



**St. Peter's C of E
Primary School**

**Early Years
Foundation Stage
Policy 2024-2025**

At St. Peter's C of E Primary School we promise to:



Keep each other happy and safe.
Respect each other.
Help each other to do the best we can.
Forgive each other
Trust in God.

Every Child of God Matters

Contents

- Pg. 3 – Introduction to the EYFS**
- Pg. 4 – Safeguarding**
 - Pg. 5 – Relevant Safeguarding Documents
- Pg. 6 – Introduction to the EYFS at Burnley St Peter’s CofE Primary School**
 - Pg. 6 – Introduction
 - Pg. 6 – Staffing
 - Pg. 6 – Organisation & Management of Provision
 - Pg. 7 – Key Person
 - Pg. 7 – SEND
- Pg. 8 – EYFS Curriculum at Burnley St Peter’s CofE Primary School**
 - Pg. 8 – Areas of the Statutory Framework
 - Pg. 9 – Intent
 - Pg. 9 – Implementation
 - Pg. 10 – Impact
- Pg. 11 – Planning in the EYFS at Burnley St Peter’s CofE Primary School**
 - Pg. 11 – Long Term Planning
 - Pg. 11 – Medium Term Planning
 - Pg. 11 – Schemes of Work
 - Pg. 12 – Termly Timetable
 - Pg. 12 – Enrichment
- Pg. 13 – Observation & Assessment**
 - Pg. 13 – On Entry Assessment
 - Pg. 13 – Formative Assessment
 - Pg. 14 – Summative Assessment
 - Pg. 15 – Early Years Foundation Stage Profile
 - Pg. 15 – Reporting to Parents
- Pg. 16 – Induction/Parental Engagement & Involvement**
- Pg. 16 – Transition Procedures**
 - Pg. 16 – Transition between Nursery & Reception
 - Pg. 16 – Transition between Reception & Year 1
- Pg. 17 – Liaison with Other Agencies**
- Pg. 17 – Staff Development**
- Pg. 18 – Resource Audit**
- Pg. 18 – Policy Review**
- Pg. 19 – Review Record**
- Pg. 20 – Appendices Title Page**
- Pg. 21 – Appendix .i. Early Learning Goals for Early Adopters**
 - Pg. 21 – ELGs for Prime Areas
 - Pg. 22 – ELGs for Specific Areas
- Pg. 23 – Appendix .ii. Key Skills, Knowledge and Concepts for Early Adopters**
 - Pg. 23 – Key Skills, Knowledge and Concepts for Prime Areas
 - Pg. 25 – Key Skills, Knowledge and Concepts for Specific Areas

Introduction to the EYFS

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.' (Early Years Foundation Stage Statutory Framework, DfE, 2024)

Our aim is to promote the principles within the Early Years Foundation Stage Statutory Framework, DfE 2024, and teach a well-rounded curriculum that includes enrichment opportunities, development of life-long skills, the ability to regulate emotions, as well as achieving the academic standards set out in the Development Matters 2023.

The Statutory Framework document states the requirements for group and school based providers to support children's learning and development, safeguarding and welfare. The Statutory Framework sets out the educational programmes and the Early Learning Goals (ELGs) for each area. It also highlights the importance of practitioners using the Characteristics of Effective Teaching and Learning (CoETLs) to show how children learn.

The Development Matters, DfE 2023, document provides detailed guidance on gathering evidence to support assessments around children's learning and gives examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

Safeguarding

‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them... Providers must take all necessary steps to keep children safe and well.’ (Early Years Foundation Stage Statutory Framework, DfE, 2024)

As a school and in our Early Years provision safeguarding is a priority. See School Safeguarding Policy: <https://www.st-peters-burnley.lancs.sch.uk/important-safeguarding-policies/>

We look to ensure children feel safe, and we always aim to promote children’s welfare and strive to safeguard all children. This includes:

- regular safeguarding training, including child protection training and updates for staff are provided at the beginning of each academic year, regular updates are given in staff meetings. A Designated Safeguarding Lead (DSL) is enabled to play an effective role in pursuing concerns and protecting children and learners. There are 3 Paediatric First Aiders within the EYFS, namely Phillipa Franklin (EYFS Class Teacher), James Hobin (Higher Level Teaching Assistant) and Donna Holden (Teaching Assistant). Volunteers, Students and Visitors are required to visit prior to beginning of placements to complete induction, including safeguarding training.
 - First-Aid Policy: <https://www.st-peters-burnley.lancs.sch.uk/important-safeguarding-policies/>
- staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner.
- safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues:
 - Online Safety Policy: <https://www.st-peters-burnley.lancs.sch.uk/important-safeguarding-policies/>
 - Mobile Phone/Photos Policy (within the Safeguarding and Child Protection Policy)
 - Allegations Against Staff and Whistle-Blowing Policy: <https://www.st-peters-burnley.lancs.sch.uk/important-safeguarding-policies/>
- the extent to which children behave in ways that are safe for themselves and others.
- children’s understanding of dangers and how to stay safe.
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school.
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe.
- the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill.
- the suitability and safety of outdoor and indoor spaces, furniture, equipment, and toys.
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met.

- the suitability and qualifications of the adults looking after children or having unsupervised access to them
 - Code of Conduct Policy: <https://www.st-peters-burnley.lancs.sch.uk/important-safeguarding-policies/>
- the appraisal arrangements, training, support and skills development of staff the effectiveness of risk assessments and actions taken to manage or eliminate risks.
 - Risk Assessments available on the EYFS curriculum page of the school website: <https://www.st-peters-burnley.lancs.sch.uk/eyfs/>

Relevant Safeguarding Documents

Early Years Foundation Stage Statutory Framework For Group and School-Based Providers: Setting the Standards for Learning, Development and Care for Children from Birth to Five' (DfE, 2024)¹

'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HM Government, 2015)²

Keeping Children Safe in Education (DfE 2024)³

¹<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

² www.gov.uk/government/publications/prevent-duty-guidance.

³<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Introduction to the EYFS at Burnley St Peter's CofE Primary School

Introduction

The terms 'EYFS' and 'Foundation Stage' at Burnley St Peter's CofE Primary School refers to the children in the Reception Class. This policy reflects the main aims of the school where 'Every Child of God Matters' and in accordance with each child's age, ability and any other extra needs they may have, all children will acquire and develop the skills, knowledge, understanding, cultural capital and CoETLs to become active and responsible members of their own community and society.

Staffing

'All children deserve high quality early education and care. This requires a quality workforce. A well-trained, skilled team of practitioners can help every child achieve the best possible educational outcomes.' (Early Years Foundation Stage Statutory Framework, DfE, 2024)

Staff in the EYFS are:

- Miss Phillipa Franklin (Class Teacher, EYFS Leader, Paediatric First Aider)
- Mr James Hobin (Teaching Assistant, HLTA PPA Cover, Paediatric First Aider)
- Mrs Donna Holden (Teaching Assistant, Paediatric First Aider)

Organisation & Management of Provision

At Burnley St Peter's CofE Primary School there is one Reception Class of 30 pupils, aged 4 to 5 years. We have our own purpose-built outdoor area immediately outside the classroom, and unisex toilets adjoined to the classroom. There is also a kitchen/ group room adjoined to the classroom in which children can complete small group work, including Read Write Inc. (RWI), and cooking activities. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the EYFS and the children have access to other equipment and facilities throughout the school.

Reception children are admitted in September of the academic year in which they turn 5 years old. Children spend the first fortnight settling in with phased transition sessions, while they become established and begin to understand the routine. After this fortnight of transition sessions, children attend on a full-time basis, with the exception of those children who are under the age of 5 years who require specialist provision and may remain on half days until they are able to access full time provision.

Children have access to indoor provision in all undirected time and have free access to the outdoor area during provision time each day, unless the outdoor area is deemed 'unsafe' due to weather (e.g. icy). External enrichment opportunities outdoors will take place at different times throughout the year.

The EYFS routine includes:

- Daily RWI sessions
- Daily Adult Input on Maths

- Adult Input on Topic
- Daily Whole School Worship or Class Worship
- Key Person Group Time – Hygge, Topic Session, Cape Ability COETLs
- Weekly Adult Input on RE
- Story Time
- RWI ‘Talk Through Stories’ Sessions
- ‘Quiet Reflective Time’
- Weekly Music Session
- Weekly PE Session
- Weekly Dance Session – on a rota with KS1/2 at different points throughout the academic year.

Key Person

‘Children need to build an attachment with their key person for their confidence and well-being. The key person also promotes children’s learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support.’ (Early Years Foundation Stage Statutory Framework, DfE, 2024)

Children are allocated a Key Person at the beginning of the year, however these groups are subject to change depending on the developing needs of the child and relationships with staff. Parents are written to informing them of whom their child’s Key Person is when allocated or if there are any changes. Children participate in ‘Key Person Group Time’ each week, developing Communication and Language Skills.

‘Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers.’ (Early Years Foundation Stage Statutory Framework, DfE, 2024)

SEND

‘Providers must have arrangements in place to support children with Special Education Needs and Disabilities (SEND).’ (Early Years Foundation Stage Statutory Framework, DfE, 2024)

Children who have additional needs, such as SEND and EAL are supported within school; with specialist teachers advising how best to support them. We have a dedicated Speech and Language Therapist (SALT) who works within school, completes a baseline SALT assessment on all children in the EYFS and works with children who need support throughout the year.

EYFS Curriculum at Burnley St Peter's CofE Primary School

Areas of the EYFS Statutory Framework

There are seven areas of learning stated in the Statutory Framework. These areas are used as a basis for the curriculum, underpinning provision opportunities and provide the Early Learning Goals (ELGs) (**Appendix .i.**) against which the children are assessed. The curriculum at Burnley St Peter's CofE Primary School is planned around the 'Key Learning' (**Appendix .ii.**) stated in the Lancashire County Council produced document 'Planning for Learning - to support the EYFS Statutory Framework 2021; Skills, Knowledge, Concepts' publication for Lancashire schools.

'Prime Areas

Communication and Language: *The development of children's spoken language underpins all seven areas of learning and development.*

Personal, Social and Emotional Development: *Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.*

Physical Development: *Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.*

Specific Areas

Literacy: *It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading... Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

Mathematics: *Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically... In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.*

Understanding the World: *Understanding the world involves guiding children to make sense of their physical world and their community.*

Expressive Arts and Design: *The development of children's artistic and cultural awareness supports their imagination and creativity.'*

(Early Years Foundation Stage Statutory Framework, DfE, 2024)

Religious Education at Burnley St Peter's CofE Primary School

All children in Reception receive a weekly input on Religious Education (RE). This aspect of the curriculum is delivered following the Questful RE Syllabus for Church Schools, The Blackburn Diocesan Board of Education.

Our Intent is to meet the needs of our pupils by:

- Having God at the centre of our St Peter's C of E Primary School family and all that we do.
- Treating every individual child as a unique and valued member of God's family, so that respect for each other is centred on our school Christian values of Love, Respect, Service, Forgiveness and Trust.
- Developing an awareness of and responsibility for the local, national and global community.
- Giving children opportunities to develop understanding and tolerance of all faiths, creeds and cultures including their own.
- Providing an ambitious curriculum that is broad and balanced, with high expectations for all, enabling children to develop their interests and talents.
- Ensuring pupils make good progress in the learning with language and vocabulary development at the centre of this.
- Offering first hand learning experiences that open children's eyes to the awe and wonder of God's creation.
- Ensuring children have the ability to self-regulate; through focusing their thinking, monitoring what they are doing and adapting their play, and developing resilience.
- Working in partnership with parents, church and the local community to ensure all in their unique difference are able to flourish.

With Implementation by:

- Providing appropriate cultural capital so that no one is left behind.
- Planning and delivering our ambitious and enriching curriculum that provokes excitement and intrigue through a rich variety of learning opportunities.
- Providing both adult guided and independent learning opportunities that appropriately challenge individual children and meet the needs of all learners.
- Using assessment and age appropriate feedback and marking to inform, develop and enhance future teaching and learning so that each and every child can reach their full potential.
- Providing high quality, EYFS specific training to upskill all stakeholders.
- Having challenge and high expectations in all we do.
- A curriculum centred on our school's Christian values.
- Allowing children to explore their own faith through an awe inspiring and investigative Religious Education syllabus.
- Delivering enriching experiences, through first hand practical experiences, and opportunities to engage with visitors or participate in educational visits.

As an Impact of this we see:

- Well rounded, happy, inquisitive learners.
- Resilient, confident children to take sensible risks, knowing they are capable and safe to do so.
- Well behaved, polite and well-mannered children.
- Children who are self-regulated and motivated, developing a growth mind set.
- Improving results.
- Children living out our Christian values; who respect each other, keep each other happy and safe, help each other be the best we can, show forgiveness and trust in God.

Planning in the EYFS at Burnley St Peter's CofE Primary School

'Practitioners should be ambitious for all children. To do this they must consider the individual needs, interests, and development of each child in their care. They must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.' (Early Years Foundation Stage Statutory Framework, DfE, 2024)

At Burnley St Peter's CofE Primary School our EYFS planning includes:

- Yearly Overviews
- Medium Term Planning, including Key Skills for the 7 areas of learning
- Scheme of Work Planning

Yearly Overviews

Yearly Overviews provide an overview of each curriculum area, themes/topics and informs our Medium Term planning. It ensures that all areas of the EYFS Statutory Framework are covered, while using the Lancashire Planning Framework, schemes of work and the RE Syllabus. Yearly Overviews also give us the opportunity to decide on topics that cover a wide variety of areas, including the interests of each individual cohort.

Medium Term Planning

Medium Term planning provides the sequence of teaching content, knowledge, understanding and skills. It covers a half term and varies in the amount of weeks accordingly. The plans will explain what learning will take place, states the activities to support this and highlight the Key Learning that will be taught through these activities, using the 'Lancashire Key Skills, Knowledge and Concepts' document. Schemes of work are also shown on Medium Term planning.

The Medium Term planning is set out to cover all areas of the EYFS Statutory Framework each week, alongside following the children's interests. It will also clearly show when enrichment activities will be taking place.

Scheme of Work Planning

At Burnley St Peter's CofE Primary School, we follow some Schemes of Work in subjects:

- Phonics (Read, Write, Inc.)
- Maths (Lancashire Planning)
- RE (Blackburn Diocesan Board of Education)
- Music (Music Play Time)
- Geography & History (B&C Educational)
- Science (PlanAssessment)

These plans provide the focus of the series of lessons, the lesson objectives, structure of lessons, as well as links to prior learning.

Termly Timetable

The Termly Timetable will outline when specific subjects are to be taught in a usual school week. This will also include snack time, break times, key person times, worship, story time and PE.

Enrichment

Each half term at least one enriching opportunity is planned to give children experiences they may not otherwise get, but also to allow them to meet different people, observe the world, and research first-hand answering their own questions. Enrichment opportunities may include educational visits outside of school or visitors coming into school to talk and work with the children at their level.

Observation & Assessment

'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.'
(Early Years Foundation Stage Statutory Framework, DfE, 2024)

On Entry Assessment

On entry to the EYFS at Burnley St Peter's CofE Primary School, children's information is collected from their previous settings. The EYFS leader visits each setting or has a phone call with each setting from which they are receiving children to discuss each child and to see them in their nursery environment. The EYFS team complete home visits with the parents/ carers to discuss each child's behaviour, interests and how they progressed at nursery. Children also visit the school for a number of transition 'Stay and Play' sessions, during which time all members of the EYFS team work to gather as much information on each child while successfully getting to know the children and families.

Once children have started in the EYFS in September the EYFS leader and/or class teacher completes the statutory baseline assessment. This assessment is used to support the class observations and formative assessments to create a holistic 'best fit' baseline judgement score against the development matters.

Formative Assessment

'Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners understanding children's interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should make and act on their own day-to-day observations about children's progress and observations that parents and carers share. However, there is no requirement to keep written records in relation to this.' (Early Years Foundation Stage Statutory Framework, DfE, 2024)

All members of the EYFS team carry out formative assessment through observations and keeping notes when necessary, commenting on what they have seen the children learning within provision or what skill they have been showing and identifying which of the CoETLs the child has shown. The children are then involved with their assessments as the practitioners share with the child what they have seen and talk to them about which CoETLs the child has shown.

Formative assessments are discussed as a team to establish what children know or need more support with. Learning Journeys contain evidence of learning, any notes made, as well as enrichment evidence for the children as a class.

At the end of each term the EYFS team meet to discuss the children and identify any next steps and interventions needed to ensure children keep up with whole class learning and limit the amount of catching up needed.

Summative Assessment

As stated in the 'Progress Matters' document created by the DCSF, 2009, we use summative assessment in our setting to ensure that we:

- *'spot trends and patterns in development*
- *understand what is working well in the setting*
- *identify any gaps in learning*
- *identify any particular groups of children whose needs may not be met*
- *ask questions about gaps that can lead to improvements in practice and provision*
- *ensure children are offered the right environment and opportunities to reach their potential and enjoy learning through their play and planned activities.'*

(Progress Matters: Reviewing and Enhancing Young Children's Development, DCSF, 2009)

As an EYFS team we use this information to make decisions about the provision activities being led or supported by an adult and what we need to cover in the next term. We also use this analysis to assess progress and highlight gaps in learning.

The EYFS leader and/or class teacher consider the following points when reviewing summative assessments:

- What is attainment on entry to nursery/ Reception in terms of the proportions of children meeting expectations in the age-related expectations, i.e. development bands for the areas of learning (prime and specific?)
- In which areas of learning and development do children make most/least progress? How is this being tackled?
- What are the characteristics of the lowest attaining children and what strategies are being used to improve their progress?
- Progress of specific groups
- What is the attainment and progress in phonics?
- How much do children enjoy their learning? What is their interest, engagement and enthusiasm like across all areas of learning?

Children's summative assessment judgements are recorded on Lancashire Tracker and are then discussed with Senior Leaders and SENDCo. Any children with potential underlying struggles are discussed, identifying strategies to bridge any gaps using appropriate interventions.

Typically, at Burnley St Peter's CofE Primary School children enter the EYFS with a lower than average baseline score, so the planning for the first two terms focusses on accelerating children's learning while settling them in. Children are assessed on Entry by the school's SALT, who then immediately begins intervention work with those who present as having poor speech and communication skills.

Despite entering below average, the majority of the children in the Early Years make accelerated progress, though some may still not meet a GLD by the end of Reception due to their entry point. All effort is made throughout the year to support all children to

reach the ELGs in all areas of the curriculum and staff work together to regularly implement new strategies focussed around each individual cohort to support the children's learning. RWI is used as the Phonics scheme as this is proven to support children with EAL and the structure and coverage enables children to make rapid progress and identify those with extra needs.

Early Years Foundation Stage Profile

'Each child's level of development must be assessed against the early learning goals. Practitioners must note whether children are meeting expected levels of development, or if they are not yet reaching expected levels ("emerging").' (Early Years Foundation Stage Statutory Framework, DfE, 2024)

There is a statutory obligation to assess children in the EYFS against the ELGs in the Early Years Foundation Stage Profile (EYFSP). The EYFSP must be completed for all children, including those with SEND. This assessment is informed by formative and summative assessments taken throughout the year and is completed in the Summer Term of the child's Reception year.

When forming judgements for each child on the EYFSP, the EYFS Team will meet to discuss children's outcomes and decide which ELGs children have met. As stated above, to complete the EYFSP we will use information collected throughout the year through observations and trackers each term. The teacher will take into consideration the child's baseline data.

Reporting to Parents

'Relevant providers must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the practitioner who completed it.' (Early Years Foundation Stage Statutory Framework, DfE, 2024)

Parents are informed of their child's progress throughout the year in informal conversations with the class teacher, at Parent's Evening appointments and through a detailed End of Year Report, which shares the results of their child's EYFSP.

Induction/Parental Engagement & Involvement

‘Children benefit from a strong partnership between practitioners and parents and/or carers.’ (Early Years Foundation Stage Statutory Framework, DfE, 2024)

Children are invited in for several ‘Stay and Play’ sessions in the Summer Term before they start school. New Starters information is given to parents prior to their child starting school and a ‘Welcome Meeting’ is held before the Summer Holidays to provide more detail about all aspects of their child’s Reception year. ‘All About Me’ sheets are produced by each member of the EYFS staff team for parents to share with their child during the Summer Holidays so their children are familiar with the staff.

On several occasions parents are invited into school to observe lessons in specific subjects (e.g. RWI). Parents are regularly informed of what is happening in class via the school website. Two Parents’ Afternoons are held each academic year to discuss their child’s progress and reports are sent out at the end of the academic year. We have an ‘open door policy’ and parents are encouraged to talk to their child’s key person or any other member of staff whenever they need. A weekly school newsletter is posted to the school website with important information and spot lighting the children who were recognised in Celebration Assembly that week. The school website is updated very regularly to inform parents of what has been happening in the classroom each week and with weekly home learning. The website is also used to share the Medium Term Planning with parents so they know the topics covered in school and the key learning and skills the children will be gaining each week.

Transition Procedures

Transition between Nursery & Reception

When children begin at Burnley St Peter’s CofE Primary School in Reception several processes happen to support the children’s transition. The EYFS Teacher has several opportunities to gather information from the child’s Nursery, through face-to-face meetings at the Nursery setting or via phone calls with Nursery staff and through reports forwarded to school when the child leaves Nursery.

The parents have the opportunity to share information during ‘Stay and Play’ sessions and their 1-1 meetings with the EYFS Teacher during home visits. These meetings are used to identify any extra needs and medical needs and to gather permissions for data media etc.

Transition between Reception & Year 1

‘Year 1 teachers must be given a copy of the Profile report. Reception teachers, or early years practitioners where the Profile has been completed for a child who has remained in registered early years provision, may choose to provide a short commentary on each child’s skills and abilities in relation to the three key characteristics of effective teaching and learning (see paragraph 1.18). These should help inform a discussion between reception and year 1 teachers about each child’s stage of development and learning needs and assist

with the planning of activities in year 1.’ (Early Years Foundation Stage Statutory Framework, DfE, 2024)

Transition happens in the Summer Term and children will get the opportunity to spend time in the Year 1 environment and meet the staff. There are also opportunities for the Year 1 Teacher to come into the Reception classroom to spend time with the children, see how they interact with each other and get an idea of their academic requirements.

The EYFS Teacher and Year 1 Teacher have an in-depth meeting to allow key information and data to be shared, including medical needs. The Year 1 Teacher can also access the EYFSP data on the data tracker.

Liaison with Other Agencies

When children require support from external services, the Head Teacher, Deputy Head Teacher/ SENDCo completes referrals using the information provided by EYFS staff. SEND Code of Practice and Procedures are adhered to in this process. If parents report any areas they need support with externally from school, school will signpost the parents to the most relevant service.

School ‘buys in’ a SALT who assess all Reception children on entry and then proposes strategies to support each child who present as below their age expected level. The School SALT will communicate with external SALTs for those children with significant Speech and Language needs. Those who are already receiving support externally will also receive support from the EYFS staff guided by the SALTs.

Staff Development

‘Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.’ (Early Years Foundation Stage Statutory Framework, DfE, 2024)

All staff working in the EYFS are conversant with EYFS Statutory Framework, and procedures for observation, assessment, and record keeping and planning. All staff will have understanding of Early Years Pedagogy, Attachment Theory and Key Person Role. All permanent members of staff will be Key Person to a group of children. The EYFS Leader is the main point of contact for curriculum and safeguarding matters.

The EYFS Class Teacher and TAs attend termly County Update Meetings to keep abreast of any important information and changes. All staff are offered the opportunity to attend courses and INSET training to support their role. The identification of training needs for teaching and non-teaching staff will take place through Performance Management and EYFS Staff Supervision.

The EYFS Leader and Head Teacher will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ a record of INSET activities is maintained.

- ◆ teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking with children, peer review and support
- ◆ there is an assessment of the impact of INSET and CPD on the quality of teaching and learning.

Resource Audit

As an EYFS setting, we are very well stocked in resources to support play and provision. There are also numerous resources to support children with SEND and for children who have EAL. Any resources that are deemed unsafe for use are immediately removed from the setting and a note made of what has been removed so that more can be sourced if necessary. At the end of each academic year, resources are thoroughly cleaned in line with the Risk Assessments and if any areas of learning are in need of restocking of resources this will be noted and addressed.

The EYFS resources are stored in clearly labelled areas of the two EYFS classroom store cupboards and some of the larger resources are stored in the back of the whole school storeroom. The cupboards are separated into a 'Creative Store' and a 'Classroom Resource Store', with the outdoor resources being stored in the EYFS Outdoor Area shed.

Each year an extensive audit of the consumable resources is undertaken and these are ordered in large quantities to last the academic year, although more are ordered if necessary when stocks start to decrease.

Reviewing the Early Years Policy

The EYFS Policy is written by the EYFS Leader and reviewed by the Senior Leadership Team (SLT) and Governing Body. The Head Teacher and EYFS Governor will review the EYFS Provision to ensure the policy is fully adhered to. The EYFS Leader, on a yearly basis, will review the Policy and if any changes or amendments are made in light of updating EYFS guidance or DfE changes, SLT and the Governing Body will review the policy changes. Upon review the Headteacher, EYFS Governor and EYFS Leader will sign to show that the review has been approved.

Review Record

Review Date	Print & Sign	Position
<i>September 2025</i>	<i>Claire Crowther</i>	Head Teacher
	<i>Gill Ackroyd</i>	EYFS Governor
	<i>Phillipa Franklin</i>	EYFS Leader



**St. Peter's C of E
Primary School**

Early Years
Foundation Stage
Policy 2024-2025
Appendices



Keep each other happy and safe.
Respect each other.
Help each other to do the best we can.
Forgive each other
Trust in God.

Every Child of God Matters

Love Respect Service Forgiveness Trust

Appendix .i.

Early Learning Goals

ELGs for Prime Areas

Communication and Language

Listening Attention and Understanding - ELG	Speaking - ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation ELG	Managing Self ELG	Building Relationships ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills ELG	Fine Motor Skills ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

ELGs for Specific Areas

Literacy

Comprehension ELG	Word Reading ELG	Writing ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Mathematics

Number ELG	Numerical Patterns ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present ELG	People Culture and Communities ELG	The Natural World ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials - ELG	Being Imaginative and Expressive - ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Appendix .ii.

Lancashire: Key Skills, Knowledge and Concepts

Key Skills, Knowledge and Concepts for Prime Areas

Communication and Language

Key Learning Linked to Communication and Language	
Listening Attention and Understanding	Speaking
<ul style="list-style-type: none"> • Listening – listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest. • Attention – maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar. Show attention and interest in stories read to them in whole class and small group contexts. • Respond – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc. • Demonstrate Understanding – follow instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories, ask questions to check understanding. • Respond to and answer questions – ‘where’ ‘how’ and ‘why’ questions about self and own experiences; ‘how’ and ‘why’ in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations in different contexts and situations, including their play. 	<ul style="list-style-type: none"> • Speaking – speak clearly, speak in full sentences, use sentences that give many details, express ideas about feelings and experiences. • Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation. • Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1 discussions. Talk about and discuss familiar events or characters in stories. • Questioning – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc. • Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Begin to use conjunctions to extend ideas. • Reasoning – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen. • Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts. • Narrative – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen.

Personal, Social and Emotional Development

Key Learning Linked to PSED - Self-Regulation	Key Learning Linked to PSED - Building Relationships
<ul style="list-style-type: none"> • Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements. • Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar. Recall experiences, initiate an apology when appropriate. • Respond – Follow instructions, requests, and ideas in a range of contexts and situations. • Understand feelings – talk about and discuss with others how they feel; explain why they are experiencing particular feelings. • Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems. • Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. • Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress. 	<ul style="list-style-type: none"> • Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help. • Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration. • Use language – to negotiate, co-operate, plan and organise play, resolve conflict. • Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others. • Recognise the needs of others - show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. • Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.

Key Learning Linked to PSED - Managing Self

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| <ul style="list-style-type: none"> • Self-awareness – know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others. • Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration. • Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others. • Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge. • Responsibility – take care of their own belongings, take care of the belongings of others and class resources. • Communication – Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review. | <ul style="list-style-type: none"> • Self-care – eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings. • Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety. • Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy. • Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment. • Communication – communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults. |
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Physical Development

Key Learning Linked to Physical Development

Gross Motor Skills	Fine Motor Skills
<ul style="list-style-type: none"> • Fundamental movement skills – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll. • Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling. • Spatial Awareness – awareness of own space, negotiates space, finds a space, changes direction, stops. • Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions. • Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. • Body strength – with and without tools and equipment e.g. sky writing outdoors, carrying, pushing, pulling, digging. • Movement of body parts - rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes. • Use of Vocabulary linked to Movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower. 	<ul style="list-style-type: none"> • Fine motor skills – demonstrates left/right hand dominance, demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment. <p style="color: #0056b3; font-size: small; margin-top: 10px;">Linked to Handwriting/Drawing</p> <ul style="list-style-type: none"> • Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release, exploring mark making using fingers and media. • Strength – shoulder, elbow, wrist, fingers. • Pencil grip – holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure. • Lines and Patterns - uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots. • Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing. • Communication - talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others. • Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences. • Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly. • Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by ‘l’ ‘c’ ‘r’ and forms basic letter shapes (linked to teaching of phonics and those letters in their name).

Key Skills, Knowledge and Concepts for Specific Areas

Literacy

Key Learning Linked to Reading		
Comprehension	Phonics	Word Reading
<ul style="list-style-type: none"> Listen attentively to a story at the appropriate interest level. Recite simple rhymes, songs and poems. Differentiate between text and illustrations. Understand that print conveys meaning. Hold a book correctly and turn pages from front to back and recognise front and back cover. Know that in English print is read from left to right and top to bottom. Use picture clues to help read a simple text. Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations). Talk about events, settings and characters. Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. Respond to questions about who, what, where, when linked to text and illustrations. Sequence a simple story or event. Use gestures and actions to act out a story, event or rhyme from text or illustrations. Make predictions and anticipate key events based on illustrations, story content and title. Respond to questions about how and why something is happening. Say what a character might be thinking, saying or feeling. Say how they feel about stories and poems. Recall the main points in text in the correct sequence. Use the structure of a simple story when re-enacting and re-telling in their own words. Talk about the themes of simple texts, (e.g. good over evil). Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. 	<p>GPC recognition (hear, say, read letters), oral blending, blending for reading</p> <ul style="list-style-type: none"> Orally blend sounds to make simple words. Decode a number of regular words using Phase 2 phonemes. Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy. Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes). Use decoding to read – using build and blend strategy – towards automatically reading known words. Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words. 	<p>HFW both decodable and common exception words (tricky)</p> <ul style="list-style-type: none"> Read decodable HFWs sight words (list 1) (e.g. a an as at if in). Read decodable HFWs sight words (list 2) (e.g. will that this then them). Read common exception words (tricky) from Phase 2 (e.g. the to no go into). Read common exception words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her). Read some common exception words (tricky) from Phase 4 (e.g. said like have so). Distinguish between a word, a letter and a space. Read simple sentences and books consistent with their phonic knowledge. Recognise some capital and lower case letters.
Key Learning Linked to Writing		
Emergent Writing	Composition	Transcription
<ul style="list-style-type: none"> Develop language skills (listening and talking) in a range of contexts. Show awareness that writing communicates meaning. Give meaning to the marks they make. Understand that thoughts can be written down. Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in cluster like words. Beginning to use appropriate letters for initial sounds. Beginning to build words using letter sounds in their writing. Use writing in their play. Use familiar words in their writing. Show awareness of the different audience for writing. <p>(N.B links to daily systematic teaching of phonics)</p>	<p>Composition:</p> <ul style="list-style-type: none"> Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. Understands that thoughts and stories can be written down. Have their own ideas and reasons for writing. Orally compose a sentence and hold it in memory before attempting to write it. Begin to use simple sentence forms. Can talk about the features of their own writing. Write a simple narrative. Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). <p>Vocabulary, grammar, punctuation</p> <ul style="list-style-type: none"> Begin to recognise and know there needs to be spaces between words in a simple sentence. Recognise and know that full stops are at the end of a sentence. Recognise and know that a sentence starts with a capital letter. Write a simple phrase with finger spaces that can be read back by themselves. Write simple sentences using finger spaces that can be read by themselves and others. 	<p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p> <ul style="list-style-type: none"> Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Segment sounds in simple words. Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). Spell some irregular common words (tricky) the, to, no, go, independently. Write own name. <p>Handwriting: (also see Physical Development – Fine Motor Skills)</p> <ul style="list-style-type: none"> Write left to right and top to bottom. Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails'). Form some capital letters correctly, including the initial letter of their name. Form letters from their name correctly. <p>(N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).</p>

Mathematics

Key Learning Linked to Number and Numerical Patterns

<p>Rote Counting</p> <ul style="list-style-type: none"> Rote count from 1. Rote count on from a given number between 1 and 20. Rote count back from 5 to 1 then from 10 to 1. Rote count back from a given number between 1 and 20. Know what number comes before, or after a given number. Say a number between two given numbers. Rote count beyond 20. <p>Recognition</p> <ul style="list-style-type: none"> Recognise and identify numerals 0 to 20. Select the numeral that represents a set of objects. Order numerals 0 to 20. <p>Counting Items</p> <ul style="list-style-type: none"> Understand that counting is to find out how many. Use one to one correspondence when counting. Understand the last number said is the number in the set. Count up to 20 objects, pictures, sounds and actions. Understand and use conservation of number. Use the word 'zero' to represent 'none'. Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal. Order three or more sets of objects. State without counting (subitise) quantities within 5. Make a sensible guess of quantities within 10. 	<p>Sense</p> <ul style="list-style-type: none"> Partition a set of objects in different ways using the terminology part - part – whole. Explore the patterns in odd and even numbers. Understand that 'teen' numbers are a group of 10 plus another number. Understand 20 is the same as two groups of 10. Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9; 16, 17, 18, 19; 26, 27, 28, 29. <p>Ordinal Numbers</p> <ul style="list-style-type: none"> Understand and use ordinal numbers. <p>Fractions</p> <ul style="list-style-type: none"> Understand that sharing is splitting an amount into equal parts. Understand that halving is sharing into two equal parts. Understand that doubling is adding the same number to itself. Automatically recall double facts to 10. <p>Graphics</p> <ul style="list-style-type: none"> Represent amounts in their own ways. Represent their thinking in their own ways. Talk about their representations. Write numerals 0-9, 10-20. 	<p>Calculating</p> <ul style="list-style-type: none"> Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – part – whole. Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – part – whole. Relate subtraction to addition in practical situations using the terminology part – part – whole. Identify one more and one less than a given number. Identify two more and two less than a given number. Add two single-digit numbers totalling up to 10, using practical equipment. Add two single-digit numbers totalling greater than 10, using practical equipment. Subtract a single-digit number from a number up to 10, using practical equipment. Subtract a single-digit number from a number greater than 10, using practical equipment. Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10. <p>Vocabulary</p> <ul style="list-style-type: none"> Number, order, count, pattern, next, forwards, backwards. More, less, fewer, altogether, equals, the same as, how many, too many, lots of, not enough, fewer than, before, after. Zero, one, two, three...
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Key Learning Linked to Space, Shape and Measure (there is no ELG for this aspect however this is included in the Educational programme which is statutory and therefore SSM needs to be included in the EYFS curriculum)

Shape and Space	Measurement
<p>Shape</p> <ul style="list-style-type: none"> Use everyday language to talk about shapes in the environment. Build and make models with 3D shapes. Create patterns and pictures with 2D shapes. Name common 2D shapes (circle, triangle, square, rectangle, oblong). Name common 3D shapes (sphere, cube, cuboid, cone). Talk about using mathematical language (straight, curved, sides, flat, solid). Sort shapes according to their own criteria. Know that shapes can appear in different ways and be different sizes. <p>Space</p> <ul style="list-style-type: none"> Understand and use positional language in everyday situations. Understand and use ordinal numbers when describing position. Understand and use the language of movement/direction. Recognise patterns made of objects, numbers and shapes. Describe patterns made of objects, numbers and shapes. Create and describe their own patterns made of objects, numbers and shapes. 	<p>Distance</p> <ul style="list-style-type: none"> Understand that measures of distance can have different names including length, width, height. Compare two objects of different length. Compare two objects of different width. Compare two objects of different height. Understand and use language of comparison, (e.g. wider/narrower; longer/shorter; taller/shorter). Order three objects of different length/width/ height. Understand and use language of comparison between three objects, (e.g. widest/narrowest; longest/shortest; tallest/shortest). Find an object of similar length, width, height. Understand the concept of the conservation of length, width, height. Use uniform non-standard units to measure length, width, height. <p>Weight</p> <ul style="list-style-type: none"> Understand the measurement of weight (heavy/light). Compare two objects of different weights. Understand and use language of comparison, (e.g. heavier/lighter). Understand the concept of conservation of weight. Use uniform non-standard units to measure weight. <p>Volume/Capacity</p> <ul style="list-style-type: none"> Understand the measurement of volume/capacity (empty/nearly full). Compare two of the same container holding different amounts. Understand and use language of comparison, (e.g. empty/full, more/less, most/least). Order three of the same container holding different amounts. Understand and use the language of comparison of three of the same container holding different amounts (e.g. most/least). Understand the concept of conservation of volume/capacity. Use uniform non-standard units to measure volume/capacity. <p>Money</p> <ul style="list-style-type: none"> Understand that we need to pay for goods. Talk about things they want to spend their money on. Talk about different ways we can pay for things. Recognise that there are different coins. Recognise 1p coin. Use 1p coins to pay for items. <p>Time</p> <ul style="list-style-type: none"> Talk about significant times of the day, (e.g. home time, lunch time snack time, bed time, etc). Use the language of comparison when talking about time, (e.g. longer/shorter; faster/slower). Understand and use language (e.g. before, after, yesterday, today, tomorrow). Sequence two or three familiar events and describe the sequence. Know the names of the days of the week. Say names of days of the week in order.

Understanding the World

Key Learning Linked to People Culture and Communities	
Cultures and Beliefs	Geographical Development
<ul style="list-style-type: none"> Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community. Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe – look closely and consider their own culture and religion and that of the people in their own community. Look closely at and observe the lives of people in communities in other countries within the world. Describe – culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Compare - recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world. Research – show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary – language of tolerance, respect and co-operation. 	<ul style="list-style-type: none"> Communication - talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments. Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non-fiction texts, stories, maps, visits, visitors, etc. Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places.

Key Learning Linked to Past and Present Past and Present - Historical Development	
<ul style="list-style-type: none"> Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past. Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. 	<ul style="list-style-type: none"> Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Recall – talk to others about what they know about a key person, character, event from the past. Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences. Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Key Learning Linked to The Natural World – Working Scientifically	
<ul style="list-style-type: none"> Explore/Observe - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc. Describe - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. Record - draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. Research - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). 	<ul style="list-style-type: none"> Equipment and measures - use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify: notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test - make suggestions, show resilience, work with others. Vocabulary - use simple vocabulary to name and describe objects, materials, living things and environments.

Expressive Arts and Design

Key Learning linked to Being Imaginative and Expressive

Key Learning linked to Being Imaginative	Key Learning linked to Music
<ul style="list-style-type: none"> • Experiment – explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. • Respond – to different stimuli through discussion, actions, movement and performance. • Represent Ideas – initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. • Recreate – familiar experiences, familiar activities and familiar stories. • Invent – adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. • Expression – express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. • Communication – communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance. 	<ul style="list-style-type: none"> • Singing – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. • Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. • Perform – familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. • Movement – engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music.

Key Learning Linked to Creating with Materials

Key Learning Linked to Art	Key Learning Linked to Designing and Making
<ul style="list-style-type: none"> • Aesthetic Awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. • Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. • Communication – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. • Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely. • Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. • Evaluation – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used. 	<ul style="list-style-type: none"> • Explore – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. • Design – talk about their ideas, choose resources, tools and techniques with a purpose in mind. • Make – make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters. • Evaluate – talk about what they like/dislike about their models/constructions/props say why, and how they would change them. • Tools and equipment – use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. • Safety – handle and use equipment appropriately and safely.