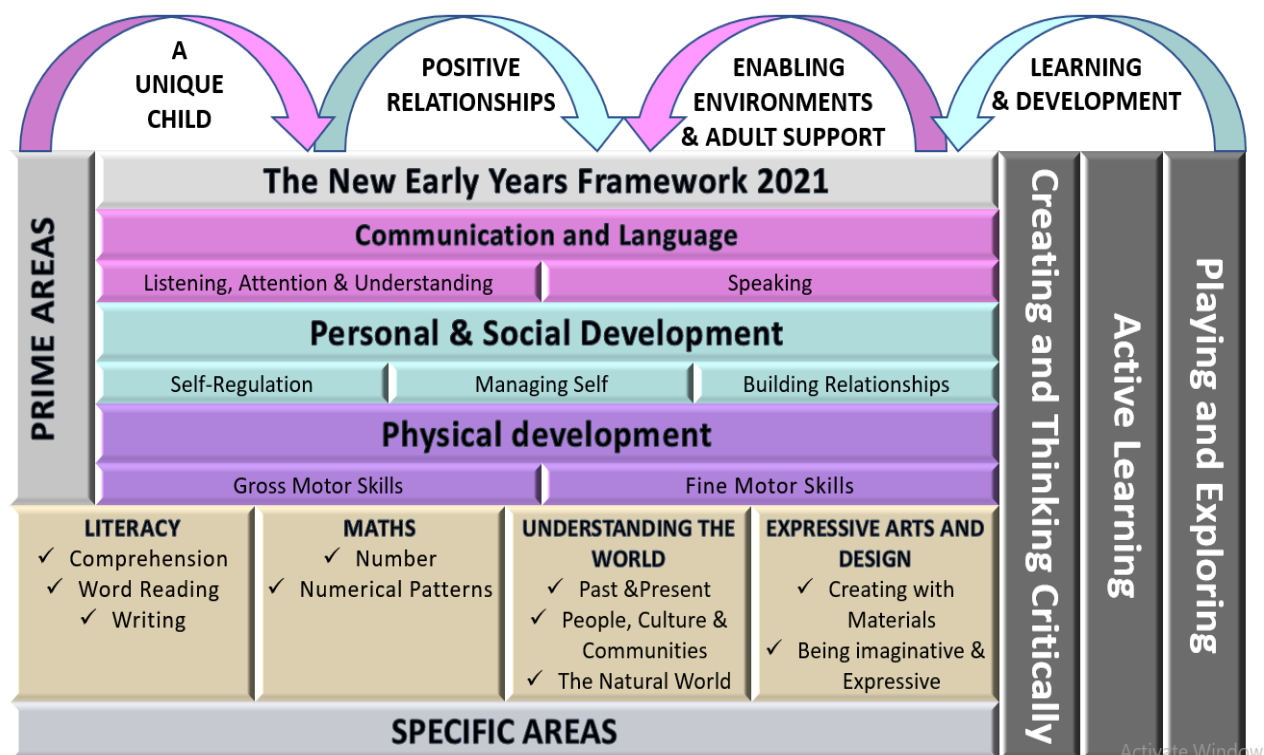


St John's Highbury Vale Early Years Curriculum



I can do all things through Christ who
strengthens me

Philippians 4:13



CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring: - 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

Active learning: - 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.

Creating and thinking critically: - 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.



OVERARCHING PRINCIPLES OF EYFS

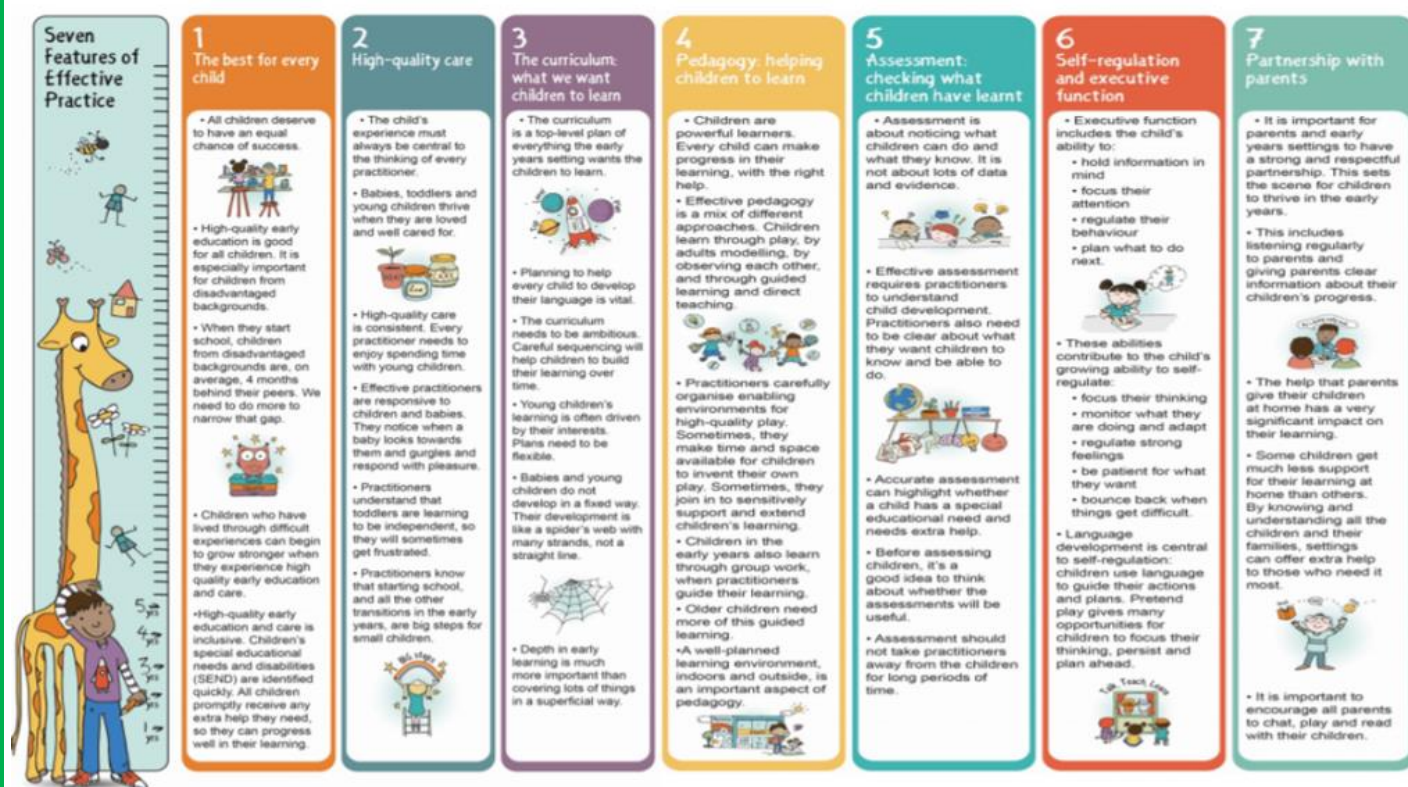
Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.

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

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

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

EFFECTIVE EYFS PRACTICE



OUR EYFS CURRICULUM AIM

At St John's, our curriculum is designed and tailored to equip our children with the skills they need to develop into independent and inquisitive learners. We take a student-centred approach to learning, enhancing the students learning experience. At St John's Highbury Vale, we use the Early years foundation stage (EYFS) statutory framework (2021) as a basis to build our curriculum upon. 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, our setting has an underlying ethos of 'Learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

Our curriculum is a working document and as such needs to be fluid and easily adapted according to the children who attend our school at any one time.

To make our curriculum specific to the needs of our youngest children at St John's we have based our curriculum around the needs of the children in our school.

We have identified key areas that we feel our children need to be able to access so that by the time they leave Reception they will have reached their full potential and developed their cultural capital.

St John's Highbury Vale Early Years Curriculum Overview

At St John's Highbury Vale Primary School we use the Early Years Foundation Stage (2021) as a basis to build our curriculum upon. We have identified key areas that we feel our children at St John's should be able to achieve by the time they leave Reception in order to reach their full potential and develop their cultural capital. This page contains some of the experiences we may offer the children in order to reach our aims. This is not an exhaustive list or a tick sheet. This is a supporting document.

Curriculum Aim	Vocabulary and Books	Healthy lifestyle	Communicate with the wider community - use some signs of British Sign Language	Outdoor learning	Improved mental health
Skills progression and experiences we can offer	<ol style="list-style-type: none"> 1. Labelled environment 2. Play word games 3. Create a word wall 4. Introduce a word of the week and up level vocabulary 5. Use words in sentences 6. Share vocabulary with parents 7. Read together 8. Emphasise words when reading 9. Story time 10. Make conversation a priority 11. Extend children's vocabulary at every opportunity 12. Multi-sensory experiences help understanding of words and concepts 13. More access to books (indoor and outdoor reading areas) 14. Story sacks 15. Book trust 16. Friday afternoon stay and read 17. Write for pleasure 18. Inviting book corners inside and outside 19. Stay and read Friday afternoons 20. 5 stories and rhymes per day 21. Exposure to vocabulary 22. Opportunities to deepen vocabulary 	<ol style="list-style-type: none"> 1. Wash hands 2. Express preferences 3. Explore different textures, smells and tastes 4. Understand vocabulary (into, out, put, and imperative verbs) 5. Follow instructions 6. Know safety requirements/risks 7. Use a range of cooking equipment (knife, spoon, grater) 8. Understand what healthy things are (food and drink) and that they are usually grown 9. Select resources 10. Read a recipe (in words or pictures) and follow a recipe to make simple things such as playdough, rainbow salad, bird feeders 11. Role-play - kitchen/restaurants/doctors 12. Identify food sources 13. Measure and work out quantities 14. Classify 15. Write 16. Plan and record 17. Grow vegetables 18. Oral health 19. Role play 20. Meet a chef 21. Meet a dentist/doctor 22. Go on a farm trip 23. Farm to fork (Taste) 	<ol style="list-style-type: none"> 1. Explore different ways of communication and why we use it 2. Adult input of explicit teaching 3. Look 4. Copy 5. Greet someone 6. Use manners 7. Understand signs for visual timetable 8. Sign visual timetable 9. Sign selected nursery rhymes and songs (Happy Birthday colours of the rainbow) 10. Sign initial letters 11. Sign numbers 12. Sign letters of the alphabet 13. Sign your name 14. Meet a person who uses sign language 15. Non speaking day - Charities to support 	<ol style="list-style-type: none"> 1. Forest schooling afternoon's at Gillespie Park 2. Reorganisation of outdoor space 3. Being safe in the forest classroom 4. Rules for equipment 5. Being safe in the school grounds 6. Co-operation and sharing resources 7. Identify plants and vegetables 8. Growing plants and vegetables 9. Identify mini beasts 10. Caring for creatures 11. Caring for the environment 12. Animal identification and habitats 13. Weather 14. Seasons 15. Investigate local area 16. Class pet 17. Wormery or ant trail 	<ol style="list-style-type: none"> 1. Secure attachments with key workers 2. Working memory skills 3. Mindfulness 4. Sense of belonging 5. Cultural visits from parents/cultural calendar celebrations 6. Pride in achievements 7. Having a say/children's interests 8. Opportunities to succeed 9. Self-regulation strategies 10. Outdoor learning 11. Making mistakes 12. Positive affirmations

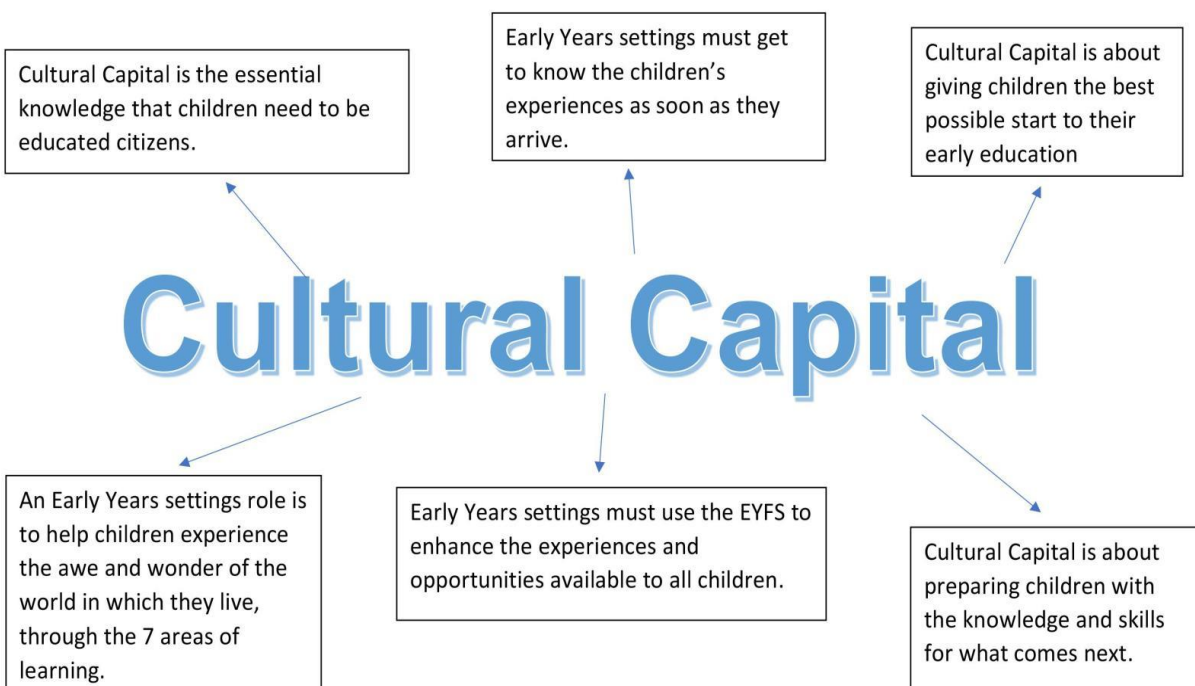
St John's Highbury Vale Early Years Curriculum Justifications

This page contains some of the reasoning as to why we have identified those key areas and how it will impact our children and lead to excellent outcomes.

Curriculum Aim	Vocabulary and Books	Healthy lifestyle	Communicate with the wider community - use some signs of British Sign Language	Outdoor learning	Improved mental health
Reasoning	We are seeing a higher number of children with Speech and language needs so this would support them.	To encourage independence in both preparing and making healthy choices. To be able to understand how to take care of their health and bodies. KS1 children will be able to explain where food comes from (supermarket is the usual response) so to support their cultural capital.	To ensure all can communicate effectively. We are seeing a higher number of children with speech and language needs so this would support them. Give the children another skill that is useful in the wider world. Explore different ways of communicating.	We are seeing a large amount of children whose physical development needs intervention, this would support them and in addition will help with our improved mental health initiative.	To encourage to use skills to manage their feelings and emotions.
How will this lead to excellent outcomes?	Many children will start school with a limited number of spoken words. By starting early children are given a greater chance to have the crucial words in place before the impacts of their poor vocabulary can be seen on literacy and conceptual understanding. The Early Years curriculum provides ample opportunities for teaching the fundamental concepts that underpin later learning. So, it is essential that the whole school approach to vocabulary teaching starts when children enter educational provisions. WORDWARE Parsons & Brannigan	"Good health is one of the most important determinants of a child's life chances. All professionals working in the foundation years need to be involved in promoting and encouraging children's healthy development." https://publichealthmaths.blog.gov.uk/	Signing is often used with children and adults with developmental delays and communication difficulties, however there are added benefits to its use with all children in the early years. There are children used successfully to maintain memory and primary writing to support singing and music making, assemblies, performance, storytelling, reading and the learning of new curriculum vocabulary. Learning new signs and words supported by signing provides all children with a visual prompt to reinforce what they have heard. This signing supports memory and recall too. There is an added benefit for practitioners who can use signs to clarify verbal classroom instructions such as good sitting/standing or a general focus to take a look in a given activity. They benefit too able to sign their own words to a colleague across a busy classroom too. When signing is incorporated more broadly in an early years setting – this allows for a more inclusive approach. Signing becomes a 'normal' part of the communication toolkit and a child who requires signing to communicate has a greater opportunity to successfully interact with a range of children and adults rather than with only one or two identified individuals who they feel will understand them. Signing supports the development of language skills, such as effectively listening, using and receiving words, deliberately, a child's confidence and communication is positively impacted when they feel they can understand what is said to them and they can express themselves. As their language skills and confidence develop, this can encourage more spoken language rather than signing. https://nca.org.uk/news/help-use-signing-in-early-years-settings/	"Research from T. Gill showed that outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding, while research from O'Brien and Murray found an increase in children's self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning following Forest School experience, an inspirational process that offers children, young people and adults regular opportunities to achieve, and develop confidence and self-esteem through hands-on learning experiences in a woodland environment." https://literacytrust.org.uk	"According to the Mental Health Foundation (2018) children who suffer from health problems associated with poor behaviour and the achievement as school are those who have greater outcomes in later life. Evidence indicates that difficulties that arise in early life continue to shape outcomes. "By the time all children begin school they vary in cognitive skills, communication, and social development. Therefore, if early years experiences have been positive then the Government's pledge to support their wellbeing could be interpreted as an implicit promise which will help to address the root cause of some mental health issues. Behavioural patterns set then the years between 0-5 are critical for shaping productivity when the brain rapidly develops cognition and the skills necessary for success in school, career, and life. The Perry Preschool study in 1962 reinforced the idea that the early years in a child's life are crucial for health and wellbeing. The outcome of the study indicates that the role of the caregiver/teacher is paramount for a child's success. A professional childcare provider who recognizes the difference between typical behaviour versus unusual behaviour can help regulate a child's temperament. Consistency and kindness from a professional caregiver can help prevent negative experiences from causing lasting harm." https://www.pawp.org.uk/

CULTURAL CAPITAL

What is Cultural Capital?



1. STATUTORY FRAMEWORK FOR THE EYFS SEPTEMBER 2021

The framework is mandatory for all early year's providers in England from September 2021.

The EYFS sets the standards all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness and gives children the broad range of knowledge and skills that provide the right foundation through school and life.

This framework includes the educational programmes designed to shape learning experiences.

THE EDUCATIONAL PROGRAMMES

COMMUNICATION AND LANGUAGE

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PHYSICAL DEVELOPMENT

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.

LITERACY

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

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 ten-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 include 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.

UNDERSTANDING THE WORLD

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases

their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society, such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

EXPRESSIVE ARTS AND DESIGN

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

2. EARLY LEARNING GOALS

The Early Learning Goals (ELGs) are the goals or targets for children to achieve at the end of their reception year.

Communication and Language
<p>ELG: Listening, Attention and Understanding 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 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>

Personal, social, emotional development

ELG: Self-Regulation

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Physical development

ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Maths

ELG: Number

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities are distributed equally.

Understanding the World

ELG: Past and Present

Talk about the lives of the people around them and their roles in society.

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

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

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

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive art and design

ELG: Creating with Materials

Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Invent, adapt, and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

3. RE

As a Church of England School, RE is a core subject. Children in Reception Class begin to develop understanding and tolerance of faiths. At St John's Highbury Vale, through the support of the LDBS syllabus, we aim for all of our children to become religiously literate. All units of learning are rooted in theological concepts, strong subject knowledge and content. The curriculum allows the children to enquire into worldviews through theology, philosophy and the human and social sciences. The curriculum also provides an opportunity for children to develop empathy towards people of similar or differing religious views or worldviews to their own.

We aim to offer a systematic enquiry-based approach to the teaching of RE so that the following skills can be developed:

Ability to be critical thinkers

Ability to engage critically with texts

Ability to ask deep and meaningful questions

Ability to make connections within and across religions and worldviews

Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions

4. RELATIONSHIPS EDUCATION

Relationships Education became statutory in primary schools from September 2020. At St John's Highbury Vale we use the Jigsaw PSHE scheme. There is a strong safeguarding element to Changing Me – the unit of work that teaches sex and relationship education.

NON-STATUTORY GUIDANCE DOCUMENTATION

Non-statutory guidance is documentation, which there is no legal requirement to use, even if it has been provided and published by the government. Development Matters is non-statutory guidance published by government. Birth to 5 Matters is non-statutory guidance published by the sector.

At St John's Highbury Vale, practitioners use both documents to support the implementation of the revised Early Years Foundation Stage 2021.

Birth to 5 Matters

Birth to 5 Matters builds on previous non-statutory guidance for the EYFS. It has updated all the material to reflect research evidence and meet the needs of practitioners today.

It outlines the foundations of good practice and offers information and guidance for practitioners to consider how the Principles of the EYFS can be brought to life in their setting.



Development Matters

Development Matters is a document provided by Early Education. It is designed to support Early Years Practitioners in providing quality education for each child. Development Matters covers a range of Areas of Learning and Development, from reading to maths and beyond.



	AUTUMN – SETTLING IN / THIS IS ME! CHRISTMAS	SPRING –FACT OR FICTION?	SUMMER- SUPERHEROES ON THE MOVE!
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Settling in activities, Help children to make friends – circle time, small group work, Small group tours of the school, Opportunities for children to talk with adults and children one to one and in small groups, Cooking activities - following recipes, looking at cookbooks, talking about what is happening to the food and the processes taking place, sequencing instructions and describing the taste, texture, smell and appearance of the food, Finding out about healthy eating through tasting different foods, looking at information books, looking at food labels, Looking at how we take care of our teeth, brushing our teeth, Singing nursery rhymes and other songs, Opportunities for children to explore a range of mark making activities and resources independently and alongside adults, Focus on number and counting using Numicon.	Explore different emotions – talk about fears, respond to stories and role-play. Opportunities to play games which involve following rules and taking turns Read a range of traditional tales and legends from a range of cultures. Dinosaurs. Looking at different shaped food packaging – 2d and 3d shapes Explore weight and measure – cooking, weighing cargo, using pulleys to move heavy objects, measuring how high they can climb, how far they can jump when walking the plank, how far they can make their boat travel. Famous Pirates.	Going on trips in the local area and adapting behaviour and following instructions when in new situations, Making mind maps to record their knowledge about the local area, Visits from members of community e.g. local police officer, fire fighters or trips to police station and fire station. Question and answer sessions. Sports day, Trip to local playgrounds, Gardening activities - using tools, growing food, Cooking using seasonal foods –healthy eating. Surveys about the local area e.g., traffic surveys, Shape walks in the local environment and around the school. Measuring –, building constructions and comparing heights – looking at local buildings of different sizes and heights. Obstacle courses- positional language
Possible Texts	Reference: Around the World: Food, Let's Eat (Oxfam), Story books: The Colour Monster, Handa's Surprise, Goldilocks and the Three Bears, The Enormous Turnip, The Little Red Hen, The Gingerbread Man, The Magic Porridge Pot, The Runaway Chapati, Oliver's Fruit Salad, <i>The Shopping Basket</i> , <i>The Very Hungry Caterpillar</i> , Red Hot Chilli, <i>Don't Put Your Finger in the Jelly Nelly</i> , <i>I Will Not Never Ever Eat a Tomato</i> , Dear Zoo Samira's Eid, The Christmas Story, Dear Father Christmas, The Jolly Christmas Postman	Story books: Cinderella, The Princess and the Pea, Rapunzel, Puss in Boots, Snow White, Jack and the Beanstalk, Sleeping Beauty, Aladin, George and the Dragon, Sir Charlie Stinky Socks, Shhh, Captain Flynn and the Pirate Dinosaurs, Pirate Boy, The Night Pirates, Dinosaur rumpus, How to Catch a Star, Tyrannosaurus Drip, Zog,	Story books: The Shopping Basket, Emergency, The Little Red Train, Mr Gumpy's Motor Car, Oi Get of Our Train, Not Like That Like This, Through My Window, On the Way Home, Where's Spot, Who Sank the Boat, Supertato, The Jolly Postman
Festivals and Special Days	Remembrance Day, Harvest Festival, Guy Fawkes / Bonfire Night, Christmas Time/ Nativity/Christmas Party Day/	Easter, Red Nose Day, Martisor Day (1 st March)	Eid Fathers' day Eid-al-Adha

	Panto, Diwali, Odd Socks Day, Hannukah, Black History Month, Road Safety, Children in Need Anti- Bullying Week, World Mental Health Day, Forest Schooling afternoons, International Day	Chinese New Year, Valentines' Day, Pancake Day, Mothers' Day, St Patrick's day Holi, Passover Ramadan, Queens's birthday St. Georges day Children's mental health week	
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	AUTUMN – <i>SETTLING IN</i> / THIS IS ME! CHRISTMAS	SPRING –FACT OR FICTION?	SUMMER- SUPERHEROES ON THE MOVE!
<p>Communication and Language Talk to parents about what language they speak at home, learn a few key words and celebrate multilingualism.</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies, weekly interventions and daily story times.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>		
	<p>Daily story sessions</p> <p>Opportunities for children to talk with adults and children one to one and in small groups</p> <p>Introduce phonics activities as appropriate to age and readiness of children.</p> <p>Small language group activities</p> <p>First-hand experiences – trip to the shop, market, café.</p> <p>Role play opportunities based on first-hand experiences e.g., shopping, café, cooking, celebrations, home life</p> <p>Cooking activities - following recipes, looking at cookbooks, talking about what is happening to the food and the processes taking place, sequencing instructions, and describing the taste, texture, smell and appearance of the food</p>	<p>Learn traditional nursery rhymes</p> <p>Create their own versions of nursery rhymes</p> <p>Read a range of traditional tales and legends from a range of cultures.</p> <p>Re-enact stories through dressing up and with puppets.</p> <p>Plan and create collaboratively imaginary play settings e.g., pirate’s ship, princess palace, dinosaur museum</p> <p>Role play – pirates, wizards and witches, castles, folk tales, , princesses, dinosaurs,</p> <p>Take photos of children’s imaginary play and small world play and ask them to talk about and retell their own stories.</p>	<p>Listening to and retelling stories.</p> <p>Retelling stories using puppets, props, costumes etc.</p> <p>Role Play – superheroes, superhero den/headquarters, doctors surgery/ vets/ Police station/ post office/ shop role play / train station – following first-hand experiences and visits.</p> <p>Making mind maps to record their knowledge about the local area</p> <p>Visits from members of community e.g., local police officer, fire fighters or trips to police station and fire station. Question and answer sessions.</p> <p>Talking about trips and local visits – looking at photos, making class books, reflecting on what they have done.</p>

	AUTUMN – <i>SETTLING IN / THIS IS ME!</i> CHRISTMAS	SPRING –FACT OR FICTION?	SUMMER- SUPERHEROES ON THE MOVE!
Managing Self Self - Regulation Link to Behaviour for Learning	Children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .		
	Settling in activities Establish routines using visual timetables and prompts. Support children to develop self-care skills in toileting, managing clothes, eating and personal hygiene. Help children to make friends – circle time, small group time Support children to get used to the new setting through reading stories about starting school and talking about feelings. Play games, which help children to learn each other’s names. Small group tours of the school. Encourage older children to support new children in the setting. Zones of regulation	Find out about different cultures and ways of life. Explore different emotions – talk about fears, respond to stories and role-play. Discuss code of conduct. Opportunities to play games which involve following rules and taking turns Opportunities for trips and visits. Zones of regulation	Looking at class rules, deciding what we need to do to be safe, happy and look after each other – understanding rules and boundaries Talking to each other and listening to others talk about their cultures and home experiences. Circle time activities around caring for others and thinking about consequences of their actions on others. Going on trips in the local area, and adapting behaviour and following instructions when in new situations. Zones of regulation

	AUTUMN – <i>SETTLING IN / THIS IS ME!</i> CHRISTMAS	SPRING –FACT OR FICTION?	SUMMER- SUPERHEROES ON THE MOVE!
<p>Fine motor - Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities</p> <p>Gross motor - 2 PE Lessons per week (Gymnastics and ball skills)</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.</p>		
	<p>Support children to develop self-care skills by encouraging independence.</p> <p>Manipulating different foods through cooking and malleable play – dough, pasta, dried foods, jelly</p> <p>Opportunities to explore large physical play equipment</p> <p>Physical activities which encourage cooperation skills e.g., ball games, construction, racing and chasing games, circle games</p> <p>Finding out about healthy eating through tasting different foods, looking at information books, looking at food labels</p> <p>Looking at how we take care of our teeth</p> <p>Finding out about hygiene in food preparation when cooking and during snack and mealtimes</p> <p>Cooking activities – using different cooking tools</p>	<p>Dance sessions.</p> <p>Movement games exploring different ways of moving</p> <p>Balancing – walking the plank</p> <p>Exploring large climbing and balancing equipment – set up large equipment in hall with big mats. The children are pirates, and the mats are the sea full of sharks and crocodiles. They must stay on the equipment without falling into the sea or get eaten by sharks.</p> <p>Play racing and chasing games such as "it" and "stuck in the mud".</p> <p>Digging for treasure in the sandpit or garden.</p> <p>Learn to tie some different knots for securing sails and tying up prisoners.</p> <p>Construction activities – see EAD</p>	<p>Bike play – making road tracks, obstacles, ramps, garage role play, races</p> <p>sports day</p> <p>Obstacle courses</p> <p>Building site – constructing with large resources</p> <p>Trip to local playgrounds</p> <p>Gardening activities - using tools, growing food</p> <p>Cooking using seasonal foods –healthy eating.</p> <p>Hold a healthy living day and invite parents to a healthy family picnic.</p> <p>Finding out about keeping safe - visit from police/fire brigade/ nurse/ road safety</p>

	AUTUMN – <i>SETTLING IN / THIS IS ME!</i> CHRISTMAS	SPRING –FACT OR FICTION?	SUMMER- SUPERHEROES ON THE MOVE!
Literacy Comprehension - Developing a passion for reading Children will visit the library weekly Word Reading - Children will be working in different groups for phonics.	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)		
	Singing nursery rhymes and other songs. Draw children’s attention to meaningful print in the environment e.g., timetables, labels, their own names, signs Daily story sessions about feelings: Colour Monster, Colour Monster goes to school, Angry Octopus, Breathing Makes it Better Reading traditional tales and stories linked to food e.g., Goldilocks, The Gingerbread Man, The Little Red Hen, The Enormous Turnip, The Magic Porridge Pot, The Shopping Basket, Handa’s Surprise, The Hungry Caterpillar. Opportunities for children to retell stories using props, puppets and costumes. Make a floor book for Literacy lessons to evidence S&L Making floor book about different festivals and celebrations throughout the year Model oral blending of sounds to make words in everyday contexts	Find out about characters and settings in stories. Create own versions of stories – draw story maps and storyboards, comics. Use information texts to find out more about subjects which they are learning about e.g., castles, princesses, dinosaurs Use “to simple – create a story” to create their own stories Making floor book about different festivals and celebrations throughout the year Make a floor book for Literacy lessons to evidence S&L	Retelling and creating stories. Exploring stories with familiar settings. Looking at reference books and materials e.g., maps of local area, transport books, books about London Exploring print in the environment – around school, print walk in the local area Making floor book about different festivals and celebrations throughout the year Make a floor book for Literacy lessons to evidence S&L

	AUTUMN – <i>SETTLING IN / THIS IS ME!</i> CHRISTMAS	SPRING –FACT OR FICTION?	SUMMER- SUPERHEROES ON THE MOVE!
Texts may vary due to children's interests	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role-play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>		
	<p><i>Opportunities for children to explore a range of mark making activities and resources independently and alongside adults</i></p> <p>Making floor book about different festivals celebrations and feelings</p> <p>Writing linked to role play and practical activities e.g., menus, shopping lists, labels, signs, party invitations, cards</p>	<p>Make wanted posters of villains.</p> <p>Make character fact files for favourite characters e.g., cartoon characters, Disney princesses</p> <p>Create own versions of stories – draw story maps and storyboards, comics.</p> <p>Write scrolls, recipes spells, treasure maps, messages in bottles.</p> <p>Use “to simple – create a story” to create their own stories</p>	<p>Making reference books</p> <p>Developing handwriting skills through large mark making/ looking at letter formation.</p> <p>Writing in role – police reports, shops signs, shopping lists, etc.</p> <p>Looking at different features and types of writing.</p> <p>Create guidebooks to the local area.</p>

	AUTUMN – <i>SETTLING IN / THIS IS ME!</i> CHRISTMAS	SPRING –FACT OR FICTION?	SUMMER- SUPERHEROES ON THE MOVE!
Maths Using White Rose Scheme to support planning Concrete – Pictorial – Abstract	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 include 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.		
	Opportunities to learn and explore number songs and rhymes e.g., group times, using props, on the computer, outside, in the water tray Focus on number and counting opportunities during routines and that are significant to the children e.g., counting number of children, sequencing the day, house numbers, ages Exploring capacity and measure through sand and water play – cooking play in sand and water, measuring containers. Finding out about number, calculating and weight through shop/cafe role play Cooking activities – counting, weighing, measuring ingredients Carrying out surveys of people’s favourite foods and recording the results Setting the table for meals - working out how many cups, plates etc they need and counting them out Sharing out food Looking at different shaped food packaging – 2d and 3d shapes	Number hunts and numbered treasure hunts. Singing number songs and rhymes focusing on one more and one less Collecting and counting different objects e.g., treasure, coins, jewels, dinosaur eggs. Design and build using different construction materials to create props to support their imaginary play. Block play – e.g. building castles talking about shapes and sizes of blocks and matching them. Explore weight and measure – cooking, weighing cargo, using pulleys to move heavy objects, measuring how high they can climb, how far they can jump when walking the plank, how far they can make their boat travel. Make/ use treasure maps to find hidden treasure. Play hunt the treasure – give directions to each other to find where it is hidden. Fishing games – how many fish can they catch, who has caught more/less	Number walks in the local environment Counting games, stories, and rhymes Surveys about the local area e.g., traffic surveys Shape walks in the local environment and around the school. Measuring –, building constructions and comparing heights – looking at local buildings of different sizes and heights. Obstacle courses- positional language Numbering trains, bikes, cars, buses Role play – shop, café, garage, building site, ticket office- opportunities to use and explore mathematical concepts (time, money, number, more and less, simple addition and subtraction, position)

	AUTUMN – SETTLING IN / THIS IS ME! CHRISTMAS	SPRING –FACT OR FICTION?	SUMMER- SUPERHEROES ON THE MOVE!
EAD <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>		
	<p>Opportunities for children to engage in role play and small world play based on own experiences and familiar stories.</p> <p>Help children to access resources in workshop areas and to use new tools, materials, and resources.</p> <p>Encourage children to express themselves creatively focusing on process not product.</p> <p>Begin to learn a range of rhymes and songs.</p> <p>Introduce Helicopter stories when children are ready</p> <p>Setting up shop/café in imaginary play area inside and outside</p> <p>Setting up a party/festival in the home corner/ imaginary play area</p> <p>Make props to support role play – costumes, food etc</p> <p>Exploring music and dance from different cultures – learning some dances, songs, watching performances, exploring different instruments and the sounds they make</p>	<p>Music workshops</p> <p>Explore music and dance from different cultures.</p> <p>Learn some different dances.</p> <p>Imaginary play – pirates, kings and queens, traditional stories, myths and legends.</p> <p>Making props to support imaginary play – telescopes, costumes, treasure, treasure chests, flags, boats, glitter boxes (see mister maker!)</p> <p>Exploring different media and materials and changing materials through collage, construction, junk modelling, painting</p> <p>Make puppets to retell stories and legends.</p> <p>Large scale construction – pirate ships, dens, treasure island, castle – using a range of construction resources.</p>	<p>Role play – transport, emergency services, post office, shops, building site e.g., ticket office, shop, police station in the role play area, construction site in the sand pit – based on first-hand experiences</p> <p>Constructing buildings using large building resources and junk modelling</p> <p>Creating vehicles from different resources and materials e.g., woodwork, junk modelling, large materials</p> <p>Observational drawings in the environment</p> <p>Explore music and dance from different communities</p> <p>Creating art from found materials – loose parts and natural materials.</p> <p>Collecting materials in the outside area and local environment to use e.g., recycled art and construction projects, Andy Goldsworthy art.</p>

	AUTUMN – <i>SETTLING IN / THIS IS ME!</i> CHRISTMAS	SPRING –<i>FACT OR FICTION?</i>	SUMMER- <i>SUPERHEROES ON THE MOVE!</i>
<p>Understanding the world</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>		
	<p>Exploring mealtimes and conventions around them through cooking, role play and lunch time routines</p> <p>Finding out about different cultures and religions through celebrating festivals e.g., Harvest, Black History Month, Diwali, Christmas</p> <p>Looking at the part food plays in celebrating important events such as festivals and birthdays through cooking activities</p> <p>Finding out where food comes from – look at food packaging, reference books, internet, labels in shops</p> <p>Exploring dough and baking bread – trying different breads from around the world</p> <p>Handa’s surprise – South est Kenya</p> <p>Finding out about different cultures and religions through celebrating festivals e.g., Harvest, Black History Month, Diwali, Eid, Christmas</p> <p>Visiting different places of worship.</p> <p>Find out about traditional British events and festivals- Remembrance, Harvest, Bonfire night.</p>	<p>Exploring floating and sinking.</p> <p>Make potions</p> <p>Make wave jars / magic bottles/ fairy jars– mixing oil, water and food colouring.</p> <p>Explore chemical reactions and change e.g., make volcanoes, exploding paint, growing crystals</p> <p>Exploring pirate cargo- different spices, flavoured tea, coffee, sugar, exotic fruit – using senses to explore, finding out where it has come from in the world, looking at world map and marking ship’s journey.</p> <p>Find out about dinosaurs – look at non-fiction texts, explore fossils</p> <p>Use metal detectors and magnets to find out about properties of materials e.g., make a fishing game, hunt for buried treasure</p> <p>Make boats and explore properties of materials.</p> <p>Find out about stories and music from different cultures, and how they relate to different festivals.</p>	<p>Finding out more about transport – going on a bus/ train, looking closely at a car, visiting the station or local garage.</p> <p>Making maps of local area – recording in different ways e.g., photo maps, drawing their route</p> <p>Talking about features of the local environment that they like don’t like e.g., local playgrounds – local walks</p> <p>Design and make a playground (small/ large scale)– blocks, PE equipment, loose parts – explore forces, pushes, and pulls.</p> <p>Explore materials, sinking and floating, pushes and pulls and forces - make balloon cars, windmills, rockets, parachutes, roll vehicles down different slopes, make boats, explore pulleys and channels in sand and water play, create building sites.</p> <p>Looking at differences between the built and natural environments. – creating natural areas,</p>

			<p>gardening, looking at urban wildlife</p> <p>Exploring local nature areas and green spaces e.g., Bluebell Woods</p> <p>Find out more about the wider locality - Stevenage and London.</p> <p>Looking at use of everyday ICT e.g., traffic lights, parking meters, ticket machines at the station, self-scan checkouts at the supermarket, solar powered signs, windmills</p> <p>Visit the Islington Museum to find out about life in the local area in the past.</p> <p>Designing and creating roadways, cityscapes, canal systems etc. with small world, blocks, in sand, guttering</p>
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At St John's Highbury Vale, we have worked hard to ensure that the new Statutory Framework 2021 is fully and comprehensively implemented within our EYFS curriculum.

Like the rest of the school, each curriculum area has a progression of skills. The chart below details the skills, knowledge, and concepts that children will build up during their time in our Reception Classroom. This ensures that children are offered teaching in line with their age and developmental stage, helping them to develop their learning in a coherent manner and supporting them to become increasingly independent in applying their skills.

STJHV EYFS skills progression		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Reception Skills	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>
	Reception Knowledge	Knowing that words can be written.	Knowing that words can be written.	Knowing that words can be written.	Knowing the sounds that the taught	Knowing the sounds that the taught	Knowing the sounds that the taught

		Knowing the sounds that the taught letters make.	Knowing the sounds that the taught letters make.	Knowing the sounds that the taught letters make.	phonemes make.	phonemes make.	phonemes make.
		Knowing what the taught letters look like.	Knowing what the taught letters looks like.	Knowing what the taught letters looks like.	Knowing what the taught phonemes look like.	Knowing what the taught phonemes look like.	Knowing what the taught phonemes look like.
		Knowing how to write the taught letters.	Knowing how to write the taught letters.	Knowing how to write the taught letters.	Recognising taught HFW in text.	Recognising taught HFW in text.	Recognising taught HFW in text.
		Knows how to sequence familiar stories.	Recognising taught HFW in text.	Recognising taught HFW in text.	To know that a sentence starts with a capital letter and ends with a full stop.	To know that a sentence starts with a capital letter and ends with a full stop.	To know that a sentence starts with a capital letter and ends with a full stop.
			Knows how to sequence familiar stories.	Knows how to spell some familiar words.	Knows how to spell some familiar words.	Knowing that sentences can be extended by using a connective .	Knowing that sentences can be extended by using a connective.
						Uses learnt words and phrases to discuss familiar stories or during role play.	Uses learnt words and phrases to discuss familiar stories or during role play.
						Knows how to spell some familiar words.	

Maths	Areas of learning covered - Reception	Patterns and numbers 0-10 (ordering and estimating) Recognising and counting numbers to 10. Number rhymes. Sequencing. Sorting and comparing Measuring Shape – 2D		1 more 1 less Calculation within 10 Numbers 10-20 Part part whole models + and – Shape 3D Calculation within 10		Patterns of numbers Doubling and halving Calculation 10-20 Counting in groups Time Money Consolidation and gap filling	
	Reception Skills	<p>To know what comes next in a pattern.</p> <p>To be able to count to 10 independently.</p> <p>To count to 10 objects with 1:1 correspondence.</p> <p>To match quantities to numeral.</p> <p>Use a five frame correctly.</p> <p>Subitise up to 5</p> <p>To begin to recognise numbers automatically using Numicon</p>	<p>To find the total of 2 groups of objects.</p> <p>To order numbers to 10.</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers using Numicon to 10.</p> <p>To begin to know number bonds to 5.</p>	<p>To explore number bonds to 5.</p> <p>To be able to count to 20 independently.</p> <p>To solve number puzzles</p> <p>Order numbers up to 5</p> <p>Order by size.</p> <p>To know one more, one less to 5.</p> <p>Compare quantities and say which has less/ more</p>	<p>To explore number bonds to 10.</p> <p>To be able to count to 20 independently.</p> <p>Use a tens frame correctly.</p> <p>Subitise up to 10</p> <p>To solve number puzzles</p> <p>Order numbers up to 5</p> <p>Order by size.</p> <p>To know one more, one less to 10.</p> <p>Compare quantities and say which has less/ more</p> <p>To begin to know number bonds to 10.</p>	<p>To know all number bonds to 5 and most to 10.</p> <p>To add and subtract one digit using tens frame, number line, holding one Number in head.</p> <p>To continue a pattern of numbers including of odd and even numbers.</p> <p>To continue a pattern of numbers including of doubles.</p> <p>To share quantities equally.</p> <p>To share quantities equally.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to</p>	<p>To know all number bonds to 5 and most to 10.</p> <p>To add and subtract one digit using tens frame, number line, holding one Number in head.</p> <p>To continue a pattern of numbers including of odd and even numbers.</p> <p>To continue a pattern of numbers including of doubles.</p> <p>To share quantities equally.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to</p>

					To identify 3D shapes and talk about their properties.		<p>measure capacity.</p> <p>To make observations of and compare length, weight and capacity.</p>
	Reception Knowledge	<p>To say the number names to 10 in order.</p> <p>To recognise number to 10.</p> <p>To write numbers to 10, forming them correctly.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To know which number comes next in a sequence.</p> <p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners.</p> <p>To say the days of the week in order.</p> <p>To begin to say the months of the year in order.</p> <p>To know that patterns are</p>	<p>To know how to make number bonds to 5.</p> <p>To know how to count to 20 independently.</p> <p>Know how to use a five frame correctly.</p> <p>Know how to subitise up to 5</p> <p>Know how to order numbers up to 5</p> <p>Understand how to order by size.</p> <p>To know one more means, add one and one less means subtract one.</p> <p>Know the larger quantity has more</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes have faces, vertices and edges.</p> <p>To be able to count, order and recognise numbers to 20.</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>To begin to read addition number sentences.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To count forwards and backwards to 20.</p> <p>To know that length, weight and capacity can be measured</p>	<p>To know that addition involves combining groups of objects.</p> <p>To read number addition sentences.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To begin to read addition number sentences.</p> <p>To know that length, capacity and weight can all be measured.</p> <p>To know that money can be used to buy items.</p>

			repeated designs.	and the smaller quantity has less.	To use a number line to help solve simple addition and subtraction number problems .	<p>using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To know that the long hand represents the minutes and the short hand represents hours.</p>	To understand and use a range of prepositions in everyday contexts.
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Physical development	Reception Skills	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>	<p>To show good control and co-ordination in large and small movements.</p>
Physical development	Reception knowledge	<p>To know which hand to write with.</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p>

Communication and Language	Reception Skills	<p>To talk about themselves and others.</p> <p>To sing songs. To speak about a range of texts.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p>	<p>To be able to order a range of life cycles.</p> <p>To be able to give facts about a specified subject.</p>
	Reception Knowledge	<p>To know about others.</p> <p>To know familiar songs.</p> <p>To describe different story and non-fiction texts.</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p>	<p>To know different traditional stories.</p> <p>To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences.</p>	<p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>	<p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p>	<p>To know different life cycles.</p> <p>To know a range of facts.</p> <p>To engage in meaningful conversations with others.</p>
Personal Social Emotional Development	Reception Skills	<p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity</p>	<p>To learn about a range of different festivals.</p> <p>To learn about important dates in their lives.</p>	<p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p>	<p>To understand that people need help.</p> <p>To identify ways of being helpful to others, and how this will make them feel.</p>	<p>To describe a range of different habitats around the world.</p>	<p>To learn about the different family structures.</p>

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	Reception Knowledge	To describe and show friendly behaviour. To begin taking turns with their friends.	To be able to talk about different festivals. To understand why different people celebrate different things.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice.	To talk about the effect my behaviour has on others.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.
Understanding the World	Religious education	LDBS scheme	LDBS scheme	LDBS scheme	LDBS scheme	LDBS scheme	LDBS scheme
	<div>Science</div> <div>History</div> <div>Geography</div> <div>Activities are flexible and will depend on children’s interests.</div>	Discussion about families and their similarities and differences Family- same and different- books about families from the past e.g. Peepo, etc. Bonfire night and Guy Fowlkes Materials and their properties Make observations of winter animals. Properties of toys. Describe the local environment, using all their senses to explore the natural and urban world Describe and compare the North Pole. Look at and create maps of the local area How Christmas is different around the world Christmas- changes linked to toys Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.	animals and their habitats linked to climate and landscape Explorers- develop understanding of characters from the past Fossils Living things- plants and animals (bones, fossils, etc.) Digging for evidence Know some similarities and differences between the world around them and contrasting environments Map skills Describe other environments Make observations of plants and animals	Develop understanding of the past using stories and photographs etc. Space Travel- Moon Landings linked to Neil Armstrong Look at Helen Sharman- astronaut Use as a way of developing understanding of significant events in the past. Talk about forces they can feel	Compare the local environment and the seaside sea sides in other countries Contrasting environments Look at life in the past e.g. grandparent’s holidays- photos, books, etc. Grow and care for plants from seeds- understanding of life cycles	Explore collections of materials and use senses Describe the local environment, using simple maps. Know directions using arrows	

				Understand need to care for the environment			
EAD	Reception Skills	<p>To remember the words to a range of songs.</p> <p>To give meaning to the marks that are made.</p>	<p>To design different patterns.</p> <p>To use role play</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>To explore and recreate famous artists.</p> <p>To draw a range of objects</p> <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p>	<p>To use a range of resources to create own props to aid role-play.</p> <p>To plan, carry out and evaluate, and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
	Reception Knowledge	<p>To learn a range of songs from around the world.</p> <p>To know that people from different countries may have different traditions.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p>	<p>To understand that pictures can be created by making observations or by using imagination.</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To use a range of props to support and enhance role-play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>To know the different uses and purposes of a range of media and materials.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>

RECEPTION ASSESSMENT

Statutory Assessment

The Reception Baseline Assessment (RBA) – this is a short assessment, taken in the first six weeks in which a child starts reception. This includes all intakes in reception within an academic year including during autumn, spring, and summer terms.

The Early Years Foundation Stage Profile (EYFSP) - In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners, and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers must be given a copy of the Profile report. Reception teachers may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning. These should help inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.

Schools must share the results of the Profile with parents and/or carers and explain to them when and how they can discuss the Profile with the teacher who completed it.

The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Providers should consider whether they need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills, and abilities across the Profile, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Information to be provided to the local authority - Early years providers must report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department.

Non- statutory assessment

Process

At any of the summative assessment points, teachers would assess children using just 4 possible 'categories. At the end of an academic year, these categories are:

- Working at Pre-Curriculum Expectations (of that year group)
- Working Towards the Curriculum Expectations (of that year group)
- Working at the Expected Standard (of that year group)
- Working at Greater Depth

At interim checkpoints during the year, judgements would be made based on what has been taught so far at that point in time. The judgements are about being 'on track to' achieve, i.e.:

- On track to be Working at Pre-Curriculum Expectations (of that year group)
- On track to be Working Towards the Curriculum Expectation (of that year group)
- On track to be Working at the Expected Standard (of that year group)
- On track to be Working at Greater Depth

In other words, a child who is demonstrating secure understanding of all the curriculum content that has been taught up to a certain point in time would be 'On track to be working at the Expected Standard'. If they continue to make good progress to the end of the year, they will end the year 'Working at the Expected Standard' and achieve the ELGs (Early Learning Goals).