</p> <p>Develop storylines in their pretend play.</p>	<p><u>Creating with Materials</u></p> <p>Develop use of tools and media to include staplers, shaped hole punches, PVA glue.</p> <p>Create collages by gluing different media.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I can use my voice in different ways (e.g. whispering, speaking, singing).</p> <p>I can remain quiet whilst waiting for a turn.</p> <p>I can understand that different voices produce different sounds and can identify the sound of my classmate's voice.</p> <p>Respond to music with movement (e.g. stomp, tiptoe, walk) and show an awareness of pulse.</p> <p>I can start and stop when playing with others</p> <p>Develop storylines in their pretend play.</p>	<p><u>Creating with Materials</u></p> <p>Begin to show accuracy and care when drawing.</p> <p>Draw pictures of animals and plants.</p> <p>Use watercolour paints to create artwork.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Respond to music with movement and show an awareness of pulse.</p> <p>Listen to instructions within a song and react accordingly.</p> <p>I can start and stop when playing with others.</p> <p>Differentiate between fast/slow and loud/quiet when listening or playing.</p> <p>Develop storylines in their pretend play.</p>	<p><u>Creating with Materials</u></p> <p>Create images on a digital device.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Develop singing skills matching the pitch and melody of known songs.</p> <p>Experiment with different musical instruments.</p> <p><u>Playing and pretending</u></p> <p>Respond to music with movement and show an awareness of pulse.</p> <p>Listen to instructions within a song and react accordingly.</p> <p>Play instruments safely and pick them up and put them down quietly.</p> <p>I can start and stop when playing with others.</p> <p>Develop storylines in their pretend play.</p>	<p><u>Creating with Materials</u></p> <p>Use recycling materials to create artwork and products with a purpose.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Listen to instructions within a song and react accordingly.</p> <p>Play instruments safely and pick them up and put them down quietly.</p> <p>Watch and follow the leader's signals when playing or singing.</p> <p>Understand that different instruments produce different sounds and classify sound makers (e.g. shake, tap, scrape). Choose sounds to accompany a song or story.</p> <p>Develop storylines in their pretend play.</p>
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EYFS Weekly Timetable

	8.45 – 9:00	9.00 – 9.30 *INPUT	9:30 – 10.15 *PROVISION & FOCUS GROUPS	10.15-10:30	10:30-10:35	10:35-11:00 *INPUT	11.00 – 11.40 *PROVISION & FOCUS GROUPS	11.45 – 13.00	13.00 – 13.10	13.10 – 3.35 *INPUT	13:35 – 14:30 *PROVISION & FOCUS GROUPS	14.30 – 14.55 *INPUT
Monday	Morning activity & Register	RWI Phonics (Speed Sounds L1) x4 differentiated groups	Free-Flow Continuous Provision. Provision Modelling, Observations of Pupils' Learning.	Storytime and Snack. Class Story/Poem, Favourite 5 stories.	Active Maths Starter	Maths	Free-Flow Continuous Provision. Provision Modelling, Observations of Pupils' Learning.	Lunch and Playtime	Handwriting/Fine Motor Activity	Literacy/ Understanding the World	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	RWI Phonics (Word Time/Ditty Reading/ Storybooks) x4 differentiated groups
Tuesday	Morning activity & Register	RWI Phonics (Speed Sounds L1) x4 differentiated groups	Free-Flow Continuous Provision. Literacy Focus Groups	Storytime and Snack. Class Story/Poem, Favourite 5 stories.	Physical Activity (e.g. Go Noodle, Cosmic Yoga)	Maths	Free-Flow Continuous Provision. Maths Focus Groups		Handwriting/Fine Motor Activity	Literacy/ Understanding the World	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	RWI Phonics (Word Time/Ditty Reading/ Storybooks) x4 differentiated groups
Wednesday	Morning activity & Register	RWI Phonics (Speed Sounds L1) x4 differentiated groups	Free-Flow Continuous Provision. Literacy Focus Groups	Storytime and Snack. Class Story/Poem, Favourite 5 stories.	Physical Activity (e.g. Go Noodle, Cosmic Yoga)	Maths	Free-Flow Continuous Provision. Maths Focus Groups		Handwriting/Fine Motor Activity	Literacy/ Understanding the World	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	RWI Phonics (Word Time/Ditty Reading/ Storybooks) x4 differentiated groups
Thursday	Morning activity & Register	RWI Phonics (Speed Sounds L1) x4 differentiated groups	Free-Flow Continuous Provision. Literacy Focus Groups	Storytime and Snack. Class Story/Poem, Favourite 5 stories.	Physical Activity (e.g. Go Noodle, Cosmic Yoga)	Maths	Free-Flow Continuous Provision. Maths Focus Groups		Handwriting/Fine Motor Activity	Literacy/ Understanding the World	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	RWI Phonics (Word Time/Ditty Reading/ Storybooks) x4 differentiated groups
Friday (Wk1)	Morning activity & Register	Celebration Assembly	Free-Flow Continuous Provision. Literacy Focus Groups	PE			Free-Flow Continuous Provision. Maths Focus Groups		Handwriting/Fine Motor Activity	PSED	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	Music (Tap, Ding, Clap, Sing)
Friday (Wk2)	Morning activity & Register	RWI Phonics (Speed Sounds L1) x4 differentiated groups	Free-Flow Continuous Provision. Literacy Focus Groups	PE			Free-Flow Continuous Provision. Maths Focus Groups		Handwriting/Fine Motor Activity	PSED	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	Music (Tap, Ding, Clap, Sing)

Curriculum Impact

Assessment

One method of measuring the impact of the curriculum is through the assessment of pupils' learning, which take place continuously throughout the academic year. In accordance with *The Statutory Framework for the Early Years Foundation Stage (2021)*, we have carefully considered the purpose of assessment to ensure it is appropriate and does not cause undue workload for teaching and support staff which would diminish the time we can spend on moving learning forward. We believe that the focus of assessment should be to improve the progress of pupils across all curriculum areas.

There are three forms of assessment in Early Years:

Assessment for Learning

Assessment for learning is used continuously during lessons and continuous provision. It is any use of assessment that is primarily intended to inform next steps and improve learning, rather than measure attainment or progress. For example, this could be through questioning or retrieval practice and highlights the key importance of high-quality interactions between pupil and adult.

Formative Assessment

Formative assessment is used to find out about pupil achievement to inform decisions about the next steps in provision. All Early Years staff are responsible for making formative assessments and identifying how to best support pupil progress.

Formative assessments are shared with other teaching staff, pupils and parents/carers in a variety of ways:

- Observations of pupils' learning during lessons, focus groups, continuous provision and workshops are recorded on the Tapestry Online Learning Journal. Observations are flagged with the relevant 'Area/s of Learning' and, once they are viewed and approved by the class teacher, are shared with parents/carers, who have accounts linked to their child. These observations are used to support teachers with summative assessments and also to help subject leaders across school monitor and evaluate their subject area in Early Years.
- Verbal and written feedback. Verbal and written feedback is given to pupils as described in the school's feedback policy. Members of Early Years staff constantly share assessment feedback with one another to help inform planning of next steps. Parents/carers are given verbal feedback of formative assessment during parent/carer consultations and written feedback through their child's annual report.



Summative Assessment

Summative assessment is the most infrequently used form of assessment in Early Years. The purpose of summative assessment is to make conclusions about pupils' attainment in relation to agreed standards. Teachers use their professional judgement to decide whether pupils are 'On Track' or 'Off-Track' to meet each Early Learning Goal, before using a best-fit judgement against the Early Learning Goals at the end of the academic year. Summative assessment takes place at 4 points across the academic year:

- **Baseline (September)** – through observations teachers complete a baseline assessment of each pupil, as well as the statutory Reception Baseline Assessment.
- **End of Autumn Term (December)**
- **End of Spring Term (March)**
- **End of Summer Term (July)** – pupils are assessed as 'Emerging' or 'Expected' against each Early Learning Goal. This data is submitted to the Department for Education and is shared with parents/carers in their child's report.

To best support pupils' transition to Key Stage 1 and ensure that teachers can provide the most appropriate challenge and support for pupils, internal assessment data is broken down further:

Working Below (Not on Track)	Working Towards (Not on Track)	Meeting (On Track)	Greater Depth (On Track)
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Early Learning Goals

For the End of the Academic Year – assessed using a holistic/best-fit judgement

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p>ELG: Listening, Attention and Understanding</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>ELG: Speaking</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>ELG: Self-Regulation</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>ELG: Managing Self</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>Building Relationships</p> <p>Work and play cooperatively and takes turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>	<p>ELG: Gross Motor Skills</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>ELG: Fine Motor Skills</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>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</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>ELG: Word Reading</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>ELG: Writing</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>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitize (recognise quantities without counting) up to 5.</p> <p>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>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>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>ELG: Past and Present</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>ELG: People, Culture and Communities</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>ELG: The Natural World</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</p>	<p>ELG: Creating with Materials</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.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</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.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

Monitoring and Evaluation

Curriculum impact is also measured through regular monitoring and evaluation by senior leadership and subject leaders, in the form of lesson observations, learning and environment walks, book scrutinies, reviewing planning and analysing pupil voice.

Further analysis of curriculum impact is undertaken as part of termly pupil progress meetings and reviews conducted by the school governor with the responsibility of monitoring EYFS.

A key purpose of all monitoring and evaluation is to support the continual development of our Early Years curriculum.



Further Links

Early Years Foundation Stage (EYFS) Statutory Framework: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Development Matters (Non-Statutory Curriculum Guidance for EYFS): <https://www.gov.uk/government/publications/development-matters--2>

Reception Baseline Assessment Guidance: <https://www.gov.uk/guidance/reception-baseline-assessment>