

Kestrel Mead Primary Academy

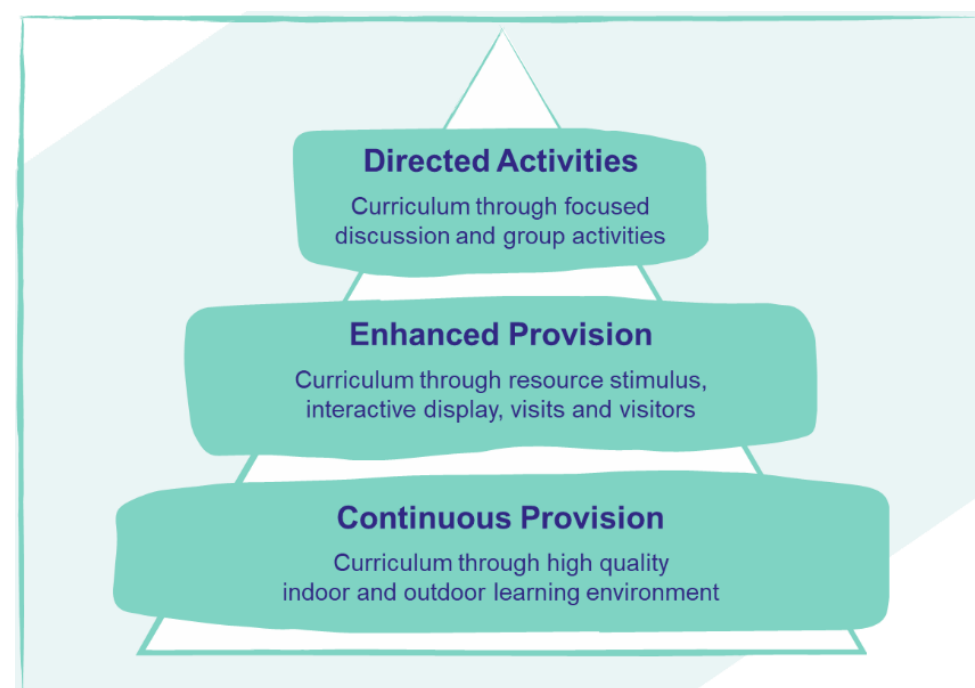
EYFS Curriculum

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Communication & Language

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

ELG: Listening, Attention and Understanding	Teaching & Support from Adults	Enabling Environments
<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. 	Storytime	Curiosity cubes to encourage questions
	Whole-class discussions	Open-ended resources & provocations
	Small group interactions	Small world
ELG: Speaking	Shared reading/writing sessions	Water/Sand
<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 might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	Talk 4 Writing Sessions	Domestic Roleplay
	Guided reading/writing groups	Deconstructed Roleplay
	Adults promoting language rich environment within the provision	Resources to promote hierarchy of words



1. Educational Programmes and Early Learning Goals

Physical Development



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

ELG: Gross Motor Skills	Teaching & Support from Adults	Enabling Environments
<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. 	PE Sessions	<u>Outdoor Environment:</u> Large-scale construction Climbing equipment Woodwork Bikes/scooters
	Big Moves Intervention	
ELG: Fine Motor Skills	Funky Fingers	<u>Indoor Environment:</u> Creative Workshop Malleable Loose parts
<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. 	Write Dance	
	Dough Gym	

Personal, Social & Emotional



“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 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.”

ELG: Self-Regulation	Teaching & Support from Adults	Enabling Environments
<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. 	JIGSAW session	Enhancements within areas of learning: problem-solving
	Adults working closely with select focus children	
	PE session	
ELG: Managing Self	JIGSAW session	Mr Stretch: cognitive challenge
<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. 	Class Charter	<u>Areas promoting turn-taking and collaboration:</u> Role play areas & mud kitchen Bikes/Scooters Large-scale constrn Water/sand
	R-Time session	
ELG: Building Relationships	Adults promoting collaborative environment	
<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

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

ELG: Comprehension	Teaching & Support from Adults	Enabling Environments
<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 and poems and during role-play.	Shared reading Storytime	
ELG: Word Reading	Phonics Shared reading Guided 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 exception words.		
ELG: Writing	Phonics Shared writing Guided 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.		



Expressive Arts & Design

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

ELG: Creating with Materials	Teaching & Support from Adults	Enabling Environments
<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.	Encourage/model possibility thinking	Open-ended resources
ELG: Being Imaginative and Expressive	Stimulating divergent thinking, new ideas and creative problem solving	Domestic role play
<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.	Rhyme time Dance in PE lessons	‘Whatever you want to be... space’ (deconstructed)
		Malleable – clay, playdough
		Loose parts – transient art
		Woodwork
		Workshop area & paint area
		Outdoor stage/performance area



Mathematics

“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and 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.”

ELG: Number	Teaching & Support from Adults	Enabling Environments
<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.	Maths	
ELG: Numerical Patterns		
<ul style="list-style-type: none">- 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.	Maths	



Understanding the World

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

ELG: Past and Present	Teaching & Support from Adults	Enabling Environments
<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.	Trips and rich experiences outside of school:	
ELG: People, Culture and 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 – when appropriate – maps.	Drawing input – explicit teach?	Observational drawings
ELG: 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.		

2. The Characteristics of Effective Teaching & Learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

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

Playing & Exploring

Realise that their actions have an effect on the world, so they want to keep repeating them.

Reach for and accept objects. Make choices and explore different resources and materials.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”

Make independent choices.

Do things independently that they have been previously taught.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

Active Learning

Participate in routines, such as going to their cot or mat when they want to sleep.

Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.

Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.

Use a range of strategies to reach a goal they have set themselves.

Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.

Keep on trying when things are difficult.

Creating & Thinking Critically

Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup.

Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.

Review their progress as they try to achieve a goal. Check how well they are doing.

Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries

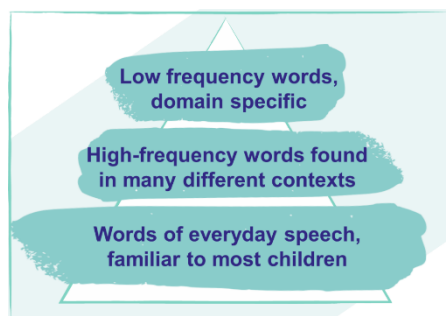
Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.”

Know more, so feel confident about coming up with their own ideas.

Make more links between those ideas.

Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.

“As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”



3. Continuous Provision & Enhancement Planning

‘Continuous Provision’ is not just ‘the provision that is continuously available’. Children need to have *familiar* resources that they can revisit and reuse for different purposes over time. Within area of provision there is a variety of interesting and stimulating resources that engage children and have the potential to extend their learning. This is our Continuous Provision and it supports the adults to deepend, develop and consolidate the children’s knowledge, skills and understanding. The selection of resources are based on common play behaviours (section 4) and progression of skills documents (section 4).

In addition to the continuous provision, Teachers plan x4 weekly enhancements for their bases. These enhancements are decided in joint planning meetings and are led by the children’s current stages of development and interests. X1 enhancement is Literacy focused, x1 enhancement is Maths focused and x2 alternate between other areas of learning and provision. Objectives are tracked to ensure full coverage of EYFS curriculum within our long-term plan.


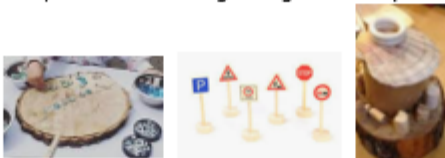
Areas of Provision of Nursery & Reception Bases



Domestic Role-Play	Deconstructed Role-Play	Small World	Sand	Water	Construction	Loose Parts	Creative Workshop	Creative Painting	Malleable	Message Centre / Writing	Mathematics Challenge
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Example of Enhancement Planning:

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Continuous Provision Enhancement Plan WB:

Writing	<p>3&4 Yrs: Literacy Write some letters accurately. Reception: Literacy Form lower-case and capital letters correctly.</p>	<p>Can you make the letters vanish?</p>  <p>Resources: tuff tray, chalk, water, paint brushes</p>	<p>Adults may- Encourage children to read the letters and think about the way they are formed, they should 'paint' them away with water using the correct formation.</p> <p>Children may: Emerging- recognise some letters and 'paint' them away with water High level - form most letters correctly</p>
	<p>3&4 Yrs: Maths Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc Reception: Maths Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>	<p>Can you make a road sign using the loose parts?</p>  <p>Resources: Loose parts, road sign pictures</p>	<p>Adults may- Encourage children to look at the shapes of the signs and within them. Discuss with children which loose parts will be best to create different shapes and how they can be combined to create the sign.</p> <p>Children may: Emerging- make simple shapes with loose parts High level - select and rotate materials carefully to match their chosen road sign, expressing why they have used certain materials and how they have manipulated them.</p>

Creative	<p>3&4 Yrs: EAD Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Reception: EAD Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Can you paint or use materials to create a picture of a vehicle?</p>  <p>Resources: Art area supplies and large vehicles to use as models</p>	<p>Adults may- Encourage children to look at the models closely, discussing the different shapes and sizes. Encourage children to consider how best to make their picture; what materials to use, what shapes to paint etc.</p> <p>Children may: Emerging- make basic representations and be able to talk about their picture High level - Consider the models carefully and select appropriate materials/colours and shapes to best represent them on their picture. Can discuss their picture and the process of making it.</p>
	<p>3&4 Yrs: C&L Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Reception: C&L Use talk to help work out problems and organise thinking</p>	<p>Can you find the matching pairs? They are not the same but they go together.</p>  <p>Resources: matching sheets</p>	<p>Adults may- Encourage the children to discuss why they know which pairs match Children may: Emerging- with support can choose the correct match from a choice of 2 High level - can independently match the pictures and explain why they know they go together.</p>

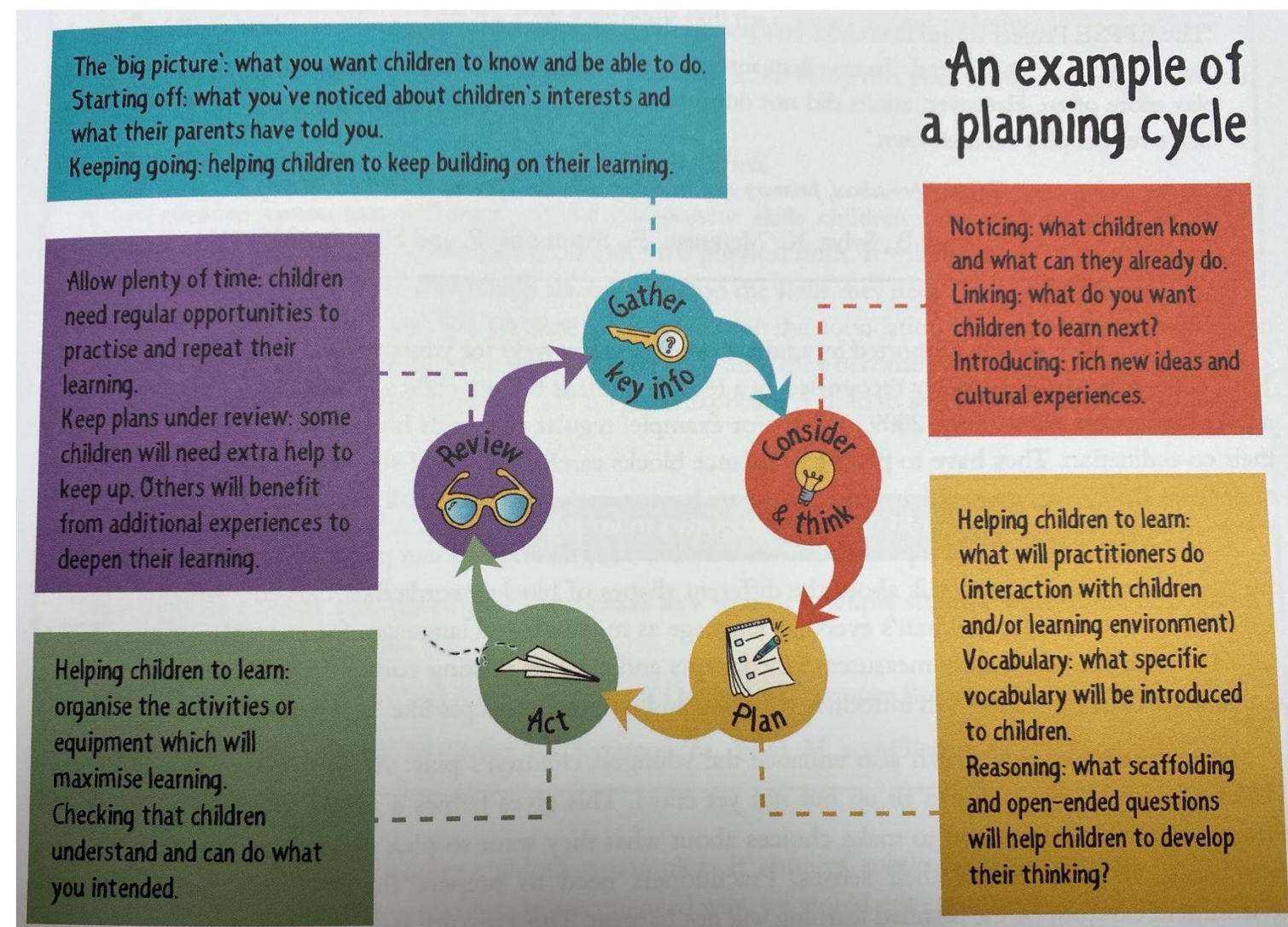
4. Common Play Behaviours

We want children to **play, explore, investigate and interpret** in ways that are personal to them so we do not specify one way to use the resources provided. Teachers know what children *usually* do in the areas of provision when there is no adult. So, we have provided resources that support and challenge that 'common play behaviour'.




Leaders and teachers reflected on and identified the **common play behaviours** seen in all areas of their provision. These behaviours were then implicitly levelled over 3 broad levels – emergent, mid – level and high level and resources lists were created to ensure both support and challenge at each level. The levelling is 'implied' - children are not told which resources they can/cannot use based on ability. Instead, teachers know that it is there and will guide children to access resources suited to their needs but to that children it just looks like a collection of interesting resources for them to experiment with.


A copy of our Kestrel Mead Common Play Behaviours document can be found here: [S:\0. 2021-22\2. Teaching and Learning\1. ALL PLANNING\EYFS Planning\Common Play Behaviours](#)

A copy of our Kestrel Mead Progression of Skills document can be found here: [S:\0. 2021-22\2. Teaching and Learning\1. ALL PLANNING\EYFS Planning\Common Play Behaviours](#)



5. Broad Curriculum Long-Term Plan

	Nursery														
	AUTUMN 7 weeks + 8 weeks						SPRING 6 weeks + 7 weeks					SUMMER 5 weeks + 5 weeks			
	1	2	3	3	2	3	3	3	3	2	2	3	2	3	2
Themes – Broad Curriculum	'Belonging'			'The world around us'			'Me in my world'			'Express yourself'		'The wonder of stories'		'Whole school/free topic'	
Literacy – Core Texts	Settling in Week	I Love Animals (big book)	Rhyme & Poetry (twin little star & Incy wincy)	Goldilocks and the Three Bears	Rosie's Walk	Elf on the Shelf	Come on, Daisy!	Mixed	Three Billy Goats Gruff	Super Duper You	Where's my Teddy?	The Train Ride	Mrs Wishy Washy	Three little pigs	Pete the Cat
HOOK		Look at baby photos, we all are different.		Porridge spread on the floor with a broken chair and a wooden spoon. Scene to look like a break in.	Hay trail. Children to follow the trail over, under and around things in the reception playground, to find the hens nest at the end.	Elf to to mischieveio us things in the classroom each night.	T to explain that over Christmas I went to the super market and I lost my teddy. T to explain I couldn't find it. T to show pictures of Miss Elliott looking for her teddy in the super market and finding it.	A variety pf objects on the carpet of blue, yellow and red. All objects to be in separate piles with signs saying 'Do not mix'.	T to trash the classroom. T to discuss who could have trashed the classroom. T to leave grass around the classroom. T to show video's of goats climbing up cliffs.	Pictures of T stuck around a little display with some of T's favorite things. This could be toys, chocolate, a football.	Different teddy's laid out all around the classroom.	A big train track layed out throughout the classroom.	Mud tracks had been traped through the classroom.		
Storytime texts (fiction and non-fiction)	Under the love umbrella: separation anxiety (PSED- managing self) My hair: respect (understanding world) The spot and the dots: friendship (UtW) My world, your world: respect (UtW)			Whatever next- imagination (EAD) The Christmas Unicorn Super frozen magic Forest (C&L) Winnie and Wilbur meet Santa Magical kingdom of birds (UtW)			Rave's Roar: exploring anger (PSED) The Lion inside: bravery (PSED) The Go-away bird: friendship (BR) The Power of a Smile (PSED) Actual Size (M)			My Strong Mind (PSED) Oh No, George (PSED) Maybe... (PSED) Under the Love Umbrella (PSED) The Koala who Could (PSED) The World around me (UTW) My world, your world (UTW)		The Way Back Home: Space link (UTW) Neon Leon (PSED) Super Duper You (PSED) The Go-Away Bird (PSED) Brenda is a Sheep (PSED) Amazing (PSED) Hello Friend (PSED) The World around me (UTW)			
Enhancemen t Ideas		Tonal crayons, paints, poster paints to mix Mixed media collages – cutting up all children's faces and making new collages of mixed up children		Porridge oats and water, Different sized chairs. Plates. Pots. Story road to retell the story, Teddy bears Children to put their own hair on a circle face (self portraits).	Decorate eggs, Farm tuff tray with hay Creating art with different natural materials, Hay, Grass, rice. Animal foot print paintings.	Tied up teddy's, Letter's to Elf. Elf footprints, Letters to santa. - Elf tied up. Chn make wanted posters. -Little Elf post box for letters.	-different size ducks. -Making a duck in junk modelling/cr eative. - a variety of feather and pictures. Can the children match which feather belongs to	-different resources to mix paint. Cars with paint on the bottom. -- Balloons full of paint with holes in so paint drips down. -challenges for children to make a	-Billy goats gruff small world. -objects of different sizes. 	-Drawing an outline of yourself and write words into it. Pictures of all the children printed and put on a display. Chn can talk about what is in each picture.	Teddy bear tea party  Create a loose parts teddy.	Train station role play Shape train tracks to help children learn shape names.	Small world with mud and the characters from the story. 		

					<div>Instrumnets for nursery rhymes and singing.</div> <div>Farm small world.</div>		<div>which animal.</div>	<div>certain colour.</div> <div></div> <div><div>SCIENCE EXPERIMENT:</div><div>CRAWLING COLORS</div><div>(color mixing fun)</div><div></div><div></div></div>	<div></div> <div>Resources to feel different textures. Encourage children to expand their language.</div> <div></div>		<div>Create a teddy using playdough.</div> <div></div> <div>Hide your teddy and create a map to find it.</div>	<div></div> <div>Painting with trains.</div> <div></div> <div>How far will your train go?</div> <div></div> <div>Can you write your name?</div> <div></div> <div><div>Freight Train</div><div>Name Recognition</div><div></div></div>	<div></div> <div></div>		
Vocabulary 'WOW Words'	2 per book							Harmony Vibrant							
Communication & Language		CL2, CL3		CL1,CL5	CL6, CL4	CL7, CL12	CL13,CL1	CL3, CL10	CL5,CL8	CL12,CL13	CL10,CL9	CL9, CL4	CL11, CL5		
Personal, Social & Emotional		PSED2, PSED11		PSED 4, PSED7	PSED 1	PSED 5, PSED 12	PSED 3	PSED 10	PSED 8	PSED 3	PSED 9	PSED 6	PSED 5		
Expressive Arts & Design		EAD2, EAD8		EAD 11,EAD 4	EAD 3, EAD 14	EAD 1, EAD 13.	EAD 5	EAD 11	EAD 9, EAD 6	EAD 10	EAD 12	EAD 7	EAD 15, EAD 16	EAD 17,18	
Understanding the World		Utw4, UtW12, UtW14		Utw12, Utw 6	Utw 1, UtW 2	Utw 3	UTW 6	UTW 5	UTW10	UTW 9	UTW 7,8	UTW 11	UTW 13		
As a member of Kestrel Mead															
Reciprocity (Context, religious festivals, links				Diwali, Christmas, Bonfire night.	Things being born	Christmas People being		Valentines day			Easter				

to life, interests, community)						mischievous Talk about Christmas parties.									
Awe and Wonder (rich life experiences/ cultural capital)	School tour Wings photos			Making porridge Diwali performance	Watching a video of a farm. Baking using eggs. Will visit a farm in summer term.	Walking to the post box to post letters. Watching the nativity Santa visiting	Winter walk	Cookie making	Making pancakes Saint David's day celebrations						

Communication and language	CL1 Enjoy listening to longer stories and can remember much of what happens	CL3 Use a wider range of vocabulary	CL5 Understand 'why' questions, like: "why do you think the caterpillar got so fat?"	CL7 Know many rhymes, be able to talk about familiar books, and familiar books, and be able to tell a long story	CL9 Develop their pronunciation but may have problems saying	CL11 Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions	CL13 Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"	
	CL2 Pay attention to more than one thing at a time, which can be difficult	CL4 Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	CL6 Sing a large repertoire of songs	CL8 Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'	CL10 Use longer sentences of four to six words	CL12 Start a conversation with an adult or friend and continue it for many turns		

Personal, Social & Emotional	PSED1 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	PSED3 Become more outgoing with unfamiliar people, in the safe context of their setting.	PSED 5 Play with one or more other children, extending and elaborating play ideas.	PSED 7 Increasingly follow rules, understanding why they are important.	PSED 9 Develop appropriate ways of being assertive.	PSED 11 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
	PSED 2 Develop their sense of responsibility and membership of a community.	PSED 4 Show more confidence in new social situations.	PSED 6 Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	PSED 8 Remember rules without needing an adult to remind them	PSED 10 Talk with others to solve conflicts.	PSED 12 Understand gradually how others might be feeling.

Expressive art and design	EAD1 – Take part in simple pretend play, using an object to	EAD3 Make imaginative and complex small worlds	EAD5 Develop their own ideas and then decide which	EAD7 Create closed shapes with continuous lines and	EAD9 Use drawings to represent ideas like	EAD11 Explore colour and colour mixing	EAD 13 Respond to what they have heard	EAD15 Sing the pitch of a tone sung by	EAD17 – create their own songs or
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	represent something else even though they are not similar	with blocks and construction kits, such as a city with different buildings and a park	materials to use to express them	begin to use these shapes to represent objects	movement and loud noises		expressing their thoughts and feelings	another person (pitch match)	improvise a song around one they know
	EAD2 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses	EAD4 Explore different materials freely, in order to develop their ideas about how to use them and what to make	EAD6 Join different materials and explore different textures	EAD8 Draw with increasing complexity and detail such as representing a face with a circle and including details	EAD10 Show different emotions in their drawings and paintings, like happiness, sadness and fear	EAD12 –Listen with increased attention to sounds	EAD14 Remember and sing entire songs	EAD 16 Sing the melodic shape of familiar songs	EAD18 – play instruments with increasing control to express their feelings and ideas.

Understanding the World	UtW1 Use all their sense in a hands on exploration of natural materials	UtW3 Talk about what they see, using a wide vocabulary	UtW5 Show interest in different occupations	UtW7 – Plant seeds and care for growing plants	UtW91 Begin to understand the need to respect and care for the natural environment and all living things	UtW11 Talk about the differences between materials and changes they notice	UtW13 Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.	
	UtW2 Explore collections of materials with similar and/or different properties	UtW4 Begin to make sense of their own life – story and family's history	UtW6 Explore how things work	UtW8 Understand the key features of the life cycles of a plant and an animal	UtW10 Explore and talk about different forces they can feel	UtW12 Continue to develop positive attitudes about the differences between people		

5. Sticky Curriculum Long-Term Plan: Reception

Sticky Words		
Moral Concepts		
British Values	Freedom Pride Resilience Compassion Curiosity Confidence Adaptability Responsibility	Justice Honesty Belonging Accountability Challenge Fairness Empathy Courage
Democracy Rule of law Individual liberty Mutual respect		
Subject specific vocabulary – chosen per topic by teachers linked to EYFS curriculum		

Reception					
	Autumn 1 - Big Question 1- PSED & People, Culture and Communities	Autumn 2 - Big Question 2 – Expressive Arts & Design and People, Culture and Communities	Spring 1 - Big Question 3- Natural World and Expressive Arts & Design	Spring 2 - Big Question 4- Natural World	Summer - Big Question 5- Past & Present People, Culture & Communities Natural World
Big Question	What makes me great?	Why are celebrations special?	Where do animals live in the world?	How do living things grow?	How does change affect me?
Sticky words Moral concepts	Pride Confidence	Belonging Freedom	Adaptability Resilience	Challenge Curiosity	Compassion Courage
Subject specific vocabulary	Family Community Interests Skills Faith Feelings	Celebration Festival Diwali Christmas Remembrance Faith Culture Birthday	Mammal Insect Bird Fish Desert Rainforest Savannah Arctic / Antarctic	Growth Cycle Leaf Roots Sun Food Water Healthy	Change Transition Difference Reversible Seasons
Sticky texts (fiction and non-fiction)	My World, Your World (PCC) I'm a Feel-O-Saur (MS/SR) Ruby's Worrry (MS/SR) Mixed (MS/SR) Happy in Our Skin (MS, PCC) All are Welcome (BR, PCC) Pip and Egg (BR)	Rama and Sita: The Story of Diwali (PCC) The Jolly Christmas Postman (PCC) Where The Poppies Now Grow (PCC) The Christmas Pine (PCC/PP) Bonfire Night (PCC/PP)	The Bog Baby: Respecting Wildlife (NW) The World Around Me (NW) The Snail and the Whale (NW) Farmer Duck; Pig in the Pond (NW) Dear Greenpeace (PSED/NW)	Dave's Cave (PP) Cave Baby (PP) The Tiny Seed (NW) Bloom (NW) Then There Were Giants (PP/PCC)	Super Duper You (MS/SR) Little Tree (MS/SR/NW) The Koala Who Could (SR/MS) What do grown-ups do all day? (PCC) Elephant in my Kitchen (NW)
Personal, Social & Emotional	PSED 1, PSED 2PSED 3, PSED 5, PSED 6, PSED 8 MS1 SR1, SR2, SR3 BR1, BR2	PSED 4, PSED 5, PSED 7 BR3 MS1	MS1, MS2	PSED 4 MS1, MS3	PSED 3, PSED 5, PSED 6 SR1, SR2, SR3 MS1 BR1, BR2
Expressive Arts & Design	EAD1, EAD3, EAD5, CM1	EAD5, EAD6, EAD7, EAD8 BIE1, BIE 2 CM3	EAD 1, EAD2, EAD3, EAD6 CM1, CM2	EAD2, EAD3 CM1, CM2, CM3	EAD5, EAD6, EAD7, EAD8, CM1, CM2, CM3 BIE2
Understanding the World	UTW1, UTW2, PP1, PCC2	UTW3, UTW4, UTW6, UTW7 PP1, PCC2	UTW5, UTW8, UTW9, UTW11 PCC1, PCC3 NW2	UTW9, UTW10, UTW11, UTW12 PCC1, PCC3 NW1, NW2, NW3	UTW4, UTW12 PP2, PP3 NW1, NW2, NW3
Computing opportunities	Learning rules,	Sequencing and understanding order	Using programmable toys (mapping/routes); Keeping safe online	Using tools safely; following instructions	Understand health and wellbeing related to using screens and devices

Oracy opportunities	Listening walks; Developing Partner Talk	Performing to parents (Diwali/Nativity) Presenting experiences of personal celebration	Verbal recount of visit to the farm Explaining processes - EAD	Asking question of experts, Video diary of plant growth	Conscience corridor - transition
Trips and Visitors		Pantomime	Farm	Garden Centre	Exploring changes through food preparation

Communication and language-development matters	CL1 Understand how to listen carefully and why listening is important	CL3 Use new vocabulary through the day.	CL5 Articulate their ideas and thoughts in well-formed sentences	CL7 Describe events in some detail	CL9 Develop social phrases.	CL11 Listen to and talk about stories to build familiarity and understanding	CL13 Use new vocabulary in different contexts	CL 15 Learn rhymes, poems, and songs	CL17 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	CL2 Learn new vocabulary	CL4 Ask questions to find out more and to check they understand what has been said to them	CL6 Connect one idea or action to another using a range of connectives	CL8 Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	CL10 Engage in story times	CL12 Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	CL 14 Listen carefully to rhymes and songs, paying attention to how they sound	CL16 Engage in non-fiction books	
ELG	Listening, Attention & Understanding			Speaking					
	LAU1 - 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.	LAU2 - Make comments about what they have heard and ask questions to clarify their understanding.	LAU3 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	S1 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	S2 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	S3 - 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.			

Personal, Social & Emotional	PSED1 See themselves as a valuable individual	PSED3 Express their feelings and consider the feelings of others	PSED5 Show resilience and perseverance in the face of challenge	PSED7 Think about the perspectives of others					
	PSED2 Build constructive and respectful relationships	PSED4 Show resilience and consider the feelings of others	PSED6 Identify and moderate their own feelings socially and emotionally	PSED8 Manage their own needs					
ELG	Self-Regulation			Managing Self			Building Relationships		
	SR1 - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	SR2 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	SR3 - 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.	MS1 - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge	MS2 - Explain the reasons for rules, know right from wrong and try to behave accordingly	MS3 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - ongoing	BR1 - Work and play cooperatively and take turns with others.	BR2 - Form positive attachments to adults and friendships with peers.	BR3 - Show sensitivity to their own and to others' needs.

Expressive art and design	EAD1 Explore, use and refine a variety of artistic effects to express ideas and feelings.	EAD3 Create collaboratively sharing ideas, resources and skills	EAD5 Watch and talk about dance and performance art, expressing their feelings and responses	EAD7 Develop story lines in their pretend play					
	EAD 2 Return to and build on their previous learning, refining ideas and developing their ability to represent them	EAD4 Listen attentively, move to and talk about music, expressing their feelings and responses	EAD6 Sing in a group or on their own, increasing matching the pitch and following the melody	EAD8 Explore and engage in music making and dance, performing solo or in groups					
ELG	Creating with Materials			Being Imaginative & Expressive					
	CM1 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	CM2 - Share their creations, explaining the process they have used	CM3 - Make use of props and materials when role playing characters in narratives and stories	BIE1 - Invent, adapt and recount narratives and stories with peers and their teacher	BIE2 - 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				

Understanding the World	UtW 1 Talk about members of their immediate family and community	UtW 3 Comment on images of familiar situations in the past	UtW 5 Draw information from a simple map	UtW 7 Recognise that people have different beliefs and celebrate special times in different ways	UtW 9 Explore the natural world around them	UtW 11 Recognise some environments are different to the one in which they live			
	UtW 2 Name and describe people who are familiar to them	UtW 4 Compare and contrast characters from stories. Including figures from the past	UtW 6 Understand that some places are special to members of their community	UtW 8 Recognise some similarities and differences between life in this country and life in other countries	UtW 10 Describe what they see, hear and feel whilst outside	UtW 12 Understand the effect of changing seasons on the natural world around them			
ELG	Past & Present			People, Culture & Communities			The Natural World		
	PP1 - Talk about the lives of the people around them and their roles in society	PP2 - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	PP3 - Understand the past through settings, characters and events encountered in books read in class and storytelling	PCC1 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	PCC2 - 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	PCC3 - 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	NW1 -Explore the natural world around them, making observations and drawing pictures of animals and plants	NW2 - 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	NW3 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

6. Reception Maths Long-Term Plan



[Early Years Resources](#) | [White Rose Maths](#)

Year 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
Autumn	Getting to know you (Take this time to play and get to know the children!)			Just like me!			It's me 1, 2, 3!			Light and Dark		
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		

Autumn				Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.	Phase	Just Like Me!		It's Me 1 2 3!		Light and Dark						
	Number	Match and sort Compare amounts		Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3		Representing numbers to 5. One more and less.						
	Measure, Shape and Spatial Thinking	Compare size, mass & capacity Exploring pattern		Circles and triangles Positional language		Shapes with 4 sides. Time						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing Zero Comparing Numbers to 5 Composition of 4 & 5			6, 7 & 8 Making Pairs Combining 2 Groups			9 & 10 Comparing Numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-Shape Pattern (2)		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships		
Spatial Reasoning	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

Nursery															
	AUTUMN 7 weeks + 8 weeks						SPRING 6 weeks + 7 weeks					SUMMER 5 weeks + 5 weeks			
Weeks	2	2	3	4	2	2	3	3	3	3	1	3	2	3	2
Key learning				1 week 2D Shapes names 2 week of pattern 1 recap 2D shape names (Drawing 2D shapes- shape hunt)	3 weeks positional language (link with Rosie's walk) M11/M19	1 – showing numbers on fingers to five 2- 1-1 correspondence to 5.	1 week counting M3 1 week recite numbers past 5 M2 1 week M1 subitizing	2weeks more/ fewer M9 1week 2D shape names M10	2 weeks comparing objects length M12 1 week capacity M12	1 Week capacity 1 2weeks weight M12	M14 Combining shapes to make a big one.	1 week of counting M3 M5 M2 2 Weeks Ordinal Language M18	2weeks matching numerals and quantities. M6	2 WEEKS Writing numerals M7 1 Week Solve real world problems M8	
Key themes							Counting	Mathematical language 2D shape names	Length capacity	Capacity weight	Shapes	Ordinal language	Matching numerals to quantities	Solving problems	
Mathematical language				Triangle Rectangle Square Sides Continuous	Over Under Behind Forward Backward	One Two Three Four Five	One Two Three Four Five Next Before Looks like	More Fewer Less than More than Triangle Square Circle rectangle	Long Short Longer than Shorter than Smallest Longest Order Full Empty Half empty Nearly empty Nearly full	Full Empty Half empty Nearly empty Nearly full Heavy Light Heaviest Lightest	Triangle Square Rectangle Circle Bigger Tower Build	One Two Three Four Five Next before	Numerals Quantity Match Same different	One Two Three Four Five Equals Makes Add takeaway	
Objectives				M13 M17 M15 M16	M11 M19	M5 M3 M4	M3 M2 M1	M9 M10	M12	M12	M14	M2 M3 M5 M18	M6	M7 M8	

Maths	M1 Develop fast recognition of up to 3 objects, without having to count them individually. (Subitising)	M3 Say 1 number for each item in order 1,2,3,4,.	M5 Show ‘finger numbers’ up to 5.	M7 Experiment with their own symbols and marks as well as numerals.	M9 Compare quantities using language: ‘more than’, ‘fewer than’.	M11 Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	M13 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	M15 Talk about and identifies patterns around them. For Example; stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.	M17 Notice and correct an error in a repeating pattern.
	M2 Recite numbers past 5	M4 Know that the last number reached when counting a small set of objects tells you how many there are in	M6 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	M8 Solve real world mathematical problems with numbers up to 5.	M10 Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal	M12 Make comparisons between objects relating to size, length, weight and capacity.	M14 Combine shapes to make new ones- an arch, a bigger triangle etc.	M16 Extend and create ABAB patterns- stick, leaf, stick, Leaf.	M18 Begin to describe a sequence of events, real or fictional, using words such as ‘first, then’..

		total (cardinal principle)			mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.				
	M19 Understand position through word alone- for example, 'The bag is under the table' – with no pointing.								

	Reception																				
	AUTUMN 7 weeks + 8 weeks								SPRING 6 weeks + 7 weeks							SUMMER 5 weeks + 5 weeks					
Weeks	1-2	3-4	5-6	7	1-2	3-4	5-6	7-8	1-2	3-4	5-6	1-2	3-4	5	6-7	1-2	3-4	5	1-2	3-4	5
White Rose unit titles	'Just like me!'	'Just like me!'	'Just like me!'	'Just like me!' Review & Recap	'It's me 1 2 3!'	'It's me 1 2 3!' 'Light & Dark'	'Light & Dark'	'Light & Dark' Review & Recap	'Alive in 5'	'Alive in 5'	'Growing 6,7,8'	'Growing 6,7,8'	'Building 9 & 10'	'Build ing 9 & 10'	'To 20 and Beyond'	'To 20 and Beyond' 'First Then Now'	'First Then Now'	'Find my Pattern'	'Find my Pattern'	'On the Move'	Last week Transition!
Key themes	Match & sort Compare amounts	Compare amounts Compare size, mass and capacity	Exploring pattern Patterns Mastery – mistakes in patterns		Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3	Positional language Circles & triangles Shapes with 4 sides	Representing numbers to 5 One more & less Time		Introducing Zero Comparing Nos to 5 Composition of 4&5	Comparing Mass Comparing Capacity	Number recognition Making pairs Composition of 6, 7, 8	Combining 2 groups Length & Height Time	Comparing numbers to 10 Bonds to 10	3d shape	Building numbers beyond 10 Match, rotate, manipulate	Counting patterns beyond 10 Compose and decompose	Adding More Taking away	Doubling Visualise & Build	Even & Odd Sharing & Grouping	Deepen understanding Patterns & relationships Mapping	
Mathematical language		More, less, big, small, large, tall, short, long	Before, after, next, pattern																		
Objectives		M2, M5	M11		M2, M3, M5, M7	M9	M2, M3, M6		M2, M3, M5, M7		M1, M2, M3, M7, M8	M3	M3, M5, M6, N3, NP2		M4, M7, M9, N1, N2, NP1,	M4, M9, M10, NP1,	NP3	NP3	NP3		

Maths	M1 Count objects, actions and sounds.	M3 Link the number symbol (numeral) with its cardinal number value.	M5 Compare numbers	M7 Explore the composition of numbers to 10.	M9 Select, rotate and manipulate shapes to develop spatial reasoning skills.	M11 Continue, copy and create repeating patterns.	
	M2 Subitise	M4 Count beyond ten.	M6 Understand the 'one more than/one less than' relationship between consecutive numbers.	M8 Automatically recall number bonds for numbers 0-5 and some to 10.	M10 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	M12 Compare length, weight and capacity	
ELG	Number				Numerical Patterns		

	N1 Have a deep understanding of number to 10, including the composition of each number;	N2 Subitise (recognise quantities without counting) up to 5;	N3 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.	NP1 Verbally count beyond 20, recognising the pattern of the counting system;	NP2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;	NP3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
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7. Literacy Long-Term Plan

Nursery															
	AUTUMN 7 weeks + 8 weeks						SPRING 6 weeks + 7 weeks					SUMMER 5 weeks + 5 weeks			
Weeks	2	2	3	2	3	3	3	3	3	2	2	3	2	3	2
Literacy – Core Texts	Pete the Cat	I Love Animals (big book)	Rhyme & Poetry (twin little star & Incy wincy)	Goldilocks and the Three Bears	Rosie's Walk	Elf on the Shelf	Come on, Daisy!	Mixed	Three Billy Goats Gruff	Super Duper You	Where's my Teddy?	The Train Ride	Mrs Wishy Washy	The 3 little pigs?	Transition text?
Hook Ideas				A scene set up with a broken chair, porridge everywhere and a spoon and apron. Represent Goldilocks trashing the class.	Hail trail. Children to follow the trail using prepositional language in the reception playground.	A mischievous Elf does cheeky things in the classroom overnight.	T to explain that over Christmas I went to the supermarket and I lost my teddy. T to explain I couldn't find it. T to show pictures of Miss Elliott looking for her teddy in the supermarket and finding it.	A variety of objects on the carpet of blue, yellow and red. All objects to be in separate piles with signs saying 'Do not mix'.	T to trash the classroom. T to discuss who could have trashed the classroom. T to leave grass around the classroom. T to show video's of goats climbing up cliffs.	Pictures of T stuck around a little display with some of T's favorite things. This could be toys, chocolate, a football	Different teddy's laid out all around the classroom.	A big train track laid out throughout the classroom.	Mud tracks had been tramped through the classroom		
Phonics	Settling	Phase 1 <i>Environment, voice sounds</i>	Phase 1 Rhyme	Phase 1 <i>Instrumental, voice sounds</i>	Phase 1 <i>Body percussion, Rhyme</i>	(Assess/recap) Phase 1 <i>Instrumental, rhyme</i>	Phase 1 <i>Alliteration, Rhyme</i>	Phase 1 <i>Illiteration, Rhyme</i>	(Assess/recap) Phase 1 blending, segmenting	Phase 1 <i>Blending</i>	(Assess/recap) Phase 1 <i>blending,</i>	Phase 1 <i>Blending, segmenting</i>	Phase 1 <i>Blending, segmenting</i>	Phase 1 <i>blending, segmenting</i>	Phase 1 <i>Blending, segmenting</i>
Sight Words				On, my, the,	She, the, in	I, my, like	Mum, is, go	the, like,	Is, go, dad	is, you, a	My, a, ,I				
Objectives/Coverage				L1,L4	L7,L2	L3,L6	L1, L7	L5, L2	L5,L4	L3,L6	L7,L4	L6, L5	L6,L7	L8	L8

Literacy	L1 Understand the key concepts about print: - print has meaning - print can have different purposes	L3 Develop their phonological awareness, so that they can: - spot and suggest rhymes	L5 Engage in extended conversations about stories, learning new vocabulary.	L7 Write some or all of their name.	
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	L2 Understand the key concepts about print: - the names of the different parts of a book - page sequencing	L4 Develop their phonological awareness, so that they can: -count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	L6 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	L8 Write some letters accurately.	
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7. Literacy Long-Term Plan

Reception															
	AUTUMN 7 weeks + 8 weeks						SPRING 7 weeks + 5 weeks					SUMMER 5 weeks + 5 weeks			
Weeks	2	2	3	2	3	3	2	3	2	3	2	2	3	3	2
Literacy – Core Texts	The Colour Monster Goes to School (Ensure The Colour Monster is read first)	The Name Jar	The Gingerbread Man	Rhyme & Poetry (Zim Zam Zoom)	Room on the Broom	The Nativity Story	I looked through my window (big book) Michaela Morgan	Goldilocks and the Three Bears	Whatever Next!	Oliver's Vegetables	How to Catch a Star	Kakadu Jack (big book)	Jack and the Beanstalk	Perfectly Norman	Transistion weeks Read stories about the theme of changing
Hook Ideas	A large pile of mixed up strands of coloured wool. Each with an end attached to an activity that may have us feeling that way.	A large ornate jar filled with special cards each containing the children’s names and battery operated lights. How does it feel to be included in the jar?	A runaway scene set up in the classroom with a trail of crumbs leading to the door.	A rocket crash site in the playground. Where did it come from? Where would we like to go in it? What sounds might it make?	Go on a walk through the trees and find all the items that were dropped from the broomstick.	A stable scene set up in the shed outside.	Each child to have a widow viewer and take around outside to talk about what they can see. Look at the clouds for interesting shapes.	Bear’s cottage crime scene – a broken chair, empty bowl and a bed with ‘someone’ under the covers!		A mystery bag containing all the vegetables from the story. Guess what they are – describe to the class what they can feel?		Fruit tasting session	A giant beanstalk to appear in the classroom after planting some ‘magic’ beans the day before.	A pair of wings and loos feathers scattered on the ground next to a child’s coat.	
Phonics	Phase 1 <i>Environmental, voice, instrumental sounds</i> <i>Body percussion, rhyme</i> <i>Alliteration, blending, segmenting</i>			Phase 2 <i>S,a,t,p</i>	Phase 2 <i>S,a,t,p, l, n, m, d</i>	Phase 2 <i>l,n,m,d G,o,c,k,</i>	Phase 2 <i>Ck, e, u, r H, b, f, l Ff, ll, ss</i>	Phase 2 (Assess) <i>S,a,t,p l,n,m,d G,o,c,k,</i>	Phase 2 <i>Ck, e, u, r H, b, f, l Ff, ll, ss</i>	Phase 3 <i>J, v, w, x, Y, z, zz, qu Ch, sh, th, ng</i>	Phase 3 <i>Ai, ee, igh, oa Oo, ar, or, ur</i>	Phase 3 <i>Ow, oi, ear, air Er, oo,</i>	Phase 3 (Assess) Split Classes Phase 2/3	Split Classes Phase 2/3	Split Classes Phase 2/3
Sight Words	N/A	I am the	me he can												
Objectives/Coverage	L2, L6	L2, L4, L6	L4, L6	L6, CL14, CL15	L1, L3, L4, L6	L1, L3, L4, L6	L1, L3, L4, L6	L1, L3, L4, L6	L7, L8	L7, L8, L9, L10	L7, L8, L9, L10	C1, WR1, W1	C2, WR2, W2	C3, WR3, W3	

Literacy	L1 Read individual letters by saying the sounds for them.	L3 Read some letter groups that each represent one sound and say sounds for them.	L5 Read simple phrases and sentences made up of words with known letter–sound	L7 Form lower-case and capital letters correctly.	L9 Write short sentences with words with known sound-letter			
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			correspondences and, where necessary, a few exception words.		correspondences using a capital letter and full stop.				
	L2 Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.	L4 Read a few common exception words matched to the school’s phonic programme	L6 Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	L8 Spell words by identifying the sounds and then writing the sound with letter/s.	L10 Re-read what they have written to check that it makes sense.				
ELG	Comprehension			Word Reading			Writing		
	C1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	C2 Anticipate – where appropriate – key events in stories;	C3 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	WR1 Say a sound for each letter in the alphabet and at least 10 digraphs;	WR2 Read words consistent with their phonic knowledge by sound-blending;	WR3 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	W1 Write recognisable letters, most of which are correctly formed;	W2 Spell words by identifying sounds in them and representing the sounds with a letter or letters;	W3 Write simple phrases and sentences that can be read by others

8. Physical Development Long-Term Plan

Nursery														
	AUTUMN 7 weeks + 8 weeks						SPRING 6 weeks + 7 weeks					SUMMER 5 weeks + 5 weeks		
Weeks							3	3	2	3	2			
	Big Moves						Big Moves / Dance					Dance / Gymnastics		
PE lessons				PD4, PD9	PD3,PD10	PD13, PD1	PD1 PD3	PD8 PD15	PD7	PD5	PD6			
CP Target							PD2	PD12	PD14	PD14	PD16			

Physical Development	PD1 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	PD3 Skip, hop, stand on one leg and hold a pose for a game like musical statues	PD5 Start taking part in some group activities which they make up for themselves, or in teams.	PD7 Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	PD9 Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	PD11 Use a comfortable grip with good control when holding pens and pencils.	PD13 Show a preference for a dominant hand.	PD15 Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly
	PD2 Go up steps and stairs, or climb up apparatus, using alternate feet	PD4 Use large-muscle movements to wave flags and streamers, paint and make marks.	PD6 Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	PD8 Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	PD10 Use one-handed tools and equipment, for example, making snips in paper with scissors.	PD12 Start eating independently and learning how to use a knife and fork.	PD14 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	PD16 Make healthy choices about food, drink, activity and toothbrushing.

Reception																					
	AUTUMN 7 weeks + 8 weeks								SPRING 6 weeks + 7 weeks							SUMMER 5 weeks + 5 weeks					
Weeks	2	2	2	1	2	2	2	2	2	2	2	2	2	2	1	2	2	1	2	2	1
	Big Moves Programme				Dance (Nativity)				Gymnastics			Ball Games/ Team Games		Dance		Ball Games/ Team Games			Gymnastics		
Gross motor Objectives	PD1 – walking Crawling	PD1 – rolling Hopping	PD1 – Jumping Running	PD1 – hopping, skipping	PD2	PD2	PD2	PD2	PD1 – climbing Crawling	PD1 – climbing g Crawlin g	PD1 – climbing Crawling	PD3 PD9 – throwing catching	PD3 PD9 Kicking passing Aiming	PD6 GM1 GM2 GM3	PD6 GM1 GM2 GM3	PD9 - batting aiming	PD9 – batting aiming	PD9 – batting aiming	GM1 GM2 GM3	GM1 GM2 GM3	GM1 GM2 GM3
	PD5 PD8	PD5 PD8	PD5 PD8	PD2 PD5 PD8	GM1	GM1	GM1	GM1	PD2 PD3 PD5 PD7 PD8	PD2 PD3 PD5 PD6 PD7 PD8	PD2 PD3 PD5 PD7 PD8	GM1 GM2 GM3	GM1 GM2 GM3	GM1 GM2 GM3	GM1 GM2 GM3	GM1 GM2 GM3	GM1 GM2 GM3	GM1 GM2 GM3			
Fine motor Objectives	PD4– Funky fingers Dough gym	PD4 – Funky fingers Dough gym	PD4– Funky fingers Dough gym	PD4 Funky fingers Dough gym step by step drawing	PD4– Funky fingers Write dance	PD4 Funky fingers Write dance	PD4 Funky fingers Write dance	PD4 Funky fingers Scissors	PD4 Funky fingers Scissors	PD4 Funky fingers Scissors	PD4 Funky fingers Scissors	PD11 Funky fingers Handwri ting	PD11 Funky fingers Handwriti ng	PD11 Funky fingers Handwr iting	PD11 Funky fingers Handwrit ing	FM1 – Handwr iting FM2 FM3 - drawin g	FM1 – Handwr iting FM2 FM3 - drawing	FM1 – Handwr iting FM2 FM3 - drawing	FM1 – Hand writin g FM2 FM3 - drawi ng	FM1 – Hand writin g FM2 FM3 - drawi ng	FM1 – Handwr iting FM2 FM3 - drawing
Expressive Arts (Dance) Objectives					EAD4, EAD6 BIE1, BIE2	EAD4, EAD6 BIE1, BIE2	EAD4, EAD6 BIE1, BIE2	EAD4, EAD6 BIE1, BIE2						EAD 4, EAD5, EAD8, BIE2	EAD 4, EAD5, EAD8, BIE2						

Physical Development	PD1 Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing	PD3 Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming	PD5 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	PD7 Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	PD9 Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	PD11 Develop the foundations of a handwriting style which is fast, accurate and efficient.	
	PD2 Progress towards a more fluent style of moving, with developing control and grace.	PD4 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	PD6 Combine different movements with ease and fluency	PD8 Develop overall body-strength, balance, co-ordination and agility	PD10 Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	PD12 Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	
Gross-Motor Skills				Fine-Motor Skills			

ELG	GM1 Negotiate space and obstacles safely, with consideration for themselves and others;	GM2 Demonstrate strength, balance and coordination when playing;	GM3 Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	FM 1 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;	FM2 Use a range of small tools, including scissors, paint brushes and cutlery;	FM3 Begin to show accuracy and care when drawing.	
Expressive art and design	EAD1 Explore, use and refine a variety of artistic effects to express ideas and feelings.	EAD3 Create collaboratively sharing ideas, resources and skills	EAD5 Watch and talk about dance and performance art, expressing their feelings and responses	EAD7 Develop story lines in their pretend play			
	EAD 2 Return to and build on their previous learning, refining ideas and developing their ability to represent them	EAD4 Listen attentively, move to and talk about music, expressing their feelings and responses	EAD6 Sing in a group or on their own, increasing matching the pitch and following the melody	EAD8 Explore and engage in music making and dance, performing solo or in groups			
ELG	Creating with Materials			Being Imaginative & Expressive			
	CM1 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	CM2 - Share their creations, explaining the process they have used	CM3 - Make use of props and materials when role playing characters in narratives and stories	BIE1 - Invent, adapt and recount narratives and stories with peers and their teacher	BIE2 - 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		

9. Knowledge Organisers

Knowledge Organiser: Reception Autumn Term 1

In Literacy this term...

- Phase 1 phonics: The aim of this aspect is to raise children's awareness of the sounds around them and develop their listening skills. We will also develop children's awareness of sounds, rhythms and rhyme.
- Phase 1 phonics: following these skills above we work support children to hear and identify initial sounds in words e.g. "c" in cat and then teach them to blend and segment e.g. "c-a-t" = "cat"
- Learning to recognise and write own name
- 'The Monster Pet' in Shared Reading & Writing sessions: Listening and attention skills, giving meaning to marks & drawings
- 'Goldilocks & the Three Bears' in Shared Reading & Writing sessions. Retelling and discussing the characters, settings and recognising sight words



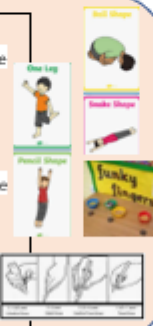
In Maths this term...

- In EYFS at Kestrel Mead we use the [Whitrose Maths](#) resources to support our planning.
- We support children to develop a deep understanding of the number system and to notice patterns and problem solve.
- You can find our 1st Maths unit 'Just Like Me' (with activity examples to support at home) here: [Microsoft PowerPoint - Reception Scheme Phase 1 Just Like Me Autumn 2020 \(kxcdn.com\)](#)
- And our 2nd Maths unit 'It's Me 1,2,3' here: [Microsoft PowerPoint - Reception Scheme Phase 2 123 it's me Autumn 2020 \(kxcdn.com\)](#)



In Physical Development this term...

- We are developing our **gross motor** skills: those which require whole body movement and which involve the large (core stabilising) muscles of the body
- Taking part in a big moves (gymnastics) programme in PE lessons. Working on our balance and strength.
- We are developing our **fine motor** skills: those referring to the small movements of the hands, wrists, fingers, feet and toes
- Supporting children with their pen grip and control (copying patterns and lines)
- Using scissors and a variety of other activities to strengthen hands/fingers such as threading



In Knowledge & Understanding the World this term...

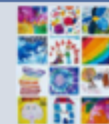
- Topics and Themes: 'Dinosaurs' & 'Me and My Family'**
- Learning to talk about members of immediate family and community
 - Comment on images of familiar situations in the past during story times
 - Compare and contrast characters from stories. Including figures from the past
 - 'Disability Awareness Day'
 - 'Black History Month'
 - 'Harvest Festival'



Personal, Social & Emotional Development: Take part in R... sessions to build relationships. Children work with new partners every session to complete a turn-taking game/activity.



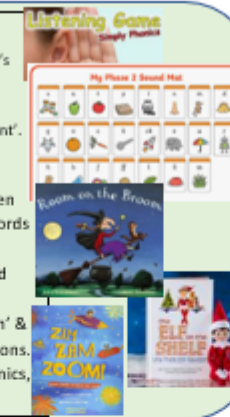
Expressive Arts & Design: Explore, use and refine a variety of artistic effects to express ideas and feelings. Create collaboratively sharing ideas, resources and skills



Knowledge Organiser: Reception Autumn Term 2

In Literacy this term...

- Phase 1 phonics: We will continue to develop children's listening skills and supporting them to hear and identify initial sounds in words e.g. "c" in cat, "d" in dog.
- Following this, children learn how to 'blend' and 'segment'. Blending is an early reading skill in which children blend letter sounds to say a word ("c" "a" "t" = "cat")
- Phase 2 phonics: We will begin to introduce children to letters, teaching them how to read and write words with them in.
- The letters we will begin with are s, a, t, p, i, n, m, d
- Learning to recognise and write own name
- We will read 'Zoom Zoom', 'Room on the Broom' & 'Elf on the Shelf' in Shared Reading & Writing sessions.
- During these sessions children will apply their phonics, identify rhyming words and look for sight words.



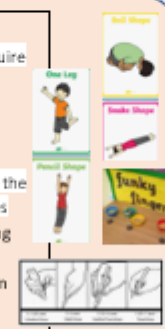
In Maths this term...

- In EYFS at Kestrel Mead we use the [Whitrose Maths](#) resources to support our planning.
- Our 1st Maths unit 'It's Me 1,2,3' here: [Phase-2-Its-Me-123.pdf](#)
- During this unit we will continue to recognise and compare representations of 1, 2 and 3. We will encourage children to use own mark-making to represent these numbers.
- Our 2nd Maths unit 'Light & Dark' is here: [Phase-3-Light-and-Dark.pdf](#)
- During this unit we will learn to count on and back to 5. We will match quantities to numerals.
- We will teach children to identify what is 1 more and 1 less and introduce them to 4-sided shapes.



In Physical Development this term...

- We are developing our **gross motor** skills: those which require whole body **movement** and which involve the large (core stabilising) muscles of the body
- Continuing our big moves (gymnastics) programme in PE lessons. Working on our balance and strength.
- We are developing our **fine motor** skills: those referring to the small movements of the hands, wrists, fingers, feet and toes
- Supporting children with their pen grip and control (copying patterns and lines)
- Using scissors and a variety of other activities to strengthen hands/fingers such as threading



In Knowledge & Understanding the World this term...

Topics and Themes: 'Fantasy and Magic' & 'Celebrations'

- We will be making rockets and magic wands – developing our vocabulary to talk about what we've created.
- Comment on our families and traditions and how we may celebrate events.
- Learn about different Celebrations like, Diwali, Bonfire night and Christmas.
- Continue developing positive attitudes about our diverse community and family traditions.



Personal, Social & Emotional Development: Sharing daily stories with themes that develop children's character, such as resilience, curiosity, compassion, and respect. Rewarding children when they demonstrate these with dojo points.



Expressive Arts & Design: Explore, use and refine a variety of artistic effects to express ideas and feelings. Create collaboratively whilst sharing ideas, resources, and skills. Using these skills to make celebration cards and decorations.

Knowledge Organiser: Reception Spring Term 1

In Literacy this term...

- Phase 1 phonics: We continue to support children with their 'blending' and 'segmenting'. Blending is an early reading skill in which children blend letter sounds to say a word ("c" "a" "t" = "cat")
- Phase 2 phonics: We continue to introduce children to letters, teaching them how to read and write words with them in. Please see Phase 2 sound mat on next page with matching pictures to support memory.
- The letters we are teaching next are **ck, e, u, r, f, l, b, h, ff, ll, ss**.
- Learning to recognise and write own name
- We will read 'Whatever Next!' & 'Perfectly Norman' in Shared Reading & Writing sessions.
- During these sessions children will apply their phonics and look for sight words.



In Maths this term...

- In EYFS at Kestrel Mead we use the **Whitrose Maths** resources to support our planning.
- Our next Maths unit 'Alive in 5' is here: <https://assets.whitosemaths.com/fixed/wr/m/2021/02/Phase-4-Alive-in-5.pdf>
During this unit we will introduce children to the number zero, compare numbers to five and learn about capacity and mass.
- Our following Maths unit 'Growing 6, 7, 8' is here: <https://assets.whitosemaths.com/fixed/wr/m/2021/02/Phase-5-growing-6-7-8.pdf>
During this unit we will learn to count on and back to, composition of 6, 7, 8, how to combine 2 groups (early addition) and length, height & time.



In Physical Development this term...

- We are developing our **gross motor** skills: those which require whole body **movement** and which involve the large (core stabilising) muscles of the body
- This term's** focus in PE is gymnastics! Children will be learning to balance along, travel over and through a range of climbing equipment.
- We are developing our **fine motor** skills: those referring to the small movements of the hands, wrists, fingers, **feet** and toes
- Supporting children with their pen grip and control (copying patterns and lines)
- Using scissors and a variety of other activities to strengthen hands/fingers such as threading



In Knowledge & Understanding the World this term...

Topics and Themes: 'Space' & 'Transport'

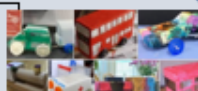
- We will be making/drawing and painting planets from the solar system whilst developing our vocabulary to describe our creation.
- We will encourage children to comment on the characteristic of each planet and what it would feel like to live there.
- We're exploring a variety of non-fiction books to learn about different forms of transport and their uses.
- We will also have a go at building our own transport!



Personal, Social & Emotional Development: We have enjoyed focusing on mindfulness with Jo Bradley on www.learnful.co.uk. She teaches us how to 'notice' and tune into how we're feeling within the environment. We also practise breathing exercises to feel calmer.



Expressive Arts & Design: We continue to develop our creativity through art, **music** and dance. This term we will be using lots of the junk modelling resources to create different forms of transport.



Knowledge Organiser: Reception Spring Term 2

In Literacy this term...

- Phase 2 Phonics: We continue to recap and practise letter within this phase, reminding them how to apply this to their reading and writing.
- Phase 3 Phonics: Once majority of children are confident with Phase 2 we will move onto Phase 3 phonic sounds. In this phase we introduce 'digraphs' "two letters, one sound" and 'trigraphs' "three letters, one sound". (See appendix 1 for Phase 3 sound mat)
- We will continue to read and write all Reception sight words (see appendix 2 for sight word mat)
- We will read 'Handa's Surprise', 'Jack & the Beanstalk' & 'I Looked Through my Window' in Shared Reading & Writing sessions. During these sessions children will apply their phonics and sight word knowledge to read and write.



In Maths this term...

- In EYFS at Kestrel Mead we use the **Whitrose Maths** resources to support our planning.
- Our next Maths unit 'Building 9 & 10' is here: <https://assets.whitosemaths.com/fixed/wr/m/2021/02/Phase-6-Building-9-10.pdf>
During this unit we will learn to compare numbers to 10, recite number bonds to 10 and name and describe 3d shapes.
- Our following Maths unit 'To 20 and Beyond' is here: <https://assets.whitosemaths.com/fixed/wr/m/2021/02/Phase-7-To-20-and-Beyond.pdf>
During this unit we will learn how to build numbers beyond 10 and match, rotate and manipulate shapes.



In Physical Development this term...

- We are developing our **gross motor** skills: those which require whole body **movement** and which involve the large (core stabilising) muscles of the body
- This term's focus in PE is ball games! Children will be learning to throw, catch, bounce and kick and variety of balls within different games.
- We are developing our **fine motor** skills: those referring to the small movements of the hands, wrists, fingers, **feet** and toes
- Supporting children to use scissors and a variety of other activities to strengthen hands/fingers such as threading and dough gym!

In Knowledge & Understanding the World this term...

Topics and Themes: 'Our World'

- We will be making/drawing and painting animals from the oceans, arctics and forests.
- We will encourage children to comment on the characteristic of different animals and why they live in different environments.
- We're exploring a variety of non-fiction books to learn about different places around the world.
- We will continue to celebrate a variety of religious festivals such as **as**, Vaisakhi, Lent & Easter and Ramadan.

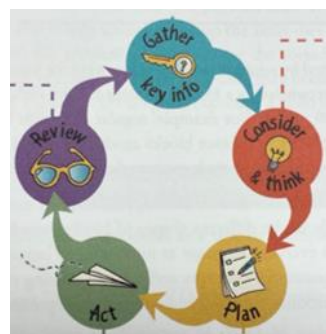


Personal, Social & Emotional Development: We have enjoyed focusing on mindfulness with Jo Bradley on www.learnful.co.uk. She teaches us how to 'notice' and tune into how we're feeling within the environment. We also practise breathing exercises to feel calmer.

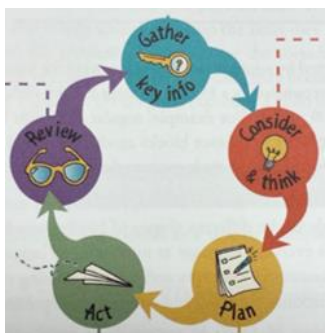


Expressive Arts & Design: We will be focusing on dance and music this half-term. Watching and talking about dance and performance art, expressing our feelings and responses. We will also explore and engage in music making and dance, performing solo or in groups





10. Assessment in EYFS	
Formative Assessment:	Summative Assessment:
- Observations	- Baseline
- Monitoring	- DP1, DP2, DP3
- Tapestry: 'Areas of Concerns'	- Early Learning Goals (GLD)



STARTING POINT: BASELINE

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first 6 weeks in which a child starts reception. *'The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which cohort-level progress measure to the end of KS2 and be created'.* (DfE Feb 2020)

We also have our own on entry assessment (within the first 3 weeks) which gives us an indication of children's strengths and starting points at that moment in time. These informal assessments also tell us our child's passions and interests. These are done through general observations whilst the children are accessing different areas of the provision.

'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.' (EYFS Framework 21)

OBSERVATIONS: QUALITY NOT QUANTITY

Quality observations are the best way to capture children's learning and progress. The EYFS Framework requires us, as practitioners observing children, to understand their level of achievement as well as their interests, passions and learning styles. This knowledge of the children can then shape their onward learning journey. It is far better to have fewer, more superior observations than hundreds of box-ticking exercises that reveal nothing about the child or their learning. Adults do not spend prolonged periods of time with an iPad – instead they take the learning in around them and interact. Pupil progress meetings and moderations sessions require teachers to engage in essential dialogue about their children's achievement and progress and do not rely solely on formal assessments and observations.

<u>OBSERVATION DOS & DON'TS</u>	
<u>DOS</u>	<u>DONTS</u>
<ol style="list-style-type: none"> 1. Use exact dialogue / focus on communication/how they have understood something 2. Keep it short and to the point 3. New skills – WOW moments, interests, physical competencies, perseverance, 7 areas of learning 4. Use COEL – Learning approaches/confidence levels 5. Consider your vocabulary choice. Keep it rich! 6. Use photos to prompt your dialogue – a picture speaks a thousand words 	<ol style="list-style-type: none"> 1. Interrupt play 2. Create DM tick lists, long cumbersome write ups 3. Stage a photo or ask to repeat 4. Record as an afterthought the following week
<p>Consider if what you are recording is useful. Does it support the effective care and learning of the child? Does it support your partnership with parents?</p>	

How many is enough?

<ul style="list-style-type: none"> - X2 WONDER observations recorded for each focus child during their focus week. - Staff use an overview document to ensure each child becomes a focus x2 during each half-term. - During this week staff monitor and observe their progress and work closely with them during continuous provision. 	<p><u>W.O.N.D.E.R</u></p> <p><u>QUALITY OBSERVATIONS: SUCCINCT, FOCUSED & REAL</u></p> <p>WOW – what was that wow moment? Briefly describe</p> <p>OVER HEAR – what was actually said? This can be so powerful</p> <p>NEW SKILLS – what new skills were displayed that you have not seen previously?</p> <p>DIG DEEPER – how did the child behave/learn? Consider COEL here</p> <p>ENGAGEMENT – did you interact in order to move the learning on?</p> <p>RESULT – what happened after this? How did the wow moment end?</p>
<ul style="list-style-type: none"> - X1 'In the moment' observation captured for each child in the class every week. - Staff are required to 'capture' a photo of each child either individually or within a group to share with parents via Tapestry. - These observations are a photo and do not require commentary or additional information 	<p><u>'In the Moment'</u></p> <p><u>SURFACE OBSERVATIONS: CELEBRATION OF LEARNING, PARENT ENGAGEMENT, COMMUNICATION</u></p> <p>Used within the classroom during 'celebration time' on Friday afternoon</p> <p>A form of home-school communication to prompt discussions and boost parental engagement</p> <p>Brief, surface level observations</p> <p>Capturing a moment without any detailed commentary from the practitioner</p>



11. Focus Children

DISPLAY

- Headshots displayed on classroom 'focus board'
- Each child has own Development Matters ITAFs to highlight (stored in assessment folder when not a focus)
- Post-it note evidence stored on board as information sharing between adults (stored in assessment folder when not a focus)



Focus Children in EYFS

Frequency

- Teachers have x3 focus children per week (job share/part-time to reduce accordingly)
- Teaching Assistants have x3 focus children per week (job share/part-time reduce accordingly)
- Termly overview sheets show tracking when children are due to be a focus for T/TA that term
- Teachers use tracking to ensure all children are a focus of both T and TA each half-term.

Assessment

- Teacher/Teaching Assistant to highlight statements on Development Matters ITAF when they see evidence
- ITAF to be stored in assessment folder and built up on each time child becomes a focus
- Whole-class inputs, guided groups, 1-1 interactions, interventions etc... can all contribute towards evidence gathering to inform assessments

Observations

- Teachers capture (at least) x2 high-quality observations for each focus child on Tapestry
- Teaching Assistants capture (at least) x2 high-quality observations for each focus child on Tapestry
- All Tapestry observations to be finalised/approved and submitted by 5pm each week.
- Observations can be broad/open-ended.
- They should focus on the individual child's next-steps and reflect their current levels of attainment

MONITORING: MOVING AWAY FROM A 'TICKLIST'

Learning must be EMBEDDED

Teacher's are to ensure that children have a secure understanding, before they begin introducing new concepts or ideas. We recognise that foundations are vital to ensure later learning is not built on shaky ground. Dig deep, model, scaffold and allow children repeated opportunities to tackle the same challenges.

"We have often put a lot of focus on making sure they are progressing up through the age-bands, or covering bullet points of Development Matters. We have wanted 'evidence' that children's play or activity exemplifies a particular bullet point in a particular age-band. This has taken over a much more important aim: to ensure that children have a secure understanding, before we start introducing them to new activities or ideas. I think it's well understood that a big part of our role is to make sure that children have strong foundations in their early learning development. But we've been taken away from that by the focus on age-bands, levels and data." (Julian Grenier: Inside the Secret Garden 2020)

"Effective early years practitioners are a bit like the harbour master who keeps an eye on the boats as they come into the harbour. Most boats are heading safely into dock, although they are going at different rates and following different courses. The harbour master does not need to watch every single one every moment of the day. But some boats may be going off course, or perhaps they won't make it into the dock that day. Those are the boats the harbour master needs to pay extra attention to, because they need help in order to dock safely." (Julien Grenier: Working with the revised EYFS: Principles into Practice)