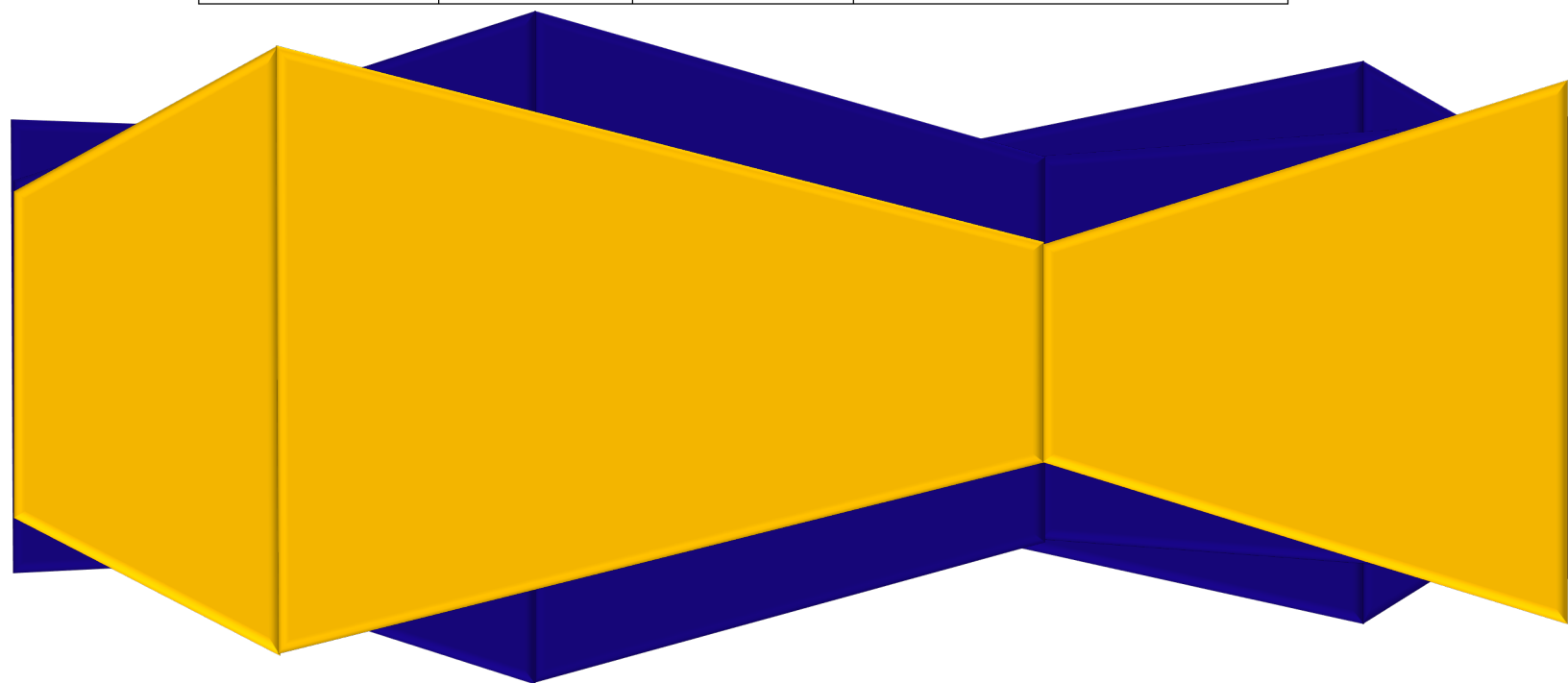


Kimberley Primary & Nursery School



EYFS

Review Date:	Spring 2022	Reviewed & adopted by:	Governing Body
Next Review Due:	Spring 2025	Updated by:	Early Years Leader



Aim

We aim to give each child a happy, positive, and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning. We want our children to be prepared for 21st Century life by ensuring that every child is literate and numerate as well as empathetic towards others, independent, self-motivated, resilient, critical thinkers, risk takers and ambitious to succeed.

To achieve these aims, we following the simple, school-wide behaviour code in that we are:

KIND

PREPARED

SAFE

We manage children's behaviour effectively in a manner appropriate for the child's stage of development and individual needs. All staff have received Pivotal Training and understand the behaviour policy providing a uniform approach and record unacceptable behaviour via 'C-POMS'.

Setting

At Kimberley Primary & Nursery School (KPS) we predominantly work as a foundation stage unit in our Nursery and Reception class. This enables us to make more use of space inside to deliver a broad and balanced curriculum following the Statutory Framework ensuring the 3 Prime and 4 Specific areas of learning are provided. All 7 areas are also available through our outside provision on a larger scale.

Curriculum intent

At KPS we follow the statutory Early Years Foundation Stage Framework and use the non-statutory Development Matters to break down objectives, creating an annual overview (see appendix 1,) which identifies key areas to plan, observe and assess each half-term working towards achieving the Early Learning Goals (ELG's) by the end of F2. This way, each area of learning is formally and progressively addressed throughout the year, although we are constantly assessing children in all areas daily.

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We deliver a curriculum that follows our school's personal drivers of:

- 1.Creativity
- 2.Possibilities
- 3.Diversity

1. Throughout the provision, children can demonstrate their creativity in a variety of ways through art, D.T, music, construction, and storytelling. We have also introduced 'Loose Parts' in as many areas as possible to develop children's' creativity and we are currently developing this further.
2. The children are introduced to a range of possibilities throughout our different topics as well as visiting the local library, author visits and having ballet lessons.
3. The children are emersed in different religions and cultures through RE (F2), key festivals, weekly Rights Respecting School (RRS) assemblies (F2), resources in the provision, visitors, and topic work e.g., different homes/food from around the world.

Within our curriculum we also incorporate 'Cultural Capital' to prepare children with the knowledge and skills for what comes next in their education; this includes activities such as:

- (i)'Welly Wednesday' were the children search for mini beasts, makes dens or bug hotels,
- (ii)Baking and cooking, looking at different ingredients, processes, preparing vegetables, observing changes
- (iii)Providing the children with a wealth of experiences like going to the Pantomime and trying ballet.

Similarly, British Values is encompassed within our day-to-day activities. For example, children vote on how to change our 'talk for writing' stories, or in our

'P4C' type discussions, they learn to value each other's views and understand they are free to have different opinions. British Values includes how children are encouraged to think about others' feelings when disagreements break out whilst playing or considering how we are similar and different in our topic sessions as well as looking at the diversity of beliefs through a range of festivals from around the world. This helps to prepare the children to be model citizens, celebrating the diversity of the UK.

Curriculum implementation

We appreciate that every child is unique, and we work hard to set up a stimulating and enabling environment for the children to continue their learning during 'free flow'. We believe that children learn best through active play experiences and exploring their surroundings. In this regard the children have access to 'Continuous Provision' (inside and outside,) for most of the day. This provision is enhanced as necessary following children's personal interests or seasonal changes, special days, festivals etc.

During this time, our role as adults is to observe, model, demonstrate or question what the children are doing, supporting the unique child as well as developing their vocabulary. We appreciate the importance of these engagements to move children on as well as supporting their child-initiated activities. Here, the children can demonstrate their characteristics of effective learning (see below) as well as work towards the statutory framework.

Playing and exploring
Active learning
Creating and thinking

Through play, our children explore and develop learning experiences inside and outside our foundation unit, which helps them to make sense of the world. They practise skills and build up ideas and learn the need for rules, tolerance, and respect for each other, as well as how to take risks. They can think creatively alongside other children as well as on their own and communicate with others to investigate or solve problems and enact scenarios.

As well as child-initiated implementation, we also provide a balance of structured adult-led activities, from working alongside one child, small groups, whole class or even on occasion, a whole unit. Here, the children receive:

- iii/ Daily activities to learn the core skills of reading & phonics, writing & handwriting and mathematics as well as a designated story time for children to hear a range of quality texts.
- iv/ A weekly PSHE lesson, using the scheme '3D PSHE', in line with the rest of the school. Foundation Stage 2 also receive a discrete RE session in line with N.C.C. Agreed RE syllabus to develop appreciation and respect for other cultures.
- v/ A weekly outdoor learning activity using the school grounds which includes den making, bug hunting and planting.
- vi/ A weekly P.E lesson (F2).
- vii/ A weekly Music lesson.

Vocabulary is developed throughout every opportunity, through individual conversations with children to whole class teaching. For those children who are noted to have weaknesses, additional interventions are also planned.

Loose Parts - we are currently in the process of developing our provision of 'Loose parts' within our environment to support the children's learning.

Impact

As children start Nursery or Reception, a baseline assessment is recorded in each of the 17 areas within the first 6 weeks and translated onto 'Insight' / 'Fisher Family Trust', our whole school assessment tracking systems. This information is used to support future planning, interventions as well as tracking progress. Insight is then updated termly. Reception children also completed the statutory baseline from the government.

After the initial baseline assessment, the headteacher and governors are given predicted outcomes for FS2 children achieving a Good Level of Development (GLD). This is monitored throughout the year. Similarly, the Governors are kept informed of the current developments by the EYFS leader via monitoring reports.

We assess the children's learning through daily observations, discussions with children and any physical outcomes (e.g. a painting, number work on a white board etc.,) and we use this information to ensure that future planning reflects identified needs. We moderate our assessments of our children in F1 and F2

within our own team and with colleagues from other schools. Parents also contribute to their child's assessment by sending evidence to 'Evidence Me' or discussions with staff.

Each child has a Learning Journey Folder which shows a range of work completed across the seven areas of learning during their time in the Foundation Stage. We also use 'Evidence Me' (2Simple 'Build a profile') to capture evidence such as photographs and videos which we then annotate and tag to areas of Development Matters.

At the end of Reception, children are assessed against the Early Learning Goals. In-house and family moderation takes place to ensure consistency of these judgements.

When children leave nursery and reception, parents receive a formal, written report that offers brief comments on their child's progress in each area of learning. It also highlights the child's strengths and development needs.

Safeguarding including visits and visitors

Children learn best when they feel happy, safe and secure. We aim to achieve this through developing positive relationships between children and staff, as well as children with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Framework (2021).

We have rigorous safeguarding policies and procedures that are used to identify any child at risk and record these using 'C-Poms'. All staff are regularly trained in Safeguarding and the school has rigorous checks when employing members of staff or regular volunteers. Any adult including a visitor must wear a lanyard. For safety, we regularly promote how to keep children safe online, through appropriate resources, PSHE, assemblies and during e-safety weeks.

Health & Safety

Our Reception children are entitled to a free healthy school meal and Nursery children can opt to stay and pay for this if taking their entitlement over whole days. Fruit and milk are provided daily and we also try and encourage children to taste more varied fruits during our topics. Children always have access to water.

There are 4 trained Paediatric First Aiders working within the unit full time and other staff have regular first aid training. A First aid bag is available within the unit and all incidents are recorded and parents informed. Incident logs are put away at the end of the day for GDPR.

We encourage all parents to ensure that their children are potty trained before starting Nursery, but if this is not possible, we put in place a care plan which ensures that the child is well looked after and regularly changed. Other children may also require support with wiping their bottom after using the toilet, being changed after an accident or support with dressing/undressing e.g. for PE. We also work closely with outside agencies to provide support for those families who need it. We practise fire alarms termly and ensure all staff are aware of specific individual needs, for example following 'Peep' plans (Personal Emergency Evacuation Plan).

In hot weather, we provide children with sunhats if they have not brought their own, similarly we provide wellington boots, waterproof clothing etc. for wet weather conditions.

We ensure that the setting, furniture and equipment is safe and carry out regular risk assessments (see appendix 2). Risk assessments are carried out when children go on a school visit in line with Notts County Council 'Evolve' Guidance.

Equal opportunities

We believe that all children matter so all children and their families are valued within our school and treated regardless of race, religion, financial position, gender or stage of learning. We plan activities which enable all children to access the learning and to achieve as highly as possible, considering the range of their life experiences. Planning for children with additional needs is also in line with the Special Educational Needs policy.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping

- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.
- Implementing, monitoring and updating IEPs (One Page Profiles) and EHCPs as appropriate to individual needs.

Some children who join our Early Years setting may require additional support and interventions from outside agencies. If this is the case, we will liaise closely with parents/carers, ensuring they are fully informed about the decisions we make when requesting further outside support.

Transition

Before starting Nursery, all children are invited to 3 morning visits with an adult. This enables them to become familiar with the setting and for parents to share important information and ask questions to ensure a smooth start. An informative meeting is arranged for the final visit for parents by the Nursery teacher.

Before starting school, all children, who either attend our nursery or outside provision, attend for 2 full days following which an information meeting is provided by the current Reception staff.

We work very hard to prepare our Reception children for Year 1 and during the final ½ term time there is less free flow to ensure children are ready for the more formal approach in Year 1.

Home

We believe that all parents and carers have an important role to play in the education of their child. We recognise the role that they have played, and their future role, in educating the children. We do this by:

- discussions about their child before their child starts our nursery. We also invite parents to open mornings to see first-hand the kind of work that the children undertake in the Early Years Foundation Stage.
- offering regular opportunities to talk about their child's progress and encouraging parents to contribute to their child's learning journey through Evidence Me. We also send 'Marvellous Me' texts to inform and celebrate how well their children are doing, as well as send mini-reminders for events, trips, homework etc.

- encouraging parents to talk to the Early Years Staff if there are any concerns and there is regular communication with parents each day.
- biannual formal parent consultation meetings
- offering a range of activities throughout the year that encourage collaboration between child, school and parents as well as inviting them to help.
- in line with the school homework policy, we ask our parents to engage with the children to complete x 3 yearly family homework projects. Both F1 and F2 children are asked to practise the ½ termly 'talk for writing' story at home using a given story map. F1 children can take a book home to share which can be changed daily. For F2, we ask parents to listen to their children read x 4 weekly and to record this in their diaries. We also ask that weekly sounds/key words are practised. Some children might be asked to practise number recognition too.

Policy details

This policy has been:

Written by the EYFS Lead	Michelle Heysmond	September 2021
Approved by the Headteacher	Lisa Turner-Rowe	
Approved by the Chair of Governors	Emma Milne	

This policy is due for renewal in September 2023, but we reserve the right to make earlier amendments if deemed appropriate.

FS ANNUAL OVERVIEW

	Autumn Term		Spring term		Summer term		Early Learning Goals
TOPIC	All about me (Toys)	Celebrations (Light)	Frozen (Forces) (Dance)	Growing & Changing (Plants)	Local Study (maps) Church jobs	The world around us (Materials/ Sound)	

FS ANNUAL OV

TOPIC	NEW	TOPIC	NEW
		All about (Toys)	

UNDERSTANDING THE WORLD
Science - The Natural World

3 - 4 years

Play with small world models as a farm.

Use all senses hands-on exploration of natural materials

Talk about what they see.

Explore how work. (Beebo

Name different parts of the b

Name different rooms in a ho

History - Past & Present

3 - 4 years

Begin to make sense of their life-story and family's history

People, Culture & Communities

3 - 4 years

Identify similarities and differences between themselves and peers.

Recognise my immediate family and relationships

Reception

Describe what they see, hear and feel whilst outside.

Know how to operate a Beepers forwards and backwards.

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	History - Past & Present	Reception
		Talk about members of immediate family and community
		Name and describe people who are familiar to them
		Comment on images of familiar situations in the past.
		To know some similarities and differences between things in the past and present (toys)
		Remember and describe about significant events in my life experience.

Reception

Talk about
members of
immediate fa
and commun

Name and de
people who a
familiar to th

Recognise an
describe spe
times for fam
and friends.

Show interes
the lives of p
who are fam
me.

UNDERSTANDING THE WORLD Science - The Natural World	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	
	<p>Play with small world models such as a farm.</p> <p>Use all senses in hands-on exploration of natural materials.</p> <p>Talk about what they see.</p> <p>Explore how things work. (Beebots)</p> <p>Name different parts of the body.</p> <p>Name different rooms in a house.</p>	<p>Explore how things work. (torches)</p> <p>Start to develop an understanding of decay and changes over time. (AUTUMN)</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Explore how things work. (magnets)</p> <p>Notice features in the environment.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about some of the things they have observed.</p> <p>Start to develop an understanding of growth overtime.</p>	<p>Ask questions about aspects of my familiar world such as the place where I live.</p> <p>Notice features in the environment.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore collections of materials with similar or different properties.</p>	
History - Past & Present	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	
	<p>Begin to make sense of their own life-story and family's history.</p>		<p>Talk about what they see, using a wide vocabulary.</p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Talk about what they see, using a wide vocabulary. (school)</p>		

3 - 4 years

Identify similarities and differences between themselves and peers.

Recognise my own immediate family and relations.

3 - 4 years

To know that the emergency services exist and what they do.

3 - 4 years

Know that there are different countries in the world and talk about the differences.
(cold places - Arctic/Antarctica)

Imitate everyday actions and events from my own family and cultural background

Understand that I have similarities and differences between my friends.

3 - 4 years

3 - 4 years

Show interest in different occupations.

3 - 4 years

Know that there are different countries in the world and talk about the differences (different countries).

Continue to develop positive attitudes about the differences between people.

Reception	Reception	Reception	Reception	Reception	Reception	Reception	ELG's
Describe what they see, hear and feel whilst outside.	<i>To know and recognise the signs of Autumn.</i>	<i>To know and recognise the signs of Winter</i>	<i>To know and recognise the signs of Spring.</i>	Explore the natural world around them.	<i>To know and recognise the signs of Summer.</i>	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Know how to operate a Bee-Bot forwards and backwards.	Understand the effect of changing seasons on the natural world around them. (Autumn)	Understand the effect of changing seasons on the natural world around them. (Winter)	<i>To plant seeds.</i> <i>To observe and record the growth of seeds and talk about changes.</i>	<i>To know about features of my own immediate environment and how they might vary from another.</i>	Explore the natural world around them.	Explore the natural world around them, including the seasons and changing states of matter.	Explore the natural world around them, including the seasons and changing states of matter.
.	Explore the natural world around them. To know about features of the world and earth (day and night)	Explore the natural world around them. To know some important processes and changes in the natural world including states of matter. (ice)	Understand the effect of changing seasons on the natural world around them. (Spring)	<i>To know that somethings in the world are man-made and some are natural.</i>	Understand the effect of changing seasons on the natural world around them. (Summer)	Explore the natural world around them, making observations and drawings pictures of plants and animals.	Explore the natural world around them, making observations and drawings pictures of plants and animals.
	Talk about some of the things I have observed.		To know the life cycle of a butterfly.	To know some minibeasts and where they live.	Type their name on a laptop – preparation for Year 1.		
	Shadows			To observe and record where animals live.			
	Different sources of light	Forces - pushes/pulls Magnets		To use an iPad to compose music.			
	Explore simple light circuits.	Talk about why things happen and how things work.		To programme a Beebot to move from A to B in one go.			
		Beebots – turns.					

History - Past & Present	Reception	Reception	Reception	Reception	Reception	Reception	<u>ELG's</u>
	Talk about members of their immediate family and community.	Compare and contrast characters from stories, including figures from the past. (Guy Fawkes)	Describe special times or events for family and friends.	<i>To know about my own life -story.</i>	<i>Talk about the lives of people around them within the community and their roles within society.</i>	To know some similarities and differences between things in the past and now. (seaside)	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (toys)
	Name and describe people who are familiar to them.	<i>To know about figures from the past.</i> (Guy Fawkes)	Compare and contrast characters from stories including figures from the past.	<i>To know how I have changed.</i>	Know some similarities and differences between things in the past and now. (local area)	Talk about some important narratives, characters and figures from the past encountered in books read in class. (Blackbeard, Mary Anning,)	Recall some important narratives, characters and figures from the past encountered in books read in class.
	Comment on images of familiar situations in the past.						Talk about the lives of the people around them and their roles in society.
	To know some similarities and differences between things in the past and now. (toys)						
	Remember and talk about significant events in my own experience.						

	Reception	Reception	Reception	Reception	Reception	Reception	ELG's
	Talk about members of their immediate family and community.	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise some similarities and differences between life in this country and life in other countries. (Arctic/Antarctica)	<i>To talk about how different festivals are similar and different. (Shrove Tuesday/Lent Easter/Holi/Mother's Day/birthdays)</i>	Draw information from a simple map.	Recognise some similarities and differences between life in this country and life in other countries.	Talk about the lives of the people around them and their roles in society
	Name and describe people who are familiar to them.	<i>To know that people around the world have different religions.</i>	Recognise some environments that are different to the one in which they live.	Talk about my special times.	Understand that some places are special to members of their community.	<i>To know there are many countries round the world.</i>	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.
	Recognise and describe special times for family and friends.	<i>To talk about how different festivals are similar and different. (Diwali, Hanukah, Christmas)</i>	Understand that some places are special to members of their community.		<i>To know features of the immediate environment.</i>	To know that people in other countries may speak different languages.	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.
	Show interest in the lives of people who are familiar to me.	To know special people in the Christian and Hindu faith.	<i>To talk about how different festivals are similar and different. (Chinese New Year)</i>		<i>To know about people who work in the local community and their roles.</i>	To know some beliefs about the World's creation.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
		To know the importance of Christmas for Christians			<i>To know that symbols are used to identify features on a map.</i>		
		Show an interest in different ways of life.			<i>To be able to draw maps.</i>		
					<i>Name different types of houses.</i>		
					To understand the meaning of 'belonging'		
					How different religions show they belong.		

	humans Sound	Light Electricity	animals Forces	Plants Animals including humans	Animals including humans	Materials Bridges (DT)	
RE	Which stories are special and why?	Which people are special and why? Celebrations on going	What places are special and why? Celebrations on going	What times are special and why?	Belonging: who are we and how do we belong?	Our wonderful world: how can we care for living things and the earth?	
	SEASONAL CHANGES - ONGOING						

3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	
Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Join different materials and explore different textures.	Develop their own ideas and then decide which materials to use to express them.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Begin to move rhythmically.	
Join in singing favourite songs.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore colour and colour-mixing.	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc	Use drawing to represent ideas like movement or loud noises.		
Create sounds by banging, shaking, tapping or blowing.	Experiment with block, colours and marks.	Respond to what they have heard, expressing their thoughts and feelings.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Imitate movement in response to music.		
Use various construction materials.		Show an interest in the way musical instruments sound.	Join in with dancing and ring games.	Tap out simple repeated rhythms.		
		Join construction pieces to build and balance.				

3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years
<p>Begin to make believe by pretending.</p> <p>Use representations to communicate drawing a line and saying 'That's me'.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Listen with increased attention to sounds.</p>	<p>Create movement in response to music.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs.</p> <p>Use movement to express feelings.</p> <p>Notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Sing to myself and make up simple songs.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Use available resources to create props to support role play.</p> <p>Sing 20 Nursery Rhymes.</p>	

EXPRESSIVE ARTS	Reception	Reception	Reception	Reception	Reception	Reception	ELG's
	<p>To create simple representation of people and objects (paint self portraits).</p> <p><i>To explore different techniques for joining materials. (glue stick)</i></p> <p><i>To plan what they are going to make.</i></p> <p>Sing a few familiar songs.</p> <p>Explore and learn how sounds can be changed.</p> <p>Understand that I can use lines to enclose a space and then begin to use these shapes to represent objects.</p> <p>ADD ARTISTS????</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><i>To know which primary colours you mix together to make secondary colours.</i></p> <p><i>To explore different techniques for joining materials. (split pin)</i></p> <p><i>Use a wide variety of construction materials.</i></p>	<p><i>To use some cooking techniques (Spreading, cutting peeling, chopping) Making soup and spreading honey on bread.</i></p> <p><i>To explore combining different media (collage)</i></p> <p><i>To explore different techniques for joining materials. (treasury tag)</i></p> <p>Imitate movements in response to music.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><i>To create simple representation of people. (self-portraits)</i></p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>To draw more detailed pictures (daffodils)</p> <p>To create observational drawings (daffodils)</p> <p><i>To know how to make colours lighter or darker.</i></p> <p><i>To use different media (pastels)</i></p>		<p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Make use of props and materials when role-playing characters in narratives and stories.</p>

EXPRESSIVE ARTS	Reception	Reception	Reception	Reception	Reception	Reception	ELG's
	Develop storylines in their pretend play. <i>To know the names of common percussion instruments.</i> <i>To experiment with different instruments and their sounds.</i> Engage in imaginative role-play based on first hand experiences. Build stories around toys.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Invent, adapt, and recount narratives and stories with peers and their teacher. <i>To perform songs in the Christmas Play.</i> <i>To experiment with different instruments and their sounds.</i>	Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses. <i>To move in time to music.</i> Use movement to express feelings. Explore and engage in music making and dance, performing solo or in groups. <i>To learn how to play Boomwhackers.</i> <i>To follow a musical score for Boomwhackers.</i>	Sing in a group or on their own, increasingly matching the pitch and following the melody. <i>To understand Graphic Score notation.</i> <i>To create body percussion.</i> <i>To match the pitch.</i> Sing to myself and make up simple songs.	<i>To create their own compositions.</i> Create collaboratively sharing ideas, resources and skills. To be able to talk about music. Listen to and compare music To copy more complex rhythms. Develop storylines in pretend play.	<i>To create their own compositions.</i> Develop storylines in their pretend play. Listen attentively and move to and talk about music, expressing their feelings and responses.	Perform songs, rhymes, poems and stories with others, and-when appropriate- move in time with music. Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Make use of props and materials when role-playing characters in narratives and stories.
Being imaginative & expressive							

3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Ride a tricycle.	Start taking part in some group activities which they make up for themselves, or in teams. Move to music and express myself.	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.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		
Go up steps and stairs, or climb up apparatus, using alternate feet.	Make large muscle movements to wave streamers.	Kick a large ball.	Ride a balance bike.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.		
Use large-muscle movements to wave flags and streamers, paint and make marks.			Collaborate with others to move large items.	Catch a large ball.	Make healthy choices about food, drink, activity and toothbrushing.		
Use my feet to scoot along on a trike.				Run skilfully, negotiating space.			
Run safely.				Can move in a range of ways.			

PHYSICAL DEVELOPMENT
Fine Motor skills

3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	3 - 4 years	
Start to eat independently and learning how to use a knife and fork.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use a comfortable grip with good control when holding pens and pencils.	To make snips with scissors.	To use a mallet.	Show a preference for a dominant hand.	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.	
Palmer grip		5 finger grasp and pincer grip.			Hold pencil between thumb and 2 fingers.		
		To thread large beads.			To use tweezers to transfer objects.		

PHYSICAL DEVELOPMENT
Gross Motor skills

Reception	Reception	Reception	Reception	Reception	Reception	ELG's
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling-crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>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>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes- personal hygiene</p>		<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrates strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p>

PHYSICAL DEVELOPMENT Fine Motor skills	Reception 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. Uses a range of small tools, including scissors, paint brushes and cutlery. Form letters covered in phonics on whiteboards. To have a dominant hand.	Reception Tripod grip Form letters covered in phonics on whiteboards. To thread small beads. To hold scissors correctly.	Reception Progress towards a more fluent style of moving, with developing control and grace. Form letters on lines. Use a potato peeler and knife to cut vegetables.	Reception Form letters in handwriting books. To be able to cut out large shapes neatly.	Reception Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to show accuracy and care when drawing.	Reception Use a junior hacksaw and drill. To write on lines using smaller letters. To be able to cut out more intricate shapes.	ELG's Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. Uses a range of small tools, including scissors, paint brushes and cutlery.

PE focus	Gymnastics – balancing on different body parts	Games - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Ball skills	Dance	Bat and ball skills	Multi-skills	Athletics Ballet	
PHYSICAL, EMOTIONAL, SOCIAL DEVELOPMENT Self-Regulation	<p>3 – 4 years</p> <p>. Explore new toys and environments but check in with familiar adults if necessary</p> <p>Can separate from main carer with support</p> <p>Join in with a range of activities that interest me.</p>	<p>3 – 4 years</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Select and use resources with support.</p>	<p>3 – 4 years</p> <p>Develop appropriate ways of being assertive.</p> <p>Start to engage in pretend play with toys.</p> <p>Explore my own interests.</p> <p>Demonstrate a sense of self.</p>	<p>3 – 4 years</p> <p>Become more outgoing with unfamiliar people.</p> <p>Show more confidence in new situations.</p>	<p>3 – 4 years</p> <p>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>Begin to understand how others might be feeling.</p> <p>Enjoy the responsibility of carrying out small tasks.</p>	<p>3 – 4 years</p> <p>Talk with others to solve conflicts.</p> <p>Talk freely about home and community.</p> <p>Show confidence in asking adults for help.</p>	

3 – 4 years

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.

To put on their own coat with some support.

To wash their own hands.

3 – 4 years

To put on their own wellies.

To use the toilet independently.

To put on their coat independently.

3 – 4 years

Do not always need an adult to remind them of a rule.

To put on hats and mittens with some support.

3 – 4 years

Increasingly follow rules, understanding why they are important.

3 – 4 years

To put on sunhat.

3 – 4 years

3 – 4 years	3 – 4 years	3 – 4 years	3 – 4 years	3 – 4 years	3 – 4 years	3 – 4 years	
<p>Play alongside others.</p> <p>Explore new adults with support from an adult if necessary.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play cooperatively with a familiar adult.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Start to play with others.</p> <p>Seek out others to share experiences.</p>	<p>Show more confidence in new social situations.</p> <p>Show concern and affection to people who are special to me.</p>	<p>Initiate play, offering cues to peers to join me</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Can keep play going by responding to what others are saying or doing.</p> <p>Demonstrate friendly behaviour and form good relationships with peers and familiar adults.</p>		

<p>Reception</p> <p>Aware of my own feelings and know that some actions and words can hurt others' feelings.</p> <p>Take turns and share resources with support.</p> <p>Tolerate delay when my needs are not immediately met.</p> <p>Aware of boundaries and expectations within class.</p> <p>To focus during short whole class sessions. Follow one step.</p>	<p>Reception</p> <p>Accept the needs of others.</p> <p>To begin to consider the feelings of others.</p>	<p>Reception</p> <p>Express their feelings and consider the feelings of others.</p> <p>Adapt my behaviour to different events and changes in routine.</p> <p>Follow 2 step instructions.</p> <p>To focus longer during class sessions.</p>	<p>Reception</p> <p>I understand that my actions affect other people.</p> <p>Consider the feelings of others.</p>	<p>Reception</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Start to solve problems without aggression.</p> <p>To maintain focus during extended whole class teaching.</p>	<p>Reception</p> <p>Give focused attention to what the teacher says, responding appropriately.</p> <p>Able to follow instruction involving several ideas or actions.</p> <p>Work towards simple goals.</p> <p>Follow 3 ore more steps of instructions.</p>	<p><u>ELG's</u></p> <p>Show and 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>
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Reception . To get changed for PE /Welly Wednesday with support. To explore the provision inside and out and complete activities. To understand the need to have rules.	Reception Manage their own needs. Know how to keep myself safe (fireworks) To get changed for PE independently. To have the confidence to try new activities.	Reception To put on gloves. To begin to fasten zip with some support. To get changed for PE with greater speed.	Reception Show resilience and perseverance in the face of challenge. To identify and name healthy foods. To know how to look after their teeth. Teeth Healthy eating etc To fasten zip independently.	Reception Keeping safe on the street/roads being a pedestrian.	Reception To show resilience and perseverance in the face of challenge. To understand the importance of healthy food choices. To put on own sun lotion.	<u>ELG's</u> 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.
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PHYSICAL, EMOTIONAL, SOCIAL DEVELOPMENT Building Relationships	Reception See themselves as a valuable individual. Initiate play. Demonstrate friendly behaviour. To play with children who are playing with the same activity. To develop friendship and relationship with staff.	Reception Build constructive and respectful relationships. Start conversations and attend to and take account of what others say.	Reception Explain my knowledge and understanding and ask appropriate questions of others.	Reception Take steps to resolve conflicts with other children. Build constructive and respectful relationships. To listen to the ideas of others on a solution and compromise.	Reception Can play in a group, extending and elaborating play ideas. Think about the perspective of others.	Reception Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to others' needs. Have strong friendships.	<u>ELG's</u> Show sensitivity to their own and others' needs. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendship with peers.
COMMUNICATION & LANGUAGE Listening, Attention & Understanding	3 - 4 years I can find it difficult to pay attention to more than one thing at a time. I can join in with simple rhymes and songs. I can respond to my name. I can concentrate for 3 minutes.	3 - 4 years Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	3 - 4 years I can respond to 2 requests.	3 - 4 years Enjoy listening to longer stories and can remember much of what happens.	3 - 4 years I can remember and join in with rhymes and familiar stories. I can follow instructions using simple prepositions. I can follow a story with props and pictures.	3 - 4 years	

COMMUNICATION & LANGUAGE
Speaking

3 - 4 years
I can use everyday words to talk about people I know.

I can start to put short sentences together.

3 - 4 years

3 - 4 years
Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Use longer sentences of four to six words.

I can express feelings, desires and needs.

Begin to hold a conversation.

3 - 4 years
Use a wider range of vocabulary.

May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

3 - 4 years
Use a wider range of vocabulary.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Can ask questions.

Can explain in simple sentences what happened.

3 - 4 years
Use a wider range of vocabulary.

Sing a large repertoire of songs.

Can start a conversation with an adult or a friend and continue it for many turns.

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.

COMMUNICATION & LANGUAGE Listening, Attention & Understanding	Reception	Reception	. Reception	Reception	Reception	Reception	ELG Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions.
	Understand how to listen carefully and why listening is important.	Learn new vocabulary.	Learn new vocabulary.	Learn new vocabulary.	Learn new vocabulary.	Learn new vocabulary.	Make comments about what they have heard and ask questions to clarify their understanding.
	Learn new vocabulary.	Listen to stories to build familiarity and understanding.	Engage in non-fiction books.	Engage in non-fiction books.	Engage in non-fiction books.	Engage in non-fiction books.	
	Engage in story times.	Engage in non-fiction books.	To ask questions to find out more.	To retell a story with more detail.	Listen to a selection of non-fiction to develop a deep familiarity with new knowledge and vocabulary.	To have conversations with adults and peers with back-and-forth exchanges.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Listen carefully to rhymes and songs, paying attention to how they sound.	To engage in story times and join in with repeated refrains.	To begin to understand humour.				
	To retell a story.	To begin to understand ‘how’ questions?	To understand a range of complex sentence structures.		To understand questions such as ‘who, what, where, when, why and how?		
	To be able to follow simple instructions.	To respond to instructions with more than 1 step.					
	I can remember and join in with rhymes and stories I like.						
	I can respond to a string of requests.						
	I can start to link simple sentences.						

<div>COMMUNICATION & LANGUAGE</div> <div>Speaking</div>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Engage in story times.</p> <p>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>Engage in non-fiction books.</p> <p>Can engage in imaginary role play building stories around toys and objects.</p> <p>Develop social phrases.</p>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Talk about stories to build familiarity and understanding.</p> <p>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>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>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>Engage in non-fiction books.</p> <p>Can ask questions to find out more and to check understanding.</p>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>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>Engage in non-fiction books.</p>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Describe events in some detail.</p> <p>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>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Reception</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>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>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p>	<p>ELG</p> <p>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>
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TFW possible books	Nursery Rhymes	Brown Bear	Mr Wiggle & Mr Waggle	Little Red Hen	The Squeaky story		
	Baby Mouse Story	Gingerbread Man	The Sleepy BumbleBee	Jack & The Beanstalk	Farmer Duck	The Kiss that missed	
Phonics	Letters & Sounds Aspect 1	Letters & Sounds Aspect 2	Letters & Sounds Aspect 3 New children Aspect 1	Letters & Sounds Aspect 4 New children Aspect 2	Letters & Sounds Aspect 5 New children Aspect 3	Letters & Sounds Aspect 6 New children Aspect 4	
	Monster phonics Initial letter sounds s,a,t,p,i,n,m,d,g,o,c,k,e,u,r,b	Monster phonics Initial letter sounds f,ff,l,ll,ss, j,v,w,x,y,z,ch,sh,th,ng	Monster phonics diagraphs oo, ar, oo, ow, ee, ur,	Monster phonics diagraphs ai, or, oa, er, igh, air,	Monster phonics Diagraphs trigraphs CCVC words oi, air, ear, ure	Monster phonics CCVCC words CVC + polysyllabic	
Literacy Comprehension	3 – 4 years Fill in missing words from well-known rhymes. Engage in extended conversations about stories, learning new vocabulary.	3 – 4 years Can say why Engage in extended conversations about stories, learning new vocabulary.	3 – 4 years Identify and suggest rhymes. I understand print has meaning. I can spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary.	3 – 4 years Talk about events and characters in books. Beginning to name the different parts of a book.	3 – 4 years Make suggestions about what might happen next in a story.	3 – 4 years Talk about events and characters in books. Count or clap syllables in a word.	

3 – 4 years

Understand the five key concepts about print:- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom

Recognise their first name

Repeat songs, rhymes, stories and repeat familiar phrases.

3 – 4 years

Understand the five key concepts about print:- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom.

Recognise their first name

Turn pages in a book.

3 – 4 years

Recognise/read letters from my name in the environment. 'That's my name'.

Identify signs and symbols in the environment and recall what they mean.

Understand the five key concepts about print:- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom

3 – 4 years

.Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother

3 – 4 years

Recognise a capital letter at the start of my name.

Know that we read English text left to right and top to bottom.

Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother

3 – 4 years

Recognise words with the same initial sounds such as 'mum', 'money'.

Tell a story to friends

Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother

Literacy Writing	<p>3 – 4 years</p> <p>Make scribbles on a page, sometimes with both hands.</p> <p>Hold mark making equipment using the palmer grip.</p>	<p>3 – 4 years</p> <p>I can control the marks on the page.</p> <p>I can distinguish between different marks I can make.</p> <p>Write some letters accurately.</p>	<p>3 – 4 years</p> <p>I can use a range of tools to make marks.</p> <p>Write the initial letter in my name.</p> <p>Write some letters accurately.</p>	<p>3 – 4 years</p> <p>Write identifiable shapes and letters.</p> <p>Write some letters in my name.</p> <p>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>3 – 4 years</p> <p>Write some or all of their name.</p> <p>Tell an adult what I have written.</p> <p>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>3 – 4 years</p> <p>Grip using 5 fingers or preferably 2 fingers and thumb for control.</p> <p>Write some or all of their name.</p> <p>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>	
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Literacy Comprehension	Reception	Reception	Reception	Reception	Reception	Reception	<u>ELG</u>
	Talk about my favourite book.	To engage in story times, joining in with repeated phrase and actions.	To act out stories.	To retell a story.	To begin to answer questions about what they have read.	Use vocabulary and events from story in my play.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	To use pictures to tell stories.	To begin to answer questions about the stories read to them.	To begin to predict what might happen in a story.	To follow a story without pictures or props.	To use vocabulary that is influenced by their experience of books.	To answer questions about what they have read.	Anticipate (where appropriate) key events in stories.
	To sequence familiar stories.	To enjoy an increasing range of books including non-fiction, poems and rhymes.	To suggest how a story might end.	To talk about the characters in the books they are reading.		To know that information can be retrieved from books.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	To independently look at a book, holding them the correct way and turning pages.						

<p>To recognise their full name.</p> <p>Read individual letters by saying the sounds for them.</p> <p>s,a,t,p,i,n,m,d,g,o,c,k,e,u,r,b</p> <p>To begin to blend sounds together to read words using the taught sounds. VC/CVC</p> <p>To start to recognise the Phase 2 tricky and HFW.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>f,ff,l,ll,ss, j,v,w,x,y,z,ch,sh,th,ng</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>To recognise the Phase 2 tricky and HFW.</p> <p>To begin reading captions and sentences using taught sounds and words.</p> <p>To read books that match their phonics ability.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>oo, ar, oo, ow, ee, ur,</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>To start to recognise the Phase 3 tricky and HFW.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>ai, or, oa, er, igh, air,</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>To recognise the Phase 3 tricky and HFW.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Monster phonics Digraphs trigraphs CCVC words</p> <p>oi, air, ear, ure</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>To start recognise the Phase 4 tricky and HFW.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</p>	<p>Monster phonics CCVCC words CVC + polysyllabic</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>To recognise the Phase 4 tricky and HFW.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>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>
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<p>To trace over their name starting at the red dot.</p> <p>To give meanings to marks they make.</p> <p>To copy taught letters.</p> <p>To write initial sounds.</p> <p>To begin to write cvc words.</p> <p>Use some identifiable letters to communicate meaning.</p>	<p>To write their full name.</p> <p>To write labels using taught sounds.</p> <p>To begin to write captions.</p> <p>To spell some tricky/HFW words taught (phase 2)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Use the tripod grip.</p>	<p>To form lower-case letters correctly.</p> <p>To begin to write sentences using finger spaces.</p> <p>To start to spell some tricky words/HFW taught (phase 3)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>To form lower-case letters correctly and start to form capital letters.</p> <p>To start to write sentences using capital letters and full stops.</p> <p>To spell some tricky/HFW words taught (phase 3)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>To form lower-case letters correctly and capital letters.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To start to spell some tricky/HFW words taught (phase 4)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>To form lower-case letters correctly and capital letters.</p> <p>To spell some tricky/HFW words taught (phase 4)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>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>
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<p>Maths Number</p>	<p>3 – 4 years</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>3 – 4 years</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p>	<p>3 – 4 years</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>3 – 4 years</p> <p>Beginning to show finger numbers up to 5.</p>	<p>3 – 4 years</p> <p>Link numerals and amounts.</p> <p>Identify numbers in the environment.</p> <p>Count up to 3 or 4 objects by saying one number for each item.</p>	<p>3 – 4 years</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Recognise some numbers of personal significance.</p> <p>Subitise to 3.</p>	
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Maths Numerical patterns	3 – 4 years		3 – 4 years	3 – 4 years	3 – 4 years	3 – 4 years	
	Recite some number names in sequence.		Recite numbers past 5.	Recite numbers to 10.		Experiment with their own symbols and marks as well as numerals.	
	Say one number for each item in order: 1,2,3,4,5.		Understand simple comparison of 'more'.	I can say when 2 small groups have the same number of objects.		Solve real world mathematical problems with numbers up to 5.	
	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.		Compares quantities using language 'more than' 'fewer than'.				

Sort by colour

Describe a familiar route.

Combine shapes to make new ones – an arch, a bigger triangle etc.

Sort objects using one simple criteria.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Describe a familiar route.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Notice and correct an error in a repeating pattern.

Maths Number	Reception	Reception	Reception	Reception	Reception	Reception	<u>ELG</u>
	Subitise to 3.	Subitise to 5.	Explore the composition of numbers to 10.	To be able to add and subtract 1 to 10.	Recognise numbers to 20.	Automatically recall number bonds for numbers 0–10.	Have a deep understanding of number to 10, including the composition of each number.
	Count objects, actions and sounds to 5.	To be able to count 1 to 1 up to 10.	Subitise up to 5.	To start to learn number bonds to 10.	Recall number bonds up to 5 (including subtraction facts) and some number bonds to 10.	Count to 100.	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.
	Link the number symbol (numeral) with its cardinal number value.	Link the number symbol (numeral) with its cardinal number value.	Count to 30.	To start to appreciate the composition of numbers to 10 e.g; $8 = 5 + 3$, $4 + 4$.	Count between 0 - 70.	Solve simple number problems.	
	Recognise numbers to 5.	Count beyond ten.		Count to 50.	Make numbers above 10 using tens and ones.		
	To know how to use a part, part mat.	Compare numbers.					
	To look at number composition to 5.	Explore the composition of numbers to 10.					
	Represent numbers to 5 in different ways.	Represent numbers to 10 in different ways.					
	Count to 10 by rote.	Count to 20.					
	Counting, recognising numbers to 5.	Recognise numbers to 10.					

Continue, copy and create repeating patterns.

To be able to compare groups within 5.

To know 1 more/less within 5.

To use the word 'more' or 'fewer' when comparing 2 amounts. (up to 5)

Understand the 'one more than/one less than' relationship between consecutive numbers.

To use the word 'more' or 'fewer' when comparing 2 amounts. (up to 10)
Recognise numbers to 10.

Count back from 10.

To be able to count on and back to and from 10.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Understand the concept of doubling, halving and sharing.

To be able to say whether a number is odd or even.

Know 1,3,5,7,9 are odd.
2,4,6,8,10 are even.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Recall doubles to 10.

Halve even numbers to 10.

Share amounts to 12 equally between 2,3 or 4.

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.

<p>Maths Shape, Space & Measures</p>	<p>To know how to compare 2 objects by their length or height</p>	<p>To use positional Language to describe where an object is.</p> <p>To name basic 2D and 3D shapes.</p> <p>To know which shapes roll and which stack.</p> <p>To be able to complete and AB pattern. Know the days of the week.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compare 2 objects by weight.</p>	<p>To be able to create and ABB/AAB/ABC pattern.</p> <p>To be able to compare 2 or more objects by weight.</p> <p>Know the months of the year.</p>	<p>Volume and capacity.</p>	<p>Compose and decompose shapes.</p> <p>Order numbers to 20. Time Order daily events.</p> <p>Recognise o'clock on a clock face.</p> <p>Money</p> <p>Recognise the different coins and notes.</p>	<p>NA</p>
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Why risk assess?

Across the Early Years environment, we aim to offer a wide range of exciting and engaging learning opportunities to help develop children's foundation skills. In any situation where there are a number of children working and playing together there are risks but there are also benefits. We take the health and safety of children very seriously and assess each situation by considering the potential risks and the benefits and then through discussion we can decide if the risks can be managed appropriately and that the benefits are valid, reasonable and productive in moving children's learning forward.

The following risk assessments cover the main areas of the indoor and outdoor environment. First aid and safeguarding are covered by whole-school policies. Trips are covered separately using Nottinghamshire County Council risk assessment forms and are agreed on a trip-by-trip basis by the Head teacher.

All risk assessments are reviewed yearly to ensure they are up-to-date and relevant however, an assessment will be made immediately if there is an incident or an area of the environment is adapted or changed in any significant way.

Contents

Daily Checklist

Indoor Risk Assessment

Outdoor Risk Assessments:

Daily Safety Checklist

Item	Details	Tick or Comment
OUTDOOR ENVIRONMENT		
1	Walk around the outside area and check for any cat/fox poo and remove safely.	
2	Check the climbing frame for damage or condition due to weather. If too wet to play on, inform other staff and children.	
3	Check the slides for bird poo/wet leaves and clean as necessary.	
4	Check the floor surfaces (tarmac/fake grass) for wet leaves and ask site manager to remove asap when a build up occurs.	
5	Check for blocked drains and inform the site manager/office as necessary.	
6	Check outside small gate is closed before allowing the children outside.	
7	Check trees for loose branches	
8	Before returning inside after playing, ensure all children wash their hands.	
9	If a whole class has been outside, check all are inside before shutting the door.	
10	If children are playing with large construction, remind them not to build taller than themselves.	
11	Welly Wednesday's – remind children not to touch mushroom etc	
INDOOR ENVIRONMENT		
1	Check the classroom areas and toilets have been cleaned. That there is soap and drying wipes/towels in place.	
2	Check that there is no sand on the floor for children to slip on at the beginning of the day and try to keep sand cleared off the floor during the day.	
3	Check each area of learning ensuring no broken toys with sharp edges are present which may hurt children.	
4	Check that the pathways between the different areas of learning are clear to avoid trip hazards.	
5	Ensure all sockets have socket protectors on if not being used.	

6	Ensure that the radiators are not too hot.	
7	Ensure that EYFS kitchen door is closed.	
8	Ensure any spillages/sick etc are cleaned appropriately.	
	<u>Yearly</u>	
	Ensure all electrical items are PAT tested yearly	

Risk Assessment: Indoor Activities

Activity/Hazard	Benefit	Risks	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
			L	C	R			
Malleable activities	Physical development as well as fine motor skills practice.	Possible allergic reactions to materials. Consumption of materials.	possible	minor	MODERATE	Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children follow the no consumption rule in this area	Staff and parents	
Sand and water	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Water or sand splashed into eyes, consumption of materials.	possible	minor	MODERATE	Involve the children in setting the safety rules in these areas.	Staff and children	
Sand and water	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Slipping on sand and water on the floor	possible	minor	MODERATE	Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips.	Staff and children	
Slips and trips		Children trip or slip on toys left on the floor	possible	minor	MODERATE	Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing with to keep the environment safe. Any spills on floor to be mopped up straight away. Any objects on floor that could be a trip hazard to be picked up.	Staff and children	
Tools/scissors	Physical development as well as fine motor skills practice.	Children cutting themselves/others	possible	minor	MODERATE	Regular reminders on how to carry and use scissors.	Staff and children	

Risk Assessment: Outside activities – mud kitchen/planters

Activity/Hazard	Benefit	Risks	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
			L	C	R			
Contact with soil	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	unlikely	minor	LOW	Provide hand washing facilities during and after play Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff/ At the beginning of each session	
Wet/dirty clothes	Children become responsible for their own belongings Children practice changing clothes and shoes	Children get cold	possible	insignificant	LOW	Children keep wellies at the setting. School has a supply of spare clothes. Parents are asked to supply coats that they do not mind getting muddy.	School Parents	
Using plants and other foraged natural materials	Connection to nature Creative Stimulus Sensorial Open ended materials	Ingesting or absorption of poisonous plants Allergies	unlikely	moderate	MODERATE	Raise the risk of eating plants Plants within the play area are chosen carefully. Adults to remove hazardous plants Children encouraged to follow a no consumption rule in this area. Children encouraged to wash their hands after play.	Staff	

Risk Assessment: Climbing equipment/free standing play equipment/den building

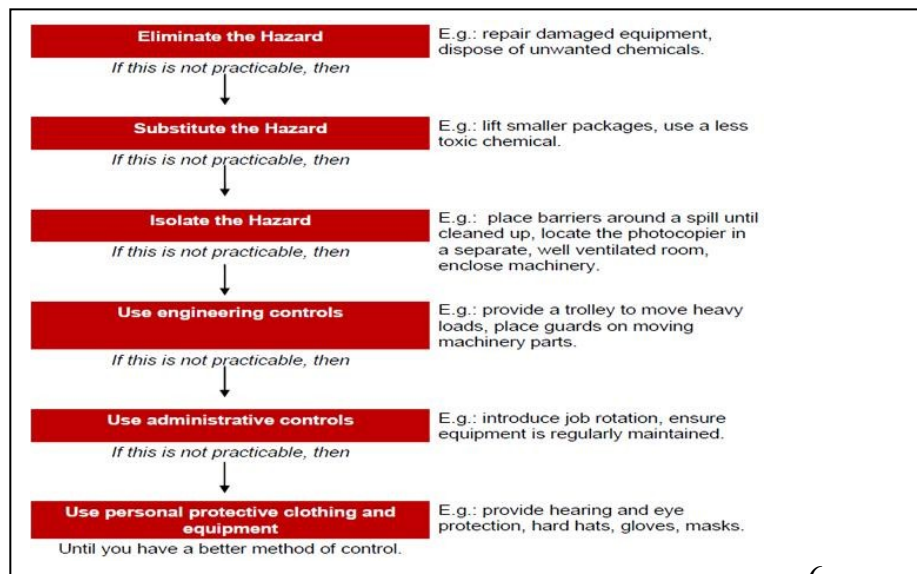
Activity/Hazard	Benefit	Risks	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
			L	C	R			
Climbing frame	Opportunity to see the environment from a different perspective, practice jumping, climbing and sliding from different heights Incorporate equipment into role play	Falling from a height, slipping on equipment	possible	moderate	HIGH	All children to have a safety talk before using the equipment and numbers are restricted to avoid collisions and overcrowding. Equipment is checked prior to use to ensure all parts are safe and secure. If weather is too bad the equipment is not used.	Staff and children	
Stepping stones/ balancing equipment/ stilts etc	Children develop their motor skills and balance. Creative play.	Falling from equipment	possible	minor	MODERATE	Children have a safety talk prior regularly on using the equipment safely. Daily reminders are given about assessing the risk in their play if necessary. Weather conditions to be considered when accessing the equipment. All equipment is checked regularly to look for damage.	Staff	
Crates, tyres, pipes, gutters etc	Children develop their motor skills and balance. Creative play.	Slips, trips or fall on equipment and knocks from falling or moving equipment.	possible	minor	MODERATE	Children have a safety talk prior regularly on using the equipment safely. Daily reminders are given about assessing the risk in their play if necessary. Weather conditions to be considered when accessing the equipment. All equipment is checked regularly to look for damage.	Staff and children	
Den building equipment	Children develop their motor skills. Creative play.	Trapped fingers	possible	minor	MODERATE	Children have a safety talk prior regularly on using the equipment safely. Daily reminders are given about assessing the risk in their play if necessary. Weather conditions to be considered when accessing the equipment. All equipment is checked regularly to look for damage.	Staff and children	

Risk Assessment: Wheeled Toys

Activity/Hazard	Benefit	Risks	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
			L	C	R			
Riding on and being a passenger on the bikes	Physical development, spatial awareness, communication and social skills. Part of creative play.	Knocking other children, clothing trapped in moving parts, bikes tipping.	possible	minor	MODERATE	<p>Involve children in safety talks about using the bikes on the road space only.</p> <p>Make sure children do not wear scarves in the garden to avoid tangling in wheels.</p> <p>Limit the number of wheeled toys out at any one time and keep them to hard surface area to avoid muddy/slippy wheels.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.</p>	Children and staff	
Scooting around the road	Physical development, co-ordination. Social and creative play.	Knocking into other children, scooters tipping/sliding. Clothing trapped in moving parts	possible	minor	MODERATE	<p>Involve children in safety talks about using the scooters in the garden space.</p> <p>Make sure children do not wear scarves when on the bikes to avoid tangling in wheels.</p> <p>Limit the number of wheeled toys on the road at any one time and keep them to hard surface area to avoid muddy/slippy wheels.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.</p>	Children and staff	

Risk Assessment: Outdoor Water Play

Activity/Hazard	Benefit	Risks	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
			L	C	R			
Water tray play	Science exploration on water movement, maths capacity, motor skill development in filling and pouring.	Children become wet and cold	unlikely	minor	LOW	Staff to consider the temperature outside before placing water trays out. If children are playing at the water ensure cover-ups are available to use.	Staff and children	
Water	As above	Water is dirty or contaminated	unlikely	minor	LOW	All water butts to be emptied at the end of the session/day and refreshed with clean water each day. If children have transported soil/sand or other materials into the water then trays need to be washed before they are refreshed.	Staff then children	
Water toys/pipes/tubes/ water pipe stands	Offer creativity in the water play, can facilitate maths and science talk and interactive play.	Toys hold water and become mouldy or contaminated. Carrying the tubes hurting others.	unlikely	minor	LOW	Staff to ensure all water toys are drained and left to dry overnight – toys are periodically sterilized and checked for mould. Toys to be replaced when necessary. Talk to children about how large objects are carried.	Staff and children	
Sprays/bubbles	Aiming skills. Blowing. Coordination.	Bubble solution or spray in the eye.	possible	minor	MODERATE	Staff to involve children in assessing the risks of blowing bubbles or spraying water and look at how to do it safely. Staff to supervise use of bubbles.	Staff and children	



Risk Matrix						
Likelihood	Consequence					
		Insignificant	Minor	Moderate	Major	Catastrophic
	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High

