

Our Early Years provision: Intent, implementation and impact

Date: Autumn 2021 and reviewed on an on-going basis

This Curriculum Statement sits alongside
similar documents for Key Stages 1 and 2.

Early Years

Our curriculum intent: overall

Our curriculum intent has three layers:

Layer 1: Our schools' core aim

We want Sphere Federation schools to be happy and healthy places to learn. This core aim permeates our schools and their ethos, whether in the classroom or around and about school.

(At St James' CE Primary, this is expressed with one additional element: 'happy and healthy place to achieve and believe'.)

Layer 2: Knowledge and skills

The knowledge and skills we teach are set out in *Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage* and the *Statutory Framework for the Early Years Foundation Stage* (both: DfE, 2021). We set these out in a sequence of learning (age-related expectations) with some additional/explicit learning according to children's interests and our own curriculum, linked to *The National Curriculum in England* (DfE, 2013). Communication is a key aspect: 'High-quality early years education, with a strong focus on communication, is good for every child'. Challenge is also important: 'The curriculum needs to be ambitious... Depth in early learning is much more important than covering lots of things in a superficial way' (both: *Development Matters*, DfE, 2021).

Layer 3: Attitudes

The Early Years Foundation Stage curriculum is the foundation for subsequent learning in Sphere schools: the quality of this early learning influences their future attainment and desire to learn. We have four intentions. They help to develop the characteristics of effective learning (*Development Matters*, DfE, 2021).

enjoyable

We want Sphere Federation schools to be happy and healthy places to learn. The activities we plan are very much led by children's own interests and preferences, and are therefore enjoyable. The learning environment enhances this, as do visits, visitors and other enriching activities.

relevant

The skills and knowledge set out in our age-related expectations for the end of Foundation Stage mean our curriculum content is very relevant for our pupils' present and future lives. Combined with the characteristics of effective learning, the skills and knowledge mean that our children are ready to continue their learning journey into Key Stage 1 and beyond.

inspiring

In Early Years, we provide provocations and investigations that inspire children to discover and find out more. These learning provocations engage the children's curiosity and encourage them to develop their own ideas and strategies for doing things. We inspire our children through stimuli such as stories, pictures and artefacts, learning about significant people, places and events. We aim to promote an appreciation and sense of awe and wonder when learning about the natural world.

creative

Creating and thinking critically is a characteristic of effective learning. We want our children to develop this from the outset of their learning journey: our children will be creative in their ideas, in their questions, in their solutions. Adults plan stimulating and engaging experiences that provide the opportunity for children to express themselves in a variety of creative ways, with children then producing their own original responses. For our Early Years staff, the curriculum has flexibility built into it so that they can be creative, such as linking learning with books that inspire.

Our curriculum implementation

Overview (key points)

Rationale

'Every child deserves the best possible start in life and support to reach their full potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

Statutory Framework for the Early Years Foundation Stage (Department for Education, 2021)

This Curriculum Statement has been developed with clear reference to *Statutory framework for the early years foundation stage* (Department for Education, 2021). We use *Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage* (Department for Education, 2021) as the basis for the implementation of our curriculum. (See below for more information about each of these documents.)

This document relates to Nursery and Reception classes. (Moortown Primary has Reception only.)

Our curriculum has been created following extensive consultation with Sphere Federation Early Years teachers. Various models of curriculum were critiqued before settling on the following plans for curriculum implementation.

Early childhood is the foundation on which children build the rest of their lives. We greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development.

The experiences we provide will enable our children to explore, investigate, discover, create, practise, rehearse, repeat, and consolidate their developing knowledge and skills. During the Early Years Foundation Stage, many of these aspects are brought together effectively through play and talking.

It is every child's right to the best possible start in their school life, both intellectually and emotionally, in order for them to develop their full potential. Through planned, purposeful play, children are able to discover, practise and refine their skills as well as find out about themselves and their environment. In a broad and balanced way, our areas of provision ensure coverage of the seven areas of learning (see below) and responds to the needs and interests of the children. At all times, we consider the characteristics of effective learning: we know that the EYFS is "about how children learn as well as what children learn" (*Development Matters, DfE, 2021*). Through our curriculum we promote positive attitudes to learning, an enthusiasm for knowledge and the confidence to become successful learners.

At Sphere Federation we aim to support each child's welfare, learning and development needs by following the seven key features of effective practice (*Development Matters, DfE, 2021*).

- **The best for every child** – All children are unique and special, regardless of their sex, ethnicity, religion (or no religion), and other protected characteristic. Children develop physically, cognitively, linguistically, socially and emotionally in individual ways and at varying rates. Children have very different backgrounds. We help those from disadvantaged backgrounds to narrow the gap.
- **High-quality care** – The child's experience is at the centre of the decisions that we make. We provide a safe, secure and caring environment where children feel happy and healthy, knowing that they are valued.
- **The curriculum** – As set out here, we provide a broad and balanced curriculum that will set in place firm foundations for future learning. We allow some time for the child to follow their own interests as a driver for their learning.
- **Pedagogy** – We help children to learn in different ways: through play, modelling by adults, observing each other, guided learning and direct teaching. Learning opportunities are well-planned and organised, providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and develop their knowledge and skills.
- **Assessment** – In the Early Years Foundation Stage, checking what children have learnt is about observing them use and apply their knowledge and skills independently. We use these assessments to inform us about the child's next steps.
- **Self-regulation and executive function** – We help children to develop an understanding of the social skills, values and codes of behaviour required for people to work together harmoniously. Communication is a key skill in early years and is central to self-regulation.
- **Partnership with parents** – We know our families well. This begins when we visit them at home before the child actually attends. Parents/carers are a child's first educator so support at home has a significant impact on future learning. We help our parents/carers to support their child's learning at home through workshops, meetings, calls home and informal chats. We offer extra help to those who need it.

Statutory Framework for the Early Years Foundation Stage

The Statutory Framework sets out the standards that all Early Years providers must meet to ensure that children from birth to 5 'learn and develop well and are kept healthy and safe'. This document is a principled approach to Early Years education using four themes:

- a unique child
- positive relationships
- enabling environments
- learning and development

There are three prime areas of learning and four specific areas of learning. There also three characteristics of effective teaching and learning. Early Years practitioners and teachers are required to pursue rich daily activities in supporting each child's educational development under these areas.

| Prime | Specific |
|---|--|
| <i>The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.</i> | <i>The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.</i> |
| Personal, social and emotional development Communication and language Physical development | Literacy Mathematics Understanding the world Expressive arts and design |
| The early learning goals (ELGs) are 17 goals distributed across the seven areas of learning that all children are assessed against at the end of the reception year. This assessment forms the early years foundation stage profile (EYFSP). The five areas of learning in bold are the areas that inform the final assessment of 'good level of development'. | |
| Characteristics of effective teaching and learning | |
| <i>The unique child reaches out to relate to people and things through the characteristics of effective learning, which can be apparent in all areas of learning.</i> | |
| ↑ 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 |

Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage

Development Matters is the non-statutory curriculum guidance that we use to implement our Early Years curriculum. This guidance 'sets out the pathways of children's development in broad ages and stages'. Much of the content set out in this Curriculum Statement is taken directly from Development Matters. There are opportunities for practitioners to widen the scope of children's experiences and extend and deepen learning; this includes opportunities for children to lead their own learning with the support of adults.

Thematic approach with flexibility and freedom

We set out themes for our curriculum across the year. The themes are typical, but may vary. This recognises that each year, there are likely to be recurring themes that children find inspiring, enjoyable and relevant (see Layer 3: Attitudes). Other themes might be planned instead of the themes set out in our Long-term Plans for Themes. Also, importantly, there will be additional themes which follow children's interests.

We are clear that the learning set out in Development Matters is well thought-through and leads to the Early Learning Goals, the level of development that children are expected to attain by the end of Early Years Foundation Stage.

Learning takes priority: our approach is objective-led (not activity-led or theme-led). In some cases, the learning will fit naturally into a theme, but in many cases, learning is taught discretely.

We follow a long-term plan of themes very loosely: we are ready to change the themes a little, or even follow entirely different themes, in order to ensure the learning experiences are enjoyable, relevant, inspiring, creative and – most importantly – have a positive impact on the acquisition of knowledge and skills.

The themes we follow are driven by two of the seven areas of learning: Understanding the World and Expressive Arts and Design. This is not to say that these two areas are the most important, but that the content of a theme sits easily within these two areas. For example, a theme on Autumn will meet our intent to be enjoyable, relevant, inspiring, creative, but other areas will be fundamental in exploring this theme:

- Personal, social and emotional development: children will work together, sharing resources
- Communication and language: children will talk about what they see and hear when they explore
- Physical development: to venture outside, children will practise self-help skills like putting their coat and wellies on
- Literacy: reading books will enhance the theme of autumn, new vocabulary will be learnt, and children will write about they see, hear or have done
- Mathematics: sorting, sequencing, counting of things they find outside will develop mathematical skills such as subitising

The role of adults and different learning opportunities

The role of the adults in the Early Years is fundamental. A practitioner's good knowledge of Early Years principles in general and of current planning in particular is vital; they should be available to interact with children working in the classroom's learning areas. Children *"also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important"* (Development Matters, 2021).

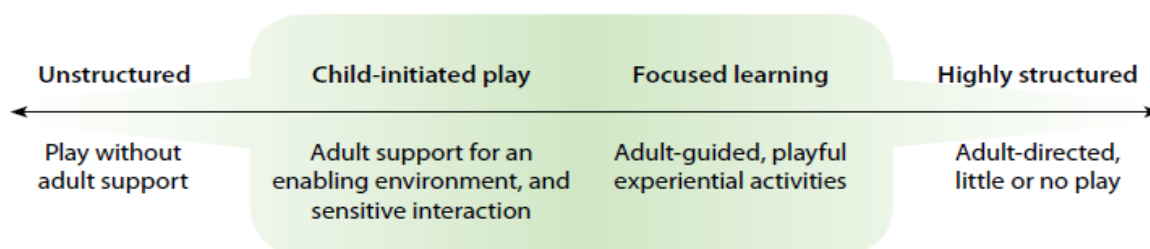
Effective learning in the Early Years Foundation Stage is the result of a balance between:

| Adult-led learning | Adult-guided or adult-initiated | Child-initiated learning |
|---|--|--|
| This learning is led and managed by the adult eg Phonics and Maths are good examples of curriculum areas delivered through adult-led learning. | Adults guide learning by their resourcing and support; children independently practise and consolidate previous learning eg Phonics and Maths activities which follow on from an adult-led session. | This is led by the child; the child chooses the context, the resources, the place and the time they spend engaged in the activity. The role of the adult is to develop and deepen a child's thought processes in a way that doesn't 'take over' from what the child is doing and thinking. |

Similarly, the balance between different learning activities is also crucial.

| Directed activity | Themed / enriched / enhanced activities | Continuous provision |
|---|---|---|
| This is focused learning where the teacher plans the objectives and has intended outcomes. The outcomes of this learning can then be transferred and consolidated in other activities. A directed activity can be with the whole class or within a smaller group. | These come from the planned, objective-led activities and children's interests. The adult interacts closely with the children taking their learning forward. | Continuous quality provision in the classroom learning areas helps to ensure continuous learning. In the different classroom learning areas, continuous provision is enhanced through extra resources carefully placed to develop particular learning and interests, or through learning challenges which adults place as a focus for children's activity. |

Research shows that the best outcomes for children's learning occur where most of the activity within a child's day is a mixture of child-initiated play (actively supported by adults) and focused learning (with adults guiding the learning through playful, rich experiential activities). This can be illustrated as a continuum of approaches as seen below:



(Learning, playing and interacting in the EYFS, Department for Children, Schools and Families, 2009)

Learning through play is a powerful motivator which fulfils our curriculum intent for learning to be enjoyable, relevant, inspiring and creative. Young children learn best when they are active and so our approach is often practical. Play develops children's own ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. We also know that our older children need more directed activity in their day; we plan for this to increase as the children journey towards Key Stage 1.

Enabling environments

Our Early Years classrooms are enabling environments. The classrooms are set up with different learning areas, where children are able to find and locate equipment and resources independently. They are organised to allow children to explore and learn securely and safely. There are areas where the children can be active and others areas to be quieter. The learning areas are set up following the principles of continuous provision and with a clear sense of purpose:

- consistent, familiar resources which have been selected to meet children's predictable interests and needs
- additional resources to enhance the learning areas to provide focus for current learning
- teacher-planned challenges and objectives; these stem from recent teaching (eg a chance to use and apply skills or knowledge learnt) and assessments / observations (eg might show more practice is needed in a skill)

The outdoor environment is an integral part of our Early Years classrooms. Being outdoors offers children further opportunities to explore, use their senses, develop their language skills and be physically active. Our classrooms have their own dedicated enclosed outdoor area which operates as an outdoor classroom; typically, children access this space independently during free-flow time.

Communication and language

Communication and language underpin all seven areas of learning and development. The amount and quality of the conversations children have with adults and peers throughout the day is crucial to the development of vocabulary. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary, children's language is effectively developed. Through conversations, storytelling, poems, role play and sensitive questioning (sustained shared thinking) children become comfortable using a rich range of vocabulary.

Adults take every opportunity to use interesting, precise language in their interactions with children. They demonstrate their own curiosity about words by 'thinking aloud' and narrating their own thoughts about new vocabulary. They take spontaneous opportunities to introduce new words as they naturally arise.

The Three Tiers of Vocabulary model provides a useful framework:

- tier 1: basic vocabulary used in everyday speech
- tier 2: high frequency / multiple meaning words found in many contexts
- tier 3: subject-specific words

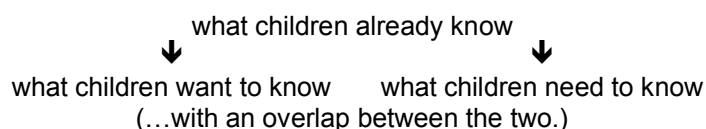
Planned for books that are designed to be read aloud are an excellent source of Tier 2 words. Each week a planned for 'Word of the week' is identified from the book. The word is represented pictorially, the meaning is explained, it is presented in a sentence, discussed in class and used across the week. Adults celebrate when children use these words independently.

Technology

Technology is an important resource within our enabling environments. There are many opportunities for young children to use technology to solve problems and be creative. In Nursery (Scholes (Elmet) Primary and St James' CE Primary only) and Reception, children have many opportunities to learn and practise skills related to computing. This prepares children for studying the Computing curriculum in Key Stage 1.

Assessment

Assessment is core part of pedagogy. Checking what children have learnt is about observing them use and apply their knowledge and skills independently. We use these assessments to inform us about the child's next steps. A key aspect of the Early Years Foundation Stage is to move the learning:



What children want to know (which may influence future themes) stems from observations of the children and discussions with the children and their parents. What children need to know derives from observations as part of good formative assessment, alongside the Early Learning Goals and Development Matters.

Special educational needs and/or disabilities (SEND)

All three schools in Sphere Federation are inclusive and are committed to meeting the needs of children with SEND in **the most effective way** so that they achieve **the best possible outcomes**:

- we want pupils with SEND to acquire the knowledge and skills they need to reach their full potential,
- to be ready for the next stage in their education and,
- ultimately, to succeed in life.

To do this, we adapt how we implement the curriculum to meet the needs of pupils with SEND so that we can develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Challenge and deeper learning

Across all areas of learning, teachers provide opportunities for challenge and deeper learning. Children benefit from this: whoever needs it, at whatever time. After initial settling in and assessments, challenge boards in Reception set out clearly differentiated learning in the different areas of provision. However, often the challenge may not be evident; for example, teacher questioning which is targeted to meet the needs of different pupils.

Our curriculum implementation: Long-term plans and Age-related expectations continues below, after content on curriculum impact.

Curriculum impact

We evaluate the impact of our curriculum in the following ways.

Pupil achievement and progress

Pupil achievement – the acquisition of knowledge and skills – is assessed with close reference to *Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage* (Department for Education, 2021).

We measure pupil achievement and progress in a number of ways, including:

- observations
- questioning in class
- pupil outcomes (which includes writing and other mark-making)
- additional assessments that support teacher assessment, such as checks on phonics and ‘tricky words’ (non-decodable words)

Our assessments take place throughout the year:

- baseline assessments, carried out once children have settled into their new setting
- on-going teacher assessments, taking place throughout the year
- end of year assessments, especially at the end of Reception which is the end of the Early Years Foundation Stage, and which is in relation to whether children have reached the **Early Learning Goals** set out in the *Statutory Framework for the Early Years Foundation Stage* and in *Early years Foundation Stage Profile* (Department for Education, updated annually)



Early Learning Goals

The Early Learning Goals (ELGs) are the goals or targets for children to achieve at the end of Reception. There are 17 Early Learning Goals across the seven areas of learning. They are all listed in the age-related expectations tables below – see the right hand column.

The assessments we make are supported by moderation in school and across Sphere Federation. The assessments may be supported through additional moderation with other schools and with the local authority.

Lesson visits and the monitoring of planning support our assessment of impact.

Areas for development are identified as a result of evaluating the impact of what we do.

Pupil attitudes

Layer 3 of our curriculum intent is about pupil attitudes. In the Early Years Foundation Stage, pupils’ attitudes and learning behaviour are the foundation stones for successful learning now and into the future. There are three broad and sometimes overlapping perspectives:

| Characteristics of effective teaching and learning | Personal, Social and Emotional Development | Wellbeing and Involvement |
|--|--|---|
| Children’s play and exploration, active learning, and critical creation and thought processes, are all indications of their attitudes. This includes how long they are able and willing to engage in activity. | Self-regulation, managing self, and building relationships are also all indications of pupil attitudes. <i>‘These attributes will provide a secure platform from which children can achieve at school and in later life.’ (Statutory Framework for the Early Years Foundation Stage)</i> | Wellbeing refers to feeling at ease, being spontaneous and free of emotional tensions. It is crucial to good mental health. It is linked to self-confidence, self-esteem and resilience. Involvement refers to being engaged in activities. It is considered to be a necessary condition for deep level learning and development. We use Leuven Scales as part of our assessment processes. |

In addition, we can evaluate pupil attitudes through what parents / carers say (eg at the start and end of the day, by email, and the annual survey).

Reception

Our curriculum implementation: Overviews of the half-termly themes

On the next six pages are overviews of each half-term's theme. The themes are broad. They may vary a little depending on our children's interests; additional themes, following children's interests, will take place. The themes stem primarily from Understanding the World and Expressive Arts and Design strands.

Reception

Autumn 1 overview: Me and my family

During this theme, we get to know each other. This helps your child to settle into their new class. We look at photographs of our families and talk together about them. Your child explores the locality of their school. They begin by looking at the layout of their own school grounds – this helps them to become familiar with their new environment. Your child then explores the locality outside of school, identifying landmarks such as doctors, shops and places of worship. They look at aerial views of school and simple maps identifying roads and buildings. Simple maps are introduced in different classroom areas and they find out about historical links in the local area.

As Autumn approaches, your child begins to identify the changes happening in the natural world around them. These changes link to the Science curriculum. Your child uses their skills of enquiry to describe the changes they see. Your child uses the stimulus of the natural world to create their own collage interpretations of Henri Matisse's art.



| Communication and language | |
|---|---|
| Books | Vocabulary |
| The Great Big Book of Families (Mary Hoffman) The Everywhere Bear (Julia Donaldson) Henri's Scissors (Jeanette Winter) Leaf Man (Lois Ehlert) We're Going on a Bear Hunt (Michael Rosen) | city, village, Autumn, conker, acorn, collage, plastic, wood, metal |
| Understanding the world | |
| Science | |
| Changing seasons: identify the autumnal changes outdoors. Sorting and classifying materials: wood, plastic, paper... describe some of their simple properties. | |
| Geography | |
| Introduce simple maps: how are buildings and roads shown? Walk around school grounds following a simple map. In small groups, local walk following a simple map. Create own maps Identify places in the locality from photographs. Visit: walk in the locality. | |
| History | |
| Make historical links in locality and the school. | |
| RE | |
| <i>Believing and belonging: the agreed syllabus for RE:</i> Where do I live? What is special to me? Visit: visit to a special place. | |
| Expressive arts and design | |
| Art | |
| Observational drawing: use a range of pencils to draw natural resources like leaves, stones, wood. Featured artist: Henri Matisse ('Spray of Leaves'). | |
| Design Technology | |
| Use scissors. | |
| Music | |
| <i>BBC Bring the noise:</i> Body percussion (dynamics, understanding silence, careful listening) | |

Reception

Autumn 2 overview: Light and dark



The clocks go back and everything seems just a little darker. We use this as a stimulus to explore darkness. This theme links to Science – your child uses torches to explore shadows, making simple observations. They also learn about Diwali, the festival of light, in Religious Education – your child will learn how Diwali is celebrated by some families. As historians, we find out about Guy Fawkes and how household equipment has changed over time, trying out some old telephones, kettles and irons. Your child will use Vincent Van Gogh's 'Starry Night' as inspiration for their own masterpieces.

We continue our interest in festivals by learning about the Christmas story. We talk about how some families celebrate Christmas. Linked to History, your child looks at photos of Christmas back in time, and considers the toys that children would have received in the past, comparing them with today's toys. Children take part in our Christmas performance.

| Communication and language | |
|--|---|
| Books | Vocabulary |
| Binni's Diwali (Thrity Umrigar) Night Monkey, Day Monkey (Julia Donaldson) Each Peach Pear Plum (Allan Ahlberg, Janet Ahlberg) How to Catch a Star (Oliver Jeffers) Owl Babies (Martin Waddell) The Jolly Christmas Postman (Allan Ahlberg) The Nativity Story (Juliet David) | old, new, shadow, reflection, magnetic, nocturnal, Diwali, Harvest, Nativity |
| Understanding the world | |
| Science | |
| Identify and explore nocturnal animals. Use a light box to mix colours. Explore shadows using shadow puppets and torches. Mix coloured light. Explore magnets. | |
| Geography | |
| No planned Geography learning; incidental learning will take place. | |
| History | |
| Learn about the historical figure of Guy Fawkes (link with Bonfire night). Learn about household equipment from the past, using photographs and artefacts (telephones, mobile phones, kettles, iron (read Each Peach Pear Plum)). Talk about similarities and differences of household objects now and in the past (link with home for examples). Look at photographs to discover how Christmas was celebrated in the past. | |
| RE | |
| <i>Believing and belonging: the agreed syllabus for RE: How are special times celebrated? (Autumn and Winter)</i> | |
| Computing | |
| Take a video using an iPad. | |
| Expressive arts and design | |
| Art | |
| Observational drawing: use charcoal to draw household artefacts. Featured artist: Claude Monet (a series of paintings of the Houses of Parliament). | |
| Design Technology | |
| Use construction equipment to build (eg Houses of Parliament, Santa's sleigh). Talk about the role of a designer or architect. | |
| Music | |
| <i>BBC Bring the noise:</i> Dream on (careful listening, duration, timbre). Christmas production. | |

Reception

Spring 1 overview: Fire and ice

January's typical frosty weather is a stimulus for learning. As a scientist, your child investigates ice: making and melting. Children use their senses to describe how the weather has changed and the effects on their environment. Linking to Geography, your child finds out which are the coldest regions on Earth, using globes or maps. They learn about animals which live in these places and what it's like to live there.



Through our focus on fire, your child learns that superheroes are in our lives every day. They find out about the emergency services – they might even experience a visit from the fire brigade. Developing their drama skills, they take on the role of doctors, paramedics and police. Your child also considers what makes them special, learning how important and individual we all are.

| Communication and language | |
|---|---|
| Books | Vocabulary |
| Lost and Found (Oliver Jeffers) Supertato (Sue Hendra, Paul Linnet) The Magic Paintbrush (Julia Donaldson) Great Fairies of the World (Andrew Lang) Secrets of Winter (Carron Brown, Georgina Tee) | Arctic, globe, atlas, temperature, frozen, freezing, melting, China, Spring |
| Understanding the world | |
| Science | |
| Learn about animals that live in the Antarctic Explore freezing: make ice, freeze objects in ice. What are the properties of ice? Explore melting: observe the changes when ice melts. How we can make ice melt faster? Changing seasons: observe bulbs growing. Visit: fire engine visit to school. | |
| Geography | |
| Learn to use globes and atlases: how is sea and land shown? Find the Antarctic. Learn about the Antarctic environment: how is it different from the UK? | |
| History | |
| Sequence events in their own lives. | |
| RE | |
| <i>Believing and belonging: the agreed syllabus for RE:</i> Which places are special and why? | |
| Computing | |
| Look at maps online. Record and play back a voice message. | |
| Expressive arts and design | |
| Art | |
| Mix primary colours to create secondary colours. Observational drawing: use a range of media to draw faces and bodies. Featured artist: Yayoi Kusama (a selection of her work). | |
| Design Technology | |
| Design children's own 'Super vegetable'. Chop vegetables to make soup / salad. | |
| Music | |
| <i>BBC Bring the noise:</i> Cold wind blows (careful listening, tempo, dynamics, duration). <i>BBC Bring the noise:</i> I am a robot (careful listening, pulse, rhythm). | |

Reception

Spring 2 overview: Let's grow Let's go

As the weather warms up, children begin to notice the first signs of Spring. Your child observes the changes in the environment, including the bulbs that we planted earlier in the year now starting to grow.

Our outdoor area is used to promote your child's scientific understanding. Your child plants a bean and learns to name the parts of the bean plant as it grows. They care for peas, carrots, radish and potatoes in the garden. They watch them grow and talk about what conditions are needed for plants to grow.



Your child finds out about transport from the past from George Stephenson's Rocket to the first Moon landing. They talk about the transport that they use today and how it is different.

Simple maps are made for our friends to follow. Your child learns how land, sea and rivers are represented on maps.

We talk about how some families celebrate Easter. Your child takes part in various traditions such as egg decoration and egg rolling. We share the Easter story.

| Communication and language | |
|--|--|
| Books | Vocabulary |
| Jack and the Beanstalk The Tiny Seed (Eric Carle) The Hundred Decker Rocket (Mike Smith) The Hundred Decker Bus (Mike Smith) The Train Ride (June Crebbin) Rabbits Don't Lay Eggs (Paula Metcalf) | map, river, lake, direction, root, shoot, stem, leaf, seed |
| Understanding the world | |
| Science | |
| Plant beans – observe the growth. Explore seeds in vegetables and fruit. Explore forces and motion. | |
| Geography | |
| Use simple maps to identify land, sea and rivers. Create simple maps for others to follow. | |
| History | |
| Find out about the history of transport, including the first train and the first journey into space. Watch the first moon landing and find out about astronauts. Learn about Robert Stephenson's Rocket. | |
| RE | |
| <i>Believing and belonging: the agreed syllabus for RE: How are special times celebrated? (Spring and Summer)</i> | |
| Computing | |
| Program a Beebot to move in a certain direction. | |
| Expressive arts and design | |
| Art | |
| Using natural materials, print to make repeating patterns. Observational drawing: use oil and chalk pastels to draw from nature (plants, seeds, fruit, vegetables). | |
| Design Technology | |
| Join materials to make models. | |
| Music | |
| <i>BBC Bring the noise: Golden</i> (careful listening, rhythm). <i>BBC Bring the noise: Hands in the Air</i> (careful listening, pulse, rhythm). | |

Reception

Summer 1 overview: Life on Earth

Children love a bug hunt! This term, we hunt for bugs and find out more about them. Gaining early scientific knowledge relating to life cycles, we look at butterflies and frogs. We work together to design and make mini-beast hotels.

Linked to Geography, we find out where our favourite animals come from for example, where does a tiger originate? We find the country on the map look at the different environments, and compare them to the UK.

As artists, we mix colours to create camouflage patterns. We create landscapes for various animals using our small world resources in the classroom, and create scenarios and storylines for our play.

Our school is a happy and healthy place to learn. Keeping healthy is the key message in this theme. We learn how important exercise is and how our body feels during and after exercise.

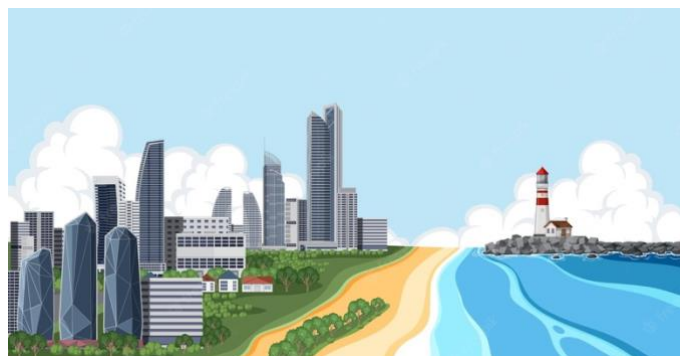


| Communication and language | |
|---|---|
| Books | Vocabulary |
| The Very Hungry Caterpillar (Eric Carle) Walking through the Jungle (Julie Lacome) Farmyard Hullabaloo (Giles Andreae) Rumble in the Jungle (Giles Andreae, Matt Forbeck) Bad Tempered Ladybird (David Cannadine) | forest, desert, jungle, grassland, life cycle, butterfly, caterpillar, pupae, egg |
| Understanding the world | |
| Science | |
| Find, identify and sort animals. Learn about the life cycle of a butterfly and frog. Observe and care for plants in the garden. | |
| Geography | |
| Where do various wild animals originate? Locate these areas on the map. What are the physical characteristics of jungles and deserts? How are they the same and different from the UK? Visit: Visit to a farm. | |
| History | |
| No planned History learning; incidental learning will take place. | |
| RE | |
| <i>Believing and belonging: the agreed syllabus for RE:</i> What makes a good helper? | |
| Computing | |
| Look at maps online. | |
| Expressive arts and design | |
| Art | |
| Observational drawing: use a range of media to draw insects. | |
| Design Technology | |
| Generate a design (a bug hotel). Use a hand drill. | |
| Music | |
| <i>BBC Bring the noise:</i> Summertime (careful listening, pitch, pulse, playing as an ensemble) <i>BBC Bring the noise:</i> Take you home (pulse, pitch, voice as an instrument) | |

Reception

Summer 2 overview: Cities and seaside

As we approach the end of the school year, we begin to think about how we may spend our summer. As a geographer, your child learns that they live in or near Leeds and that Leeds is a city in England. We look at a seaside town, finding it on a map and learning that a seaside town is always on the coast. We talk about the things that we see at the seaside that we don't see in Leeds. Finally, as historians, we learn about seaside holidays of the past, identifying differences between now and then.



The water area is a favourite in our classroom – it's got lots of learning opportunities. As scientists, we investigate floating and sinking, making predictions and testing theories. We also investigate materials in terms of being waterproof.

The artist we feature this half-term is Alexander Calder. We create our own representation of his 3D mobiles.

| Communication and language | |
|--|---|
| Books | Vocabulary |
| One is a Snail, Ten is a Crab (April Pulley Sayre, Jeff Sayre) Seaside poems (Jill Bennett) Sharing a Shell (Julia Donaldson) Clean up (Nathan Bryon) Snail and the Whale (Julia Donaldson) The Fish who could Wish (John Bush, Korky Paul) | beach, sea, field, plane, boat, ship, sink, float, waterproof |
| Understanding the world | |
| Science | |
| Investigate and predict objects that will float and sink. How could they make something that sinks, float? How can we make things waterproof? What will we need? | |
| Geography | |
| Know that we all live in Leeds and Leeds is in England. Identify where you would find seaside towns on the map of the UK Discuss the similarities and differences between the seaside and city. Using photos, videos as stimulus. | |
| History | |
| Look at photos and videos of seaside holidays from the past – clothes, entertainment and transport. Visit: Abbey House Museum | |
| RE | |
| <i>Believing and belonging: the agreed syllabus for RE:</i> What do believers believe about who created the world? | |
| Computing | |
| Use a keyboard to log into Numbots. | |
| Expressive arts and design | |
| Art | |
| Observational drawing: use a range of pencils to draw marine life (eg shells, stones, fish, crab). Featured artist: Alexander Calder (a selection of his mobiles). | |
| Design Technology | |
| Thread and weave. | |
| Music | |
| <i>BBC Bring the noise:</i> Yolanda's Band Jam (pulse, rhythm) <i>BBC Bring the noise:</i> Funky Elephant Walk (pulse, rhythm) | |

Age-related expectations: Communication and language

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|---|---|--|
| Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage | | |
| <p>N1 Enjoy listening to longer stories and can remember much of what happens.</p> <p>N2 Pay attention to more than one thing at a time.</p> <p>N3 Use a wider range of vocabulary.</p> <p>N4 Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>N5 Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>N6 Sing a large repertoire of songs.</p> <p>N7 Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>N8 Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>N9 Develop their pronunciation but may have problems saying some sounds: r, j, th, ch, and sh and multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <p>N10 Use longer sentences of four to six words.</p> <p>N11 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.</p> <p>N12 Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>N13 Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> | <p>R1 Understand how to listen carefully and why listening is important.</p> <p>R2 Learn new vocabulary.</p> <p>R3 Use new vocabulary through the day.</p> <p>R4 Ask questions to find out more and to check they understand what has been said to them.</p> <p>R5 Articulate their ideas and thoughts in well-formed sentences.</p> <p>R6 Connect one idea or action to another using a range of connectives.</p> <p>R7 Describe events in some detail.</p> <p>R8 Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>R9 Develop social phrases.</p> <p>R10 Engage in story times.</p> <p>R11 Listen to and talk about stories to build familiarity and understanding.</p> <p>R12 Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>R13 Use new in different contexts.</p> <p>R14 Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>R15 Learn rhymes, poems and songs.</p> <p>R16 Engage in non-fiction books.</p> <p>R17 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and .</p> | <p>Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |

Age-related expectations: Communication and language – additional or explicit learning

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|---|---|--|
| These learning expectations are taken from Inspire Partnership Oracy and Vocabulary Framework (2020) | | |
| <p>Cognitive <i>Content, structure, clarifying and summarising, self-regulation, reasoning</i> N1+ Retell a simple event in the correct order. N2+ Use talk to pretend, predict and recall.</p> <p>Linguistic <i>Vocabulary, language, rhetorical techniques</i> N3+ Link thoughts together using 'and' or 'because'. N4+ Use vocabulary based on things that are important to them. N5+ Show an understanding of who, what, where, when and why questions. N6+ Use a range of tenses.</p> <p>Social and Emotional <i>Working with others, listening and responding, confidence in speaking, audience awareness</i> N7+ Take turns talking with one other person. N8+ Listen to what is being said. N9+ Use talk to share ideas with friends.</p> <p>Physical <i>Voice, body language</i> N10+ Speak so that others can hear. N11+ Look at who they are talking to. N12+ Show others what they are talking about.</p> | <p>Cognitive <i>Content, structure, clarifying and summarising, self-regulation, reasoning</i> R1+ Give answers that match what has been asked. R2+ Retell stories and experiences. R3+ Ask simple questions of peers.</p> <p>Linguistic <i>Vocabulary, language, rhetorical techniques</i> R4+ Express themselves in fully formed sentences. R5+ Use specific vocabulary such as comparatives when describing objects and experiences. R6+ Respond to what they hear with relevant comments, questions or actions. R7+ Begin to use past, present and future forms accurately. R8+ Use joining conjunctions for longer sentences.</p> <p>Social and Emotional <i>Working with others, listening and responding, confidence in speaking, audience awareness</i> R9+ Understand the concept of turn-taking when talking. R10+ Listen and respond appropriately to simple questions. R11+ Begin to build friendships through talk. R12+ Use language to express needs and feelings (eg rather than snatching).</p> <p>Physical <i>Voice, body language</i> R13+ Speak clearly at an appropriate volume. R14+ Look at who is talking and who is being spoken to whilst sitting or standing still. R15+ Begin to use gesture to support delivery of talk.</p> | <p>Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |
| <p>Supporting sentence stems I like... I don't like...because. I think... I don't think...</p> | <p>Supporting sentence stems I like... I don't like...because. I think... I don't think... In my opinion... I believe... I agree... I disagree... Also...</p> | <p>By the end of Reception pupils will be able to: Talking to and with others. Speak so that others can hear them. Hold a conversation by listening to a partner, taking turns to talk and sharing ideas. Use talk to pretend, predict, recall and retell a simple event. Use a variety of tenses, use language that is relevant to them and link thoughts together using 'and' or 'because' Demonstrate an understanding of who, what, where, when and why questions.</p> |

Age-related expectations: Personal, social and emotional development (PSED)

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|--|--|---|
| Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage | | |
| <p>N1 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.</p> <p>N2 Develop their sense of responsibility and membership of a community.</p> <p>N3 Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>N4 Show more confidence in new social situations.</p> <p>N5 Play with one or more other children, extending and elaborating play ideas.</p> <p>N6 Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>N7 Increasingly follow rules, understanding why they are important.</p> <p>N8 Remember rules without needing an adult to be present.</p> <p>N9 Develop appropriate ways of being assertive.</p> <p>N10 Talk with others to solve conflicts.</p> <p>N11 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>N12 Understand gradually how others might be feeling.</p> <p>N13 Be increasingly independent in meeting their own care needs eg brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p>N14 Make healthy choices about food, drink, activity and toothbrushing.</p> | <p>R1 See themselves as a valuable individual.</p> <p>R2 Build constructive and respectful relationships.</p> <p>R3 Express their feelings and consider the feelings of others.</p> <p>R4 Show resilience and perseverance in the face of challenge.</p> <p>R5 Identify and moderate their own feelings socially and emotionally.</p> <p>R6 Think about the perspectives of others.</p> <p>R7 Manage their own needs:</p> <ul style="list-style-type: none"> • personal hygiene <p>R8 Know and talk about the different factors that support their overall health and wellbeing.</p> <ul style="list-style-type: none"> • regular physical exercise • healthy eating • toothbrushing • sensible amounts of screen time • having a good sleep routine • being safe as a pedestrian | <p>Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> |

Age-related expectations: PSED – additional or explicit learning (linked to Living and Learning)

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|--|---|--|
| These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2. | | |
| <p>Families and people who care for me N1+ I know that families sometimes look different from my own family.</p> <p>Caring friendships N2+ I can be a caring friend.</p> <p>Respectful relationships N3+ I'm beginning to show good manners (eg greeting, saying please and thank you and saying goodbye).</p> <p>Being safe N4+ I'm beginning to recognise some risks in a place or activity and act accordingly.</p> <p>Mental wellbeing N5+ I can recognise when I'm feeling happy, sad, angry and worried.</p> <p>Internet safety (see also Computing expectations) N6+ I know that I must seek permission from a trusted adult before using technology.</p> <p>Physical health and fitness (also see Physical development) N7+ I know being active is good for me.</p> <p>Healthy eating N8+ I can name some healthy foods.</p> <p>Drugs, alcohol and tobacco N9+ I know I must only take medicines when an adult is with me.</p> <p>Health and prevention N10+ I can use the toilet independently. N11+ I know I must wash my hands after using the toilet and at other times in the day.</p> <p>Basic first aid N12+ I know that if I hurt myself, I must seek help.</p> | <p>Families and people who care for me R1+ I can describe ways that families are different from my own family.</p> <p>Caring friendships R2+ I can be a caring friend in different situations.</p> <p>Respectful relationships R3+ I can show good manners (eg greeting, saying please and thank you and saying goodbye).</p> <p>Being safe R4+ I can carry out a simple risk assessment before play situations.</p> <p>Mental wellbeing R5+ I know that that there needs to be a balance between time being using technology and time spent in other ways. R6+ I'm beginning to recognise when I need some quiet time out from an activity.</p> <p>Internet safety (see also Computing expectations) R7+ So that I'm safe, I know I must seek permission from a trusted adult before using technology.</p> <p>Physical health and fitness (also see Physical development) R8+ I know that that there needs to be a balance between resting and being active.</p> <p>Healthy eating R9+ I can name some healthy foods. R10+ I know at least two simple reasons to eat healthily (eg to avoid tooth decay, to avoid unhealthy weight gain).</p> <p>Drugs, alcohol and tobacco R11+ I know I must only take medicines when an adult is with me.</p> <p>Health and prevention (see other statements)</p> <p>Basic first aid R12+ I know that if I hurt myself, I must seek help. R13+ I know at least three emergency services.</p> | <p>Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> |

Age-related expectations: Physical development

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|---|---|---|
| Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage. | | |
| <p>N1 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>N2 Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>N3 Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>N4 Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>N5 Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>N6 Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>N7 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.</p> <p>N8 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.</p> <p>N9 Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>N10 Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>N11 Use a comfortable grip with good control when holding pens and pencils.</p> <p>N12 Show a preference for a dominant hand.</p> <p>N13 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> | <p>R1 Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing.</p> <p>R2 Progress towards a more fluent style of moving, with developing control and grace.</p> <p>R3 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.</p> <p>R4 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.</p> <p>R5 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>R6 Combine different movements with ease and fluency.</p> <p>R7 Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>R8 Develop overall body-strength, balance, co-ordination and agility.</p> <p>R9 Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>R10 Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>R11 Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>R12 Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes.</p> | <p>Gross motor skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine motor skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> |

Age-related expectations: Physical development – additional or explicit learning

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|--|---|---|
| These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2. | | |
| <p>PE N1+ I can talk about different ways to be active, and name a preferred activity.</p> <p>Writing, Art and Design and technology N2+ I can hold a pen and pencil comfortably.</p> <p>N3+ I can use scissors to snip paper.</p> <p>N4+ I can use a paintbrush to make marks.</p> <p>N5+ I can use various cooking and dining tools.</p> <p>N6+ I can independently put on and take off my coat and shoes.</p> | <p>PE R1+ I know exercise is important.</p> <p>R2+ I can recognise how my body feels during exercise.</p> <p>R3+ I know three simple ways that physical activity affects my body (eg feeling warmer, increased heart rate, breathing more quickly).</p> <p>Writing, Art and Design and technology R4+ I can hold a pen or pencil effectively, making accurate marks (ie letters, numbers and drawings).</p> <p>R5+ I can use scissors, following a dotted line to cut out.</p> <p>R6+ I can use a paintbrush effectively, filling space with colour and painting lines with accuracy.</p> <p>R7+ I can use various cooking and dining tools effectively.</p> | <p>Gross motor skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine motor skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> |

Age-related expectations: Literacy

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|---|--|--|
| Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage. | | |
| <p>N1 Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom. • the names of the different parts of a book. • page sequencing <p>N2 Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>N3 Engage in extended conversations about stories, learning new vocabulary.</p> <p>N4 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; write 'm' for mummy.</p> <p>N5 Write some or all of their name.</p> <p>N6 Write some letters accurately.</p> | <p>R1 Read individual letters by saying the sounds for them.</p> <p>R2 Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>R3 Read some letter groups that each represent one sound and say sounds for them.</p> <p>R4 Read a few common exception words matched to the school's phonic programme.</p> <p>R5 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>R6 Re-read books (consistent with developing phonic knowledge) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>R7 Form lower-case and capital letters correctly.</p> <p>R8 Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>R9 Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>R10 Re-read what they have written to check that it makes sense.</p> | <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> |

Age-related expectations: Literacy – additional or explicit learning

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|---|---|---|
| These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2. | | |
| <p>Reading: fluency / word reading N1+ I am beginning to recognise repetition of words and rhymes when listening to stories.</p> <p>Reading: retrieve / comprehension N2+ I can talk about the title and the events. N3+ I can re-tell main events in a familiar story.</p> <p>Reading: interpret N4+ I can link what they hear read to their own experiences.</p> <p>Reading: explore and evaluate N5+ I know that there are both fiction and non-fiction books. N6+ I take pleasure in listening to stories and finding out facts in books. N7+ I can talk about a story in a group.</p> <p>Reading: range N8+ I am familiar with key stories, including traditional and fairy tales. N9+ I experience poems and rhymes. N10+ I know at least two nursery rhymes by heart. N11+ I can use prior knowledge to understand texts.</p> <p>Reading: vocabulary / comprehension N12+ I learn new words based on what has been read to me, and begin to use these words orally ('wow words').</p> <p>Writing <i>(Secure the learning set out in Development Matters – no additional or explicit learning.)</i></p> | <p>Reading: fluency / word reading <i>(Refer to the sequence of learning set out in Little Wandle Letters and Sounds Revised programme.)</i> R1+ I can recognise and use the repetition of words and rhymes to aid reading. R2+ I re-read to build up fluency. R3+ I can check that the text makes sense as I read.</p> <p>Reading: retrieve / comprehension R4+ I can re-tell main events, making appropriate comments.</p> <p>Reading: interpret R5+ I can link what I read or hear read to my own experiences.</p> <p>Reading: choice R6+ I can answer some simple questions about the writer's or illustrator's choice (eg Why do you think the illustrator drew the children skipping and jumping on the cover of 'We're going on a bear hunt'?).</p> <p>Reading: explore and evaluate R7+ I know simple differences between fiction and non-fiction. R8+ I take pleasure in reading. R9+ I can say what I like or dislike about a text. R10+ I can talk in a group about what I've read. R11+ I can listen to and discuss ideas about a text – narrative, non-fiction and poems – including at a level beyond that at which I can read independently.</p> <p>Reading: range R12+ I am very familiar with key stories, including traditional and fairy tales. R13+ I experience poems and rhymes. R14+ I know at least five nursery rhymes by heart. R15+ I can use context and vocabulary provided to understand texts. R16+ I understand and can talk about the main characteristics of the key stories known eg 'Once upon a time...'. R17+ I can use prior knowledge to understand texts.</p> <p>Reading: vocabulary / comprehension R18+ I learn new words based on what has been read to me, and begin to use these words orally and in writing ('wow words').</p> <p>Reading: writing R19+ I am beginning to use full stops to pause when reading aloud. R20+ I can retell key stories orally using narrative language.</p> <p>Writing: vocabulary and spelling</p> | <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> |

| | | |
|--|---|--|
| | <p><i>(Refer to the sequence of learning set out in Little Wandle Letters and Sounds Revised programme.)</i></p> <p>R21+ I can name all the letters of the alphabet in order.</p> <p>R22+ I can write from memory simple captions or sentences dictated by the teacher.</p> <p>R23+ I can learn new words ('wow words'), and begin to use these words in writing, not necessarily spelled correctly.</p> <p>Writing: handwriting</p> <p>R24+ I am beginning to form digits 0-9.</p> <p>R25+ I can sit for a sustained period (eg around ten minutes) in order to write.</p> <p>Writing: editing and improving</p> <p>R26+ I can read the caption or sentence that I've just written (think it, say it, write it, read it).</p> <p>Writing: sentence structure</p> <p>R27+ I can start sentences using capital letters.</p> <p>R28+ I can end sentences using a full stop.</p> <p>R29+ I can use a capital letter for 'I'.</p> <p>R30+ I can use a capital letter to start my name.</p> <p>R31+ I can separate some words using (finger) spaces.</p> <p>R32+ I can combine words to make a caption or sentence.</p> <p>R33+ I can think about the caption or sentence that I'm going to write (think it, say it, write it, read it).</p> <p>Writing: description</p> <p>R34+ I can use adjectives in a caption or simple sentence.</p> <p>Writing: conjunctions</p> <p>R35+ I am beginning to use 'and' to join.</p> | |
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Age-related expectations: Maths

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|---|--|--|
| Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage. | | |
| <p>N1 Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>N2 Recite numbers past 5.</p> <p>N3 Say one number for each item in order: 1,2,3,4,5.</p> <p>N4 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>N5 Show 'finger numbers' up to 5.</p> <p>N6 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>N7 Experiment with their own symbols and marks as well as numerals.</p> <p>N8 Solve real world mathematical problems with numbers up to 5.</p> <p>N9 Compare quantities using language: 'more than', 'fewer than'.</p> <p>N10 Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>N11 Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>N12 Describe a familiar route.</p> <p>N13 Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>N14 Make comparisons between objects relating to size, length, weight and capacity.</p> <p>N15 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>N16 Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>N17 Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>N18 Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>N19 Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>N20 Notice and correct an error in a repeating pattern.</p> <p>N21 Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> | <p>R1 Count objects, actions and sounds.</p> <p>R2 Subitise.</p> <p>R3 Link the number symbol (numeral) with its cardinal number value.</p> <p>R4 Count beyond ten.</p> <p>R5 Compare numbers.</p> <p>R6 Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>R7 Explore the composition of numbers to 10.</p> <p>R8 Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>R9 Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>R10 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>R11 Continue, copy and create repeating patterns.</p> <p>R12 Compare length, weight and capacity.</p> | <p>Number Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical patterns Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |

Age-related expectations: Maths – additional or explicit learning

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|--|--|--|
| These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2. | | |
| <p><i>(Secure the learning set out in Development Matters – no additional or explicit learning.)</i></p> | <p><i>(Refer to the sequence of learning set out in White Rose and National Centre for Excellence in the Teaching of Mathematics materials.)</i></p> | <p>Number Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical patterns Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |

Age-related expectations: Understanding the world

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|---|--|--|
| Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage. | | |
| <p>N1 Use all their senses in hands-on exploration of natural materials.</p> <p>N2 Explore collections of materials with similar and/or different properties.</p> <p>N3 Talk about what they see, using a wide vocabulary.</p> <p>N4 Begin to make sense of their own life-story and family's history.</p> <p>N5 Show interest in different occupations.</p> <p>N6 Explore how things work.</p> <p>N7 Plant seeds and care for growing plants.</p> <p>N8 Understand the key features of the life cycle of a plant and an animal.</p> <p>N9 Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>N10 Explore and talk about different forces they can feel.</p> <p>N11 Talk about the differences between materials and changes they notice.</p> <p>N12 Continue to develop positive attitudes about the differences between people.</p> <p>N13 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> | <p>R1 Talk about members of their immediate family and community.</p> <p>R2 Name and describe people who are familiar to them.</p> <p>R3 Comment on images of familiar situations in the past.</p> <p>R4 Compare and contrast characters from stories, including figures from the past.</p> <p>R5 Draw information from a simple map.</p> <p>R6 Understand that some places are special to members of their community.</p> <p>R7 Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>R8 Recognise some similarities and differences between life in this country and life in other countries.</p> <p>R9 Explore the natural world around them.</p> <p>R10 Describe what they see, hear and feel whilst outside.</p> <p>R11 Recognise some environments that are different to the one in which they live.</p> <p>R12 Understand the effect of changing seasons on the natural world around them.</p> | <p>Past and present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Peoples, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |

Age-related expectations: Understanding the world – additional or explicit learning

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|---|--|---|
| These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2. | | |
| <p>History N1+ I can use simple words and phrases relating to time within a day (eg now, morning, lunchtime, home time, bedtime) N2+ I can talk about when I was a baby and know that this was in the past.</p> <p>Religious Education N3+ I know can talk about the differences between people in a positive way.</p> <p>Geography N4+ I know what maps are used for. N5+ I know that some places are hotter and colder than others. N6+ I can describe some basic features of a locality (eg city, countryside, seaside).</p> <p>Science N7+ I can ask questions about the things I see. N8+ I notice changes around me. N9+ I can name some animals and other natural objects. N10+ I can identify and name some body parts: head (and eyes, nose, mouth, ears), body, arms, hands, fingers, legs, feet, toes. N11+ I can observe and talk about changes in living things, in the context of some animals and plants. N12+ I know what some things are made of (eg metal, wood, plastic). N13+ I can explore different materials and comment on their properties (eg hard, soft). N14+ I know basic differences between day and night. N15+ I can talk about the weather that I observe.</p> | <p>History R1+ I can use words and phrases relating to time and chronology (eg yesterday, a long time ago, old, new) R2+ I can name the events in my day and sequence them in chronological order. R3+ I can sequence key events in my life in chronological order. R4+ I can remember and talk about my past with a sense of chronology (eg last week compared to when they were a baby). R5+ I can use books and photographs to compare my life and the lives of others in the past. R6+ I can listen to and ask questions of others when they talk about the past.</p> <p>Religious Education R7+ I know at least three religious festivals and how some people celebrate them. R8+ I know that religions have places of worship. R9+ I can talk about my own experiences in relation to celebrations, traditions and customs.</p> <p>Geography R10+ I know the name of the place where I live. R11+ I know the name of my school. R12+ I know the name of the country where I live (ie England). R13+ I can draw my own simple, fictional map. R14+ I can tell what's land and what's sea on a map. R15+ I can identify what some symbols represent on a map (eg river, mountain, trees). R16+ I can describe similarities and differences between different localities (eg city, countryside, seaside).</p> <p>Science R17+ I can begin to make sensible predictions. R18+ I can observe and describe changes. R19+ I can identify and sort animals, plants, other natural objects. R20+ I can observe how plants and bulbs grow and I know what they need to grow. R21+ I know basic life processes of most living things (birth, growing, adulthood, dying), in the context of chicks, tadpoles, caterpillars. R22+ I can explore different materials and compare properties (eg harder, softer). R23+ I understand that some things change shape or state and that I can change them (eg I can change the shape of malleable materials, I can melt ice). R24+ I know that the sun is a source of light. R25+ I can explore making shadows, making observations. R26+ I can talk about the weather and link these observations to the changing seasons.</p> | <p>Past and present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Peoples, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |

Age-related expectations: Expressive arts and design

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|--|--|---|
| Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage. | | |
| <p>N1 Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>N2 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>N3 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>N4 Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>N5 Develop their own ideas and then decide which materials to use to express them.</p> <p>N6 Join different materials and explore different textures.</p> <p>N7 Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>N8 Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>N9 Use drawing to represent ideas like movement or loud noises.</p> <p>N10 Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>N11 Explore colour and colour-mixing.</p> <p>N12 Listen with increased attention to sounds.</p> <p>N13 Respond to what they have heard, expressing their thoughts and feelings.</p> <p>N14 Remember and sing entire songs.</p> <p>N15 Sing the pitch of a tone sung by another person ('pitch match').</p> <p>N16 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>N17 Create their own songs, or improvise a song around one they know.</p> <p>N18 Play instruments with increasing control to express their feelings and ideas.</p> | <p>R1 Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>R2 Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>R3 Create collaboratively sharing ideas, resources and skills.</p> <p>R4 Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>R5 Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>R6 Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>R7 Develop storylines in their pretend play.</p> <p>R8 Explore and engage in music making and dance, performing solo or in groups.</p> | <p>Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> |

Age-related expectations: Expressive arts and design – additional or explicit learning

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|---|--|---|
| These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2. | | |
| <p>General I can say what I like about my creation.</p> <p>Art (See also additional learning set out under Physical Development.) I can respond to a piece of artwork, saying if I like or dislike it. I know the names of at least six colours. I can draw a face.</p> <p>Design and Technology (See also additional learning set out under Physical Development.) I know some simple vocabulary to describe processes to make a model (eg to cut, to stick, to paint). I can choose the appropriate equipment and materials to achieve my desired outcome.</p> <p>Music I know music can be fast, slow, loud and quiet. I know at least three well-known nursery rhymes. I know at least four musical instruments (eg maraca. rhythm stick, drum, triangle). I listen to music.</p> <p>Drama and role-play I can use a variety of resources to retell my own and known stories (small world play). I use my imagination when roleplaying characters from stories or real-life occupations.</p> | <p>General R1+ I can say what is successful about my creation and what I would do differently next time.</p> <p>Art (see also additional learning set out under Physical Development) R2+ I know what an artist does. R3+ I can respond to a piece of artwork, saying what I like or dislike about it. R4+ I know the names of at least ten colours. R5+ I can draw a person with increasing details (at least with a body, head, arms and legs).</p> <p>Design and Technology (see also additional learning set out under Physical Development) R6+ I know what a designer or architect does. R7+ I know an increasing range of appropriate vocabulary to describe processes to make a model (eg to design, to join, to decorate). R8+ I can generate a design. R9+ I can make a model, choosing the appropriate equipment and materials to achieve the desired outcome. R10+ I can evaluate my model.</p> <p>Music R11+ I know music can be fast, slow, loud and quiet, and can. R12+ comment on the different effects. R13+ I know at least six well-known nursery rhymes. R14+ I know at least six musical instruments (eg maraca. rhythm stick, drum, triangle, wood block, bell). R15+ I listen to music with concentration.</p> <p>Drama and role-play R16+ I can use a variety of resources to retell my own and known stories (small world play) in a more sustained and sophisticated way. R17+ I use my imagination and appropriate language when roleplaying characters from stories or real-life occupations.</p> | <p>Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> |

Age-related expectations: Computing – additional or explicit learning

Technology is an important resource within our enabling environments. There are many opportunities for young children to use technology to solve problems and be creative. In Nursery (Scholes (Elmet) Primary and St James' CE Primary only) and Reception, children have many opportunities to learn and practise skills related to computing. This prepares children for studying the Computing curriculum in Key Stage 1.

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) | Early Learning Goals |
|--|--|---|
| These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2. | | |
| <p>On-going learning: I can use an iPad to take a photo. I can locate and use a specific app. I can observe an adult using technology to find out answers. I can use keyboards in role play.</p> <p>Planned-for learning (see medium term plans): I can take a selfie using an iPad. I can observe adults using an iPad to record voices. I can move a remote-controlled car forwards and backwards. I can use walkie talkies to communicate. I can mark-make using an app.</p> | <p>On-going learning: I can use an iPad to take a photo. I can delete a photo from the iPad. I can observe an adult using technology to find out answers. I can use a QR code to open a link. I can use an app independently eg One Minute Maths.</p> <p>Planned-for learning (see medium term plans): I can take a video using an iPad. I can record and play back a voice recording. I can program a Beebot to move in a certain direction. I can look at maps online. I can use a keyboard to log in to an app, eg Numbots. I can mark-make with more control and choice (eg colour, tool) using an app.</p> | <p>There are no Early Learning Goals that explicitly refer to computing.</p> |