

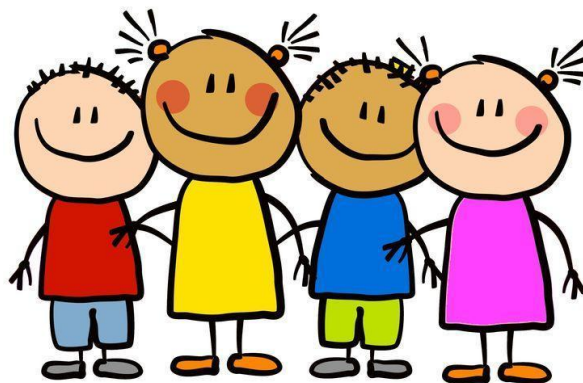
## Our curriculum guide: Early Years

**Date:** reviewed regularly; see date in document label for most recent update

### Introduction

This Curriculum Guide relates to the Early Years Foundation Stage (EYFS). It relates to Nursery and Reception classes (Moortown Primary has Reception only). It sits alongside similar documents for Key Stages 1 and 2, including Topics, Reading, Writing, Maths and Science.

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'.)



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).

**'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)

### Key principles

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 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 talk.

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 provision ensures 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 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.

## Curriculum structure: statutory and non-statutory guidance

The *Statutory Framework for the Early Years Foundation Stage* 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 teachers and other practitioners are required to pursue rich daily activities in supporting each child’s educational development under these areas.

Prime	Specific
<p><i>The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.</i></p> <p><i>The prime areas continue to be fundamental throughout the EYFS.</i></p>	<p><i>The specific areas include essential skills and knowledge.</i></p> <p><i>They grow out of the prime areas, and provide important contexts for learning.</i></p>
<p><b>Personal, social and emotional development</b></p> <p><b>Communication and language</b></p> <p><b>Physical development</b></p>	<p><b>Literacy</b></p> <p><b>Mathematics</b></p> <p>Understanding the world</p> <p>Expressive arts and design</p>
<p>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.</p> <p>This assessment forms the early years foundation stage profile (EYFSP).</p> <p>The five areas of learning <b>in bold</b> are the areas that inform the final assessment of ‘good level of development’.</p>	
Characteristics of effective teaching and learning	
<p><i>The unique child reaches out to relate to people and things through the <b>characteristics of effective learning</b>, which can be apparent in all areas of learning.</i></p>	
<p><input type="checkbox"/> Playing and exploring <input type="checkbox"/></p> <p>children investigate and experience things, and ‘have a go’</p>	<p><input type="checkbox"/> Active learning <input type="checkbox"/></p> <p>children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p>
<p><input type="checkbox"/> Creating and thinking critically <input type="checkbox"/></p> <p>children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>	

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

## Curriculum structure: thematic approach with flexibility and freedom

We set out themes for our curriculum across the year. We follow this long-term plan of themes loosely: we're 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. There will be additional themes which follow children's interests, too.

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

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, the Light and Dark theme in Reception meets our intent to be enjoyable, relevant, inspiring and creative, but other areas are fundamental in exploring this theme:

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

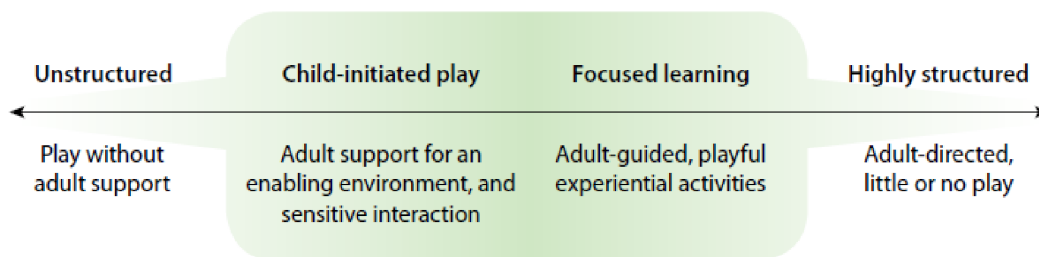
Effective learning in the Early Years Foundation Stage is the result of a balance between:

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 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:



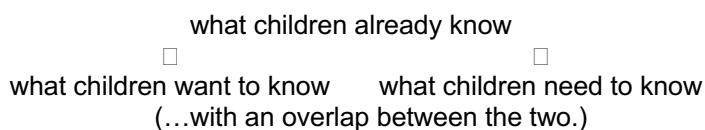
*(Learning, playing and interacting in the EYFS, Department for Children, Schools and Families, 2009)*

Learning through play is a powerful motivator. 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 adult-directed activity in their day; this increases as the children journey towards Key Stage 1.

Throughout a child's time in Early Years, a child has a key person. This member of staff is the first point of contact for parents/carers, and has the responsibility for developing the child's learning journey with support from colleagues through shared observations. Learning journeys are overseen by the class teacher.

In Reception, Early Years teachers act as a key person to all their children, supported by the Teaching Assistant. In Nursery, all adults working with the children undertake key person responsibilities including working with children in small groups and maintaining their key child's profile/learning journey.

Assessment is an important part of the role of adults in school. 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.

## The role of parents and carers

We value the contribution parents and carers make: they are children's first and most enduring educators. We recognise the role that parents have played, and their future role, in educating the children. We do this through talking to parents about their child before their child starts in our schools. We have a friendly open-door ethos; practitioners are available to talk to parents at the beginning and end of the day.

We encourage parent partnership:

Parents/carers share their unique knowledge of their child; this supports Early Years practitioners in establishing interesting and stimulating learning experiences.

We keep parents/carers informed of what is happening: our school website, especially the Class News pages, and Stay and Learn sessions are the best ways to get updates. This enables parents/carers to support their child's learning at home, consolidating what has been covered in the setting.

Parents of children in Nursery (Scholes (Elmet) Primary and St James' CE Primary only) have the opportunity to speak to their child's key person on a daily basis; if children attend other settings, we ensure continuity and coherence by sharing information about the children.

In addition to informal information shared throughout the year, parents/carers receive updates on their child's progress in the form of formal meetings and learning updates:

	Nursery	Reception
Autumn 1		Parent-Teacher meeting with shared Learning Update
Autumn 2	Parent-Teacher meeting	Learning Update
Spring 1		Parent-Teacher meeting
Spring 2	Parent-Teacher meeting with shared Learning Update	Learning Update
Summer 1		
Summer 2	End-of-year report	End-of-year report

## Enabling environments

Our Early Years classrooms are enabling environments. The classrooms are set up with different learning areas ('areas of provision'), 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. Each area is 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. A 'Word of the week' promotes a love of new words and a curiosity about language.

## Transition

A smooth transition process into Early Years is vital for a child's wellbeing and involvement. We're committed to ensuring a smooth transition between settings, year groups and key stages for parents/carers, children and practitioners:

- we provide parents/carers with lots of information about joining our school
- we share information between different settings in terms of children's development, assessment records and any other necessary information
- we ensure children begin their new setting or year group enthusiastic and ready for learning

We achieve this through a series of considered, well-planned events.

Children moving from Early Years into Key Stage 1 benefit from a similar transition process:

- Year 1 staff visit Reception classes during the summer term to meet and interact with children in their own familiar surroundings.
- On the day when children across school visit their classes, Reception children visit their new Year 1 classroom.



- Year 1 staff incorporate some of the principles of the EYFS curriculum into their routine for the first half-term – term.
- Information about each child and their learning is passed to the Year 1 teacher.
- A meeting for Reception parents/carers is held in the Summer Term by the Year 1 teachers.
- Having been planned together, the Early Years curriculum leads into that of Key Stage 1

## Adaptive teaching

Adaptive teaching is about being responsive: adjusting teaching to better match pupil need. The extent of adaptation varies depending on individual contexts. Adaptations might include:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- teaching carefully selected groups
- well-chosen resources

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 Early Years 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.

Similarly, 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 the different areas of the Reception learning environment set out learning which shows clear adaptations to meet the needs of different pupils. However, often the challenge may not be evident; for example, teacher questioning which is targeted to different pupils.

## Monitoring and evaluating

We continually review the curriculum, evaluating its impact on children's learning over time.

We measure pupil achievement – the acquisition of knowledge and skills – and progress using a number of strategies, 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)

Following an initial 'baseline' assessments, carried out when children have settled into their new setting, there are on-going teacher assessments to make sure all children are learning to the best of their ability and in relation to their starting points. End of year assessments are important to evaluate children's outcomes, and more widely to evaluate the Early Years curriculum. These are especially important at the end of Reception – 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). These 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 at the end of this document – 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 evaluation of the curriculum and its impact.

We also measure pupil attitudes. This is important as it's integral to our schools' vision: to be happy and healthy places to learn (St James' CE Primary: 'happy and healthy place to achieve and believe'). 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
<p>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.</p>	<p>Self-regulation, managing self, and building relationships are also all indications of pupil attitudes. 'These attributes will provide a secure platform from which children can achieve at school and in later life.' <i>(Statutory Framework for the Early Years Foundation Stage)</i></p>	<p>Wellbeing refers to feeling at ease, being spontaneous and free of emotional tensions. It's crucial to good mental health. It's linked to self-confidence, self-esteem and resilience.</p> <p>Involvement refers to being engaged in activities. It's considered to be a necessary condition for deep level learning and development.</p> <p>We use Leuven Scales as part of our assessment processes.</p>

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).

Whole school areas for development and/or possible improvements to the curriculum may be identified as a result of evaluating the impact of what we do.



## Overviews of the half-termly themes

# Nursery

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.





The transition to Nursery is an important phase – one that needs careful thought and consideration. We use the first few weeks to get to know your child and the people who are important to them. We ask you to send in photographs of these important people so that we can talk about them with your child. In this way, your child begins to understand their own history in terms of their life so far. They listen to their friends talk about their lives, too.

As a scientist, your child will begin to explore the natural world around them, noticing changes and identifying seasonal objects such as falling leaves and conkers. We'll also think about nature as artists. Your child will experiment with colour, exploring paint independently, mixing colours together, and commenting on their finished art work. Your child will be able to talk with the adults in Nursery about what they see. Your child will be inspired by the work of Andy Goldsworthy: they'll choose the autumnal objects they'll need to create their own art.

We love story time in Nursery! During this theme, we'll use some of our favourite books to develop our scientific understanding. Your child will read traditional tales such as *The Three Little Pigs* or another classic story. Your child will use their scientific skills to talk about the differences in the materials used to build the pigs' houses. They will listen to 'We're Going on a Bear Hunt' and use their senses to go on a sensory bear hunt of their own. They'll use small world puppets and props to retell the stories that they've listened to with their friends.



Communication and language	
<b>Books</b>	<b>Vocabulary</b>
Use children's interests and parent/carer information provided during home visits to choose a selection of familiar and favourite stories for the cohort. Display in reading areas and small world area. The Three Little Pigs (traditional tale) We're Going on a Bear Hunt (Michael Rosen) Room on the Broom (Julia Donaldson)	colour, red, green, blue, yellow, sort, autumn, leaf/leaves, conker
Understanding the world	
Talk about our families and refer to photos brought in from home. Sort objects by colour. Use 'We're Going on a Bear Hunt' as a stimulus for a sensory walk. Observe autumnal changes. Collect and sort autumn objects. Roll and balance with conkers and apples. Harvest vegetables from the garden, talking about Harvest time.	
Expressive arts and design	
Use paint and collage materials to create their own artwork. Use small world resources to recreate stories – The Three Little Pigs, Room on a Broom, and We're Going on a Bear Hunt. Recreate 'We're Going on a Bear Hunt' as a group, acting out the various stages of the story. Create art work in response to the work of Andy Goldsworthy (using conkers, acorns, leaves).	

# Nursery

## Autumn 2 overview: Colour and light

This half-term begins with a bang as we celebrate Bonfire night. We'll talk what we see and hear on Bonfire night and create our own music and movement inspired by the fireworks we saw.

Our interest in rockets takes us up into space where we use our small world resources to recreate space stations and build larger rockets in our big world. Our journeys to space result in some fantastic role play and collaboration.

World Nursery Rhyme Week allows us to learn nursery rhymes with our friends. Did you know that learning nursery rhymes significantly improves reading, spelling and other literacy skills?



Christmas is an exciting time in Nursery! We begin our theme by looking at objects that are shiny and dull. Your child will use their scientific skills to find, sort and describe these materials. In Religious Education, they'll listen to the Christmas story and use small world props to retell the story with their friends. Your child will take part in some of the traditions relating to celebrating Christmas, such as making cards and decorations for the tree. They'll learn Christmas songs and take part in the Christmas play, too.

Communication and language	
<b>Books</b>	<b>Vocabulary</b>
Peace at Last (Jill Murphy) Hovis the Hedgehog (Lynda Leigh-Crawford) Bonfire night (non-fiction book) Selection of nursery rhymes Whatever Next (Jill Murphy) Stickman (Julia Donaldson) Nativity story	Bonfire Night, fire, space, rockets, stars, moon, day, Jesus, Christmas
Understanding the world	
Following a visit from a fire engine, discuss fire safety and safety around fireworks. Learn about hedgehogs and how they are nocturnal. Learn about the simple differences between night and day. Sort shiny and dull objects. Use a walkie talkie. Listen to the Nativity story.	
Expressive arts and design	
Use instruments to recreate the sounds heard on Bonfire night. Use streamers, ribbons and scarves to move like fireworks. Make representations of Bonfire night with paint, chalk, paper, both outside on the ground and on paper. Use junk modelling resources to create rockets, joining the materials that they need. Make rockets and space ships in our construction area. Use story props to retell stories. Create stories using a small world space station. Join in with the nursery rhymes from World Nursery Rhyme Week. Learn the songs and actions taking part in the Christmas play.	

When we return to Nursery after the Christmas break, the weather's often much chillier! Your child will learn about snow and ice from their first-hand experiences in our outdoor area. They'll notice the frost and ice outside, how plants have died, and how we need to be careful not to slip on the ground. They'll make their own ice balloons and freeze some small world toys in ice, watching them melt and describing what they see. They'll also be introduced to colder environments through small world area, books and photographs.



During this theme, we'll use our small world area to create a dinosaur world. Your child will develop their skills to create scenarios for adventures with the dinosaurs. They'll find out about volcanoes and watch as we recreate one in Nursery, and they'll then describe what they saw.

During this theme, Chinese New Year occurs each year. Your child will be introduced to this colourful festival by watching the famous dragon dances and looking at photos of the celebrations. They will find out the importance of the colour red and make collections of red objects in Nursery. In Art, your child will make their own representations of a Chinese dragon.

Communication and language	
Books	Vocabulary
The Gingerbread Man (traditional tale) Little Red Riding Hood (traditional tale) First Festivals: Lunar New Year Zog (Julia Donaldson) Dinosaur Roar (Paul Stickland and Henrietta Stickland)	Winter, frozen, melting, igloo, dinosaur, volcano, bones, heavy, light, Chinese
Understanding the world	
Explore ice: How does it feel? Make ice balloons. Freeze objects in ice. Explore ice to the water tray. Find and identify other transparent objects. Look for other signs of Winter. Talk about safety near ice. Make food for the birds. Notice any of the first signs of Spring. Discover how Chinese New Year is celebrated. Learn about dinosaurs. Excavate dinosaur bones in the sand tray. Create a dinosaur swamp. Watch volcanoes erupt. Creating our own 'volcano' using baking soda, food colouring and vinegar – children describe what they see.	
Expressive arts and design	
Paint on ice. Create ice pictures, painting with cold colours. Listen to Chinese dragon music; watch Chinese dragon dances; move to Chinese dragon music; create our own Chinese dragon dances. Re-tell stories, using story props relating to the stories. Create a small world dinosaur land. Listen to Dinosaur Roar, joining in with actions. Print with dinosaur footprints in paint, dough and gloop.	

# Nursery

## Spring 2 overview: Superhero me

Superhero play is a great stimulus for learning in Nursery. Your child will use their creative skills to recreate small world superhero stories. They will become real-life scientists when we explore the super powers of some of the fictional superheroes: magnetism, magnification and force. In Art, your child will use their drawing skills to represent the ways that the superheroes move or the loud noises that they make when they crash or bang! In role-play, your child will learn about everyday superheroes, such as paramedics, firefighters and police officers.

Spring is a busy time. Your child will notice the changes in the environment around them. In Science, your child will plant seeds in the garden and watch them develop. In History, your child will find out about their own history by bringing in photographs of when they were babies. In Art, they'll use mirrors to look at their own face to draw and talk about their own features. Your child will learn how to draw a face and add some details. They'll also talk about happy and sad faces.

It's Easter time, too. Your child will take part in various activities linked to Easter celebrations, including egg decorating and devising and taking part in egg hunts.



Communication and language	
Books	Vocabulary
Titch (Pat Hutchins) Jack and the Beanstalk (traditional tale) Jasper's Beanstalk (Nick Butterworth) Oliver's Vegetables (Vivian French) Oliver's Milkshake (Vivian French) Superkid (Claire Freedman)	plant, seed, grow, soil, water, vegetable, baby, child, healthy
Understanding the world	
Plant bean seeds and record comments over weeks to document growth. Sort various seeds. Plant seeds to grow outside. Look for signs of spring (birds singing, leaf/flower buds, changes in the weather). Explore herbs in sensory area. Investigate flowers, including removing petals and looking inside stalks. Compare photos of when children were babies to now: discuss the changes, what they have learned. Talk about healthy eating, tasting different fruits/vegetables. Look inside fruit/vegetables for seeds. Sort foods: healthy choices and foods to eat only occasionally. Keeping healthy and clean: what do we need to do? Discuss mouth hygiene: brushing teeth, dentists, 'dirty teeth' with toothbrushes to clean. Look at own teeth in mirror. Name the different parts of our bodies. Explore simple forces in relation to superhero powers: push, pull, stretch. Using their senses. investigate different types of egg (raw, scrambled, boiled). Listen to the Easter story. Take a selfie using an iPad.	
Expressive arts and design	
Make observational drawings and paint fruit and vegetables. Draw their own face including simple features. Print with fruit and vegetables. Listen to music: happy/sad music and respond to how it makes them feel through painting. Create buildings for superheroes to climb. Role play: hospital.	

# Nursery

## Summer 1 overview: Wheels, wings and other things

Hunting for bugs is an interest that inspires our children in Nursery. During this theme, we'll find out about the bugs that we discover outdoors. Your child will make a wormery and observe tadpoles developing into froglets. They'll learn to care and respect all living things. In Art, your child will create their own representations of mini-beasts, looking carefully at the patterns that they observe. They'll create small world habitats for mini-beasts within the classroom.

This half-term is not just about living things. Your child will find out about various types of transport, deciding which would be the best for different journeys. In Science, your child will test which wheeled vehicle travels the fastest and the furthest. They'll learn how to fold paper in order to make a paper plane. They'll use various materials to make a boat and discover which is the most effective. In Design and Technology, your child will use construction materials to create their own representations of transport, using them in their role play or small world play.



Communication and language	
Books	Vocabulary
The Very Hungry Caterpillar (Eric Carle) Mad About Minibeasts (Giles Andreae) Superworm (Julia Donaldson) Duck in a Truck (Jez Alborough) The Train Ride (June Crebbin) Non-fiction books about transport.	caterpillar, butterfly, chrysalis, legs, wings, map, roads, float, sink
Understanding the world	
Hunt for minibeasts outside. Use a magnifying glass to look closely. Describe what they can observe. Collect minibeasts – talk about careful handling. Look at minibeasts and habitats: Where do they live? What do they need to help them grow? How can we look after them? Why is this important? What jobs do they do, including pollination by bees? Look at patterns and markings on shells and wings. Make a wormery. Watch as a caterpillar turns into a butterfly – talk about the changes. Talk about different ways to travel (including by road, air, sea): What different journeys have children been on? Write a list of what to take on a journey. Make their own maps for journeys. Use a remote-controlled car to move forwards and backwards.	
Expressive arts and design	
Make minibeasts from junk modelling and/or malleable materials. Move around room or outside area in the manner of a snail, a caterpillar, a butterfly, a bee. Explore spirals with different media: crayon, pen, chalk, paint. Create butterfly prints and note the symmetry. Create minibeast environments in the classroom small world area. Sing songs such as 'The Wheels on the Bus'. Create vehicles from construction equipment. Make paper aeroplanes folding the paper independently. Make a boat that will float and test it out. Use the wheels of toy vehicles to print tracks.	

# Nursery

## Summer 2 overview: Let's make a splash

Learning about and learning with water is the focus of this theme. Your child will learn about various creatures that live under the sea. They'll use their senses to look, feel and smell a fish and a crab and then use their developing language skills to describe them. They'll use water to investigate how to move objects and develop the language of capacity. In Art, your child will create mythical lands under the sea with mermaids and sea monsters, creating stories to support their play.

As we move towards the summer break, children will learn about different types of holidays that we might enjoy. Our theme provides us with lots of opportunities to learn about the seaside, so your child will now find out about other places to visit and how they're different from where we live. We won't just think about beach holidays, though – they'll learn about what they might see at the countryside, in hot countries, and in cold countries.



Communication and language	
<b>Books</b>	<b>Vocabulary</b>
What the Ladybird Heard at the Seaside (Julia Donaldson) Commotion in the Ocean (Giles Andreae) Barry the Fish with Fingers (Sue Hendra) Pirates Love Underpants (Claire Freedman)	seaside, mermaids, sea, water, beach, fish, shell, hot, cold
Understanding the world	
Talk about where you can go on holiday? Discuss various types of holidays: holidays at home and abroad, holidays in the countryside or by the seaside. Discuss children's experiences of holidays. Talk about the various ways to travel on holiday – aeroplane, car, bus, train, boat. Talk about holidays at home. Look at pictures and books about the seaside. Look at non-fiction books about sea creatures. Follow a pirate treasure hunt using a map of the Nursery garden. Create their own treasure hunt maps. Look at artwork of the seaside. Recording voices on an iPad. Sorting various materials: hard, soft.	
Expressive arts and design	
Junk model sea creatures. Use shells as stimulus for artwork: different textures, sizes and shapes of shells shell rubbings. Create transient artwork using shells, and then take photos and review the artwork: What do they like? Create a pirate role play area. Create an underwater area in our small world area.	

## Overviews of the half-termly themes

# Reception

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	
<b>Books</b> (core books, but we also offer a choice of second books to vote for)	<b>Vocabulary</b>
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) Oh Dear, Look What I Got! (Michael Rosen)	<b>Theme words</b> city, village, Autumn, conker, acorn, collage, plastic, wood, metal <b>Words of the week</b> family, journey, squelch, artist, season
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. <b>Visit:</b> walk in the locality.	
History	
Make historical links in locality and the school.	
RE	
Taught as part of Living and Learning, <i>supplemented with Believing and belonging: the agreed syllabus for RE:</i> Unit E4 <i>Who belongs in my family and community?</i> Unit E5: <i>How do people celebrate special times? (ongoing, timed to match major festivals)</i>	
Expressive arts and design	
Art	
Observational drawing: use a range of pencils to draw natural resources like leaves, stones, wood. Henri Matisse ('The Leaf') - focus on cutting skills. <b>Featured artist:</b> Frida Kahlo 'self-portraits'	
Design Technology	
Use scissors.	
Music	
Charanga – Unit 1: Me (pulse, rhythm, pitch, sing and perform)	



# 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	
<b>Books</b> (core books, but we also offer a choice of second books to vote for)	<b>Vocabulary</b>
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) Jolly Christmas Postman (Allan Ahlberg, Janet Ahlberg) The Nativity Story (Juliet David)	<b>Theme words</b> old, new, shadow, reflection, magnetic, nocturnal, Diwali, Harvest, Nativity <b>Words of the week</b> festival, rhyme, nocturnal, reflection, swoop, 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	
Taught as part of Living and Learning, <i>supplemented with Believing and belonging: the agreed syllabus for RE:</i> Unit E4 <i>Who belongs in my family and community?</i> Unit E5: <i>How do people celebrate special times? (ongoing, timed to match major festivals)</i>	
Computing	
Take a video using an iPad.	
Expressive arts and design	
Art	
Observational drawing: use charcoal to draw household artefacts. <b>Featured artist:</b> Howardena Pindell 'spray dot'	
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>Charanga – Unit 2: My Stories (pulse, rhythm, pitch, sing and perform)</i>	

# 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 it. 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	
<b>Books</b> (core books, but we also offer a choice of second books to vote for) Lost and Found (Oliver Jeffers) Supertato (Paul Linnet, Sue Hendra) The Magic Paintbrush (Julia Donaldson) Great Fairies of the World (Andrew Lang) Penguin Huddle (Ross Montgomery)	<b>Vocabulary</b>  <b>Theme words</b> Arctic, globe, atlas, temperature, frozen, freezing, melting, China, Spring <b>Words of the week</b> iceberg, climate, huddle, Zodiac, mischievous, hero
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. <b>Visit:</b> 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> E1 Which places are special to members of our community?	
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. Yoyoi Kusami - links to pattern <b>Featured artist:</b> Monet 'The magpie'	
Design Technology	
Design children's own 'Super vegetable'. Chop vegetables to make soup / salad.	
Music	
<i>Charanga – Unit 3:</i> Everyone (pulse, rhythm, pitch, sing and perform)	

# 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	
<b>Books</b> (core books, but we also offer a choice of second books to vote for)	<b>Vocabulary</b>
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)	<b>Theme words</b> map, river, lake, direction, root, shoot, stem, leaf, seed <b>Words of the week</b> destination, expedition, ravenous, gigantic, miniscule, creation
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: E2 Why are some objects special?</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). <b>Featured artist:</b> Michael Craig-Martin	
Design Technology	
Join materials to make models.	
Music	
<i>Charanga – Unit 4: Our World (pulse, rhythm, pitch, sing and perform)</i>	

# 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.

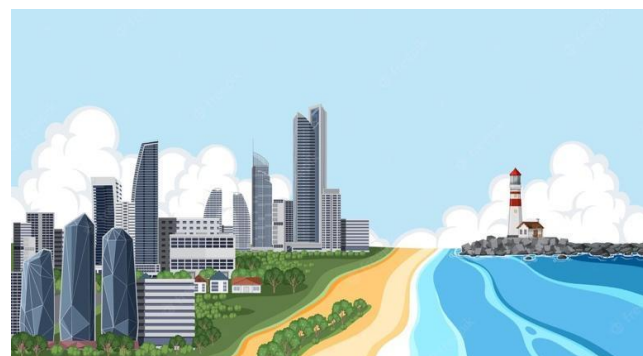
Our school is a happy and healthy place to learn. Keeping healthy is the key message in this theme. We learn how important exercise is and how our body feels during and after exercise.



Communication and language	
<b>Books</b> (core books, but we also offer a choice of second books to vote for)	<b>Vocabulary</b>
The Very Hungry Caterpillar (Eric Carle) Walking through the Jungle (Julie Lacome) The Little Red Hen (Jonathan Allen) Rumble in the Jungle (Giles Andreae) The Bug Collector (Alex G Griffiths)	<b>Theme words</b> forest, desert, jungle, grassland, life cycle, butterfly, caterpillar, pupae, egg <b>Words of the week</b> ferocious, metamorphosis, leaping, rainforest, exhausted, skeleton
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? <b>Visit:</b> Visit to a farm.	
History	
No planned History learning; incidental learning will take place.	
RE	
<i>Believing and belonging: the agreed syllabus for RE: E3 Who cares for me and how do I help others?</i>	
Computing	
Look at maps online.	
Expressive arts and design	
Art	
Observational drawing: use a range of media to draw insects. <b>Featured artist:</b> Maria Sibylla Merian	
Design Technology	
Generate a design (a bug hotel). Use a hand drill.	
Music	
<i>Charanga – Unit 5: Big Bear Funk (pulse, rhythm, pitch, sing and perform)</i>	

# 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	
<b>Books</b> (core books, but we also offer a choice of second books to vote for)	<b>Vocabulary</b>
The Night Pirates (Peter Harris) Seaside poems (Jill Bennett) Sharing a Shell (Julia Donaldson) Tidy (Emily Gravett) Snail and the Whale (Julia Donaldson) The Fish who could Wish (John Bush)	<b>Theme words</b> beach, sea, field, plane, boat, ship, sink, float, waterproof <b>Words of the week</b> country, city, thoughtful, pollution, shimmering, unique
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. <b>Visit:</b> Abbey House Museum	
RE	
<i>Believing and belonging: the agreed syllabus for RE: E6</i> How do we understand and care for 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). <b>Featured artist:</b> Alexander Calder (a selection of his mobiles).	
Design Technology	
Thread and weave.	
Music	
<i>Charanga – Unit 6:</i> Reflect, rewind, replay (pulse, rhythm, pitch, sing and perform)	

## 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
<b>Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage</b>		
<p><b>N1</b> Enjoy listening to longer stories and can remember much of what happens.</p> <p><b>N2</b> Pay attention to more than one thing at a time.</p> <p><b>N3</b> Use a wider range of vocabulary.</p> <p><b>N4</b> Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p><b>N5</b> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p><b>N6</b> Sing a large repertoire of songs.</p> <p><b>N7</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><b>N8</b> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmmed’ for ‘swam’.</p> <p><b>N9</b> 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><b>N10</b> Use longer sentences of four to six words.</p> <p><b>N11</b> 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><b>N12</b> Can start a conversation with an adult or a friend and continue it for many turns.</p> <p><b>N13</b> Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p><b>R1</b> Understand how to listen carefully and why listening is important.</p> <p><b>R2</b> Learn new vocabulary.</p> <p><b>R3</b> Use new vocabulary through the day.</p> <p><b>R4</b> Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>R5</b> Articulate their ideas and thoughts in well-formed sentences.</p> <p><b>R6</b> Connect one idea or action to another using a range of connectives.</p> <p><b>R7</b> Describe events in some detail.</p> <p><b>R8</b> Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p><b>R9</b> Develop social phrases.</p> <p><b>R10</b> Engage in story times.</p> <p><b>R11</b> Listen to and talk about stories to build familiarity and understanding.</p> <p><b>R12</b> 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><b>R13</b> Use new in different contexts.</p> <p><b>R14</b> Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><b>R15</b> Learn rhymes, poems and songs.</p> <p><b>R16</b> Engage in non-fiction books.</p> <p><b>R17</b> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and .</p>	<p><b>Listening, attention and understanding</b>            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><b>Speaking</b>            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 <b>Voice 21: Our Oracy Frameworks (2023)</b>		
<p><b>Cognitive</b>  <i>Content, structure, clarifying and summarising, self-regulation, reasoning</i>  <b>N1+</b> Retell a simple event in the correct order.  <b>N2+</b> Use talk to pretend, predict and recall.</p> <p><b>Linguistic</b>  <i>Vocabulary, language, rhetorical techniques</i>  <b>N3+</b> Link thoughts together using 'and' or 'because'.  <b>N4+</b> Use vocabulary based on things that are important to them.  <b>N5+</b> Show an understanding of who, what, where, when and why questions.  <b>N6+</b> Use a range of tenses.</p> <p><b>Social and Emotional</b>  <i>Working with others, listening and responding, confidence in speaking, audience awareness</i>  <b>N7+</b> Take turns talking with one other person.  <b>N8+</b> Listen to what is being said.  <b>N9+</b> Use talk to share ideas with friends.</p> <p><b>Physical</b>  <i>Voice, body language</i>  <b>N10+</b> Speak so that others can hear.  <b>N11+</b> Look at who they are talking to.  <b>N12+</b> Show others what they are talking about.</p>	<p><b>Cognitive</b>  <i>Content, structure, clarifying and summarising, self-regulation, reasoning</i>  <b>R1+</b> Give answers that match what has been asked.  <b>R2+</b> Retell stories and experiences.  <b>R3+</b> Ask simple questions of peers.</p> <p><b>Linguistic</b>  <i>Vocabulary, language, rhetorical techniques</i>  <b>R4+</b> Express themselves in fully formed sentences.  <b>R5+</b> Use specific vocabulary such as comparatives when describing objects and experiences.  <b>R6+</b> Respond to what they hear with relevant comments, questions or actions.  <b>R7+</b> Begin to use past, present and future forms accurately.  <b>R8+</b> Use joining conjunctions including 'but' for longer sentences.</p> <p><b>Social and Emotional</b>  <i>Working with others, listening and responding, confidence in speaking, audience awareness</i>  <b>R9+</b> Understand the concept of turn-taking when talking.  <b>R10+</b> Listen and respond appropriately to simple questions.  <b>R11+</b> Begin to build friendships through talk.  <b>R12+</b> Use language to express needs and feelings (eg rather than snatching).</p> <p><b>Physical</b>  <i>Voice, body language</i>  <b>R13+</b> Speak clearly at an appropriate volume.  <b>R14+</b> Look at who is talking and who is being spoken to whilst sitting or standing still.  <b>R15+</b> Begin to use gesture to support delivery of talk.</p>	<p><b>Listening, attention and understanding</b>                      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><b>Speaking</b>                      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><b>Supporting sentence stems</b>                      I like...                      I don't like...because.                      I think...                      I don't think...</p>	<p><b>Supporting sentence stems</b>                      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><b>By the end of Reception pupils will be able to:</b>                      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 <b>Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage</b>		
<p><b>N1</b> 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><b>N2</b> Develop their sense of responsibility and membership of a community.</p> <p><b>N3</b> Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p><b>N4</b> Show more confidence in new social situations.</p> <p><b>N5</b> Play with one or more other children, extending and elaborating play ideas.</p> <p><b>N6</b> 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><b>N7</b> Increasingly follow rules, understanding why they are important.</p> <p><b>N8</b> Remember rules without needing an adult to be present.</p> <p><b>N9</b> Develop appropriate ways of being assertive.</p> <p><b>N10</b> Talk with others to solve conflicts.</p> <p><b>N11</b> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p><b>N12</b> Understand gradually how others might be feeling.</p> <p><b>N13</b> Be increasingly independent in meeting their own care needs eg brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p><b>N14</b> Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>R1</b> See themselves as a valuable individual.</p> <p><b>R2</b> Build constructive and respectful relationships.</p> <p><b>R3</b> Express their feelings and consider the feelings of others.</p> <p><b>R4</b> Show resilience and perseverance in the face of challenge.</p> <p><b>R5</b> Identify and moderate their own feelings socially and emotionally.</p> <p><b>R6</b> Think about the perspectives of others.</p> <p><b>R7</b> Manage their own needs:</p> <ul style="list-style-type: none"> <li>• personal hygiene</li> </ul> <p><b>R8</b> Know and talk about the different factors that support their overall health and wellbeing.</p> <ul style="list-style-type: none"> <li>• regular physical exercise</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of screen time</li> <li>• having a good sleep routine</li> <li>• being safe as a pedestrian</li> </ul>	<p><b>Self-regulation</b> 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><b>Managing self</b> 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><b>Building relationships</b> 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
<p>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>		
<p><b>Families and people who care for me</b>  <b>N1+</b> I know that families sometimes look different from my own family.</p> <p><b>Caring friendships</b>  <b>N2+</b> I can be a caring friend.</p> <p><b>Respectful relationships</b>  <b>N3+</b> I'm beginning to show good manners (eg greeting, saying please and thank you and saying goodbye).</p> <p><b>Being safe</b>  <b>N4+</b> I'm beginning to recognise some risks in a place or activity and act accordingly.</p> <p><b>Mental wellbeing</b>  <b>N5+</b> I can recognise when I'm feeling happy, sad, angry and worried.</p> <p><b>Internet safety</b> (see also Computing expectations)  <b>N6+</b> I know that I must seek permission from a trusted adult before using technology.</p> <p><b>Physical health and fitness</b> (also see Physical development)  <b>N7+</b> I know being active is good for me.</p> <p><b>Healthy eating</b>  <b>N8+</b> I can name some healthy foods.</p> <p><b>Drugs, alcohol and tobacco</b>  <b>N9+</b> I know I must only take medicines when an adult is with me.</p> <p><b>Health and prevention</b>  <b>N10+</b> I can use the toilet independently.  <b>N11+</b> I know I must wash my hands after using the toilet and at other times in the day.</p> <p><b>Basic first aid</b>  <b>N12+</b> I know that if I hurt myself, I must seek help.</p>	<p><b>Families and people who care for me</b>  <b>R1+</b> I can describe ways that families are different from my own family.</p> <p><b>Caring friendships</b>  <b>R2+</b> I can be a caring friend in different situations.</p> <p><b>Respectful relationships</b>  <b>R3+</b> I can show good manners (eg greeting, saying please and thank you and saying goodbye).</p> <p><b>Being safe</b>  <b>R4+</b> I can carry out a simple risk assessment before play situations.</p> <p><b>Mental wellbeing</b>  <b>R5+</b> I know that that there needs to be a balance between time being using technology and time spent in other ways.  <b>R6+</b> I'm beginning to recognise when I need some quiet time out from an activity.</p> <p><b>Internet safety</b> (see also Computing expectations)  <b>R7+</b> So that I'm safe, I know I must seek permission from a trusted adult before using technology.</p> <p><b>Physical health and fitness</b> (also see Physical development)  <b>R8+</b> I know that that there needs to be a balance between resting and being active.</p> <p><b>Healthy eating</b>  <b>R9+</b> I can name some healthy foods.  <b>R10+</b> I know at least two simple reasons to eat healthily (eg to avoid tooth decay, to avoid unhealthy weight gain).</p> <p><b>Drugs, alcohol and tobacco</b>  <b>R11+</b> I know I must only take medicines when an adult is with me.</p> <p><b>Health and prevention</b> (see other guides)</p> <p><b>Basic first aid</b>  <b>R12+</b> I know that if I hurt myself, I must seek help.  <b>R13+</b> I know at least three emergency services.</p>	<p><b>Self-regulation</b>            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><b>Managing self</b>            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><b>Building relationships</b>            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 <b>Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.</b>		
<p><b>N1</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p><b>N2</b> Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p><b>N3</b> Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p><b>N4</b> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>N5</b> Start taking part in some group activities which they make up for themselves, or in teams.</p> <p><b>N6</b> Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p><b>N7</b> 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><b>N8</b> 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><b>N9</b> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>N10</b> Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p><b>N11</b> Use a comfortable grip with good control when holding pens and pencils.</p> <p><b>N12</b> Show a preference for a dominant hand.</p> <p><b>N13</b> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p><b>R1</b> Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing.</p> <p><b>R2</b> Progress towards a more fluent style of moving, with developing control and grace.</p> <p><b>R3</b> 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><b>R4</b> 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><b>R5</b> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>R6</b> Combine different movements with ease and fluency.</p> <p><b>R7</b> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>R8</b> Develop overall body-strength, balance, co-ordination and agility.</p> <p><b>R9</b> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p><b>R10</b> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>R11</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>R12</b> Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes.</p>	<p><b>Gross motor skills</b> 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><b>Fine motor skills</b> 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><b>PE</b>  <b>N1+</b> I can talk about different ways to be active, and name a preferred activity.</p> <p><b>Writing, Art and Design and technology</b>  <b>N2+</b> I can hold a pen and pencil comfortably.</p> <p><b>N3+</b> I can use scissors to snip paper.</p> <p><b>N4+</b> I can use a paintbrush to make marks.</p> <p><b>N5+</b> I can use various cooking and dining tools.</p> <p><b>N6+</b> I can independently put on and take off my coat and shoes.</p>	<p><b>PE</b>  <b>R1+</b> I know exercise is important.</p> <p><b>R2+</b> I can recognise how my body feels during exercise.</p> <p><b>R3+</b> I know three simple ways that physical activity affects my body (eg feeling warmer, increased heart rate, breathing more quickly).</p> <p><b>Writing, Art and Design and technology</b>  <b>R4+</b> I can hold a pen or pencil effectively, making accurate marks (ie letters, numbers and drawings).</p> <p><b>R5+</b> I can use scissors, following a dotted line to cut out.</p> <p><b>R6+</b> I can use a paintbrush effectively, filling space with colour and painting lines with accuracy.</p> <p><b>R7+</b> I can use various cooking and dining tools effectively.</p>	<p><b>Gross motor skills</b>                      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><b>Fine motor skills</b>                      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 <b>Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.</b>		
<p><b>N1</b> Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>● print has meaning</li> <li>● print can have different purposes</li> <li>● we read English text from left to right and from top to bottom.</li> <li>● the names of the different parts of a book.</li> <li>● page sequencing</li> </ul> <p><b>N2</b> Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>● spot and suggest rhymes</li> <li>● count or clap syllables in a word</li> <li>● recognise words with the same initial sound, such as money and mother</li> </ul> <p><b>N3</b> Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>N4</b> 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><b>N5</b> Write some or all of their name.</p> <p><b>N6</b> Write some letters accurately.</p>	<p><b>R1</b> Read individual letters by saying the sounds for them.</p> <p><b>R2</b> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><b>R3</b> Read some letter groups that each represent one sound and say sounds for them.</p> <p><b>R4</b> Read a few common exception words matched to the school's phonic programme.</p> <p><b>R5</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>R6</b> 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><b>R7</b> Form lower-case and capital letters correctly.</p> <p><b>R8</b> Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><b>R9</b> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p><b>R10</b> Re-read what they have written to check that it makes sense.</p>	<p><b>Comprehension</b> 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><b>Word reading</b> 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><b>Writing</b> 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><b>Reading: fluency / word reading</b>  <b>N1+</b> I am beginning to recognise repetition of words and rhymes when listening to stories.</p> <p><b>Reading: retrieve / comprehension</b>  <b>N2+</b> I can talk about the title and the events.  <b>N3+</b> I can re-tell main events in a familiar story.</p> <p><b>Reading: interpret</b>  <b>N4+</b> I can link what they hear read to their own experiences.</p> <p><b>Reading: explore and evaluate</b>  <b>N5+</b> I know that there are both fiction and non-fiction books.  <b>N6+</b> I take pleasure in listening to stories and finding out facts in books.  <b>N7+</b> I can talk about a story in a group.</p> <p><b>Reading: range</b>  <b>N8+</b> I am familiar with key stories, including traditional and fairy tales.  <b>N9+</b> I experience poems and rhymes.  <b>N10+</b> I know at least two nursery rhymes by heart.  <b>N11+</b> I can use prior knowledge to understand texts.</p> <p><b>Reading: vocabulary / comprehension</b>  <b>N12+</b> I learn new words based on what has been read to me, and begin to use these words orally ('wow words').</p> <p><b>Writing</b>  <i>(Secure the learning set out in Development Matters – no additional or explicit learning.)</i></p>	<p><b>Reading: fluency / word reading</b>  <i>(Refer to the sequence of learning set out in Little Wandle Letters and Sounds Revised programme.)</i>  <b>R1+</b> I can recognise and use the repetition of words and rhymes to aid reading.  <b>R2+</b> I re-read to build up fluency.  <b>R3+</b> I can check that the text makes sense as I read.</p> <p><b>Reading: retrieve / comprehension</b>  <b>R4+</b> I can re-tell main events, making appropriate comments.</p> <p><b>Reading: interpret</b>  <b>R5+</b> I can link what I read or hear read to my own experiences.</p> <p><b>Reading: choice</b>  <b>R6+</b> 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><b>Reading: explore and evaluate</b>  <b>R7+</b> I know simple differences between fiction and non-fiction.  <b>R8+</b> I take pleasure in reading.  <b>R9+</b> I can say what I like or dislike about a text.  <b>R10+</b> I can talk in a group about what I've read.  <b>R11+</b> 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><b>Reading: range</b>  <b>R12+</b> I am very familiar with key stories, including traditional and fairy tales.  <b>R13+</b> I experience poems and rhymes.  <b>R14+</b> I know at least five nursery rhymes by heart.  <b>R15+</b> I can use context and vocabulary provided to understand texts.  <b>R16+</b> I understand and can talk about the main characteristics of the key stories known eg 'Once upon a time...'.  <b>R17+</b> I can use prior knowledge to understand texts.</p> <p><b>Reading: vocabulary / comprehension</b>  <b>R18+</b> 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><b>Reading: writing</b>  <b>R19+</b> I am beginning to use full stops to pause when reading aloud.  <b>R20+</b> I can retell key stories orally using narrative language.</p>	<p><b>Comprehension</b>            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><b>Word reading</b>            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><b>Writing</b>            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>

**Writing: vocabulary and spelling**

*(Refer to the sequence of learning set out in Little Wandle Letters and Sounds Revised programme.)*

**R21+** I can name all the letters of the alphabet in order.

**R22+** I can write from memory simple captions or sentences dictated by the teacher.

**R23+** I can learn new words ('wow words'), and begin to use these words in writing, not necessarily spelled correctly.

**Writing: handwriting**

**R24+** I am beginning to form digits 0-9.

**R25+** I can sit for a sustained period (eg around ten minutes) in order to write.

**Writing: editing and improving**

**R26+** I can read the caption or sentence that I've just written (think it, say it, write it, read it).

**Writing: sentence structure**

**R27+** I can start sentences using capital letters.

**R28+** I can end sentences using a full stop.

**R29+** I can use a capital letter for 'I'.

**R30+** I can use a capital letter to start my name.

**R31+** I can separate some words using (finger) spaces.

**R32+** I can combine words to make a caption or sentence.

**R33+** I can think about the caption or sentence that I'm going to write (think it, say it, write it, read it).

**Writing: description**

**R34+** I can use adjectives in a caption or simple sentence.

**Writing: conjunctions**

**R35+** I am beginning to use 'and' to join.

## Age-related expectations: Maths: Number

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
<p>From Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.</p>	<p>From NCETM In the Classroom resources for Reception and Development Matters.</p>	
<p><b>Subitising</b>  <b>N1</b> Recognise quickly up to 3 objects, without having to count them individually ('subitising').</p> <p><b>Cardinality and Counting</b>  <b>N2</b> Recite numbers past 5.  <b>N3</b> Say one number for each item in order: 1,2,3,4,5.  <b>N4</b> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').  <b>N5</b> Show 'finger numbers' up to 5.  <b>N6</b> Link numerals and amounts up to 5; for example, showing the right number of objects to match the numeral.  <b>N7</b> Experiment with symbols and marks as well as numerals.</p> <p><b>Composition</b>  <b>N8</b> Solve real world mathematical problems with numbers up to 5.</p> <p><b>Comparison</b>  <b>N9</b> Compare quantities using language: 'more than', 'fewer than'.</p>	<p><b>Subitising</b>  <b>R1</b> Use subitising skills (recognising up to 5 in a group without counting) to identify when patterns show the same number but in a different arrangement, or different number in a similar arrangement.  <b>R2</b> Recognise and use (so that they are increasingly familiar) subitising arrangements including those which expose 'one more' or 'doubles' patterns.  <b>R3</b> Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to smaller groups (eg subitise 5 and subitise 3 to know there is 8).  <b>R4</b> Be aware of symmetrical patterns (that you can subitise), linking to doubles.  <b>R5</b> Recognise when to count and when to subitise.</p> <p><b>Cardinality and counting</b>  <b>R6</b> Verbally count to 20 and beyond including counting from different starting numbers.  <b>R7</b> Confidently and accurately count objects, images, actions and sounds.  <b>R8</b> Link the number symbol (numeral) with its cardinal number value.</p> <p><b>Composition</b>  <b>R9</b> Recognise the composition of numbers within 10.  <b>R10</b> Recognise the composition of odd and even numbers (looking at the shape of these numbers).  <b>R11</b> Link even numbers to doubles (eg <math>4 + 4 = 8</math>).  <b>R12</b> Know compositions of 10.</p> <p><b>Comparison</b>  <b>R13</b> Compare sets by matching, identifying equal sets.  <b>R14</b> Explore ways to make unequal sets equal.  <b>R15</b> Compare numbers, reasoning about which is more, using an understanding of number and its position in the number system.  <b>R16</b> Order sets of objects, linking to their understanding of the ordinal number system.  <b>R17</b> Understanding the 'one more than' and 'one less than' relationship between consecutive numbers.</p>	<p><b>Number</b>            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><b>Numerical patterns</b>            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: Pattern, shape and space, measures

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
<p>From Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.</p>	<p>From NCETM In the Classroom resources for Reception and Development Matters.</p>	
<p><b>Pattern</b>  <b>N10</b> Extend and create AB patterns eg stick, leaf, stick, leaf.  <b>N11</b> Notice and correct an error in a repeating pattern.  <b>N12</b> Talk about and identify patterns around them eg stripes on clothes, designs on rugs and wallpaper.</p> <p><b>Shape and Space</b>  <b>N13</b> Understand position through words alone eg “The bag is under the table” (no pointing).  <b>N14</b> Describe a familiar route.  <b>N15</b> Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  <b>N16</b> Talk about and explore 2D and 3D shapes using informal and mathematical language (eg ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’).  <b>N17</b> Select shapes appropriately eg flat surfaces for building, a triangular prism for a roof etc.  <b>N18</b> Combine shapes to make new ones eg an arch, a bigger triangle etc.  <b>N19</b> Use informal language eg ‘pointy’, ‘curvy’ etc.</p> <p><b>Measures</b>  <b>N20</b> Begin to make comparisons between objects relating to size, length, weight and capacity.  <b>N21</b> Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p><b>Pattern</b>  <b>R18</b> With different patterns (AB, ABC, ABB, ABBC), be able to continue (including mid-unit), copy, and make their own (in a row, in a line, around a circle or border).  <b>R19</b> Spot errors in patterns and be able to correct them.  <b>R20</b> Identify the unit of repeat.  <b>R21</b> Symbolise unit structure eg red car, red car, blue car = R, R, B.  <b>R22</b> Spot patterns in the environment and describe them.</p> <p><b>Shape and space</b>  <b>R23</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  <b>R24</b> Relating to spatial awareness, use vocabulary to describe position and direction, and represent spatial relationships (eg a simple map).  <b>R25</b> Referring to some properties of 2D and 3D shapes, identify similarities, differences and relationships between shapes.  <b>R26</b> Compose and decompose shapes, recognising shapes can have other shapes within it, just as numbers can.</p> <p><b>Measures</b>  <b>R27</b> Make comparisons between objects relating to size, length, weight and capacity.  <b>R28</b> Estimate and predict eg does something fit?  <b>R29</b> Begin to measure, using non-standard and then objects of a standard measure (eg centimetre cubes, metre sticks).  <b>R30</b> Sequence events in a time order, and begin to develop awareness of duration (eg longer / shorter songs, countdowns to events).</p>	<p><b>Number</b>            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><b>Numerical patterns</b>            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 <b>Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.</b>		
<p><b>N1</b> Use all their senses in hands-on exploration of natural materials.</p> <p><b>N2</b> Explore collections of materials with similar and/or different properties.</p> <p><b>N3</b> Talk about what they see, using a wide vocabulary.</p> <p><b>N4</b> Begin to make sense of their own life-story and family's history.</p> <p><b>N5</b> Show interest in different occupations.</p> <p><b>N6</b> Explore how things work.</p> <p><b>N7</b> Plant seeds and care for growing plants.</p> <p><b>N8</b> Understand the key features of the life cycle of a plant and an animal.</p> <p><b>N9</b> Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>N10</b> Explore and talk about different forces they can feel.</p> <p><b>N11</b> Talk about the differences between materials and changes they notice.</p> <p><b>N12</b> Continue to develop positive attitudes about the differences between people.</p> <p><b>N13</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p><b>R1</b> Talk about members of their immediate family and community.</p> <p><b>R2</b> Name and describe people who are familiar to them.</p> <p><b>R3</b> Comment on images of familiar situations in the past.</p> <p><b>R4</b> Compare and contrast characters from stories, including figures from the past.</p> <p><b>R5</b> Draw information from a simple map.</p> <p><b>R6</b> Understand that some places are special to members of their community.</p> <p><b>R7</b> Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>R8</b> Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>R9</b> Explore the natural world around them.</p> <p><b>R10</b> Describe what they see, hear and feel whilst outside.</p> <p><b>R11</b> Recognise some environments that are different to the one in which they live.</p> <p><b>R12</b> Understand the effect of changing seasons on the natural world around them.</p>	<p><b>Past and present</b> 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><b>Peoples, culture and communities</b> 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><b>The natural world</b> 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
<p>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>		
<p><b>History</b>  <b>N1+</b> I can use simple words and phrases relating to time within a day (eg now, morning, lunchtime, home time, bedtime)  <b>N2+</b> I can talk about when I was a baby and know that this was in the past.</p> <p><b>Religious Education</b>  <b>N3+</b> I know can talk about the differences between people in a positive way.</p> <p><b>Geography</b>  <b>N4+</b> I know what maps are used for.  <b>N5+</b> I know that some places are hotter and colder than others.  <b>N6+</b> I can describe some basic features of a locality (eg city, countryside, seaside).</p> <p><b>Science</b>  <b>N7+</b> I can ask questions about the things I see.  <b>N8+</b> I notice changes around me.  <b>N9+</b> I can name some animals and other natural objects.  <b>N10+</b> I can identify and name some body parts: head (and eyes, nose, mouth, ears), body, arms, hands, fingers, legs, feet, toes.  <b>N11+</b> I can observe and talk about changes in living things, in the context of some animals and plants.  <b>N12+</b> I know what some things are made of (eg metal, wood, plastic).  <b>N13+</b> I can explore different materials and comment on their properties (eg hard, soft).  <b>N14+</b> I know basic differences between day and night.  <b>N15+</b> I can talk about the weather that I observe.</p>	<p><b>History</b>  <b>R1+</b> I can use words and phrases relating to time and chronology (eg yesterday, a long time ago, old, new)  <b>R2+</b> I can name the events in my day and sequence them in chronological order.  <b>R3+</b> I can sequence key events in my life in chronological order.  <b>R4+</b> I can remember and talk about my past with a sense of chronology (eg last week compared to when they were a baby).  <b>R5+</b> I can use books and photographs to compare my life and the lives of others in the past.  <b>R6+</b> I can listen to and ask questions of others when they talk about the past.</p> <p><b>Religious Education</b>  <b>R7+</b> I know at least three religious festivals and how some people celebrate them.  <b>R8+</b> I know that religions have places of worship.  <b>R9+</b> I can talk about my own experiences in relation to celebrations, traditions and customs.</p> <p><b>Geography</b>  <b>R10+</b> I know the name of the place where I live.  <b>R11+</b> I know the name of my school.  <b>R12+</b> I know the name of the country where I live (ie England).  <b>R13+</b> I can draw my own simple, fictional map.  <b>R14+</b> I can tell what's land and what's sea on a map.  <b>R15+</b> I can identify what some symbols represent on a map (eg river, mountain, trees).  <b>R16+</b> I can describe similarities and differences between different localities (eg city, countryside, seaside).</p> <p><b>Science</b>  <b>R17+</b> I can begin to make sensible predictions.  <b>R18+</b> I can observe and describe changes.  <b>R19+</b> I can identify and sort animals, plants, other natural objects.  <b>R20+</b> I can observe how plants and bulbs grow and I know what they need to grow.  <b>R21+</b> I know basic life processes of most living things (birth, growing, adulthood, dying), in the context of chicks, tadpoles, caterpillars.  <b>R22+</b> I can explore different materials and compare properties (eg harder, softer).  <b>R23+</b> 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).  <b>R24+</b> I know that the sun is a source of light.  <b>R25+</b> I can explore making shadows, making observations.  <b>R26+</b> I can talk about the weather and link these observations to the changing seasons.</p>	<p><b>Past and present</b>            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><b>Peoples, culture and communities</b>            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><b>The natural world</b>            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 <b>Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.</b>		
<p><b>N1</b> Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p><b>N2</b> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p><b>N3</b> Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p><b>N4</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p><b>N5</b> Develop their own ideas and then decide which materials to use to express them.</p> <p><b>N6</b> Join different materials and explore different textures.</p> <p><b>N7</b> Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p><b>N8</b> Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p><b>N9</b> Use drawing to represent ideas like movement or loud noises.</p> <p><b>N10</b> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p><b>N11</b> Explore colour and colour-mixing.</p> <p><b>N12</b> Listen with increased attention to sounds.</p> <p><b>N13</b> Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b>N14</b> Remember and sing entire songs.</p> <p><b>N15</b> Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p><b>N16</b> Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p><b>N17</b> Create their own songs, or improvise a song around one they know.</p> <p><b>N18</b> Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>R1</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>R2</b> Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>R3</b> Create collaboratively sharing ideas, resources and skills.</p> <p><b>R4</b> Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><b>R5</b> Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><b>R6</b> Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>R7</b> Develop storylines in their pretend play.</p> <p><b>R8</b> Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Creating with materials</b> 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><b>Being imaginative and expressive</b> 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><b>General</b> I can say what I like about my creation.</p> <p><b>Art</b> (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><b>Design and Technology</b> (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><b>Music</b> 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><b>Drama and role-play</b> 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><b>General</b> <b>R1+</b> I can say what is successful about my creation and what I would do differently next time.</p> <p><b>Art</b> (see also additional learning set out under Physical Development) <b>R2+</b> I know what an artist does. <b>R3+</b> I can respond to a piece of artwork, saying what I like or dislike about it. <b>R4+</b> I know the names of at least ten colours. <b>R5+</b> I can draw a person with increasing details (at least with a body, head, arms and legs).</p> <p><b>Design and Technology</b> (see also additional learning set out under Physical Development) <b>R6+</b> I know what a designer or architect does. <b>R7+</b> I know an increasing range of appropriate vocabulary to describe processes to make a model (eg to design, to join, to decorate). <b>R8+</b> I can generate a design. <b>R9+</b> I can make a model, choosing the appropriate equipment and materials to achieve the desired outcome. <b>R10+</b> I can evaluate my model.</p> <p><b>Music</b> <b>R11+</b> I know music can be fast, slow, loud and quiet. <b>R12+</b> I can comment on the different effects. <b>R13+</b> I know at least six well-known nursery rhymes. <b>R14+</b> I know at least six musical instruments (eg maraca, rhythm stick, drum, triangle, wood block, bell). <b>R15+</b> I listen to music with concentration.</p> <p><b>Drama and role-play</b> <b>R16+</b> I can use a variety of resources to retell my own and known stories (small world play) in a more sustained and sophisticated way. <b>R17+</b> I use my imagination and appropriate language when roleplaying characters from stories or real-life occupations.</p>	<p><b>Creating with materials</b> 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><b>Being imaginative and expressive</b> 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><b>On-going learning:</b>            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><b>Planned-for learning (see medium term plans):</b>            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><b>On-going learning:</b>            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><b>Planned-for learning (see medium term plans):</b>            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><b>There are no Early Learning Goals that explicitly refer to computing.</b></p>