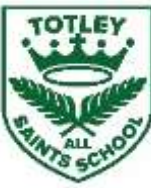




# EYFS Curriculum and Pedagogy



## Principles of good practice

### EYFS PRACTICE & PROVISION

This document provides an overview of our aims, principles and provision in the Early Years at Totley All Saints. It explains the actions we will take to achieve excellence within our school. It outlines how we implement the characteristics of effective learning. In addition, it details our curriculum goals and how they have been designed to be the foundation blocks to the KS1 and KS2 curriculum.

#### Principles:

We base our principles on the four aspects of the EYFS:

##### **A Unique Child**

- The diversity of individuals and communities are respected and valued. We foster an inclusive practice.
- We understand that our youngest children are vulnerable. Their safety, wellbeing, both physically and mentally comes before anything else. If their wellbeing is in place, they are ready to learn.
- All children develop in individual ways and at different rates. We understand that all areas of development have equal importance and approach our practice holistically.

##### **Positive Relationships**

- Establishing trusting relationships with our children and their families helps understand what our children need to do next on their developmental path. It helps us prepare them for their transition into KS1 and enable them to tackle challenges they may face. We have an 'open door' policy.
- As we build relationships with children it enables us to develop a picture of what they like and what motivates them. This ensures that we can plan and create opportunities which children enjoy and engage in.



## **Learning and development**

- All children are entitled to high quality learning and teaching. This prepares them, not just for their future educational journey at school but for life as well.
- Through play, children learn at their highest level. We ensure that children have extended periods to engage in play with their peers.
- Children's needs are identified early and we work with their interests in mind so that they can progress in all seven areas of learning and development.
- Different aspects of early learning require different approaches. Maths and phonics are taught sequentially where a solid understanding is required before moving on. Other areas of the curriculum are taught more holistically where children have the opportunity to build on knowledge they know.
- As children learn best through physical and mental challenge, we encourage active learning where possible. We provide opportunities for children to play with ideas in different situations, using various resources.

## **Enabling environments with teaching and support from adults**

- Children's happiness and enjoyment is important to us.
- Our environment supports children's learning and development through carefully considered safe spaces which encourages them to explore with confidence.
- We support every child through adult led and adult supported and child - initiated activities. We value each form of teaching with the same importance.
- Where possible we make links with our community and partnerships with individuals and settings. We believe that making a positive contribution to society from a young age will embed values as the children grow.



# The characteristics of effective learning

The characteristics of effective learning are the skills needed to help children learn how to learn. We ensure they are woven through our curriculum and plan our environment to meet the needs of all children.

Curriculum intent and pedagogical choices inform how we promote the characteristics of effective learning in our setting as outlined in the next few pages of our guide.

**Playing and exploring:  
being willing to have a go; finding out and exploring; using what they know in play.**

**Small steps that children will be learning to know, remember and do**

- Explore their environment and be curious to find out more.
- Reach for and accept objects. Make choices and explore

**Continuous provision and environment to promote and develop the small steps**

- Stimulating resources are freely available to children and they can access them when they wish.

**Role, actions and interactions of the adult**

- Play alongside children and show own interest in learning and identifying new things.



<p>different resources and materials.</p> <ul style="list-style-type: none"><li>• Plan and think ahead about how they will explore or play with objects.</li><li>• Show curiosity about objects, events and people.</li><li>• Guide their own thinking and actions by talking to themselves while playing.</li><li>• Make independent choices. Do things independently that they have been previously taught.</li><li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li><li>• Respond to new experiences that you bring to their attention.</li><li>• Use their senses to explore the world</li></ul>	<ul style="list-style-type: none"><li>• Resources are allowed to be used in different and creative ways by children.</li><li>• When appropriate guidance on how to engage with a resource or activity is available to pupils.</li><li>• Make sure resources are relevant to pupils' interests and needs.</li><li>• Indoor and outdoor space is flexible, and pupils can adapt it and take things from one area to another if needed/appropriate.</li><li>• Opportunities for role play are available and promoted with high quality resources and guidance.</li><li>• Some areas are calm and orderly to support pupils in concentrating when this is needed.</li><li>• First hand experiences are planned for and are frequent</li></ul>	<ul style="list-style-type: none"><li>• Help children to do what they are trying to do without taking over. Explain aloud thinking that identifies how to overcome problems.</li><li>• Join in with play that children are undertaking, fitting in with their ideas and actively encouraging those who need it.</li><li>• Model pretending that objects are something else and how to develop stories and activities.</li><li>• Encourage children to try something new.</li><li>• Help children identify risks and dangers.</li><li>• Offer reassurance and reward when children lack confidence to try new things.</li><li>• Pay attention to how individual children are engaging in activities (the challenges they face, their effort, thoughts, approach and enjoyment).</li></ul>
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	<p>element of children's experiences and activities.</p> <ul style="list-style-type: none"><li>• Small world resources and activities are varied and made attractive to all pupils.</li><li>• Exploration tables/areas are created and these are used by adults to develop children's ability to explore and investigate.</li><li>• Game type activities and resources are a key feature/element of continuous provision.</li></ul>	<ul style="list-style-type: none"><li>• Talk about and show examples of how we get better at things by practising them and learning from mistakes when things go wrong.</li></ul>
<b>Active Learning:</b> <b>being involved and concentrating; keep on trying; enjoying achieving what they set out to do</b>		
<b>Small steps that children will be learning to know, remember and do</b>	<b>Continuous provision and environment to promote and develop the small steps</b>	<b>Role, actions and interactions of the adult</b>



- Maintaining focus on their activity for a period of time
- Showing fascination in things
- Not being easily distracted.
- Paying attention to details
- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties
- Showing satisfaction in meeting their own goal
- Being proud of what they have accomplished and how they accomplished it
- Enjoy meeting challenges for their own sake not just for external reward or praise.

- Provide new and unusual things for the children to explore especially those that are linked to their interests
- Ensure a wide range of play and exploratory areas and activities are available to children
- Resource these areas with well-chosen resources that will stimulate focused activity and learning
- Notice what raises children's curiosity and provide stimuli and activities that match to this
- Ensure children have time and freedom to become deeply involved in activities
- To provide pictures and videos of the children persevering on tasks and previous activities to act as a motivator

- Support children to choose their own activities and to identify how they will do them
- Stimulate children's interest through shared attention and to calm overstimulated children
- Help children to become aware of their own goal to make a plan and to review
- Describe what you see children trying to do and encourage them to talk about their own approaches and successes
- Be specific with praise, note effort and concentration and praise persistence and problem-solving
- Encouraging children to identify how others have been successful and to work together and share ideas
- Give reasons for doing things and talk about your own learning and the learning that



	<ul style="list-style-type: none"><li>• Keep significant and key activities and resources out for longer periods of time</li><li>• Ensure there is space for all children to contribute and take part in activities.</li></ul>	is happening, not just direct children to do things
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**Creating and Thinking Critically:  
having their own ideas; using what they know to learn new things; choosing  
ways to do things and finding new ways**

<ul style="list-style-type: none"><li>• Thinking of their own ideas Finding ways to solve problems Finding new ways to do things.</li><li>• Making links and noticing patterns and things that are similar.<ul style="list-style-type: none"><li>• Making predictions.</li></ul></li><li>• Testing their own ideas to find out.</li><li>• Starting to identify cause and effect.</li><li>• Planning: making decisions about how to approach a task, solve a problem and reach a goal.</li></ul>	<ul style="list-style-type: none"><li>• When planning activity areas and individual activities ensure there is opportunity for children to find their own ways to represent and develop their ideas. Avoid children just reproducing and copying someone else's ideas completely.<ul style="list-style-type: none"><li>• Provide opportunities for children to play with materials and explore them before using them in focus to plan or undertake tasks.</li></ul></li><li>• Provide varied opportunities for play as these enable</li></ul>	<ul style="list-style-type: none"><li>• Use the language of thinking and learning words such as: "think, know, remember, forget, idea, make sense, plan, learn, find out, confused, figure out, and, trying to do".</li><li>• Model being a thinker show that they don't always know an answer or what will happen.</li><li>• Explain their curiosity and how sometimes they can be puzzled and need to find out to understand.</li></ul>
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- Checking how well things are doing part way through.
- Changing their planned approach as necessary.  
Reviewing how well something worked

children to think creativity and flexibly to solve problems and to link ideas.

- Establish enabling conditions for rich high-quality play such as: space, time, flexible resources, child choice, child control, warm and supportive relationships.
- Develop recognisable and predictable routines to help children to predict and make connections in their own experiences.
- Have established routines that can be flexible but are still always orderly and consistent.
- Provide linked experiences for the year that follow the ideas children are thinking about and have shared in previous activities and days.
- Display visual mind maps that represent thinking and connections.

- Encourage open-ended thinking by asking questions such as what else is possible.
- Respect children's efforts and ideas and reward them so they feel confident to take a risk with a new idea.
- Talk aloud to help children to think and control what they do. Model self-talk describing their own actions in play and exploration.
- Give children time to talk and think and don't always provide them with an answer immediately if they don't contribute.
- Value the questions and predictions children make.
- Remind children of previous approaches that have been either successful or unsuccessful and encourage them to make connections between what they are doing





	<ul style="list-style-type: none"><li>• Display pictures and examples of previous learning to help children make relationships and remember prior success and strategies</li></ul>	<p>now and previous experiences.</p> <ul style="list-style-type: none"><li>• Model the creative process showing own thinking about some of the many possible things that could be done as a next step.<ul style="list-style-type: none"><li>• Encourage children to describe problems they are encountering and to help others find solutions.</li><li>• Give feedback and help children to review their own actions and learning: talk with them about what they are doing, how they plan to do it, what worked well, and what were they would change next time.</li><li>• Model the plan do review process themselves by talking aloud.</li></ul></li></ul>
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# Communication and Language

The development of children's spoken language underpins all seven areas of learning and development in the Early Years. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of 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, staff will build children's language effectively.

Through creating a curriculum and pedagogy that lays a firm foundation for oracy in the Foundation Stage, **we aim to:**

1. Set high expectations for Communication and Language.	Where adults establish and model ambitious talk and opportunities for talk are regular, purposeful, appropriately pitched and thoughtfully planned.
2. Value every voice	Adults support <b>all</b> children to participate in, and benefit from, communication and language in the classroom. They listen meaningfully to children, encourage them to develop their ideas further, and create a culture where children do the same.
3. Explicitly teach Communication and Language	Adults have a strong understanding of what constitutes good oracy in different contexts and are intentional in their teaching of Communication and Language. We are deliberate and strategic in our planning for oracy



	teaching and tactfully create opportunities for children's skills to develop over the Foundation Stage.
4. Harness oracy to accelerate learning in Communication and Language	Adults consider how oracy can deepen and enhance children's knowledge and understanding and as a result children engage in dialogue, both with adults and peers, which encourages them to articulate, justify and expand their ideas.
5. Assess progress in Communication and Language	Assessment is used to inform teaching and adults specifically praise children not just for correct answers but also for the way they have communicated.
6. Checking the impact of our Communication and Language curriculum	Foundation Stage Leaders and Senior Leaders proactively seek information to support their understanding of the effectiveness of Communication and Language provision. This information is used to refine and improve school's approach to developing quality talk experiences.

# Oracy Progression

## Physical:

- To speak audibly so they can be heard and understood

## Linguistic:

- To use talk in play to practise new vocabulary

## Cognitive:

- To use 'because' to develop their ideas

## Social & emotional:

- To look at someone who is speaking to them



<ul style="list-style-type: none"><li>• To use gestures to support meaning in play</li></ul>	<ul style="list-style-type: none"><li>• To join phrases with words such as 'if', 'because', 'so', 'could', 'but'.</li></ul>	<ul style="list-style-type: none"><li>• To make relevant contributions and asks questions</li><li>• To describe events that have happened to them in detail</li></ul>	<ul style="list-style-type: none"><li>• To take turns to speak when working in a group</li></ul>
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**Teaching Ideas:**

- Provide children with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g., a shop keeper might say 'How can I help you today?' Adults ensure children are given specific praise for adopt a role and using language appropriately e.g., 'Wow, you sounded just like a grown-up shop keeper!'
- Support children's understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn to speak it is.
- Support children's understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise e.g., 'perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat 'my turn, your turn'.
- Support children to develop an awareness of the volume of their voice through modelling chances for them to practice speaking at different levels e.g., 'tell your partner in a whisper'.



# Quality Adult Talk in Early Years





# A Reading Rich Curriculum

We are passionate about books and aim to inspire lifelong readers. In the Early Years, we choose texts which are rich in exposure to Tier 2 vocabulary (words that children are not ordinarily exposed to), including texts which promote the use of rhythm, repetition and sometimes rhyme, and which inspire children's imagination. We know that repeated exposure to these core texts allows children to practice developing language skills as they retell and engage with them in whole class lessons. We believe that deeper learning takes place when children return to high-quality texts and that children develop language and comprehension skills as they learn to recite these stories from memory. We combine 'golden and old' and 'new and bold' stories so that children are exposed to a wide range of texts and choose stories that we believe are worth reading and re-reading!

Reading every day to the 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 rich vocabulary and language structures.

**Key Skills in Reception: Physical, Linguistic, Cognitive  
and Social and Emotional**



## Intended Learning (progressive and spiral) for Listening & Attention and Speaking

### Autumn 1

- Follow adult cues to listen.
- Know behaviours for successful learning.
- Participate in predictable texts.
- Demonstrate an understanding of waiting to speak, taking turns and not interrupting.
- Recall some simple nursery rhymes.
- Ask either/or questions.
- Participate in adult narration of independent learning.
- Participate in conversations offering thoughts, answering questions around a topic, interest or activity.
- Recall and define specialist vocabulary for the half term.

### Autumn 2

- Actively recall and recite favourite nursery rhymes.
- Secure agreed rules for conversational turn taking in small and larger groups.
- Ask questions to find out more and to check they understand what has been said to them.
- Formulate and respond to 'why' and 'how' questions.
- Follow two step instructions.
- Describe some events in detail.
- Recall and define specialist vocabulary for the half term.
- Listen carefully to instructions.
- Follow instructions regarding safety.





<b>Spring 1</b>	<ul style="list-style-type: none"><li>• Play with words and ‘funny’ rhymes (add your own rhyming words).</li><li>• Participate in familiar stories as choric speech between the narrator and the characters.</li><li>• Add connectives on the end of simple responses to include detail or causative extensions.</li><li>• Recall and define specialist vocabulary for the half term.</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• Tell entire stories using sequenced illustrations as prompts.</li><li>• Answer open ended or speculative questions.</li><li>• Teach new skills to others verbally and by demonstration.</li><li>• Recall and define specialist vocabulary for the half term.</li></ul>
<b>Summer 1</b>	<ul style="list-style-type: none"><li>• Tell familiar stories with dialogue in play.</li><li>• Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance.</li><li>• Answer open ended or speculative questions.</li><li>• Recall and define specialist vocabulary for the half term.</li><li>• Process three step instructions.</li></ul>
<b>Summer 2</b>	<ul style="list-style-type: none"><li>• Generate original narratives.</li><li>• Process language which includes challenging adjectives, verbs, positional language in instructions.</li><li>• Play games where they give instructions to one another.</li><li>• Recall and define specialist vocabulary for the half term.</li></ul>



# Language Stems for Foundation Stage 2

Language for an argument & opinion	Language for comparing & contrasting	Language of explanation & description	Language of prediction
No, I think...	It's the same because...	It's the same/different because...	I think it will...
My idea is...	It's different because...	They/we both have...	This will... because...
I will...because...	This is ... and that is...	It looks/smells/tastes/sounds like...	I know that...
I like the way...		I know because...	

Starting an idea	Clarifying	Seeing things from a different perspective	Agreeing	Disagreeing	Expanding	Rewording	Thinking aloud	Justifying	Taking turns	Asking for thinking time	Concluding
I think...  My idea is...	What do you mean?  Can you say that again?	I see it like this....  Maybe they think...	I like that.  Me too.	I don't think so.  No, I think...	And also...  Because...	You/they mean...	I'm thinking...  Maybe...	Because...  So...	It's your turn.  Now you talk.	Wait a moment.  I need to think.	That's it.  I'm finished.



# Personal, Social & 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.

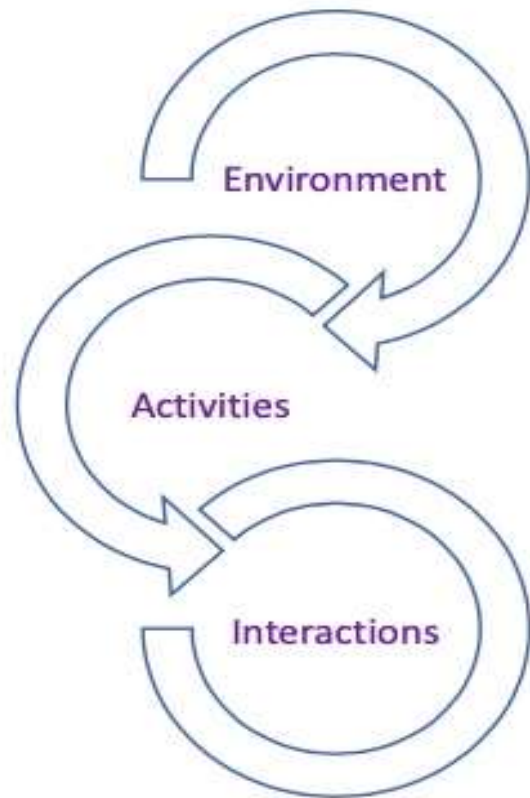
**Self-regulation: To be aware of and to deliberately control our own mental processes, including cognitive strategies, emotions, social skills and motivations.**

**Background teacher knowledge:**

- It is crucially important that we break down our curriculum in early years for teaching self-regulation. Self-regulation develops rapidly in the first seven years of a child's life and has been shown to predict a range of academic skills throughout childhood and adulthood more powerfully than any other aspect of early child development. Developing self-regulation supports a child to cope with school and success in literacy and mathematics and to make friends and maintain relationships.
- There are three main components of self-regulation: executive functions, emotional and motivational dispositions and metacognition.

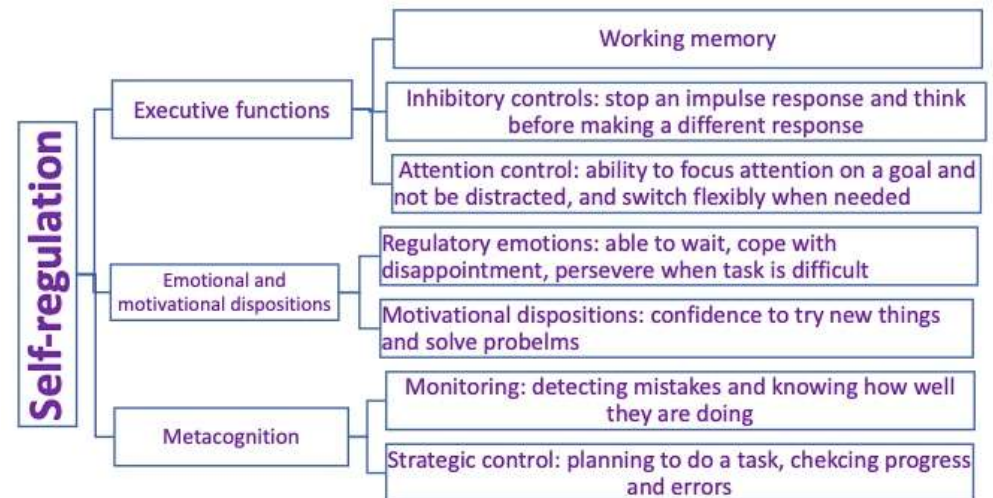


Three important factors in our early years' settings influence the development of self-regulation: environment, activities provided and the quality of interactions with adults and children.



Features of these which contribute most to the development of self-regulation:

- Emotional warmth and security.
- Supporting children to talk about learning.
- Creating a community of learners.
- Providing challenge.
- Giving children a sense of autonomy and feelings of control.





# A curriculum and pedagogy to develop self-regulation

**There are three stages to self-regulation:**  
**1/ Co-regulation**  
**2/ Incorporating choices**  
**3/ Stepping back (to build independence)**

## **We aim to:**

- Use routines to support co-regulation and help the children learn to become more independent.
- Incorporate choices for the children into routines, so that they are asked to be active agents in their learning.
- Consider our role in supporting self-regulation – aim not to over-help the children – learn to step back and let them make their own mistakes, in a supported way.
  - Think carefully about the language that we use with your children so that we are not limiting self-regulation.
- Consider all the ways in which we can put our trust into the children, because this will support them in becoming more responsible and independent.



# Fun activities to target those not on track with self-regulation

**Popcorn:** children squat pretending to be a popcorn kernel. They are only allowed to 'pop' and jump around when they hear the number 10.

**Tissue paper punch:** child has a sheet of news or tissue paper held up by the leader. On their cue they are allowed to punch through the tissue.

**Shoe match:** each child puts one of their shoes in the centre of the circle, under a blanket. Children are chosen to take a shoe and find it's match.

**Bubble pop:** children stand in a circle as the leader blows bubbles. Only the child who's name is called is allowed to pop on the cue given.

**Freeze tag:** once tagged children need to freeze until they are tagged by a friend.

**Over/under:** children stand in a line, pass a bean bag over or under to the next person by listening for the adults cue.

**Pass it on:** children have an instrument, on hearing 'green light' they play, on hearing 'red light' they stop then pass it to the person to their right..

**Magnets:** adult calls out a part of the body (fingertips, elbow, hip etc) in pairs children joins these together like magnets.

**Conductor:** children to have an instrument, 1 child is the conductor using agreed signals for speed/volume etc

**Present wrap:** adult to wrap a blanket gently around a child. Adult to delight in the 'present' by making lots of positive comments as they un wrap the 'gift'.

**Blind fold walk:** in pairs, one child has a blindfold as the other hands their hand & guides them around a small course.

**Blanket ball:** in a circle, children hold the edges of a blanket. Child is cued to say the name of a friend, work together to send the ball to that person.

**Pillow pass:** as children pass the pillow they are prompted to think of something that makes them mad (punch the pillow) or happy (hug the pillow).





# SELF-REGULATION

## Progress through Reception

End of Nursery	End of Autumn	End of Spring	End of Reception
<ul style="list-style-type: none"><li>• Selecting and using activities and resources;</li><li>• Enjoying the responsibility of carrying out small tasks;</li><li>• Being confident to talk to other children when playing and communicating freely about their own home and community;</li><li>• Being outgoing towards unfamiliar people and being more confident in new social situations;</li><li>• Showing confidence in asking adults for help;</li><li>• Welcoming and valuing praise for what they have done.</li></ul>	<ul style="list-style-type: none"><li>• Describing themselves in positive terms and talk about their own abilities;</li><li>• Being confident to speak to others about needs, wants, interests and opinions;</li><li>• Beginning to express their feelings and consider the feelings of others;</li><li>• Knowing when they are upset about a situation and can explain why;</li><li>• Choosing their own equipment that is necessary to complete a task;</li><li>• Showing enthusiasm and excitement when anticipating and engaging in certain activities.</li></ul>	<ul style="list-style-type: none"><li>• Recognise themselves as a valuable individual;</li><li>• Willingly express their feelings and know when they have been kind and considerate;</li><li>• Moderating their feelings when they are upset;</li><li>• Being confident to try new activities;</li><li>• Saying why they like some activities more than others;</li><li>• Being confident to speak in a familiar group;</li><li>• Being happy to talk about their own ideas;</li><li>• Choosing the resources they need for a given activity;</li><li>• Saying when they do and do not need help.</li></ul>	<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li><li>• Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</li></ul>





### Self-Regulation Early Learning Goal:

- 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.

### Self-Regulation End of Year 1 Expectation:

- Know about different feelings that humans can experience and recognise and name these feelings;
- Know how feelings can affect people's bodies and how they behave and to recognise how others may be feeling;
- Know that not everyone feels the same at the same time, or feels the same about the same things.

## MANAGING SELF

### Progress through Reception

End of Nursery	End of Autumn	End of Spring	End of Reception
<ul style="list-style-type: none"><li>• Being aware of own feelings, and knowing that some actions and words can hurt others' feelings;</li><li>• Beginning to accept the needs of others and taking turns and sharing</li></ul>	<ul style="list-style-type: none"><li>• Showing that they can stick with an activity, even if it is challenging;</li><li>• Selecting and using activities and resources, with help;</li></ul>	<ul style="list-style-type: none"><li>• Being able to talk about a challenging task and be prepared to have a go;</li><li>• Welcoming and valuing praise for what they have done;</li></ul>	<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li><li>• Explain the reasons for rules, know right from</li></ul>



<p>resources, sometimes with support from others;</p> <ul style="list-style-type: none"><li>• Usually tolerating delay when their needs are not immediately met;</li><li>• Understanding that their wishes may not always be met;</li><li>• Usually adapting their behaviour to different events, social situations and changes in routine.</li></ul>	<ul style="list-style-type: none"><li>• Enjoying the responsibility of carrying out small tasks;</li><li>• Being confident to talk to other children when playing, and communicating freely about their home and community;</li><li>• Being outgoing towards unfamiliar people and being more confident in new social situations;</li><li>• Showing confidence in asking adults for help.</li></ul>	<ul style="list-style-type: none"><li>• Willingly participating in a wide range of activities;</li><li>• Showing enthusiasm and excitement when anticipating and engaging in certain activities;</li><li>• Being confident to speak to others about needs, wants, interests and opinions;</li><li>• Being confident in speaking in front of a small group;</li><li>• Describing themselves in positive terms and talking about their abilities;</li><li>• Showing resilience and perseverance in the face of challenge;</li><li>• Having awareness of keeping teeth clean and not eating too many sweets.</li></ul>	<p>wrong and try to behave accordingly;</p> <ul style="list-style-type: none"><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>
<b>Managing Self Early Learning Goal:</b> <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li></ul>		<b>Managing Self End of Year 1 Expectation:</b> <ul style="list-style-type: none"><li>• Be able to say what makes them special and unique;</li><li>• Know what they are good at, what they like and dislike.</li></ul>	



- 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.

# BUILDING RELATIONSHIPS

## Progress through Reception

End of Nursery	End of Autumn	End of Spring	End of Reception
<ul style="list-style-type: none"><li>• Playing in a group and extending and elaborating play ideas;</li><li>• Initiating play, offering opportunities for others to join in;</li><li>• Keeping play going by responding to what others are saying;</li><li>• Demonstrating friendly behaviour, initiating conversations and forming</li></ul>	<ul style="list-style-type: none"><li>• Learning to listen to one another and showing respect when doing so;</li><li>• Initiating conversations, attending to and taking account of what others say;</li><li>• Explaining own knowledge and understanding and asking appropriate questions of others;</li><li>• Taking steps to resolve conflicts with others and attempting to find a compromise.</li></ul>	<ul style="list-style-type: none"><li>• Building constructive and respectful relationships;</li><li>• Playing cooperatively with others and taking account of their ideas;</li><li>• Being happy to listen to others organisational ideas;</li><li>• Showing sensitivity to others' feelings;</li></ul>	<ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others;</li><li>• Form positive attachments to adults and friendships with peers;</li><li>• Show sensitivity to their own and to others' needs.</li></ul>



good relationships with peers and familiar adults.		<ul style="list-style-type: none"><li>Forming positive relationships with adults and other children.</li></ul>	
<b>Building Relationships Early Learning Goal:</b> <ul style="list-style-type: none"><li>Work and play cooperatively and take turns with others;</li><li>Form positive attachments to adults and friendships with peers;</li><li>Show sensitivity to their own and to others' needs.</li></ul>		<b>Building Relationships End of Year 1 Expectation:</b> <ul style="list-style-type: none"><li>Know about the roles of different people in our lives;</li><li>Know about the people who love and care for them;</li><li>Know about different types of families that may be different from their own;</li><li>Know how to make friends and what makes a good friendship;</li><li>Be able to recognise when they or someone else feels lonely and what to do.</li></ul>	

# 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.



## Gross Motor Skills

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.

### **Small steps learning sequence for revising and refining fundamental movement skills such as jumping, running, hopping, skipping, climbing:**

1. Maximise the use of all outdoor space available, including the school field. Try to ensure that children move across different surfaces.
2. Create scenarios where children have to move equipment up and down, for example steps and slopes. They should be allowed to repeat these activities so that they improve skills over time.
3. Allow more confident children to take the lead and allow less confident ones to observe in the first instance. Encouraging less confident children to join in without pressuring them.
4. Use directional vocabulary as well as terms like pushing, pulling and stacking.

### **Small steps learning sequence for progressing towards a more fluent style of moving, with developing control and grace:**

1. Provide opportunities for children to move quickly and excitedly but also allow time for children to be still and quiet. Talk to children about what the differences are.
2. Encourage children to try different movements where they challenge themselves to, for example, run faster, balance for longer, climb higher, etc.



3. Working with a partner, encourage children to put together a small sequence to include various movements such as running balancing, skipping, hopping, rolling, etc.
4. Once these sequences have been created and learnt, encourage children to refine them so that there are proper starts and carefully thought-out finishes.

**Small steps learning sequence for developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.**

1. Help children understand how important it is that they exercise regularly and that they should 'get out of breath' at least once a day.
2. Introduce children to more formal physical education activities such as gymnastics and dance so that they can begin to show more control of their bodies.
3. Recognise the importance of two-wheeled vehicles, such as bikes to support children's ability to balance and to move around more rapidly.
4. Ask the children to challenge themselves by creating dance movements with specific features, such as balance and gymnastics where they begin to show good starting and ending points.

**Small steps learning sequence for using core muscle strength to achieve a good posture when sitting at a table or sitting on the floor:**

1. Ensure children are aware of the importance of sitting correctly either when they are carrying out an activity at a table or when they are sitting on the floor. It is important to emphasis straight backs.



2. Use terminology such as, 'good sitting' to represent what is meant by good and correct posture. Try to be conscious of not letting children sit on the carpet for too long as a good posture may be difficult to maintain.
3. When sitting at a table ensure children's feet are flat on the floor, their forearms are supported, and that their elbows are flexed at a 90° angle to the desk.
4. Ensure that this posture is an important component when children are beginning to write more formally and beginning to form their letters correctly.

### **Proposed learning sequence for combining different movements with ease and fluency:**

1. Introduce several running games that require children to run at speed, slow down, stop, change direction and move to one side or the other. These should also help children to be aware of their own space and not bump into each other.
2. Introduce obstacles which require children to move around, pick up bean bags, jump over, crawl under etc... Introduce a little competition where appropriate.
3. Children should be encouraged to create a small routine where they run at speed, change direction, slow down, roll on the floor or jump.
4. Encourage children to repeat routines or sequences and aim at improving it and ensuring that there is a precise start and end to their sequences.

### **Small steps learning sequence for confidently and safely using a range of large and small apparatus indoors and outside, and developing overall body-strength, balance, co-ordination and agility.**

1. Ensure children feel confident using and handling equipment both indoors and outdoors. Help less confident children by allowing them to watch others and rewarding them for 'having a go'.





2. Aim to move from the point of needing to give children huge amounts of demonstration to the point where they are independent in their use of equipment.
3. Ensure that all safety considerations are in place, especially when using large outdoor equipment and that all children keep safe by following rules.

**Small steps learning sequence for developing confidence, competence, precision and accuracy when engaging in activities that involve a ball:**

1. Use a range of 'home-made' balls (socks, paper etc.) to get used to catching and throwing before introducing the children to a range of different sized balls.
2. Focus on independent skills, such as rolling a ball and running to catch it; bouncing a ball on the floor and attempting to catch it; throwing a ball up and catching it.
3. Move to kicking skills. Start with just kicking and running after it, then set up cones for them to aim at and progress to kicking at a goal.
4. Working with a partner, let children throw a ball to one another and gradually get further away. Give them a target like four passes without dropping. Repeat with kicking a ball.

**Small steps learning sequence for developing the skills they need to manage the school day successfully such as lining up and queuing and mealtimes:**

1. Help children understand why a few important rules are necessary. Reinforce this rewarding good behaviour and good listening.



2. Help children understand why we need to line up at times. Help them understand that when lining up it can be tempting to touch it push others and explain why it is important that they don't.
3. Create and establish routines which helps children know what the expectations re and the part they play in maintaining these routines so that the setting is a calm and enjoyable place to be.
4. Help children know about the social etiquette with lunchtimes e.g., sitting properly, holding cutlery and taking turns.

# PHYSICAL DEVELOPMENT: GROSS MOTOR SKILLS

## Progress through Reception

End of Nursery	End of Autumn	End of Spring	End of Reception
<ul style="list-style-type: none"><li>• Skipping, hopping and standing on one leg and hold a position for a few seconds;</li><li>• Balancing and riding a bike or scooter;</li><li>• Going up steps or stairs using alternative feet;</li><li>• Responding to music showing</li></ul>	<ul style="list-style-type: none"><li>• Showing increasing control when linking movements together;</li><li>• Knowing that it is good to be active and sometimes getting out of breath;</li><li>• Moving freely with confidence in a range of ways;</li></ul>	<ul style="list-style-type: none"><li>• Starting to experiment with different types of movements;</li><li>• Recognising how they can refine a range of physical actions, such as rolling, running, skipping, etc.</li><li>• Jumping off objects safely and carefully;</li></ul>	<ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li><li>• Demonstrate strength, balance and coordination when playing;</li><li>• Move energetically, such as running, jumping,</li></ul>



appropriate movement and rhythm.	<ul style="list-style-type: none"><li>• Mounting stairs, steps or climbing equipment using alternative steps;</li><li>• Walking downstairs two-feet to each step;</li><li>• Standing momentarily on one foot;</li><li>• Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed.</li></ul>	<ul style="list-style-type: none"><li>• Negotiating space carefully;</li><li>• Travelling with confidence and skill when moving around, under, over and through various equipment;</li><li>• Showing increasing control when throwing, catching and kicking a ball.</li></ul>	dancing, hopping, skipping and climbing.
<b>Gross Motor Skills Early Learning Goal:</b> <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li><li>• Demonstrate strength, balance and coordination when playing;</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>		<b>Gross Motor Skills End of Year 1 Expectations:</b> <ul style="list-style-type: none"><li>• Make body curled, tense, stretched and relaxed;</li><li>• Control body when travelling and balancing;</li><li>• Copy sequences and repeat them.</li><li>• Roll, curl, travel and balance in different ways;</li><li>• Throw underarm;</li><li>• Throw and kick in different ways;</li><li>• Perform own dance moves;</li><li>• Copy or make up a short dance;</li><li>• Move safely in a space.</li></ul>	



# Physical Development

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.

## Fine Motor Skills

**Small steps learning sequence for becoming increasingly independent as they get dressed and undressed, for example, putting on coats and doing up zips.**

1. Help children take off and put on their coats by showing them how buttons and zips work. Take time to model this for them.
2. Aim to help children to become independent in buttoning and zipping up clothing.
3. Help children to take off and put on their shoes by showing them how best to slip them on and off. Aim for them to be able to do this independently.
4. Use resources with buttons and zips. At home, parents support children to independently put on and take off clothes.



### **Small step learning for the development of the use of one-handed tools and equipment, as well as grip and control when holding pens and pencils.**

1. In the first instance, model the use of one-handed tools, taking the time to show children the grip for each tool. Encourage them to pick up small items, such as chalk to help them with their fine motor skills.
2. Guide children's use of these tools and gradually reduce the help given to allow for accelerated independence. Recognise and support those who may still be unsure of a dominant hand.
3. Take time to help establish pencil grip, preferably using the tripod method.
4. As children become independent writers keep a careful check on grips.

### **Small step learning for the development of small motor skills so that they can use a range of tools such as, pencils, paintbrushes, scissors and cutlery, competently and safely.**

1. Help children develop core strength and stability by introducing them to a range of exercises aimed at helping them develop their upper arm and shoulder strength.
2. Introduce activities that develop and refine their small motor skills. These could include threading a needle (various sizes); pouring water into containers with different sized necks; dressing and undressing small world characters. It could also involve working with junk materials and construction kits.
3. Continuously check children's pencil grip and provide encouragement and feedback.

### **Small step learning for the development a fast, accurate and efficient handwriting style:**

1. Provide ample opportunities to use a range of mark making materials to explore drawing in different contexts.



2. Gradually introduce more structured sessions where children are being asked to trace and copy a variety of drawings.
3. Provide regular feedback to continually support the handwriting process.
4. Build in regular sessions where children are able to practise their skills and also build stamina for writing.

## Small Step Approach to Scissor Skills

### To use scissors, children need:

- Good sitting balance so they can use their arms and hands freely.
- Strong wrist and hand muscles to open and close the scissors.
- Development of a preferred and an assistant hand. Cutting involves each hand doing different tasks that require practice. The preferred hand uses the scissors, and the other hand turns the paper.
- Good coordination of their eyes and hands for cutting around shapes.
- An ability to use the thumb, index and middle fingers whilst the other fingers remain fairly still.
- A pair of suitable scissors and an interest in using them (mixture of right hand and left-hand scissors)
- Putting the index finger in front helps to give good scissor control. This grip also strengthens the same muscles that children need for drawing and writing.

## The Stages of Grip Development

16-26 months	22-36 months	30-50 months	40-60 months
			
Fisted grasp and fist grip.	Palmer grasp and four-finger grip.	Five finger grasp and pincer grip.	Tripod grasp (three finger)



Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.	As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.	Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.	Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.
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### **Background Teacher Knowledge:**

To control a pencil in order to write effectively, a careful balance is needed between muscle tone, co-ordination, proprioception and sensation. This first exercise serves to develop the control required for exact placement of the pencil on a specified point. It also requires controlled pressure so that the child learns how much to apply in order to make a mark. Alongside this the child learns when to place their hand down onto the page and when to lift it again, thus creating the mark desired.

## **Small Step Approach to Pencil Control Development**

**There are four stages to pencil control:**

**1/ Teach hand-eye coordination**

**2/ Teach grasping skills**

**3/ Teach muscle memory**

**4/ Teach Pencil grip**

### **We aim to:**

- Develop control and pressure required for children to mark make with their finger tips.
- Develop grasping skills through activities such as picking up small objects, squeezing and manipulating objects, as well as playdough and opening and closing lids.





- Create muscle memory using a variety of large movements such as waving ribbons in the air, drawing with sticks in sand, painting with big brushes and water.
- Teach the correct tripod pencil grip by using the 'crocodile snap' method.
- Support the supinated and pronated grip (wrist movements) through pouring and scooping activities.

### **Fine Motor Skills Early Learning Goal:**

- 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.

### **Fine Motor Skills End of Year 1 Expectations:**

- Sit correctly at a table, holding a pencil comfortably and correctly;
- Form the digits 0-9 correctly;
- Form lower case letters in the correct direction, starting and finishing in the right place;
- Form capital letters.

# Writing

### **Background Teacher Knowledge:**

Writing is an important lifelong skill. Children need to learn to write so they can communicate and express themselves. Formal writing, taught in Reception, involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Formal writing before reception is not necessary, however, you can provide lots of meaningful opportunities for children to learn about the written word and to support them to understand that symbols carry meaning. Research shows that for writing to develop, you should provide young children with opportunities to build their physical strength and control in the core, upper body, hands and fingers. Colouring, play dough, cutting, gluing, playing outside, digging in dirt, sensory play, dress up play, science experiments, threading, puzzles, throwing and catching etc... all encourage hand development. When children are physically ready to write, they will.



Writing develops alongside all learning areas, especially communication and language, reading and mathematics. When you read texts, you show that print carries meaning. When you write, you explain what decisions you are making in your mind, so children understand how they share thoughts, ideas and feelings. As you model writing you support children to:

- understand language patterns
- develop their thinking skills
- solve problems
- make sense of their experiences

Listening to children talking and modelling how to write down the words they say helps children to see how sounds become words on paper. Sharing children's early mark-making attempts with parents and carers builds children's confidence and self-esteem.

## **Small Step Approach to Writing**

**There are six stages of writing development:**

- 1/ Preliterate (scribbling)**
- 2/ Preliterate (drawing)**
- 3/ Early Emergent (letter like forms)**
- 4/ Emergent (random letters or letter strings)**
- 5/ Transitional (invented spelling)**
- 6/ Fluent (conventional spelling)**



## Small step learning for pre writing skills:

- Gross motor development
- Motor planning
- Initial core control
- Bilateral arm and hand use
- Crossing midline
- Imitation of movements
- Ability to learn novel motor movements
- Fine motor development
- Separation of the two sides of the hand
- Thumb isolation and use as a stability point
- Thumb dexterity and strength
- Finger isolation
- Development of dominant hand

- Visual perception
- Visual motor skill development
- Oculomotor control
- Visual attention
- Visual figure ground
- Form perception
- Visual discrimination
- Spatial relations
- Eye-hand coordination
- Visual motor integration
- Visual attention
- Direction following
- Attention focus
- Directional concepts
- Memory
- Sequencing
- Awareness of left-right concepts on books and text
- Tactile sensory awareness
- Discrimination of sensation

## Small step progression of Scribbling

### Disordered scribbles:

### Controlled scribbling:

### Named scribbling:

Young children start by looking, smelling, feeling and even tasting what

After using all of their senses, children begin to realise they are responsible for

"This is my mummy". This stage shows the child can play with objects



materials do. They don't quite realise they are in charge of making the marks on the page.

the marks on the page. Their brain can turn their thoughts into actions.

symbolically. It is the same as pretending a block is a car. They may name their drawings many different things.

## Small step progression of Drawing:

**Random marks and scribbles:** Children are developing motor coordination, exploring cause and effect, scribbles and lines.

**Controlled scribbles:** Children draw lines, loops, spirals, dots and circles. Their drawings evolve into simple diagrams. Movements are often repeated on purpose.

**Basic shapes:** Shapes begin to emerge. Creations are named and drawn on purpose. First drawing of a person may emerge.

**Patterns and 'tadpole people':** More shapes and letters emerge (pretend writing). Drawing of people progresses from head with legs to include details.

**Pictures and portraits:** Portrait of a person with many details emerges. Animals, houses, vehicles, trees etc appear. People and objects may still float in the air.

**Drawings represent interests and experiences:** Own style of drawing emerges. Drawings represent interests. Objects are on a baseline and depth and distance are shown.

## Small step progression of Emergent Writing:

**Random Scribbling:** Children scribble but can say what their marks mean.



**Controlled scribbling:** Children scribble in rows across the page left to right and top to bottom and give meaning to the lines of their writing.

**Letter like forms:** Children use unconventional letter forms and familiar symbols such as circles and still give meaning to their writing.

**Random letters:** Children begin to use random letter shapes to convey meaning.

**Patterned letters:** Children begin to use strings of unrelated letters, sometimes the letters from their name appear.

## Why is tracing important for handwriting?

**Mindful tracing can improve muscle memory to help make handwriting automatic. Tracing activities can help with the following:**

- Confidence in accomplishing the task before drawing the pattern free hand.
- How to commit strokes, lines, curves and patterns to muscle memory.
- How to become familiar with each writing pattern before writing the pattern free hand.
- How to know where to begin and where to end on each pattern.
- How to use both sides of the brain.
- How to properly space letters and numbers.

### Writing Early Learning Goal:

- 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.

### Writing End of Year 1 Expectations:

- **Spelling:**  
Spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week.  
Use letter names to distinguish between alternative spellings of the same sound.  
Add prefixes and suffixes.



Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

- **Handwriting:**

Sit correctly at a table, holding a pencil comfortably and correctly.

Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters and form digits 0-9.

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

- **Composition:**

Write sentences by saying out loud what they are going to write about.

Compose a sentence orally before writing it.

Sequence sentences to form short narratives.

Reread what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

- **Vocabulary, grammar and punctuation:**

Leave spaces between words, join words and join clauses using 'and'.

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.



Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.  
Use the Year 1 grammatical terminology when discussing their writing.

# Mathematics

## Background Teacher Knowledge:

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

## Small step progress through Reception

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"><li>• Match objects</li><li>• Match pictures and objects</li></ul>	<ul style="list-style-type: none"><li>• Introduce zero</li><li>• Find 0 to 5</li></ul>	<ul style="list-style-type: none"><li>• Build numbers beyond 10 (10–13)</li></ul>





<ul style="list-style-type: none"><li>• Identify a set</li><li>• Sort objects to a type Explore sorting techniques<ul style="list-style-type: none"><li>• Create sorting rules</li><li>• Compare amounts</li><li>• Compare size</li><li>• Compare mass</li><li>• Compare capacity</li></ul></li><li>• Explore simple patterns Copy and continue simple patterns<ul style="list-style-type: none"><li>• Create simple patterns</li><li>• Find 1, 2 and 3</li></ul></li><li>• Subitise 1, 2 and 3 Represent 1, 2 and 3</li><li>• 1 more 1 less Composition of 1, 2 and 3</li><li>• Identify and name circles and triangles</li><li>• Compare circles and triangles<ul style="list-style-type: none"><li>• Shapes in the environment</li><li>• Describe position</li><li>• Find 4 and 5</li></ul></li><li>• Subitise 4 and 5 Represent 4 and 5</li><li>• 1 more 1 less Composition of 4 and 5 Composition of 1–5</li><li>• Identify and name shapes with 4 sides Combine shapes with 4 sides</li></ul>	<ul style="list-style-type: none"><li>• Subitise 0 to 5</li><li>• Represent 0 to 5</li><li>• 1 more 1 less Composition</li><li>• Conceptual subitising to 5<ul style="list-style-type: none"><li>• Compare mass</li><li>• Find a balance</li><li>• Explore capacity</li><li>• Compare capacity</li></ul></li><li>• Find 6, 7 and 8 Represent 6, 7 and 8</li><li>• 1 more 1 less Composition of 6, 7 and 8</li><li>• Make pairs – odd and even</li><li>• Double to 8 (find a double)</li><li>• Double to 8 (make a double)</li><li>• Combine two groups Conceptual subitising<ul style="list-style-type: none"><li>• Explore length</li><li>• Compare length</li><li>• Explore height</li><li>• Compare height</li><li>• Talk about time</li></ul></li><li>• Order and sequence time<ul style="list-style-type: none"><li>• Find 9 and 10</li></ul></li><li>• Compare numbers to 10</li><li>• Represent 9 and 10 Conceptual subitising to 10</li></ul>	<ul style="list-style-type: none"><li>• Continue patterns beyond 10 (10–13)</li><li>• Build numbers beyond 10 (14–20)</li><li>• Continue patterns beyond 10 (14–20)</li><li>• Verbal counting beyond 20</li><li>• Verbal counting patterns<ul style="list-style-type: none"><li>• Add more</li><li>• How many did I add?</li><li>• Take away</li><li>• How many did I take away?</li></ul></li><li>• Select shapes for a purpose<ul style="list-style-type: none"><li>• Rotate shapes</li><li>• Manipulate shapes</li></ul></li><li>• Explain shape arrangements<ul style="list-style-type: none"><li>• Compose shapes</li><li>• Decompose shapes</li></ul></li><li>• Copy 2-D shape pictures</li><li>• Find 2-D shapes within 3-D shapes<ul style="list-style-type: none"><li>• Explore sharing<ul style="list-style-type: none"><li>• Sharing</li></ul></li><li>• Explore grouping<ul style="list-style-type: none"><li>• Grouping</li></ul></li><li>• Even and odd sharing</li></ul></li><li>• Play with and build doubles</li><li>• Identify units of repeating patterns</li><li>• Create own pattern rules</li></ul>
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<ul style="list-style-type: none"><li>• Shapes in the environment<ul style="list-style-type: none"><li>• My day and night</li></ul></li></ul>	<ul style="list-style-type: none"><li>• 1 more 1 less Composition to 10<ul style="list-style-type: none"><li>• Bonds to 10 (2 parts)</li><li>• Make arrangements of 10</li></ul></li><li>• Bonds to 10 (3 parts) Doubles to 10 (find a double)</li><li>• Doubles to 10 (make a double)<ul style="list-style-type: none"><li>• Explore even and odd</li></ul></li><li>• Recognise and name 3-D shapes<ul style="list-style-type: none"><li>• Find 2-D shapes within 3-D shapes</li><li>• Use 3-D shapes for tasks 3-D shapes in the environment</li></ul></li><li>• Identify more complex patterns<ul style="list-style-type: none"><li>• Copy and continue patterns</li><li>• Patterns in the environment</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explore own pattern rules</li><li>• Replicate and build scenes and constructions</li><li>• Visualise from different positions<ul style="list-style-type: none"><li>• Describe positions</li><li>• Give instructions to build</li><li>• Explore mapping</li></ul></li><li>• Represent maps with models</li><li>• Create own maps from familiar places</li><li>• Create own maps and plans from story situations</li><li>• Deepen understanding Patterns and relationships</li></ul>
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# Understanding the World

## Background Teacher Knowledge:

Understanding the world involves guiding children to make sense of their physical world and their community. **It is laying the foundations for History, Geography and Science in EYFS.** 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.

# Past and Present

## What **History** might look like in EYFS.

### What you might see children doing

- Talking about their daily and weekly routine
- Showing an interest in photographs of a past event
- Can talk about when something happened using the language associated with the passage of time
- Can sequence events from a known story by ordering pictures and/or retelling in their own words
- Is interested in people around them and lives of others
- Can talk about their own family
- Can think about and share ideas in relation to how artefacts may have been used in the past
- Recounting memories of special celebrations and roleplay these
- Finding information about the past from books or technology
- Drawing or writing about recent or past events
- Exploring their own interests which have historical links
- Asking questions about the past

### What you should see adults doing

- Teaching and modelling language associated with the passage of time
- Talking to children about past events in their lives
- Providing opportunities to explore the local area and talk about the past
- Encourage role play opportunities linked to past events in the children's lives
- Show interest in the children as individuals and ask questions about their lives
- Scaffold conversations to recall prior learning
- Teaching days of the week/months of the year in order
- Provide books, pictures, photos and artefacts about how things have changed or what it was like in the past
- Provide opportunities in the provision to re-live and talk about how they've changed since they were a baby/at nursery



- Exploring the local area through the eyes of a 'historian'
- Using babies, cots and prams to talk about their own personal history

### **Past and Present Early Learning Goal:**

- 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.

### **History End of Year 1 Expectations:**

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

# **People Culture and Communities**

## **What Geography might look like in EYFS**

### **What you might see children doing**

- Use programmable toys to move along a set route
- Talk about local places that they have visited
- Use simple geographical language when talking about where they live
- Follow instructions which include positional language

### **What you should see adults doing**

- Providing opportunities to explore and get to know the local area
- Talk to children about local landmarks and features
- Model using simple geographical language



- Draw simple maps based on real and imaginary places
- Follow routes on a car mat
- Look at maps, globes and atlases
- Use technology to find out about other countries and the lives of other children
- Look at books about the world, weather and environment
- Role play visiting places (real and imaginary)
- Talk about how we can look after the planet
- Talk about differences and similarities between themselves and others
- Explore the local area with interested adults
- Recreating places they've visited or imaginary world in the provision areas
- Taking part in treasure hunts using simple maps
- Look at photos of human and physical features

- Teach children how to set programmable toys to follow a route
- Teach simple skills related to geographical enquiry such as recoding a tally, drawing a map, writing directions
- Modelling curiosity about the world around them
- Drawing large scale maps with children
- Playing games with children which use positional or directional language
- Modelling visiting other places through role play
- Provide artefacts and interesting resources to prompt stimulation
- Consider prior learning when planning opportunities
- Evoke a sense of wonder in relation to the natural and man-made world
- Provide opportunities to care for the environment/planet

### **People, Culture and Communities Early Learning Goal:**

- 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

### **Geography End of Year 1 Expectations:**

- name and locate the world's seven continents and five oceans.
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas



knowledge from stories, non-fiction texts and – when appropriate – maps.

of the world in relation to the Equator and the North and South Poles.

- Use basic geographical vocabulary.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

# The Natural World

## What **Science** might look like in EYFS

### What you might see children doing

- Exploring the natural world around them
- Playing and exploring outdoors frequently
- Curiously touching, smelling and listening to the outdoors
- Caring for the natural world
- Drawing pictures of the natural world, animals and plants
- Talking about things they've seen outside
- Talking about the weather and season changes
- Looking at books about the weather and seasonal features

### What you should see adults doing

- Creating opportunities to discuss how we care for the natural world around us
- Offering opportunities to sing songs and join in with rhymes and poems about the natural world
- Provide opportunities for children to observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water
- Encourage positive interaction with the outside world, offering children a chance to take supported risks,





	<p>appropriate to themselves and the environment within which they are in</p> <ul style="list-style-type: none"><li>• Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside</li><li>• Teach children about a range of contrasting environments within both their local and national region</li><li>• Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change</li></ul>
<p><b>The Natural World Early Learning Goal:</b></p> <ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>	<p><b>Science End of Year 1 Expectations:</b></p> <ul style="list-style-type: none"><li>• Identify and name a variety of common wild and garden plants.</li><li>• Identify and describe the basic structure of a variety of common flowering plants.</li><li>• Identify and name a variety of common animals.</li><li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li><li>• Describe and compare the structure of a variety of common animals.</li><li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li><li>• Distinguish between an object and the material from which it is made.</li><li>• Identify and name a variety of everyday materials.</li><li>• Describe the simple physical properties of a variety of everyday materials.</li></ul>





- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

# Expressive Arts and Design

## Background Teacher Knowledge:

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. **This is laying the foundations for Art & Design and Design & Technology in EYFS.** 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.

## What Art & Design and Design & Technology might look like in EYFS

### What you might see children doing

#### Drawing

- Making marks such as dots, squiggles, zig zags, loops and swirls
- Making marks in controlled patterns

### What you should see adults doing

- Model a variety of artistic effects
- Teach children colour mixing techniques
- Provide tools such as pencils, paintbrushes, scissors, knives, forks, spoons ... in a variety of the provision



- Drawing things that are meaningful to them

### **Painting**

- Beginning to colour mix using powder paints and the tools and processes needed for painting
- Using painting tools (brush, palette, water, sponge) efficiently
- Using paint to create recognisable marks

### **Printmaking**

- Making prints from ordinary objects
- Using a cotton wool bud to make marks in paint and create a simple monoprint
- Applying paint using controlled brushstrokes or roller

### **Weaving**

- Exploring weaving with natural and man-made materials
- Weaving materials under, over, through and round another material
- Creating artwork using mixed-media, including paper, fabrics and yarn

### **Collage**

- Exploring the visual and tactile qualities of objects
- Tearing or cutting paper for effect
- Layering paper to build an image

### **3D**

- Building using a variety of construction materials

- Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.
- Provide a variety of construction materials, large and small in a variety of the provision
- Precise teaching of scissor skills
- Ask children what they are making and who they are making it for
- Model how to use 2 handed tools safely
- Provide opportunities for children to work collaboratively on design and make tasks
- Provide different materials for joining with such as masking tape, Sellotape, glue, hole punch and tags
- Provide opportunities to explore existing products
- Promote independence, taking care not to introduce too many new things at once



- Making models with junk, playdough and construction
- Folding, bending and attaching a variety of paper and card

### **Creating with Materials Early Learning Goal:**

- 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.

### **Art & Design and Design and Technology End of Year 1 Expectations:**

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### **Make**

- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components according to their characteristics



### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

# Being Imaginative & Expressive

## **Background Teacher Knowledge:**

Music interweaves through all areas of learning and development. It can be a way of exploring, communicating and responding to experience. Making music with others can be a social experience whether this be parent-baby/carer-baby exchanging coos, or two or more children making music with pots, pans or traditional instruments. This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music should be seen as a core component of children's learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond.

## **Aspects of musical learning and development include:**

- 1/ Hearing and Listening**
- 2/ Vocalising and Singing**
- 3/ Moving and Dancing**
- 4/ Exploring and Playing**

## **What Music might look like in EYFS**

What you might see children doing

What you should see adults doing



- Listening and moving to music, expressing their feelings and responses
- Singing songs on their own or in a group
- Using costumes and props in their pretend play
- Exploring music making and dance
- Performing solo or in groups
- Choreographing their own dance moves

- Providing opportunities for children to watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Listen to music from across the globe, including traditional and folk music from Britain
- 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
- Sing call-and-response songs, so that children can echo phrases of songs you sing
- Introduce new songs gradually and repeat them regularly
- Sing slowly, so that children can listen to the words and the melody of the song
- Play movement and listening games that use different sounds for different movements

### **Being Imaginative and Expressive Early Learning Goal:**

- 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.

### **Music End of Year 1 Expectations:**

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and untuned instruments musically
- To listen with concentration and understanding to a range of high-quality live and recorded music
- To experiment with, create, select and combine sounds using the inter-related dimensions of music