

Early Years Curriculum

**Jesus said, "Let the little children come to me, and stop keeping them away, because the kingdom from heaven belongs to people like these."
(Matthew 19:14)**

School Vision

Through working in partnership with our children, their families, staff and the local community we want all children to know they are God's creation and that they are valued for all their talents so that they can succeed now and throughout their lives.

Our School Aims

- To provide a happy, secure learning environment for all children
- To actively engage children in learning
- To foster a caring, family atmosphere in which everyone's contribution to the life of the school has equal value
- To enable a broad, balanced, appropriate and relevant curriculum for every child suited to their needs, abilities and interests
- To equip children with the basic literacy, numeracy and reference skills to make full use of the learning opportunities offered in their future Secondary Schools
- To allow children to fulfil their own potential
- To help all children to gain confidence, self-respect and a positive self-image
- To encourage curiosity and open mindedness
- To promote a Christian ethos within the life of the school which reflects its Anglican Foundation-
- To provide a moral code of behaviour
- To encourage children to participate in all the physical and creative arts activities available to them
- To prepare children for life in a multi-cultural society by developing knowledge, tolerance and understanding of other faiths and cultures
- To work in partnership with families and the community

Our Curriculum Intent

Our Early Years curriculum has been designed to ensure that each and every child is offered stimulating and awe-inspiring experiences with our aims and ethos at the core. Our progressive curriculum enables us to build strong relationships, celebrate diversity, encourage respect and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development and it recognises, encourages and celebrates all types of talent.

We provide first hand learning experiences that allow children to develop independence, interpersonal skills and build resilience. Our cross-curricular approach enables our children to make meaningful links with their learning, designed to inspire an enthusiasm for learning and a love a reading, to ensure achievement and to support pupil well-being and happiness.

Characteristics of Effective Learning



Our Reception Roadmap

Our Curriculum Themes and Content

- In Reception, half-termly themes are based on high quality texts. This ensures that reading remains at the centre of our core school curriculum. Due to our mixed age class our Early Years curriculum has been designed to complement Key Stage 1, and is planned to be delivered, flexibly to tie in with the KS1 themes and topics, which are on a two-year rolling program.
- Our themes are:

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| Ticket to ride | All about me | Fun at the Seaside | Terrific Tales | Amazing Animals | Come Outside |
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- There are a number of core class texts which are read together throughout the year. The texts are read to/with the class a number of times in order to develop familiarity, engagement and enjoyment in reading.
- Children in Reception each take a fully decodable book linked to their phonics learning (**a book to read**), and a weekly high-quality picture book to share (**a book for sharing**).

All Aboard Phonics

- All Aboard Phonics is a systematic synthetic phonics (SSP) programme, designed to make teaching children to read easy and fun. It combines entertaining graphics, games and books for the children with all the resources a teacher needs to deliver successful phonics instruction. It also incorporates a sophisticated intervention process for boosting the progress of any children showing signs of being at risk of falling behind.
- In All Aboard Phonics, all the main phonemes of the English language are taught and each phoneme is introduced with a character called a pictophone. This is a memorable, visual prompt to support phonemic awareness. For example, the Toad About to Explode represents the /t/ phoneme and the Oon on the Moon represents the long /oo/ phoneme.
- All Aboard phonics provides fully decodable texts, which are tailored to the progression of lessons at school, providing an extra opportunity for children to consolidate their new knowledge.
- In Reception there are three phases (*see appendix 1*).:
 - Phase 2: The purpose of this phase is to teach at least 19 graphemes, and move children on from oral blending and segmentation to blending and segmenting with written letters
 - Phase 3 The purpose of phase 3 is to teach another 25 graphemes, most of them containing two letters (e.g.<oa>). Children also continue to practise CVC blending and segmentation. They will learn letter names, learn to read and spell more tricky words.
 - Phase 4: The purpose of Phase 4 is to introduce reading and spelling words containing adjacent consonants and polysyllabic words Phase 4 consolidates learning from Phase 2 and 3. Children entering this phase are expected to be able to represent each of the phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling.

Developing Vocabulary

We recognise the importance of exposing the children to a broad and varied high level vocabulary, through all areas of learning.

- Each week we focus on high level vocabulary through our work.
- All the children take home a magpie book, alongside their bedtime book and parents are asked to write down any interesting vocabulary they find whilst reading. These words are shared in school.
- Our Reception classroom is rich in language and stories, through which and vocabulary is continually explored

Forest School /Outdoor Learning

In the Acorn Federation, we believe in the holistic education of the child and that includes time spent outside learning in the outdoors.

We are fortunate to have wonderful grounds that lend themselves to outdoor activities, giving the Early Years exposure to the natural world. The philosophy of forest school is embedded in the curriculum by an experienced forest school leader, the children are actively encouraged to assess risks for themselves during the activities and play they are engaged in.

As well as learning practical skills such as knot tying, whittling and fire making, they also learn soft skills such as effective communication, increased resilience and confidence whilst developing their imagination and curiosity.

The children also have daily access to our Early Years outdoor area.

Our Federation

As part of the Acorn Federation, we have many joint days and activities throughout the year. These are often themed such as Design and technology, internet safety, sports days and Easter fun days.

Physical Development

The children experience a wide range of PE activities which meet and exceed the requirements of the Early Years curriculum.

They benefit from a structured programme, alongside their peers in year 1 and 2, through which the children are supported to develop core strength, stability, balance, spatial awareness, coordination and agility. The gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing.

Communication and Language

We recognise and value the development of children's spoken language as the tool which underpins all seven areas of learning and development. We provide a language-rich environment where talk is both encouraged and modelled in order that the children's early language skills are built upon effectively. The children are read to frequently throughout the day and they become actively engaged in stories, non-fiction texts, rhymes and poems. Through conversation, story-telling and role play, children share their ideas with support and modelling from their teacher, and sensitive questioning which invites them to elaborate.

Mathematics

We believe that developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. This is achieved through the combined use of White Rose maths and the NCETM programme which uses the number blocks tv programme as a launch pad. By the end of the year our children should be able to count confidently, develop a deep understanding of numbers, the relationships between them and the patterns within those numbers. This develops a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

PSHE Scheme of Work

- We use the Derbyshire 'Development Matters' PSHE Scheme.
- The Acorn Federation follows PSHE matters on a two-year rolling scheme and themes in Reception are chosen from Being Healthy, Exploring Emotions, Being Responsible, Drug Education, Changes, Money Matters, Relationships, Difference and diversity, Bullying Matters, Growing Up, Being Me and Being Safe.

Reception Early Learning Goals

These are our Reception destinations (Early Learning Goals), based on the seven areas of learning and development:

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| Communication and Language | Listening, attention & understanding | <ul style="list-style-type: none"> 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 |
| | Speaking | <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things may 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 |
| Physical Development | Gross motor skills | <ul style="list-style-type: none"> 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 |
| | Fine motor skills | <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Using a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing |
| Personal, Social and Emotional Development | Self-regulation | <ul style="list-style-type: none"> 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 |
| | Managing self | <ul style="list-style-type: none"> 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 |
| | Building relationships | <ul style="list-style-type: none"> 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 |
| Literacy | Word reading | <ul style="list-style-type: none"> 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 misconception words |
| | Comprehension | <ul style="list-style-type: none"> 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 |

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| | | <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play |
| | Writing | <ul style="list-style-type: none"> • 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 |
| Mathematics | Number & numerical patterns | <ul style="list-style-type: none"> • 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 • 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 |
| | Shape, space & measure <i>(not in expectations)</i> | <ul style="list-style-type: none"> • Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities • Create and describe patterns • Explore characteristics of everyday objects and shapes and use mathematical language to describe them • Use money with increasing confidence |
| Understanding the World | Past & present | <ul style="list-style-type: none"> • 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 |
| | People, culture & communities | <ul style="list-style-type: none"> • 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 – where appropriate - maps |
| | The natural world | <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter |
| Expressive Arts & Design | Creating with materials | <ul style="list-style-type: none"> • 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 |
| | Being imaginative & expressive | <ul style="list-style-type: none"> • 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 |

Our Reception Journey

In order to reach our Early Learning Goals, a child's journey through Reception is shown in four stages for each area of learning and development (baseline at the start of Reception, then the end of each term). Each child's individual progress is monitored and tracked carefully to ensure that any gaps or concerns are addressed at the earliest possible opportunity:

COMMUNICATION AND LANGUAGE

Listening, attention and understanding

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Listening and following directions and looking at someone when they are speaking; Using prepositions when following instructions; Asking and responding to why questions; Following stories read to them and talk about the pictures in the book. | <ul style="list-style-type: none"> Understanding why listening is important. Listening to and following an instruction; Following instructions provided they are not over-engaged in their own choice of activity; Listening to stories with increased attention and recall; Asking and responding to 'why' questions; Showing interest in the lives of other people or events; Listening to one another in one-to-one or small groups. Showing interest in non-fiction books. | <ul style="list-style-type: none"> Knowing that they need to be quiet and concentrate when listening. Maintaining attention, concentrating and sitting quietly during appropriate activities; Listening to a whole story from beginning to end; Responding to instructions involving a two-part sequence; Listening and responding to ideas expressed by others in conversation and discussion; Remembering key points from a story without needing prompts; Showing specific interest in a non-fiction book linked to a topic or theme. | <ul style="list-style-type: none"> 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. |

Speaking

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Knowing many rhymes, be able to talk about familiar books, and be able to tell a long story; Developing their communication but may struggle with using tenses accurately; Beginning to use sentences with four to six words; Beginning to start a conversation with an adult or a friend and continuing it in turns. | <ul style="list-style-type: none"> Expanding their vocabulary to include new words related to topic or theme. Continuing to use new vocabulary when the topic or theme has ended. Asking questions to understanding. Retelling a simple past event in the correct order; Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences; Using talk in pretending that objects stand for something else in play, e.g. this ruler is my sword. | <ul style="list-style-type: none"> Using new vocabulary in different contexts Asking questions to learn more about an event or a task. Using complete sentences more regularly. Using language to explore imaginary events, storylines and themes; Using language to imagine and recreate roles and experiencing in play situations; Linking statements and sticking to a main theme or intention; Using talk to organise, sequence and clarify thinking, feelings and ideas. | <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things may 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. |

PHYSICAL DEVELOPMENT

Gross motor skills

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Skipping, hopping and standing on one leg and hold a position for a few seconds; Balancing and riding a trike or scooter; Going up steps or stairs using alternative feet; Responding to music showing appropriate movement and rhythm. | <ul style="list-style-type: none"> Showing increasing control when linking movements together; Knowing that it is good to be active and sometimes getting out of breath; Moving freely with confidence in a range of ways; Mounting stairs, steps or climbing equipment using alternative steps; Walking downstairs two-feet to each step; Standing momentarily on one foot; Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed. | <ul style="list-style-type: none"> Starting to experiment with different types of movements; Recognising how they can refine a range of physical actions, such as rolling, running, skipping, etc. Jumping off objects safely and carefully; Negotiating space carefully; Travelling with confidence and skill when moving around, under, over and through various equipment; Showing increasing control when throwing, catching and kicking a ball. | <ul style="list-style-type: none"> 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. |

Fine motor skills

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Picking up tiny objects using pincer grasp; Making simple models using small pieces such as lego; Making small cuts in paper with scissors; Using a comfortable grip with good control when holding pens, pencils and paint brush; Beginning to show a preference for a dominant hand. | <ul style="list-style-type: none"> Drawing lines and circles using gross motor movements; Using one handed tools and equipment, e.g. child scissors; Holding pencils between thumb and two fingers instead of whole hand; Beginning to hold pencil correctly and showing good control; Copying some letters, especially letters from own name. | <ul style="list-style-type: none"> Handling tools, objects, construction and malleable materials safely and with increasing control; Showing a preference for a dominant hand; Beginning to show anti-clockwise movements and retrace vertical lines; Beginning to form recognisable letters; Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name. | <ul style="list-style-type: none"> 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. |

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Self-regulation

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Selecting and using activities and resources; Enjoying the responsibility of carrying out small tasks; Being confident to talk to other children when playing and communicating freely about their own home and community; Being outgoing towards unfamiliar people and being more confident in new social situations; Showing confidence in asking adults for help; Welcoming and valuing praise for what they have done. | <ul style="list-style-type: none"> Describing themselves in positive terms and talk about their own abilities; Being confident to speak to others about needs, wants, interests and opinions; Beginning to express their feelings and consider the feelings of others; Knowing when they are upset about a situation and can explain why; Choosing their own equipment that is necessary to complete a task; Showing enthusiasm and excitement when anticipating and engaging in certain activities. | <ul style="list-style-type: none"> Recognise themselves as a valuable individual; Willingly express their feelings and know when they have been kind and considerate; Moderating their feelings when they are upset; Being confident to try new activities; Saying why they like some activities more than others; Being confident to speak in a familiar group; Being happy to talk about their own ideas; Choosing the resources they need for a given activity; Saying when they do and do not need help. | <ul style="list-style-type: none"> 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 an activity, and show an ability to follow instructions involving several ideas or actions. |

Managing self

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Being aware of own feelings, and knowing that some actions and words can hurt others' feelings; Beginning to accept the needs of others, taking turns and sharing resources, sometimes with support from others; Usually tolerating delay when their needs are not immediately met; Understanding that their wishes may not always be met; Usually adapting their behaviour to different events, social situations and changes in routine. | <ul style="list-style-type: none"> Showing that they can stick with an activity, even if it is challenging; Selecting and using activities and resources, with help; Enjoying the responsibility of carrying out small tasks; Being confident to talk to other children when playing, and communicating freely about their home and community; Being outgoing towards unfamiliar people and being more confident in new social situations; Showing confidence in asking adults for help. | <ul style="list-style-type: none"> Being able to talk about a challenging task and be prepared to have a go; Welcoming and valuing praise for what they have done; Willingly participating in a wide range of activities; Showing enthusiasm and excitement when anticipating and engaging in certain activities; Being confident to speak to others about needs, wants, interests and opinions; Being confident in speaking in front of a small group; Describing themselves in positive terms and talking about their abilities; Showing resilience and perseverance in the face of challenge; Having awareness of keeping teeth clean and not eating too many sweets. | <ul style="list-style-type: none"> 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. |

Building relationships

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Playing in a group and extending and elaborating play ideas; Initiating play, offering opportunities for others to join in; Keeping play going by responding to what others are saying; Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | <ul style="list-style-type: none"> Learning to listen to one another and showing respect when doing so; Initiating conversations, attending to and taking account of what others say; Explaining own knowledge and understanding and asking appropriate questions of others; Taking steps to resolve conflicts with others and attempting to find a compromise. | <ul style="list-style-type: none"> Building constructive and respectful relationships; Playing cooperatively with others and taking account of their ideas; Being happy to listen to others' organisational ideas; Showing sensitivity to others' feelings; Forming positive relationships with adults and other children. | <ul style="list-style-type: none"> 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. |

LITERACY

Word reading

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Joining in with rhymes and stories; Identifying rhymes; Joining in with the rhythm of well known rhymes and song; Recognising own name. | <ul style="list-style-type: none"> Joining in with rhymes and stories; Joining in with the rhythm of well known rhymes and songs; Recognising their own name; Identifying sounds in words, in particular, initial sounds; Segmenting and blending simple words demonstrating knowledge of sounds (with support); Linking sounds to letters in the alphabet. | <ul style="list-style-type: none"> Reading individual letters by saying the sounds for them; Reading simple words and simple sentences; Identifying rhymes; Blending sounds into words, so that they can read short words made up of known letter-sound correspondences; Reading some letter groups that each represent one sound and say sounds for them; Reading a few common exception words matched to the school's phonic programme; Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | <ul style="list-style-type: none"> 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. |

Comprehension

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Holding a book, turning the pages and indicating an understanding of pictures and print; Telling a story to friends; Talking about events and characters in books; Making suggestions about what might happen next in a story. | <ul style="list-style-type: none"> Holding a book, turn the pages and indicating an understanding of pictures and print; Telling a story to friends. | <ul style="list-style-type: none"> Talking about events and characters in books; Making suggestions about what might happen next in a story; Reading simple words and simple sentences; Talking about their favourite book; Using vocabulary and events from stories in their play; Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading. | <ul style="list-style-type: none"> 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, poems and during role play. |

Writing

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Telling an adult what they have drawn or painted; Recognising a capital letter at the start of their name; Identifying sounds from own name in other words; Ascribing meaning to other marks, like on signage; Starting to write identifiable shapes and letters; Drawing lines and circles in the air, on the floor or on large sheets of paper; Using tools for mark making with control; Gripping using five fingers or preferably two fingers and thumb for control; Copying shapes, letter and pictures. | <ul style="list-style-type: none"> Beginning to form lower-case and capital letters correctly; Being more confident in writing identifiable shapes and letters; Segmenting and blending the sounds in simple words and naming sounds; Spelling words by identifying the sounds and then writing the sound with letter/s; Talking about sentences and starting to write short sentences; Starting to use full stops and capital letters in the correct places. | <ul style="list-style-type: none"> Using their phonic knowledge to write words in ways which match their spoken sounds; Writing some irregular common words; Writing simple sentences which can be read by themselves and sometimes by others; Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words; Re-reading what they written to make sure it makes sense. | <ul style="list-style-type: none"> 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. |

MATHEMATICS

Number and numerical patterns

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Using number names to 10 and sometimes counting accurately; Representing numbers using marks, fingers or digits; Saying when two small groups have the same number of objects; Identifying numerals in the environment. | <ul style="list-style-type: none"> Beginning to familiarise themselves with the tens structure of the number system; Counting up to three or four objects by saying one number name for each item; Counting objects to 10 and beginning to count beyond 10; Counting out up to six objects from a larger group; Selecting the correct numeral to represent 1 to 5, then 1 to 10 objects; Recognising some numerals of personal significance; Linking the number symbol (numeral) with its cardinal value. | <ul style="list-style-type: none"> Show a number of fingers together without counting; Beginning to use 'teens' to count beyond 10; Counting an irregular arrangement of up to ten objects; Finding one more or one fewer from a group of up to five objects, then ten objects; Estimating how many objects they can see and checking by counting them; Using the language of 'more' and 'fewer' to compare two sets of objects; Understanding 5, 6, 7 etc and all manipulations of the number; Finding the total number of items in two groups by counting all of them; Beginning to use the vocabulary involved in adding and subtracting including counting on and back; Understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10; Automatically recall number bonds for numbers 0 to 10. | <ul style="list-style-type: none"> Have a deep understanding of numbers 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; 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. |

Shape, space and measure (not in expectations)

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Talking about the routine of the day and using language like 'before' and 'after'; Using comparative language like 'taller', 'shorter', 'the same'; Starting to identify shapes in the environment; Starting to find appropriate shapes for certain tasks; Asking questions about their observations of differences and similarities; Starting to make more meaningful pictures, patterns and arrangements with shapes. | <ul style="list-style-type: none"> Talking about the routine of the day and using language like, before and after; Using comparative language such as, 'taller', 'shorter' and 'the same'; Being more confident in identifying shapes in the environment; Recognising particular shapes that may be useful for certain tasks; Making more meaningful pictures, patterns and arrangements with shapes. | <ul style="list-style-type: none"> Beginning to experiment with length, height and capacity; Beginning to compare length, weight and capacity; Identifying money and using money in play; Recalling the names of some 2D and 3D shapes; Ordering and sorting according to simple properties; Using the language of direction when programming toys. | <ul style="list-style-type: none"> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities; Create and describe patterns; Explore characteristics of everyday objects and shapes and use mathematical language to describe them; Use money with increasing confidence. |

UNDERSTANDING THE WORLD

Past and present

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> Beginning to have an understanding for terms like, yesterday, last week and last year; Appreciating that they may have siblings that are older than them and that they may be older than a younger sibling; Appreciating that certain artefacts and resources are old and have been used before. | <ul style="list-style-type: none"> Remembering and talking about significant events in their own experiences, e.g. birthday; Knowing and understanding that their grandparents are older than their parents; Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'; Beginning to understand that some familiar stories were set in a time before they were born. | <ul style="list-style-type: none"> Recognising and describing special times or events for family or friends, e.g. Eid, christening, Christmas; Beginning to compare and contrast characters in stories about the past; Understanding that people celebrated events like Eid and Christmas before they were born; Using appropriate language to describe the past, such as, 'in the past'. | <ul style="list-style-type: none"> 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. |

People, culture and communities

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> • Showing interest in the lives of people who are familiar to them; • Remembering and talking about significant events in their own experience; • Recognising and describing special times or events for family or friends; • Starting to show an interest in different occupations and ways of life. | <ul style="list-style-type: none"> • Showing increased interest in the lives of people who are familiar to them; • Beginning to understand that not all people celebrate the same things as them; • Having an greater understanding about why certain events are being celebrated; • Talking about people that are helpful to them both, from within their family and from outside their family. | <ul style="list-style-type: none"> • Drawing information from a simple map; • Recognising some similarities and differences between life in this country and life in other countries; • Recognising that people have different beliefs and celebrate special times in different ways; • Starting to show an interest in different occupations and ways of life; • Talking about members of their immediate family and community; • Naming and describing people who are familiar to them. | <ul style="list-style-type: none"> • 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. |

The natural world

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> • Asking questions about aspects of their familiar world such as the place where they live or the natural world; • Talking about some of the things they have observed such as plants, animals, natural and found objects; • Talking about why things happen and how things work; • Starting to develop an understanding of growth, decay and changes over time; • Showing care and concern for living things and the environment. | <ul style="list-style-type: none"> • Talking about some of the things they have observed such as plants, animals, natural and found objects; • Having greater awareness of seasonal change; • Asking questions about aspects of their familiar world such as the place where they live or the natural world; • Asking questions about some of the things they have observed such as plants and animals. | <ul style="list-style-type: none"> • Talking about why things happen and how things work; • Understanding more about growth, decay and changes over time; • Identifying features of living things, such as animals with legs or those with wings; • Exploring the natural world around them; • Describing what they see, hear and feel whilst outside; • Recognising some environments that are different to the one in which they live; • Understanding the effect of changing seasons on the natural world around them. | <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

EXPRESSIVE ARTS AND DESIGN

Creating with materials

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> • Exploring colour and how colours can be changed; • Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects; • Showing interest in and describing the texture of things; • Using various construction materials; • Beginning to construct stacking blocks vertically and horizontally, making enclosures and creating spaces; • Joining construction pieces together to build and balance. | <ul style="list-style-type: none"> • Realising that tools can be used for a purpose; • Using simple tools and techniques competently and appropriately; • Selecting appropriate brush for a given purpose; • Exploring what happens when they mix colours; • Experimenting with different textures. | <ul style="list-style-type: none"> • Safely using and exploring a variety of materials, tools and techniques; • Experimenting with colour, design, texture, form and function; • Selecting tools and using techniques needed to shape, assemble and join materials they are using; • Understanding that different media can be combined to create new effects; | <ul style="list-style-type: none"> • 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. |

Being imaginative and expressive

| End of pre-school | End of autumn term | End of spring term | End of Reception (ELG) |
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| Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children should be working at a level which sees them: | Children working at the expected level of development will: |
| <ul style="list-style-type: none"> • Developing preferences for forms of expression; • Using movement to express feelings; • Creating movement in response to music; • Singing to self and making up simple songs; • Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there; • Engaging in imaginative role-play based on own first-hand experiences; • Building stories around toys, e.g. fire fighters rescuing trapped people; • Using available resources to create props to support role-play. | <ul style="list-style-type: none"> • Enjoying joining in with dancing and singing games; • Singing a few familiar songs; • Beginning to move rhythmically; • Imitating movement in response to music; • Tapping out simple repeated rhythms; • Exploring and learning how sounds can be changed. | <ul style="list-style-type: none"> • Exploring and learning how sounds can be changed; • Singing songs, making music and experimenting with ways of changing them; • Beginning to build a repertoire of songs and dances; • Exploring the different sounds of instruments; • Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. | <ul style="list-style-type: none"> • 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. |

Monitoring and Assessment

Throughout Reception, children's progress and attainment against our expectations is monitored daily, and is tracked as follows:

EYFS Baseline

The reception baseline is an age-appropriate assessment of mathematics and literacy, communication and language (LCL). It is clearly linked to the learning and development requirements of the Early Years Foundation Stage (EYFS).

The assessment consists of:

- **mathematics tasks which assess** early number, early calculation (early addition/subtraction), mathematical language and early understanding of pattern
- **LCL tasks** which assess early vocabulary, phonological awareness and early comprehension

Teacher Assessment

Teacher baseline assessment is also crucial in measuring whether or not the children are on track with all their starting points. Attainment is tracked against our expectations of where children should be on entry, alongside school readiness.

Both these assessments give starting points and identify any gaps which need to be filled.

EYFS Termly Assessment Record

An Assessment Record is completed for each child at the end of each term, which provides a quick data snapshot as to whether they are currently on-track in all 17 areas, assessed against our own curriculum expectations. For children who are not on track in certain areas, interventions are planned for and implemented.

These records form part of the school's termly whole-school data analysis.

All Aboard Assessment Tracker

We use half termly All Aboard assessment as an ongoing tool to track children's progress in phonics. This provides clear feedback and rapidly identifies those children who are at risk of falling behind so that intervention can be put in place.

Appendix : Half termly themes are based on high quality texts. This puts reading at the core of our Early Years Curriculum. Here are some possible texts.

| Ticket to ride | All about me | Come Outside | Terrific Tales | Amazing Animals | Fun at the Seaside |
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Numberblocks and White Rose



Numberblocks is a BBC television series aimed at introducing children to early number.

Snappy animation and loveable characters combine with engaging storylines to gently introduce concepts of number to support early mathematical understanding.

We use relevant episodes alongside NCETM materials as a launch pad, helping children to bring the numbers and ideas to life in the world around them.

Relevant episodes

| Series | Episode title | Episode summary | Mathematics |
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| 1 | One | Learn all about the number one with Numberblock One. | Counting to 1 |
| 1 | Another One | One bumps into a magic mirror and meets another One. | 2 is more than 1 |
| 1 | Two | Learn all about the number two with Numberblock Two. | Counting to 2, the 'twoness' of 2 |
| 1 | Three | Learn all about the number three with Numberblock Three. | 3 is more than 2 |
| 1 | One, Two, Three! | Three does magic tricks with apples. | Counting to 3; comparing numbers 1, 2 and 3 – 'bigger' and 'smaller'; ordering numbers 1 to 3; 3 is made of 2 and 1 |
| 1 | Four | Learn all about the number four with Numberblock Four. | 4 is more than 3; counting to 4; the structure of 4 as a square number; recognition of 4 items without counting (subitising) |
| 1 | Five | Learn all about the number five with Numberblock Five. | 5 is more than 4; counting to 5; line up 1 to 5 in order |
| 1 | Three Little Pigs | The Numberblocks' version of the tale the Three Little Pigs and the Big Bad Square. | Counting to 4; adding 1s |
| 1 | Off We Go | Five and friends set off on a rhyming romp through field and forest. | Counting to 5; line up 1 to 5 in order; identify missing numbers within a 1 to 5 line-up |
| 1 | How to Count | It is a lovely day for a picnic, but one of the flapjacks is missing! | The key principles of counting: one-to-one correspondence; cardinality; stable order |
| 1 | Stampolines | Three opens a stampoline park, where her friends have splatty fun making inky prints. | Subitising numbers 1 to 5; different ways of arranging blocks to 5; conservation of number |
| 1 | The Whole of Me | The Numberblocks perform a song and dance all about the parts that make a whole. | Composition of numbers 1 to 5: introduction to 'part-part-whole' Structure; partitioning a whole number into parts; conservation of number |
| 1 | The Terrible Twos | Tricky twins turn up – the Terrible Twos – who decide it's time to tickle their friends. | 4 can be partitioned into 2 and 2; and, 1 and 1 and 1 and 1. |
| 1 | Holes | Five and friends discover a hole that makes their heads fall off! | The number of a group can be changed by adding to it or taking from it; addition and subtraction of 1; number bonds to 5 |
| 1 | Hide and Seek | Five is so good at hide-and-seek that she can find the others without looking up from her book. | Addition and subtraction of numbers to 5; number bonds to 5 |

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| 2 | Six | The Numberblocks make a new friend who likes to roll dice. | Counting (1 to 6); subitising (dice patterns) |
| 2 | Seven | It's a rainy day for a picnic, but lucky number Seven makes everything come up rainbows. | 7 is more than 6; counting (1 to 7) |
| 2 | Eight | Numberland is rocked by the arrival of superblock Eight, also known as Octoblock. | Counting (1 to 8); 8 is one more than 7; subitising (8) |
| 2 | Nine | Numberblock Nine arrives in Numberland and sings a song about squares. | Counting (1 to 9); the structure of square numbers (4 and 9); partitioning and combining 9 |
| 2 | Ten | Ten turns up to tell the Numberblocks what it's like to be a perfect ten. | Counting (1 to 10); 10 ones are equivalent to one 10 |
| 2 | Just Add One | One's idea of fun is singing, dancing and making friends by adding One. | Adding 1; counting (1 to 10) |
| 2 | Blast Off | Find out which pairs of numbers add together to make ten with the Numberblocks. | Count back from 10 to 1; number bonds that total 10 |
| 2 | Counting Sheep | Six tries to get the sheep to sleep and finds two (or three) heads are better than one. | Exploring equivalent ways to represent 6; partitioning 6 into equal groups; factors of 6 |
| 2 | Double Trouble | Learn how to double and halve numbers up to eight with the Numberblocks. | Doubling (1, 2, 4, 8) and halving; partitioning 8 into equal groups |
| 2 | The Three Threes | When Nine needs a helping hand, he turns into a talented trio – the Three Threes. | Partitioning 9 into 3 equal groups; partitioning is the inverse of combining |
| 2 | Odds and Evens | The Numberblocks play a game of bounceball, with Even Tops versus Odd Blocks. | Odd and even numbers; equal groups |
| 2 | Fluffies | One finds a furball, two of them tickle Two and soon Numberland is full of fluffies! | Counting (1 to 8); number bonds within 7 |
| 2 | The Two Tree | The Numberblocks find a magic Two Tree and play an action-packed game of throwing twos. | Subtracting 2 from numbers up to 10; counting in 2s |
| 2 | Numberblock Castle | One, Two, Three and Four go on a castle-exploring adventure, making friends along the way. | Adding more than 1 to make 5 to 10 |
| 2 | Ten Green Bottles | One of Ten's bottles accidentally falls off the wall, setting off a numberty hullabaloo. | Subtracting 1; counting (1 to 10); counting down 10 to 1 |

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| 3 | Once Upon a Time | A bedtime story all about the first five Numberblocks. | A review of numbers 1 to 5 |
| 3 | Blockzilla | A monster tale of a colossal creature who really, really likes bigger numbers. | Comparison of numbers 1 to 5 using the language of 'greater than' and 'less than' |
| 3 | The Numberblocks Express | Learn all the number bonds up to five with the Numberblocks. | Composition of 5; partitioning and combining 5 in different ways |
| 3 | Fruit Salad | Find out how to split numbers into smaller numbers with the Numberblocks. | Composition of numbers to 5; exploring the part-part-whole model to partition and combine numbers to 5 |
| 3 | Zero | Learn all about the number zero with Numberblock Zero. | Introducing the concept of zero; zero is one less than 1 and an absence of something |
| 3 | Now We Are Six to Ten | Learn all about the numbers 6, 7, 8, 9 and 10 with the Numberblocks. | A review of numbers 6 to 10 |
| 3 | Numberblobs | Sing along to the Numberblocks counting song with the Numberblocks' favourite friends. | Counting to 10 |
| 3 | Building Blocks | When an alien ship crashes in Numberland, the Numberblocks help the alien get back home. | Building with blocks and exploring space and pattern |
| 3 | Peekaboo! | The number friends take turns hiding behind each other in a song about bigger and smaller. | Comparison of numbers to 10 using the language of 'bigger than', 'smaller than' leading to 'greater than' and 'less than' |
| 3 | Hiccups | Every time Nine hiccups, he falls to pieces – until the others find an unexpected cure. | Composition of numbers to 10; partitioning and combining numbers in different ways |
| 3 | What's the Difference? | Seven shows the others how to be lucky: ask a number friend to jump on your head! | Comparison of numbers to 10; finding the difference to make 7 |
| 3 | Numberblock Rally | Ten riders, ten pedal-powered cars. Welcome to the Numberblock Rally! | Subtraction |
| 3 | Five and Friends | Six to Ten discover they are all Five-and-a-friend. | Numbers 6 to 10 are made from 5 and a 'bit' |
| 3 | Octoblock to the Rescue! | The naughty Terrible Twos are making custard pies. Can Octoblock's friends save the day? | Pairs of numbers that total 8 |
| 3 | Ten Again | When the number friends all want to do different things, Ten finds a way to do them all. | Pairs of numbers that total 10 |
| 3 | Flatland | Four visits Flatland, where the flat shapes live, and becomes a real square. | 2D shape |

Overview



| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|--------|---------------------|--------|--------|-----------------|--------|--------|-------------------|--------|--------|----------------|---------|---------|---------------|---------|
| Autumn | Getting to Know You | | | Just Like Me! | | | It's Me 1 2 3! | | | Light and Dark | | | Consolidation | |
| Spring | Alive in 5! | | | Growing 6, 7, 8 | | | Building 9 and 10 | | | Consolidation | | | | |
| Summer | To 20 and Beyond | | | First Then Now | | | Find My Pattern | | | On The Move | | | | |