



# Early Years Foundation Stage (EYFS) Policy

## Contents

1. Purpose and Aims of this policy .....	2
2. Statutory Framework .....	2
3. Structure of the EYFS .....	2
4. Curriculum .....	2
5. Assessment .....	4
6. Communication with parents/carers .....	5
7. Links to other policies .....	5
Appendix 1: Yearly Overview .....	6

## 1. Purpose and Aims of this policy

Our school aims reflect our commitment to developing our children academically and as young people.

# 'Achieve, Believe, Care'

We work in partnership with our children and their families to fulfil our core purpose-ensuring that our children have the wisdom and courage to make positive choices now, and in their futures.

We work together to:

- broaden our children's minds and increase their aspirations, enabling every child to **achieve** their full potential
- raise our children's self-**belief** and confidence through celebrating effort, hard work, progress and successes
- support every child to show **care** for themselves, others and the world around them

We achieve this by:

- creating a family atmosphere where all members of our school community feel cared for
- offering an ambitious, progressive curriculum which challenges children to build on their existing knowledge and skills
- delivering consistently high-quality teaching and learning
- providing a safe, supportive, inclusive and stimulating environment of which we can all be proud
- nurturing a culture of respect and appreciation

## 2. Statutory Framework

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## 3. Structure of the EYFS

At Howley Grange, we have 2 reception classes offering a total of 60 places (30 in each class)-full time hours. There is a qualified teacher responsible for the teaching and learning in each class and they are well supported by highly experienced teaching assistants. We operate as a unit so during 'Choosing to Learn' time, children are able to socialise and work with peers and adults from the other Reception class. They, too, have regular access to an outdoor area, which is specifically for our Reception children.

## 4. Curriculum

Our Early Years Foundation Stage here at Howley Grange follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applied from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support children's personal development, prepare children for their next stage of education and develop the whole child. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas, known as

the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

These are also underpinned by the Characteristics of Effective Learning, as detailed in the framework:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

A yearly overview (Appendix 1) and Development Matters: Birth to Five which, along with the individual needs and interests of the children, are used to plan learning experiences and enhanced provision to provide all children with the opportunity to achieve the Early Learning Goals (ELGs)-featured within appendix 1-in each of the 7 areas of learning.

Where a child may have a special educational need or disability, staff, in consultation with Miss Russell our SENDco, consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated (known as 'Choosing to Learn' time) activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions, which over time ensures positive working relationships between children and staff.

### 'Loving Literacy' time

'Loving Literacy' time takes place in the morning each day. It entails the teacher explicitly teaching writing and children having the opportunity to work alongside an adult to complete an adult-led writing activity, a minimum of once each week. During this time, children also have opportunities to engage independently in a range of writing activities.

### Phonics and Reading

Phonics is explicitly taught as a whole class daily. Phonics teaching is underpinned by the scheme: Bug Club Phonics. This links to our reading scheme: Phonics Bug. The reading books which our children are given to read and share at home link to their phonic ability. To ensure that our children experience success when reading, we ensure that they are able to recognise the graphemes within the next unit before moving onto books within that unit. Children also acquire knowledge of graphemes and associated

phonemes through various songs (throughout the day) and activities available in 'Loving Literacy' time and 'Choosing to Learn' time.

### 'Marvellous Maths' time

'Marvellous Maths' time takes place in the morning each day. It entails the teacher explicitly teaching maths and children having the opportunity to work alongside an adult to complete an adult-led maths activity, a minimum of once each week. During this time, children also have opportunities to engage independently in a range of writing activities.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, in preparation for year 1.

## **5. Assessment**

At Howley Grange, ongoing assessment is an integral part of the learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning -adult-led activities, child-initiated activities and specific interventions. Staff also take into account observations shared by parents and/or carers on Tapestry. Half termly, the progress of the children is reflected upon to ascertain whether they are on track to achieve the Early Learning Goal and if there are any concerns in relation to this, if concerns are apparent, intervention is planned to mitigate the concern. Tapestry is not used as an assessment tool but can be used to support this process. In line with the rest of the school, Reception children and their progress are discussed in termly progress meetings with a member of the senior leadership team.

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA), statutory in schools in England as of September 2021. It is a short, practical assessment focusing on their early literacy, communication, language and mathematics skills. The children do not know that they are completing it as it is labelled as a 'job' and the transition between that and 'Choosing to Learn' time, where the children learn through child-initiated play, appears seamless.

Here at Howley, we are aware of the impact of language development on a child's learning. We carry out WELCOMM screening checks on the children when they begin their journey with us and then regularly thereafter and provide interventions if and when required. Similarly, teaching our children to read fluently, comprehend what it is they have read and most importantly foster a love of reading is something which we are incredibly passionate about here at Howley Grange. We recognise that teaching our children to read as soon as possible gives them the tools they need to access the rest of the curriculum; it is crucial to their progress across all areas of the curriculum-now and in their futures. With this in mind, we complete regular phonics checks to ascertain that children have retained the phonemes they've been taught and are able to segment and blend in line with their phonics stage of development.

At the end of the EYFS (during the summer term in which a child turns 5), staff complete the EYFS Profile (EYFSP) for each child. Children are assessed against the 17 Early Learning Goals, indicating whether they are:

- Meeting expected levels of development

- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, a teacher's professional judgement of children's attainment based on their quality interactions with them throughout the year and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers.

The profile is moderated internally (referring to the Development Matters [guidance](#)) to ensure consistent assessment judgements. We also seek and maximise any opportunities for cross-school moderation. EYFS Profile data is submitted to the Local Authority.

## 6. Communication with parents/carers

Here at Howley, we recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers and this is something we pride ourselves on.

Parents and/or carers are kept up to date with their child's progress and development. This is done through regular written reports and parents' evenings as well as communicating via Tapestry.

Each child is assigned a key person, their class teacher, who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## 7. Links to other policies

This policy is written in line with the following policies:

Safeguarding and Child Protection policy  
Staff Code of Conduct  
Acceptable Use policy  
Online safety policy  
Health and Safety policy  
Equality policy  
SEN policy

**Policy written by:** Emily Williams

**Date:** September 2022

**Date of next review:** September 2024



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*Yearly Overview*

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**EYFS**

**Achieve Believe Care**

The table below illustrates topics covered within EYFS and the term in which they are covered. Please note all learning does not link to these topics as there will be times where staff will need to deviate from them to follow the interests of the children, depending on the direction in which they choose to take their learning or to enrich the curriculum linked to a particular event e.g. Chinese New Year. Key texts are also included but this list is far from exhaustive as in the EYFS, children can be exposed to/share a minimum of 2 texts per day.

<u>Terms</u>	<u>Topics</u>	<u>Trips/additional embellishments</u>		<u>Key Texts</u>	
Autumn Term	Me and My World <b>Food of the Seasons</b> Frozen <b>Whatever the Weather</b>		Nativity Performance. Parents/carers in school to design Christmas cards.	<b>The Great Big Book of Families</b> by Mary Hoffman. <b>Elmer</b> by David McKee. <b>Our Skin</b> by Megan Madison, Jessica Ralli and Isabel Roxas. <b>The Leaf Thief</b> by Alice Hemming. <b>The Squirrels who squabbled</b> by Rachel Bright.	Various Christmas and Diwali stories. <b>Little Glow</b> by Katie Sahota. <b>Pumpkin Soup</b> by Helen Cooper. <b>Patton's Pumpkin</b> by Chitra Soundar Zim Zam Zoom by James Carter.

Spring Term	If you go down to the woods today... Mud Glorious Mud Into the Woods	New Life The Potting Shed	A trip to the local woodland.	A trip to the farm. Observing new life first hand- caterpillar to butterfly/ hatching ducklings.	The Gruffalo by Julia Donaldson We're Going on a Bear Hunt by Michael Rosen. One Winter's night by Christine Butler.	The Very Hungry Caterpillar By Eric Carle. Oi Frog! Kez Gray and Jim Field. Farmer Duck by Martin Waddell. The Growing Story by Ruth Krauss.
Summer Term	Once upon a time... Save the Gingerbread Man.	Moving on up... Socks		Forest School.	Goldilocks and the Three Bears (traditional tale). Jack and the Beanstalk (traditional tale). The Three Little Pigs (traditional tale). The Little Red Hen (traditional	Paper Dolls by Julia Donaldson. Rain Before Rainbows by Smriti Halls. Journey by Aaron Becker. What we'll build by Oliver Jeffers. The dot by



					tale).	Peter Reynolds.
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Reception Recommended Reads

Switched on Science unit links

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Below is the yearly overview which, along with the interests of the children, is used to plan adult led learning experiences and enhanced provision known as 'Choosing to learn' time to provide all children the opportunity to achieve the Early Learning Goals (ELGs) in each of the 7 areas of learning.

	Steps to success	Steps to success	Steps to success
Prime area:	Children to understand that there are levels of	Children to understand that positive behaviour is celebrated	Children to understand and instantly recognise their own

<p>PESD-self-regulation</p>	<p>expectations in school regarding their behaviour.</p> <p>Children to understand they have to take responsibility for their own behaviour.</p> <p>Children to know and understand what behaviours are acceptable and unacceptable.</p>	<p>and rewarded within the daily routine by teacher modelling.</p> <p>Children to understand how to adapt behaviour in different situations when immersed in collaborative play by playing alongside adults modelling correct choices.</p> <p>Children to understand how to manage their behaviour in a controlled way in line with school rules with support from adults.</p> <p>Children understand how to create their own rules regarding behaviour in and out of the classroom by adults reminding them continually within the daily routine.</p>	<p>feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Children to understand that they have to wait for what they want and control their immediate impulses when appropriate.</p> <p>Children to understand that their attention needs to be focused on the teacher showing an ability to follow instructions involving several ideas or actions in and around their play.</p>
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**ELG**

Children at the expected level of development will: - 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.

<p>Prime area: PESD-managing self</p>	<p>To understand that there are lots of different foods around us that make us healthy and unhealthy. To introduce healthy food snacks and choices to them.</p> <p>For children to understand that the play activities around them are for them to choose according to their needs and interests.</p> <p>To understand that we follow a certain set of rules in school routines that keep us happy and safe.</p>	<p>To be shown ways in which to make healthy food choices in snack times, lunchtimes, in teacher lead curriculum activities and in role play areas.</p> <p>To understand how more challenging activities are there for them to 'have a go' at, sometimes failing to always achieve goals and then to succeed with perseverance. For the children to understand this is how we learn and improve our knowledge, skills and understanding of the world around us supporting resilience in their play.</p> <p>To be reminded and supported in toileting and washing hands. For the children to know the importance of basic hygiene within the daily routine from adults around them.</p>	<p>To understand and realise the importance of making independent, healthy food choices when selecting snacks and meals.</p> <p>To be fully confident to try new activities and show independence, resilience and perseverance in the face of challenges set for them and for themselves.</p> <p>To know and explain the reasons for rules, know right from wrong and try to behave accordingly without support or prompts.</p> <p>To independently manage their own basic hygiene and personal needs, including dressing and undressing, going</p>
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		<p>To understand how to dress and undress in play and PE and for the children to be encouraged and supported to independently achieve this.</p> <p>To demonstrate how rules are followed in school and to understand their importance to ensure safe, collaborative play.</p>	<p>to the toilet by themselves and washing hands without being reminded.</p>
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**ELG**  
 Children at the expected level of development will: - 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.

<b>Prime area: PSED-building relationships</b>	<p>To be fully supported in playing and working alongside others in play.</p>	<p>To begin to understand and work more collaboratively in play with some support from adults.</p>	<p>To understand how to work and play cooperatively and take turns with others;</p>
	<p>To sometimes play alone and sometimes alongside peers in play.</p>	<p>To understand how to play with other children making new friendships and show some empathy with others.</p>	<p>To secure positive attachments to adults and friendships with peers; - To fully understand how to show sensitivity to each other.</p>

**ELG**  
 Children at the expected level of development will: - 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.

<b>Prime area: Communication and Language-Listening</b>	<p>Understand how to listen carefully and why listening is important.</p>	<p>Understand how to listen carefully and why listening is important. Listens to others and answers simple questions.</p>	<p>Understand how to listen carefully and why listening is important.</p>
	<p>Listens to others one to one and in small groups. Engage in storytimes in one to one and small groups.</p>	<p>Listen to others in larger groups Engage in storytimes in larger groups.</p>	<p>Listen to others in whole class situations Engage in storytimes in larger groups in a variety of contexts.</p>
	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Join in with support.</p>	<p>Listen to and talk about stories to build familiarity and understanding.  Learn rhymes, poems and songs.</p>	<p>Listen to and talk about stories to build familiarity and understanding, retelling them accurately. Recite rhymes, poems and songs independently.</p>

	Follows a single instruction.  Answer recall questions about a story or non-fiction book.	Responds to a two-part instruction.  Answer what might happen next questions about stories.	Follow instructions involving several actions. Answer how and why questions about stories.
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**ELG**  
Children at the expected level of development will: - 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

<b>Prime area: Communication and Language-Vocabulary</b>	Learn new vocabulary. Use new vocabulary through the day. Engage in non-fiction books.	Learn new vocabulary. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn new vocabulary. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
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**ELG**  
Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.

<b>Prime area: Communication and Language-understanding</b>	Answer simple recall questions to show they understand what has been said to them.  Answer who, when and where questions.	Ask questions to find out more and develop understanding further.  Ask and answer why and how do you know questions.	Demonstrate deeper understanding through speculating what might happen, explaining effect eg why did it sink?- because it was heavy and drawing conclusions eg the sky is cloudy, it's going to rain.
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**ELG**  
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<b>Prime area: Communication and Language-Speaking</b>	Develop social phrases  Retell a simple past event in the correct order eg went down slide. Talk through what they want to do with an adult,	Connect one idea or action to another using a range of connectives. Describe events in some detail.	Articulate their ideas and thoughts in well- formed sentences Use past, present and future tenses when talking about events.
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	<p>sequencing the stages together.</p> <p>Introduce a storyline into their play.</p>	<p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Use language to re-create roles and experiences in play situations.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>
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**ELG**  
 Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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><b>Prime area:</b>  <b>Physical-physical (gross) development</b></p>	<p>Children to be introduced and shown the outdoor area and how to use the space around them to skip, climb, walk, run, balance and build small obstacles safely.</p>	<p>Children to be supported in negotiating their space and completing obstacles safely using building materials, planks of wood, tyres and blocks when lifting and carrying to create their own course.</p> <p>Play alongside the children to model how children can improve and develop use their strength, balance and coordination.</p> <p>For example, in outdoor sessions and PE Introduce a variety ball games, balancing activities on lolo balls, balance bikes, raised stepping stones, tyres, bridges made from planks of wood, balance boards and two wheeled scooters – balancing on logs, climbing through tunnels and across nets, reaching and holding ropes with a firm grip, jumping and hopping from tree stumps and landing safely.</p> <p>Once these skills are being mastered teachers and teaching assistants to challenge the children further by throwing and catching balls whilst on a lolo balance balls or balance</p>	<p>Children to be able to negotiate space and obstacles safely and independently using building materials, planks of wood, tyres and blocks when lifting and carrying to create their own courses.</p> <p>Children to demonstrate gross motor strength, balance and coordination independently when playing ball games, balancing challenges on lolo balls, balance bikes, raised stepping stones, tyres, bridges made from planks of wood, balance boards and two wheeled scooters – balancing on logs, climbing through tunnels and across nets, reaching and holding ropes with a firm grip, jumping and hopping from tree stumps and landing safely.</p> <p>In PE sessions children to master skills and play games independently which involve running, jumping, hopping and skipping. Children to be able to dress and undress for PE without support.</p>
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		boards or using a balance bike rather than a trike to go up and down a set course with obstacles using shoulder strength to steer correctly. Children to be shown how to be safe on scooters and balance bikes wearing helmets where necessary.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
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**ELG**  
 Children at the expected level of development will: - 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.

<b>Prime area: Physical-fine motor skills</b>	<p>Develop their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers. Children can move and rotate their lower arms and wrists independently.</p> <p>Show preference over a dominant hand.</p> <p>Gain independence when putting on their coat.</p> <p>Finish off zips on their coats once started for them.</p> <p>Hold writing/drawing implement using a comfortable pincer grip/developing into tripod grip.</p> <p>Make snips in paper using scissors.</p> <p>Throw and catch a large ball.</p> <p>Manipulate malleable materials.</p>	<p>Begin to hold a knife and fork correctly.</p> <p>Show increasing independence when dressing.</p> <p>Hold writing/drawing implements using tripod grip.</p> <p>Write legibly, forming some letters correctly.</p> <p>Begin to bat a ball.</p> <p>Manipulate malleable materials to achieve a desired effect.</p> <p>Begin to thread.</p> <p>Use scissors with increasing confidence.</p>	<p>Use a knife and fork with increasing confidence.</p> <p>Do up zips with little or no support.</p> <p>Dress independently and fasten buttons with minimal support.</p> <p>Open food packaging independently.</p> <p>Children to be able to demonstrate fine motor strength through daily kinetic letters handwriting sessions practising core strength through movements to form letters in the air.</p> <p>Children to easily use the lying down position resting on their elbows to draw and write with strength across shoulders. Children to be able to sit correctly on chairs and write on a table using correct pincer grip of their pencil with confidence and control.</p> <p>Hold writing/drawing implements, demonstrating sufficient control to draw and write legibly and fluently, forming letters correctly.</p> <p>Throw and catch smaller balls such as tennis balls.</p> <p>Bat balls with increasing confidence.</p> <p>Create models using malleable materials and constructions kits e.g. lego.</p> <p>Thread with confidence.</p> <p>Use scissors to cut along various lines/cut out shapes.</p>
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ELG

Children at the expected level of development will: - 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.

<p>Specific area: Mathematics-number</p>	<ul style="list-style-type: none"> <li>* Provide plenty of opportunities for children to find and match objects which are the same. Ask questions such as “Can you find one exactly like mine?” “How do you know it is the same?” “Can you find one that is different to mine?”</li> <li>*Group objects that have similar features in practical activities/ Sort according to simple criteria e.g. blue cars/ red car</li> <li>*Copy and continue simple patterns using real life materials e.g. apple, orange, apple orange</li> <li>* Provide plenty of opportunities to sort objects-e.g. in the home corner-sort plates, cups, cutlery etc</li> <li>*Sort into <b>colours</b> when a selection of colours is available e.g. group all the red teddies</li> <li>*Sort objects by <b>size</b> when a selection of sizes is available e.g. group all the small teddies together</li> <li>*Sort by <b>shapes</b>-squares/ rectangles, circles etc</li> <li>*Compare size, mass and capacity-large/small, big/little, short/tall/tallest/shortest</li> <li>*Find the odd one out from a set of three objects</li> <li>*Compare amounts- more items, fewer items, same items. Begin with distinct amounts e.g. 2 and 6. (It is much easier for the children to make a comparison when the difference between the sets is greater.)</li> <li>*Join in simple counting activities using stories and number songs which count on and back.</li> </ul>	<ul style="list-style-type: none"> <li>*Rote count familiar objects or people up to ten with support</li> <li>*Count reliably up to 10 everyday objects</li> <li>*Represent numbers up to 10 using fingers</li> <li>*Select the correct numeral to represent 1-10</li> <li>*Continue the rote count onwards from a given small number e.g. starting at 4- 5,6,7,8,9,10</li> <li>*To use words like more, less, greater, smaller</li> <li>*Find one more or one less from a group of up to 10 objects</li> <li>*Count forwards and backwards within a number sequence 1 to 10</li> <li>*Count an irregular arrangement of up to ten objects</li> <li>*Match then compare the number of objects in two sets</li> <li>*Order numbers in the range 1-9</li> <li>*Recognise numbers 1-9 when represented randomly</li> <li>*Make an estimate such as choosing the group with more objects in or choosing the group which has the closest to 10 objects.</li> <li>*Recall number bonds to 5 (including subtraction facts)</li> <li>*Subitise small amounts of objects (up to 5) arranged in regular (e.g. dice pattern) and in an irregular pattern e.g. how many children are in the sand pit? (i.e. recognise the number of items in a group without actually counting them)</li> <li>*Recognise how many are in a group of up to ten objects, recognising smaller groups on sight and counting the objects in larger groups up to 10.</li> </ul>	<ul style="list-style-type: none"> <li>*Count forwards and backwards within 10 from any number</li> <li>* Recall number bonds to 10</li> <li>* Compare numbers to 10</li> <li>*See the recurring pattern in our number system and use this to help to count higher</li> <li>*Count beyond ten</li> <li>*Recognise numbers to 20</li> <li>*Order numbers to 20</li> <li>*Count backwards from 20</li> <li>*Compare numbers to 20</li> <li>*Match, rotate and manipulate numbers to 20 e.g. matching amounts that are the same</li> <li>*Add/ Take away using objects to 20</li> </ul>
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- \*Follow a counting sequence modelled by an adult e.g. clapping, stamping, drumming
- \*Copy actions during number songs and rhymes up to 5 initially.
- \*Find one more or one less from a group of up to 5 objects
- \*Understand concept of 1:1 correspondence e.g. give one apple to each child in the circle during snack time.
- \*Show an awareness of number in the environment.
- \*Identify representations of 1,2,3,4 and 5
- \*Encourage children to make their own collections of 1,2,3, 4 and 5
- \*Respond to questions "How many?" "Show me", "Which one?"
- \*Match number names to numerals and quantities up to 5
- \*Use own mark making to represent 1-5
- \*Count forwards and backwards within a number sequence 1 to 5
- \*Represent numbers up to 5 using fingers
- \*Teach children simple number track games and encourage them to make their own e.g. roll a dice and collect 1,2 or 3 counters to fill their track
- \*Share stories like 'Three Billy Goats Gruff', Goldilocks and the Three Bears etc to consolidate numbers 1,2,3
- \*Addition/subtraction within 5 using five frames
- \*Time measurements e.g. night/day

- \*Addition and subtraction within 10.
- \*Doubling, halving to 10
- \*Estimate the number of objects needed to complete an activity e.g. I need 6 Lego bricks to complete my tower
- \*Recognise the significance and value of zero
- \*Compare two given numbers of objects saying which is more and which is less.
- \*Introduce ten frames. Encourage the children to show 6,7,8 and onto 10. Encourage them to group in pairs. What do they notice?
- \*Use language in relation to position e.g. in front of, behind, next to, between, underneath, on top of.
- \*length and height- how many hands, how many feet
- \*Introduce time using sand timers
- \*introduce 3-D shape-cube, cuboid, sphere, cone
- \*Secure number bonds to 5 using Snappy Maths and "Five in Five"
- \*Begin to combine two groups together and count. Use real objects so children can have further opportunities to subitise. Continue to develop towards addition



Children at the expected level of development will: Early Adopter Handbook 13 - 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.

<p><b>Specific area:</b> Mathematics- numerical patterns</p>	<p>Explore and represent patterns within numbers up to 10.</p> <p>Children to copy and continue simple, repeating patterns. Provide patterns with deliberate mistakes. Can the children spot them?</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>Verbally count beyond 20, recognising the pattern in the counting system</p> <p>Explore odd and even numbers up to 10</p> <p>Double facts up to 10. Extend doubling, sharing, grouping up to 20 if the children are ready.</p> <p>Count forwards in twos, fives and tens</p> <p>How quantities can be distributed equally.</p>
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**ELG**  
Children at the expected level of development will: - 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 can be distributed equally.

<p><b>Specific area:</b> Literacy- comprehension</p>	<p>Introduce a storyline into their play.</p> <p>Answer recall questions about a story or non-fiction book.</p>	<p>Use language to re-create roles and experiences in play situations</p> <p>Answer what might happen next questions about stories.</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Answer how and why questions about stories.</p>
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**ELG**  
Children at the expected level of development will: - 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.

<p><b>Specific area:</b> Literacy- word reading</p>	<p>Read individual letters by saying the sounds for them. (Phase 2 sets 1-5, s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss phase 3 set 6 and 7 j,v,w,x,y,z,zz,qu by end Aut)</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound</p>	<p>Read some letter groups that each represent one sound and say sounds for them. (Phase 3 digraphs ch, sh, th, ng,ai, ee,igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er by end Spring)</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Read all single letters and letter groups that each represent one sound and say sounds for them. (Phase 4 consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words)</p> <p>Read a few common exception words matched to the</p>
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	<p>correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme, the, to, go, no, I, he, she</p> <p>Read a few high frequency words, it, is, in, at, and</p>	<p>Read a few common exception words matched to the school's phonic programme, we, me, be, was, my, you, they, her, all, are</p> <p>Spell the, to, no and go</p>	<p>school's phonic programme, said, so, have, like, some, come, were, there, little, one, do, when, out, what</p> <p>Spell was, you, they, all, are, my, her</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>
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**ELG**  
 Children at the expected level of development will: - 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.

<p><b>Specific area:</b>  <b>Literacy-writing</b></p>	<p>Hold a pencil in the tripod grip.</p> <p>Write own name.</p> <p>Form lower-case letters correctly.</p> <p>Writes sentences which include recognisable letters, some of which are correct, especially the initial sounds that they have been taught.</p> <p>Tell you what their writing says.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write sentences which include some correct sounds, especially at the beginning and end of words. Eg apl for apple.</p> <p>Begin to use capital letters and full stops.</p> <p>Read their writing to others.</p>	<p>Form lower and upper-case letters correctly.</p> <p>Write 'readable' short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
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**ELG**  
 Children at the expected level of development will: - 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.

<p><b>Specific area:</b>  <b>Understanding of the world-past and present</b></p>	<p>Talk about what is going to happen now and next.</p> <p>Say whether they think something is old or new.</p>	<p>Talk about what happened then and what is happening now.</p> <p>Comment on images of familiar situations in the past.</p> <p>Know what to means to explore, discover and invent.</p>	<p>Use 'time words' such as yesterday, today, tomorrow, the past to describe familiar events</p> <p>Say whether they think something is old or new and give reasons why.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
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**ELG**  
 Children at the expected level of development will: - 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;

<p><b>Specific</b></p>	<p>Name and describe people who are familiar to them.</p>	<p>Recognise that families are all different but made up of</p>	<p>Recognise and develop positive attitudes about the</p>
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<p>area: Understanding of the world-people, culture and communities</p>	<p>Talk about members of their immediate family and community. Understand that some places are special to members of their community.</p>	<p>people who love and care for each other.</p>	<p>similarities and differences between people. Recognise that people have different beliefs and celebrate special times in different ways.</p>
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**ELG**  
Children at the expected level of development will: - 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.

<p>Specific area: Understanding of the world-the natural world</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice Explore and talk about different forces they can feel. Know words associated with the weather such as freeze, frozen, hot, sun, rainbow Recognise and name key features of immediate locality eg. road, field, park, shops, town, motorway, Leasowes, canal. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know the words plant, animal, tree and bird, ant, worm, fly and bee</p>	<p>Know the world is made up of land and sea. Recognise some environments that are different from the one in which they live. Recognise similarities and differences between life in a town, one in the countryside and one by the sea. Know the words town, shops, field, lane, village, sea, beach, sand. Understand the effect of changing seasons on the natural world around them. Know the basic parts of the body, such as eyes, ears, head, mouth and nose.</p>	<p>Know that there are different countries in the world and talk about the differences including hot/cold climates they have experienced or seen in photos, books, on screen etc. Draw information from a simple map, atlas or globe. Recognise some similarities and differences between life in this country and life in other countries.</p>
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**ELG**  
Children at the expected level of development will: - 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

<p><b>Specific area:</b> Expressive arts and design-creating with materials.</p>	<p>Introduce a creative station area into their play environment in and out of the classroom. Ensure teachers and teaching assistants model creative play where needed to support how these areas are used. Ensure there are appropriate art tools and modelling materials that are available to the children to create imaginative art work and design alongside others or independently. Teachers and teaching assistants to sometimes model which tools are needed for what the child wants to achieve providing the child can communicate their own ideas.</p> <p>Provide the children with the necessary props and materials to act out imaginative role play. Set and regularly change themed role play areas that marry with curriculum topics and that encourage other ELG areas such as physical development, reading, writing, communication and language and understanding of the world.</p> <p>For Example – A hospital – reading themed labels, using clipboards to write prescriptions, using physical fine and gross motor strength to pick up small objects to examine patients and dressing themselves in nurses or doctors' uniform.</p>	<p>Teach children how to handle art materials with appropriate grip and using core strength to manipulate the tools selected for the activity. For example – uses of a sponges, sticks, brushes or fingers to create controlled patterns, marks and recognisable pictures. Also encourage children to use fingers and core strength to cut, rip and stick together materials to create models of their choice or in relation to their current topic.</p> <p>Encourage children to talk about their pictures or models and explain how they made them, what went well, what went wrong, how they overcame those challenges to gain the end result. What they need support with next time and celebrate what they have achieved encouraging communication and language. Also, to label their art work using stickers and markers to encourage opportunities for mark making and early writing in art sessions.</p> <p>Using their own experiences and stories they have been exposed too in literacy, understanding of the world and story times encourage children to broaden their role play when dressing up and acting out. Teachers and teaching assistants to play alongside children to enhance language and introduce new language that helps the child be successful and deepen their understanding. Model how objects and materials are used within different settings of role play areas and within stories to embed children's ability to play appropriately and more independently.</p>	<p>Children to use tools and materials to recreate art works inspired by other artists introduced to them. Children to independently be using and applying skills taught as well as core strength gained to engage in artworks in the creative stations in and out the classroom and confidently discuss their creations with others .</p> <p>Children to confidently and actively engage with each other to act out their role play. To use their wealth of experiences and knowledge of the world around them within the curriculum taught to show a more advanced stage of play where understanding is demonstrated through actions and language.</p>
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Children at the expected level of development will: - 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.

<p><b>Specific area:</b> Expressive arts and design-being imaginative and expressive.</p>	<p>Revisit stories and narratives the children already know or have some knowledge of.</p> <p>Recall rhymes and songs children know from home or nursery settings.</p>	<p>Introduce additional stories to those they already know to encourage children to widen their role play experiences applying the narratives they have been shown.</p> <p>Introduce and teach new songs and rhymes that expand the children's knowledge and enjoyment of the expressive arts.</p>	<p>Children to act out and perform stories independently within role play areas expressing imagination and flare.</p> <p>Children to perform songs and rhymes independently or as part of a group. To recall a rich bank of ideas sometimes using instruments and moving in time to music and flowing actions.</p>
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**ELG**

Children at the expected level of development will: - 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.

