

Stamford Green Primary School & Nursery



Early Years Foundation Stage Compendium

“If I can ask my own questions, try out my ideas, experience what’s around me, share what I find;

If I have plenty of time for my special pace; a nourishing space, things to transform;

If you’ll be my patient friend, trusted guide, fellow investigator, partner in learning;

Then I will explore the world, discover my voice and tell you what I need to know in a hundred languages.”

Pamela Houk

What is the vision for the Early Years Foundation Stage at Stamford Green?

It is our vision that our children:

- Feel safe, secure, stimulated and happy during their early years so that they are ready to learn.
- Are inquisitive about their world, relish learning new things and seize opportunities to try new experiences.
- Can effectively communicate their thoughts, feelings, ideas, understanding and questions with their friends, family and other familiar adults.
- Have self-belief and know that if they can’t do something yet, they can learn to do with practice.
- Have the essential knowledge they need to prepare for future success in their learning.

Our Early Years curriculum is brought to life by our seven commitments:

H A P P I N E S S

We want every child to love their time in Nursery and Reception. For this to happen we know that each child needs to feel settled and safe in their learning environment as well as inspired and excited by the learning opportunities on offer. We have a carefully structured approach to support children with the changes and transitions that happen throughout the early years. From the visits and settling in sessions during their first days at Stamford Green, to the gradual changes to the timetable and curriculum throughout the year which ensure children are challenged to work in their stretch zone, and are prepared for the next stage of their education, we believe that small steps work best.

I N S P I R I N G

Our Early Years curriculum is designed to challenge and inspire all children, giving each individual an understanding of the joy of learning, exploring, discovering and being able to do new things. Learning happens just as much in the outdoors as indoors – the learning environment is carefully planned to give children opportunities to try new things, to work with others and to be inspired to be creative. Time spent outside in the Nursery and Reception classrooms, or at Forest School, encourages a connection with the natural world and includes practical tasks, which support the development of physical confidence.

LEARNING

Our early years curriculum is carefully planned, based on age related expectations and learning is sequenced to support children to gain confidence in key knowledge and skills. Carefully selected specific vocabulary which relating to learning is explicitly taught, practised and used – as are key concept words which shape how children think about, make sense of and interact with the world.

Each half term children focus on specific learning focuses and key skills in the seven areas of the early years foundation stage curriculum. They have many opportunities to explore, practise, talk about and develop their understanding both in directed activities and teaching, and through activities that they can choose to do in the learning environments of the inside and outside classrooms. There are opportunities to revisit, review, make links and build on previous learning throughout the year which ensure secure foundations for the next step of learning.

TOGETHERNESS

Learning is built on strong relationships in the early years. Children work with adults and other children to develop skills in all areas of curriculum. It is through trusting relationships that children's communication and language skills develop and become effective as they use talk to play and share with their peers and adults.

We believe that a strong relationship between home and school is key to successful learning and, beginning before children start at Stamford Green, we seek to learn about children as individuals from their family's perspective as well as from other early years settings they may have previously attended. Throughout the early years we regularly share information about children's progress and the learning that is happening in school and we work with children's families so that they can understand ways in which they can support their child's learning and development.

VALUES

The development of independence is a corner stone of our early years provision. We recognise that children who are able to be independent at their stage of development have a sense of self efficacy which will form part of the foundation of their future happiness. We value resilience. Children come to understand that learning new skills doesn't happen by magic, but through effort and practice, which can sometimes be tricky and needs us not to give up when it doesn't work out first time.

Children learn to encourage others in a caring way, and to seek to help where it is needed. They will begin to know that great things can be achieved through co-operation and learn about tolerance and empathy through the stories they hear and the conversations they have with caring adults.

AMBITION

The early years foundation stage is where strong foundations for future learning are laid. We want every child to move on to the next stage of their learning well prepared and confident to meet new challenges. In Nursery a focus on the prime areas of learning supports all children to develop self regulation, communication skills and the ability to manage themselves and their belongings – skills that are key to success in Reception. By the end of the EYFS we want children to see themselves as readers and writers and have the skills to read simple texts and write down things that they want to write. We want them to have strong foundations in early number and to enjoy looking for patterns and explaining their reasoning.

We are ambitious for our staff, working with all members of the early years team to develop a shared understanding of effective approaches to supporting children with their early

development and encouraging them to be proactive in making the learning environment at stimulating and supportive one.

ACHIEVEMENT

Every day brings opportunities for children to achieve in the early years. The small steps that are needed to develop new skills are celebrated and shared in the classroom, school and with children's families. We encourage children to talk about their sense of achievement when learning new things – we want them to be proud of the effort they put in to developing new skills and knowledge.

It is our aim that the number of children achieving Good Level of Development (GLD) in the Early Years Foundation Stage Profile is above national and Surrey average. When we recognise that a child may not be on track to reach an Early Learning Goal we plan additional support to for them to get as close as possible to the goal in Reception. Our transition processes ensure that they continue to be supported in their development in Year 1.

Principles set out in the statutory framework for the early years foundation stage

The statutory framework for the early years foundation stage states that:

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning"). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

By the end of Reception at Stamford Green, our children will...

Behaviours	Our children love learning and exploring. They investigate, tinker and play with new and familiar resources and concepts. They ask questions about things they don't know and listen to others to find things out. They collaborate on shared tasks and can work independently on activities that they have chosen for themselves or that adults have asked them to try. Children recognise that there are rules that must be followed in order to make our school a happy and safe place, this in turn forms foundations for their developing understanding of the British values of democracy and rule of law.
Attitudes	Children at Stamford Green know that the only way to get better at something is to practice. They are willing to have a go at new things and know that they may not be able to do something the first time they try. They understand that some things need effort and resilience to achieve, and they feel proud when they experience success. By understanding that it is their own choice to work hard and try to improve, their sense of self efficacy grows and they begin to share and respect the British value of individual liberty.
Skills	We want children to develop strong characteristics of effective learning. They are willing to have a go at new things, and they learn through playing and exploring. By the end of the early years they are active learners who have strategies to deal with difficulties and are able to focus on learning activities including in when working in larger groups – respecting the British value of democracy as a way of collaborating successfully. They think carefully about new learning and seek to make links with things they already know.
Knowledge	The children will know how to read simple sentences and that reading is a key to the world. They will use writing to record their thoughts and ideas, and to label. They will have solid foundations in early number and know that numbers and mathematical calculations can be represented in different ways. They will be able look for patterns and give reasons for their thinking.
Experiences	Our children develop a repertoire of stories, books, songs and rhymes that they know like 'old friends'. They become highly familiar with numbers and play with them to deepen their knowledge. They play with and investigate real-life objects, figuring out how they work, what can be done with them and learning about the world around them. The British values of respect and tolerance become central to their approach to life as they meet people who do different jobs, have different beliefs, come from different places, speak different languages. They listen to their stories and ask them questions.
Technology	Children use technology to support their learning in the early years using it as a window into the wider world – to hear and see the stories, lives and culture of others; to learn about nature; to enjoy different types of music and art. They also use technology to practice skills, experiment with early coding and to create art.
Sustained	Our mission is to ensure that children moving on to Year 1 are well-equipped with the learning behaviours, and the communication and language skills, to access and enjoy the challenges of the National Curriculum. Their confidence in reading, writing, mathematical skills, and motor control supports them engaging with their learning. Our wider early years curriculum sows the seeds for future learning in the national curriculum subjects of science, history, geography, art, Design and Technology, music, PE, PSHE and RE as well as nurturing the beginnings of understanding the importance of the fundamental British values of democracy, individual liberty, rule of law, respect for others and tolerance towards those of all beliefs and faiths. Most importantly, we want to give children the beginnings of a life-long love of learning and the confidence to seize all the learning opportunities they meet.



EYFS Curriculum – Nursery Long Term Overview

	Big Learning Questions					
	Who am I?		Can I sing songs and rhymes?		Which stories do I like to retell?	
EYFS Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	
Communication and Language	Talk for Expressing	Talk for sharing	Talk for Listening	Talk for Imitating	Talk for Questioning	Talk for Reflecting
Personal, Social and Emotional Development (2-3 yrs)	Building Relationships		Try Something New	Exploring Emotions	Responsibility and Community	Transitions
Personal, Social and Emotional Development (3-4 yrs)	Growing in Independence					
Physical Development – Gross Motor (2-3 yrs)	Self-care		Keeping Active		Developing Control	
Physical Development – Gross Motor (3-4 yrs)	Increasingly Independent!		Developing Movement		Transferring Skills	
Physical Development – Fine Motor	Looking after Myself		Getting Stronger		Exploring and Investigating	Practice makes Perfect
Literacy – Reading	Enjoying Songs and Rhymes		Tuning into Stories and Sounds		Becoming a Reader	
Literacy – Writing	Mark Making		Early Writing		Becoming a Writer.	
Mathematics	Counting and Comparing		Exploring Number and Pattern		Problem Solving	
Understanding the World	Personal Experiences		Explore and Respond		Developing Understanding	
Expressive Arts and Design	Let's Explore		Let's Pretend		Express Yourself	
Thrive Experiences and opportunities	Forest School Family breakfast		Forest School Nursery Rhyme dress up day		Forest School Theatre/puppet show	

Nursery Long Term Plan: Communication and Language

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Communication and Language

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

Area of Learning	Communication and Language					2 – 3 year-olds	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Learning Focus	Talk for Expressing * Expressing their wants and needs. * Starting to say how they are feeling using words and actions.	Talk for Sharing * Listening and responding to a simple instruction * Making themselves understood.	Talk for Listening * Listening and responding to a simple instruction. * Generally, focusing on an activity of their own choice. * Listening to simple stories	Talk for Imitating * Listening to other people's talk with interest. * Knowing many rhymes, talk about familiar books, and tell a long story.	Talk for Questioning * Asking a simple question e.g. 'what's that?' * Understanding simple questions about 'who', 'what' and 'where'	Talk for Reflecting * Using up to 50 words in simple sentences. * Using a wider range of vocabulary. * Being able to express a point of view. * Using talk to organise their play.	
	Use gestures/pointing/copying.	Join in with action rhymes and games	Sing a range of songs.	Use pointing and facial expressions to respond.	Point to a picture or object in response to a question.	Link up to 5 words together.	
	Children take the lead initiating a conversation via gesture/sound/word.	Anticipate words and actions in favourite songs	Move to music/action songs.	Copy and repeat gestures and words.	Talk about what is happening and tell their ideas.	Use scientific vocabulary and more complex language	
	Describe and label emotions. Develop and extend vocabulary	Develop social phrases Regulate their emotions	Focus their attention when their name is used. Talk about the pictures and story	Use a wider range of vocabulary. Create their own stories and rhymes based on our 'Five special books'	Understand a question or instruction in two parts. Understand 'why' questions.	Investigate new and interesting objects.	
Learn new vocabulary and use it throughout the day Use stories and non-fiction books to develop familiarity with the new vocabulary							

2 – 3 year-olds 3 – 4 year-olds

Communication and Language						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Skills	Listen to simple stories Enjoy listening to longer stories and can remember much of what happens.					
Five Special Books						
Key Skills	Listen carefully to rhymes and songs . Enjoy joining in with singing and actions.					
Poems & Rhymes	Nursery Rhymes	Christmas Songs Nativity Tableaux	Rumble in the Jungle	Fruits- Caribbean Counting Poem		

Concept Vocabulary

Verbal concepts are the words that shape how we think about the world. They are particularly important in the Early Years because, at this age, children are making sense of the world and verbal concepts give them the means to talk about, interact and expand their understanding. The concepts learned in the Early Years form the foundation that later learning depends on, so they are more than 'just another word'. In nursery we use the 'Word Aware' approach to ensure that fundamental abstract concept words are taught methodically and practised rigorously.

The new concept vocabulary the Nursery children will use will include:		
Concept area	2 – 3 year olds (Level 1)	3 – 4 year olds (Level 2)
Size	big little fat	long short tall small large
touch/look	dry wet	hard soft
sound	noisy quiet loud	
movement	fast slow	quick
space	in out under behind top bottom	through near between side front back over around next to
quantity	empty full more lots	some less (a) bit all most
order		first last
time		after before day night
comparison		old new same different
weight		heavy

Nursery Long Term Plan: Personal, Social and Emotional Development

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

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

Foundations for future learning in PSHE:

The vocabulary the children will use will include:	
Being me in my world	kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns
Celebrating difference	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family
Dreams and Goals	dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage
Healthy Me	healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scare
Relationships	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, breathing
Changing Me	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories

For further details see [PSHE Compendium](#)

Nursery Long Term Plan: Physical Development

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Foundations for future learning in PE:

In Nursery, the children will have the following sporting opportunities:

- Sports Afternoon

The new vocabulary the Nursery children will use will include:

- run
- balance
- jump
- hop
- space
- safe
- travel
- shape
- action
- copy
- repeat
- remember

For further details see [PE Compendium](#)

Area of Learning	Physical Development - gross motor					2 – 3 year-olds	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Learning Focus	Self-Care Increasingly Independent		Keeping Active Developing Movement		Developing Control Transferring Skills		
	<ul style="list-style-type: none"> * Managing basic self-care needs. * Sitting on the floor and a chair comfortably. * Developing good eating habits and behaviours. 	<ul style="list-style-type: none"> * Increasing desire to be independent. * Developing manipulation and control with large movements. 	<ul style="list-style-type: none"> * Can move up and down a small step or slope maintaining balance. * Develop balancing and ball skills. 	<ul style="list-style-type: none"> * Developing core strength. * Remembering sequences and patterns of movement. 	<ul style="list-style-type: none"> * Squatting with steadiness and rising to feet with balance and control. * Matching skills to task and activities * Collaborating with others to manage large items. 	<ul style="list-style-type: none"> * Increasing independence dressing and undressing. * Choosing right resources to carry out plans. 	
Key Skills	Can feed themselves using a utensil i.e. a spoon.	Fit into spaces- tunnels, dens and large boxes.	Paint, chalk or mark make on large vertical surfaces (crossing the midline)	Use and wave flags and streamers, painting and making marks.	Build independently using large equipment.	Make choices, deciding how to move depending on the situation.	
	Drink from a cup. Sit cross legged on the floor or safely on a chair Use a scooter or tricycle (push along wheeled toys)	Use movements such as waving, kicking, rolling, crawling and walking Carry/pour/ clean and sort. Kick, throw and catch balls Put on coats, hats, gloves and waterproofs	Clap and stamp to music Skip, hop and stand on one leg, holding a pose. Climb steps, stairs and apparatus using alternate feet.	Use and respond to extended vocabulary of movement e.g. gallop, slither Use the vocabulary of instruction e.g. follow, lead and copy Move confidently by walking, jumping, running and climbing.	Dig with small spades and trowels Know ways to move larger items safely as part of a group.	Manage buttons and zips Use large apparatus creatively, adapting where necessary to match their ideas and abilities.	

2 – 3 year-olds 3 – 4 year-olds

Physical Development- fine motor										
Area of Learning	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2		
Learning Focus	Looking after Myself		Getting Stronger				Exploring and Investigating	Practice makes Perfect		
	* Exploring different materials and tools.	*Removing own shoes/coat and hat.	*Using a turning action to tip and pour.	*Using hands to explore different textures.		*Placing objects with precision.		*Picking up and holding objects with precision.		
	*Managing clothing independently when toileting.	* Developing manipulation and control	* Show preference for a dominant hand.	* Developing upper arm and shoulder strength		* Using one-handed tools and equipment		* Using one-handed tools and equipment with control.		
	Grasp, hold and explore clay, finger paint, spoons, brushes and shells.	Grasp small pieces of chalk, pick up tiny objects using pinching action.	Make a variety of marks	Use rollers and paintbrushes with increasing skill.		Develop manipulative skills e.g. filling the bucket, tipping it over		Draw freely using a variety of marks to make a recognisable picture		
Key Skills	Use a spoon and feed themselves	Make snips in paper with scissors	Use a comfortable grip with good control.	Draw on large sheets of paper on the floor and other large surfaces		Use different methods for joining materials e.g. tape, elastic bands, folding, paper clips and staplers		Pour liquids into different containers e.g. funnels, tubes etc.		
	Stack bricks on top of each other	Thread objects onto string	Manipulate beads, sequins, small toys to create artwork or use in play.	Dig with a variety of sizes of spades		Cut out shapes		Develop dexterity managing buttons and zips		
	Use a knife and fork	Line up, arrange and balance objects	Mould and compress items.							
	Pour their own milk/water	Knead, roll and manipulate play dough into shapes.				Develop a tripod grip				

Nursery Long Term Plan: Literacy

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Literacy

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

Area of Learning	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Enjoying Songs and Rhymes		Tuning into Stories and Sounds		Becoming a Reader							
Learning Focus	<ul style="list-style-type: none"> * Developing key worker relationship through sharing a story. * Learning new songs and rhymes 		<ul style="list-style-type: none"> * Discriminating between different sounds. * Spotting environmental sounds * Retelling stories 		<ul style="list-style-type: none"> * Developing an emotional response to a book. * Developing play around favourite stories * Discriminating general sounds * Playing with body percussion 		<ul style="list-style-type: none"> * Pointing to objects, pictures or photographs to indicate choice. * Sharing and talking about stories * Exploring rhythm and rhyme 		<ul style="list-style-type: none"> * Noticing print in the environment. * Exploring alliteration. 		<ul style="list-style-type: none"> * Being able to fill in a missing word when a story is read to them. * Exploring voice sounds. * Reading own name. * Beginning to use sounds to read simple words. 	
	Key Skills		Recall sounds they have heard		Use and make props linked to stories		Copy a rhythm and keep to a beat		Noticing first letter of their name		Recognise differences in speech and voice sounds	
	Have favourite books and rhymes and seek them out		Discriminate sounds they hear		Pay attention and respond to pictures or words		Know that print has meaning		Reading signs, familiar logos and numbers		Blend sounds into words orally	
			Describe sounds they hear and match to a source		Recognise letters in their name e.g. first letter		Ask questions about shared books		Read some single letter RWI Set 1 sounds		Read most RWI single letter sounds	
			Repeat words and phrases		Count or clap syllables in a word		Recognise some letters e.g. signs, letters in their name		Recognise words with the same sound			

2 – 3 year-olds 3 – 4 year-olds

Literacy – Writing					
Learning Focus	Mark Making		Early Writing		Becoming a Writer
	<ul style="list-style-type: none"> * Making marks for pleasure. * Drawing freely. 	<ul style="list-style-type: none"> * Give meaning to their marks. * Making marks to stand for their name. * Writing some or all of their name. 	<ul style="list-style-type: none"> * Small muscle coordination using chalks, small brushes. * Make marks to stand for some or all of their name. 	<ul style="list-style-type: none"> * Small muscle coordination using chalks, small brushes. * Using print and letter knowledge in early writing 	<ul style="list-style-type: none"> * Using extended arms when moving, dancing or climbing. * Writing for different purposes in play <ul style="list-style-type: none"> * Grasping a mark making object and creating a backwards, forwards or circular movement. * Writing some letters accurately
Key Skills	Make marks in large scale sensory play.	Spontaneously scribbles in vertical/horizontal and/or circular direction Differentiate between drawing and writing	Develop larger muscle co-ordination.	Develop dexterity in threading and using tweezers, buttons and zips etc.	Give meaning to their marks
	Make marks using different objects e.g. fingers, sticks, brushes, cars.	Add marks to their drawings which they give meaning to e.g. 'That says mummy'	Draw lines, dots and circles. Draw straight, curvy and wavy lines	Use 'Nip, flip and grip' pen hold	Write some of the letters for set 1 RWI Write lists, books, signs, doctors notes in role play.

2 – 3 year-olds 3 – 4 year-olds

Nursery Long Term Plan: Mathematics

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Foundations for future learning in Mathematics:

The new vocabulary the Nursery children will use will include:

Number

count
number
same
more
less
part
whole

Measurement

Long
Short
tall
heavy
light
big
small
full
empty
before/after
first/next
today/yesterday/tomorrow
morning/afternoon/night

Geometry

Shape
pattern

For further details see [Mathematics Compendium](#)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	Counting and Comparing	Exploring Number and Pattern	Problem Solving			
	<ul style="list-style-type: none"> *Showing enjoyment when number rhymes are sung to them. * Using the counting sequence in playful contexts. 	<ul style="list-style-type: none"> * actions showing recognition of the rhythm of counting. * Developing fast recognition of up to 3 objects without having to count (subitising) 	<ul style="list-style-type: none"> *Building a tower or creating lines with objects. * Knowing cardinal principle (last number reached tells you the total) 	<ul style="list-style-type: none"> *Matching one object with another during play. * Linking numerals to amounts * Representing numbers in different ways. 	<ul style="list-style-type: none"> *Organises sets of natural or everyday objects in a group. * Solving real-world problems with numbers up to 5. 	<ul style="list-style-type: none"> *Using number names in play. * Recording numbers
	Key Skills					
	<ul style="list-style-type: none"> Recognise and join in with counting songs and games Verbally count forwards and backwards up to 5 Use the language more /less /the same/lots 	<ul style="list-style-type: none"> Show finger numbers up to 3 React to changes of amount in a group up to 3. Use the language bigger/little/smaller High/low Tall/heavy 	<ul style="list-style-type: none"> Arrange things in patterns and spot patterns in the environment Show finger numbers up to 5 Find the 'odd one out' in a range of contexts. 	<ul style="list-style-type: none"> Complete an inset puzzle Complete a jigsaw puzzle Read the labels to match the amount when tidying up. Subitise for up to 3 objects. 	<ul style="list-style-type: none"> Recognises difference and changes in amounts Find 1 more/1 less Building with a range of resources 	<ul style="list-style-type: none"> Recognise 'more' Begin to subitise to 5 in familiar scenarios (dice, numicon etc) Find the odd one out and give a reason Recognise and write numerals 0-5

2 – 3 year-olds 3 – 4 year-olds

Nursery Long Term Plan: Understanding the World

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Understanding the World

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

Foundations for future learning in Geography:

The new vocabulary the Nursery children will use will include:			
	Tier 1	Tier 2	Tier 3
Personal Experiences		same, different, change, season	
Explore and Respond		country, world, same, different, nature	

For further details see [Geography Compendium](#)

Foundations for future learning in History:

The new vocabulary the EYFS children will use will include:			
	Tier 1	Tier 2	Tier 3
Personal experiences	family	past, now, long time ago	experiences
Explore and respond		different, same	differences, similarities
Developing understanding		life-story	history

For further details see [History Compendium](#)

Foundations for future learning in Religious Education:

The new vocabulary the EYFS children will use will include:			
	Tier 1	Tier 2	Tier 3
Who am I, and where do I belong?	special, belong, people	Jesus, Prophet Muhammad (pbuh), Moses, God, wedding, christening	unique, ceremony, religion
Why do we have celebrations?	celebrations, thank you, birthday, happy	Christmas, Easter, Harvest,	festivals
What makes a place special?	buildings, special, think, learn	close, church, spaces	worship
What can we learn from stories?	stories, share,	Bible, Torah, Qur'an	
What makes something special?	careful, special,	respect, objects, memories	religious
What makes our world wonderful?	world, wonderful, happy,	creative, scientists, believe	wonder, naturally, measurements, observations

For further details see [RE Compendium](#)

Foundations for future learning in Science

The new vocabulary the EYFS children will use will include:			
	Tier 1	Tier 2	Tier 3
Working scientifically	look	explore, investigate, change, sink, float	Magnifying glass
The World of Stamford Green	water	plant, leaves, seed, animal, bug, grow, season, care, grow	environment, insect, seasonal, decay
How the world works	hot, cold	sound, light	magnet, temperature, shadow
The whole wide world	water	mix	substances

For further details see [Science Compendium](#)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Personal Experiences		Explore and Respond		Developing Understanding	
	<ul style="list-style-type: none"> * Becoming familiar with the Nursery environment. * Exploring materials inside and outside. 	<ul style="list-style-type: none"> * Enjoying and exploring the natural world. * Noticing differences between people. 	<ul style="list-style-type: none"> * Exploring and showing curiosity. * Showing interest in different occupations. 	<ul style="list-style-type: none"> * Identifying significant people in their lives. * Appreciating and showing respect for all living things. * Knowing about different ways of celebrating. 	<ul style="list-style-type: none"> * Exploring how things work. * Exploring and responding to natural phenomena. * Noticing different forces. 	<ul style="list-style-type: none"> * Exploring how things work. * Understanding key features of the life cycle of a plant and animal.
Key Skills	Explore different textures, sounds, smells and tastes	Confidently explore the forest areas at Forest School	Show respect for living creatures when finding bugs at Forest School and in the outdoor area	Share their own experiences of celebrations in their family	Investigate natural materials using a magnifying glass	Plant seeds and help to water plants with adult support
	Explore with fingers, feet and whole body	Make connections between their own and other families	Talk about what they notice about others and how they might be different	Know that others may celebrate differently	Use language related to exploration of forces e.g. stretch, pull, push, bend, magnet, attract and repel.	Make sense of their own life-story and family history.
	Show interest in leaves/conkers etc making collections and bringing them into the setting.	Notice and accept differences	Ask questions and show curiosity	Know there are different countries in the world and some of the similarities and differences.	Notice growth, change and decay	Explore and reflect on sinking and floating
	Explore inside and outside	Notice changes in the weather in the different seasons.	Observe changes in materials from one state to another e.g. water-ice	Develop a positive attitude to differences	Explore light and shadows	Know ways to take care of plants
					Investigate what happens when materials change from one state to another.	Plant seeds

Nursery Long Term Plan: Expressive Arts and Design

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Expressive Arts and Design

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

Foundations for future learning in Art and Design:

The new vocabulary the EYFS children will use will include:			
	Tier 1	Tier 2	Tier 3
Drawing	shape, face	draw, picture, pencil, detail,	emotions, imagination
Painting	names of colours,	mix, paint, painting, picture, brush	
Sculpture		model, join, create, tape, glue	

For further details see [Art and Design Compendium](#)

Foundations for future learning in Design and Technology:

The new vocabulary the Nursery children will use will include:		
	Tier 1	Tier 2
Looking after Myself		stack, bricks
Exploring and Investigating	make	join, tape, elastic bands, folding, paper clips and staplers
Let's pretend		models, join, tool
Express yourself		tool, material

For further details see [DT Compendium](#)

Foundations for future learning in Music:

The new vocabulary the EYFS children will use will include:			
	Tier 1	Tier 2	Tier 3
Singing	songs, words, music, sing	Hum, rhyme, high, low,	lyrics, verse, chorus, solfège
Listening	loud, quiet, fast, slow	rhyme, steady, timing, beat	dynamics
Collaborating and performing	hit, shake	instrument, scrape, clap, stamp	

In Nursery, the children will have the following performance opportunities:		
Autumn	Spring	Summer
Nursery Christmas Tableaux	Class Assemblies	Class Open Time

For further details see [Music Compendium](#)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Let's Explore		Let's Pretend		Express yourself	
	<ul style="list-style-type: none"> * Exploring our voices and instruments to make sounds. * Expressing ideas and feelings through mark making 	<ul style="list-style-type: none"> * Moving and dancing to music. * Performing simple songs and actions * Exploring different materials freely 	<ul style="list-style-type: none"> * Developing pretend play. * Joining in with group pretend play. * Using drawing to represent ideas 	<ul style="list-style-type: none"> * Using imagination when using materials. * Making more complex small worlds 	<ul style="list-style-type: none"> * Using everyday objects and instruments to make sounds/music. * Negotiating roles in play and sort out conflicts * Joining different materials and exploring different textures 	<ul style="list-style-type: none"> * Beginning to make believe by pretending. * Developing more complex stories * Drawing with increased complexity and detail
Key Skills	Enjoy and take part in action songs	Learn simple songs and actions to be performed	Pretending that one object represents another	Making props to enhance roleplay Re-enacts experiences using resources	Respond to music from different cultural traditions	Explore textures, movement, feel and look of different media and materials including sounds
	Use all their senses to investigate materials	Play and perform music with different tempo, pitch, rhythm and dynamics	Develop pretend play with rules	Make models to express their ideas	Use a wider range of tools and materials to join and create	Act out familiar stories or scenarios
	Use different media with fingers, feet, brushes and other tools. Notice and explore patterns (including the human face)	Explore scale creating on different surfaces e.g. boxes/floor work/long strips of paper Know names of colours and explore what happens when colour mixing	Adhere to group pretend play 'rules' Use closed shapes with continuous lines	Develop junk modelling skills using simple tools and joining methods Use dressing up props to express themselves and enhance play.	Be familiar with the work of some other artists across time and cultures. Respond to what they have heard expressing their thoughts and feelings	Draw from imagination and observations Show emotion in their drawings Make models to express their ideas

2 – 3 year-olds 3 – 4 year-olds

Expressive Arts and Design						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Skills Special Rhymes and Songs	Sing a range of well-known nursery rhymes and songs					
	<u>Wind the bobbin up</u> <u>Baa Baa Black Sheep</u> <u>Humpty Dumpty</u>	<u>Twinkle twinkle little star</u> Everybody be a Christmas tree When Santa got stuck up the chimney	<u>Incy wincy spider</u> <u>Old Macdonald had a farm</u> <u>Hickory Dickory Dock</u>	<u>Ring o' Roses</u> Popcorn <u>Rock a bye baby</u>	I had a little turtle (Tiny Tim) <u>Wheels on the Bus</u> <u>Horsie, Horsie don't you stop</u>	<u>Miss Molly had a dolly</u> Big Red Bus <u>If you're happy and you know it</u>



EYFS Curriculum – Reception Long Term Overview

Big Learning Questions			
	What happens in Fantasy Lands?	What's special about me?	What do we see in the world around us?
EYFS Area of Learning	Autumn	Spring	Summer
Communication and Language	Classroom Communicators	Descriptive Communicators	Articulate Communicators
Personal, Social and Emotional Development	Ready for Learning	Ready for Collaborating	Ready for Challenges
Physical Development – Gross Motor	Active Play	Developing Control	Sporty Skills
Physical Development – Fine Motor	Using Tools	Writing and Creating	Being Accurate
Literacy – Reading	Enjoying stories and reading sounds	Reading words and phrases	We are readers!
Literacy – Writing	Writing sounds	Writing words and phrases	Writing sentences
Mathematics	Becoming friends with numbers	Parts and wholes	Exploring numbers and patterns
Understanding the World	The World of Stamford Green	How the World works	The whole wide world!
Expressive Arts and Design	Expressing Ourselves	Building Skills	Inventing purposefully
Thrive Experiences and Opportunities	Induction and transition activities Forest School Christ Church visit	Zoo Lab visitors Forest School Superhero Day People who help us visitors	Observe life cycle of a butterfly Forest School Farm Visit Visitors from other countries

Reception Long Term Plan: Communication and Language

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Communication and Language

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

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Communication and Language												
Area of Learning	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Learning Focus	Classroom communicators				Descriptive communicators				Articulate communicators			
	* Understanding how to listen carefully and why listening is important. * Actively engaging in story times		* Using questions to develop understanding. * Knowing and using social language. * Using talk in a partnership or team		* Describing events, people, places and objects in some detail.		* Connecting one idea to another using connectives. * Using talk to explain how things work and why they might happen. * Engaging in non-fiction books.		* Participate in whole class, small group and 1:1 discussions – listening attentively and offering ideas. * Connecting and linking ideas in conversations. * Using non-fiction books		* Articulating ideas and thoughts effectively. * Offering detailed explanations for why things might happen.	
	Recognise when active listening is needed.		Ask questions to find out more.		Add detail using descriptive words and phrases in order to be specific.		Use 'because' to give reasons for events/actions.		Ask others for their ideas and opinions.		Use past, present and future tenses to share ideas and narratives.	
	Focus attention on the person/thing being listened to.		Ask questions to check what has been said.		Use words and phrases relating to time and location to share information.		Use time connectives to link narratives (First we played and after that we had lunch.)		Express ideas and feelings about experiences using full sentences.		Use well-formed sentence to share ideas and thoughts.	
Key Skills	Respond to stories showing e.g. interest/enjoyment /humour/surprise etc.		Develop and use social phrases.		Use the past tense to narrate events that have happened.		Use non-fiction books to find information.		Explain links and connections that they have made.		Choose specific vocabulary where appropriate.	
			Use talk to work out problems or organise activities with others.						Understand how information is shared in non-fiction books.			
Learn new vocabulary and use it throughout the day. Use stories and non-fiction books to develop familiarity with new vocabulary.												

Communication and Language						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Skills	Listen to and talk about stories to build familiarity and understanding. Retell familiar stories, some as exact repetition and some in own words.					
Five Special Books						

Concept Vocabulary

Verbal concepts are the words that shape how we think about the world. They are particularly important in the Early Years because, at this age, children are making sense of the world and verbal concepts give them the means to talk about, interact and expand their understanding. The concepts learned in the Early Years form the foundation that later learning depends on, so they are more than 'just another word'. In Reception we use the 'Word Aware' approach to ensure that fundamental abstract concept words are taught methodically and practised rigorously.

The new concept vocabulary the Reception children will use will include:	
Concept area	4 – 5 year olds (Level 3)
size	thick thin wide narrow
touch/look	shiny rough smooth
space	above below towards backwards
quantity	both few enough half whole
order	second next
time	early later
weight	light
light	dark light
shape	corner straight bendy
superlatives and comparatives	bigger heavier taller longer biggest heaviest tallest longest

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

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

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

ELG: Managing Self

Children at the expected level of development will:

- 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.

ELG: Building Relationships

Children at the expected level of development will:

- 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.

Foundations for future learning in PSHE:

The vocabulary the children will use will include:	
Being me in my world	kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns
Celebrating difference	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family
Dreams and Goals	dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage
Healthy Me	healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scare
Relationships	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, breathing
Changing Me	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories

For further details see [PSHE Compendium](#)

Personal, Social and Emotional Development						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Focus	Ready for Learning		Ready for Collaborating		Ready for Challenges	
	<ul style="list-style-type: none">• Seeing themselves as a valuable individual.• Building respectful relationships• Managing hygiene needs	<ul style="list-style-type: none">• Expressing and managing feelings.• Knowing own strengths and successes.• Waiting for a turn.• Following instructions with more than one part	<ul style="list-style-type: none">• Building constructive relationships• Knowing why we have rules• Following instructions with more than one part	<ul style="list-style-type: none">• Working in a team.• Considering the feelings of others• Thinking about the perspectives of others	<ul style="list-style-type: none">• Being resilient when things are tricky.• Setting goals• Knowing ways to be physically healthy	<ul style="list-style-type: none">• Having a go at new challenges• Being independent in the face of challenge• Knowing ways to stay safe and be mentally healthy.
	Share information that is important to me about myself and my life.	Share my thoughts and opinions with others.	Know what makes a good friend.	Spot when somebody else has done a good job and tell them 'well done'.	Know that mistakes are an important part of learning.	Take risks and have a go at new tasks independently.
	Know and use ways to make others feel welcome.	Give names to feelings – recognise and begin to manage my own feelings.	Know that we are all different and that makes us special.	Talk about how to solve a particular problem and decide together what to do.	Know that the only way to get better at something is to practise.	Know some strategies for when something is tricky.
	Understand the importance of being kind and physically gentle with others.	Know what I am good at and show pride in my successes.	Recognise ways in which we are the same and different.	Think about the different perspectives of story characters.	Come back to a tricky task on another day to have another try.	Keep working at a challenging task until it is complete.
Key Skills	Manage own toilet needs in the Reception setting.	Know how rules keep us safe, help us work together and get along.	Join in with collaborative tasks including tidying up, shared jobs etc	Know that different people can have different feelings about the same thing.	Set small goals and work to achieve them.	Talk about activities/places that are calming or relaxing and know that everyone is different in this.
	Independently change clothes as needed for outside play or PE.	Be able to wait for a turn in a game or activity and understand why this is important.	Follow a short series (3/4) of instructions without prompting.		Understand the importance of regular physical activity, healthy eating, good sleep and toothbrushing.	Know how to be a safe pedestrian.
		Follow instructions with two parts without further prompting.				Know how to stay safe online.
						Know that it is healthy to limit screen time.

Reception Long Term Plan: Physical Development

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Physical Development

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

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Physical Development;

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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.

Foundations for future learning in PE:

In Reception, the children will have the following sporting opportunities:	
<ul style="list-style-type: none">• Year group tournaments• Sports Afternoon	

The new vocabulary the Reception children will use will include:	
Games	PE
space	space
freeze	control
direction	travel
copy	rules
create	stop
remember	score
sequence	run
movement	jump
jump	throw
hop	catch
balance	skip
shape	bounce
perform	dribble
apparatus	kick
dance	roll
	target

For further details see [PE Compendium](#)

Physical Development – gross motor						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Focus	Gross Motor - Active play		Gross Motor – Developing Control		Gross Motor – Sporty Skills	
	* Being able to move in a wide range of different ways. * Lifting and carrying more than one object.	* Negotiating space and obstacles effectively * Lifting and carrying a bulky object with a partner.	* Balancing to negotiate narrow spaces or climb higher. * Pushing and moving heavy objects. * Using core muscles to sit with good posture.	* Aiming and throwing a range of objects. * Playing with balls	* Being able to run for longer distances without stopping. * Combining different movements * Developing ball skills	* Developing further ball skills * Riding bicycles
	Move in different ways during play including walking, running, jumping, hopping, skipping, crawling and rolling.	Understand that different environments need different movements to be navigated safely.	Begin to assess risk and know how to balance safely in higher spaces.	Know how throw an object with control to make it land in a container or area.	Be able to run a lap of the playground without stopping knowing that longer distances need a slower pace.	Be able to run a lap of the 'golden run' without stopping.
	Climb over, under and through different environments.	Be able to carry objects on different levels – slopes, hills, steps.	Walk along narrow raised beams and spaces.	Know how to throw an object to make it go as far as possible.	Complete obstacle courses that demand a range of different movements.	Throw and catch a ball with a partner.
Key Skills	Balance on small platforms.	Carry a bulky lightweight object with a partner.	Move between platforms that are slightly spaced apart.	Experiment with moving a range of balls in different ways – with hands, feet, bats, scoops etc.	Kick a ball in a chosen direction.	Pass a ball between partners by kicking.
	Use a scooter.		Move heavy objects by pushing/pulling and working with others.	Use a pedal bicycle without stabilisers.		Hit a ball with a bat or racquet.
	Carry two or more small objects at the same time.	Use a pedal vehicle that doesn't require balance (bike with stabilisers/trike etc)	Know what good posture looks and feels like when sitting on the carpet or on a chair.	Use good posture when sitting on the carpet or on a chair.	Dribble a ball with feet, taking it in a chosen direction.	Use a pedal bicycle without stabilisers.
					Throw and catch a range of small and large balls and objects.	

Area of Learning	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fine Motor – Using Tools		Fine Motor – Writing and Creating		Fine Motor – Writing and Creating		Fine Motor – Writing and Creating		Fine Motor – Writing and Creating		Fine Motor – Writing and Creating	
Physical Development – fine motor	Learning Focus		<ul style="list-style-type: none"> * Using tools for representing ideas * Using tools for eating 		<ul style="list-style-type: none"> * Developing correct letter formation * Manipulating scissors. * Drawing people using some details. 		<ul style="list-style-type: none"> * Developing correct letter formation * Manipulating resources to create props for play or artwork. * Adding details to drawings of people. 		<ul style="list-style-type: none"> * Developing smaller, more controlled writing. * Colouring accurately * Cutting and sticking with accuracy 		<ul style="list-style-type: none"> * Developing a fast, accurate and efficient handwriting style. * Using different tools for different effects. 	
	Key Skills		<p>Draw freely representing different objects, patterns and scenes.</p> <p>Hold pens, pencils, crayons and paintbrushes using a tripod grip.</p> <p>Use spoons for scooping.</p> <p>Pick up food using a fork by prodding or scooping as appropriate.</p> <p>Cut using a fork to anchor and a knife to cut.</p>		<p>Draw, paint, cut and stick to represent objects, patterns and scenes artistically.</p> <p>Use scissors to cut in straight lines, either to cut out shapes or make fringes.</p> <p>Manipulate small objects that need use of one hand, or a pinching motion e.g. beads/sequins/stickers etc.</p> <p>Use a firm pressure when colouring with pencils to ensure a good mark is made.</p>		<p>Use correct letter formation for most letters.</p> <p>Use scissors to cut curved and wavy lines.</p> <p>Use scissors to cut a range of materials</p> <p>Draw people using head, body, arms and legs and some additional details.</p>		<p>Use correct letter formation for all letters.</p> <p>Manipulate small and large pieces e.g. Lego, blocks, junk modelling, k'nex etc to construct props for play, patterns or artwork.</p> <p>Add small details to drawings of people e.g. facial features, ears, hands, feet etc.</p>		<p>Use small letters that sit on the line when writing.</p> <p>Colour pictures and shapes with control, staying inside the lines when using pencils, pens and paintbrushes.</p> <p>Cut out shapes following the outside line.</p> <p>Place items to be stuck with care, choosing where it should go.</p> <p>Letter formation is automatic and fluent.</p> <p>Drawings show some control with details added.</p> <p>Using large and small paintbrushes/sponges etc appropriately for different tasks.</p> <p>Make models and props connecting sections together effectively.</p>	

Reception Long Term Plan: Literacy

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Literacy

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

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- 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.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Enjoying stories and reading sounds					
	Reading words and phrases					
	We are readers!					
	Writing sentences					
Learning Focus	<ul style="list-style-type: none"> * Knowing that letters make sounds * Sharing and talking about stories * Re-telling and playing out stories using new vocabulary 	<ul style="list-style-type: none"> * Using sounds to read simple words * Comparing stories 	<ul style="list-style-type: none"> * Using sounds to read words and phrases * Knowing some 'special friends' * Exploring non-fiction books 	<ul style="list-style-type: none"> * Using sounds to read short stories * Thinking about the meaning of what we read. * Anticipating events in a story. 	<ul style="list-style-type: none"> * Using word knowledge and sounds to read short stories * Thinking about characters' feelings 	<ul style="list-style-type: none"> * Reading stories with more sentences. * Working out the meaning of vocabulary.
Key Skills	Read all single-letter RWI Set 1 sounds	Read all RWI Set 1 sounds	Blend sounds to read words;	Read Red Storybooks (short phrases and sentences).	Read Green story books;	Read Green or purple Storybooks.
	Talk about familiar and new stories.	Blend sounds into words orally. Compare what is the same and what is different about versions of the same story. Express preferences for particular stories.	(Know some digraphs special friends) Read short phrases and Ditty stories Use books to find out information.	Show understanding of the story that they have read. Talk about stories that they hear – anticipating events where appropriate	Read RWI Set 2 digraphs (At least 10 special friends). Recognise some red words on sight. Talk about how characters feel – including inferring this information.	Read some common exception words (red words) Be able to suggest the meaning of an unknown word in a book and give a reason. Use books to find out information.
Learning Focus	Writing sounds					
	Writing words and phrases					
Key Skills	<ul style="list-style-type: none"> * Writing Letters * Writing my name 	<ul style="list-style-type: none"> * Writing Letters * Writing my name * Using letters to record ideas. 	<ul style="list-style-type: none"> * Writing Words * Forming lower case letters correctly 	<ul style="list-style-type: none"> * Writing Phrases * Leaving spaces between words 	<ul style="list-style-type: none"> * Writing short sentences. * Using full stops 	<ul style="list-style-type: none"> * Writing short sentences for different reasons.
	Write the letters with modelling and support.	Write all the letters when I hear the sound.	Spell words by identifying the sounds and writing the sound (Fred Fingers).	Say what you want to write before starting. Leave a space between words.	Say and write a short sentence using Fred fingers where needed.	Write for a range of reasons. Be able to 'hold a sentence'.
Key Skills	Write my name copying a prompt if needed.	Write my name independently. Label drawings using letters, sounds and known words.	Correctly form all lower case letters.	Re-read what you have written to check it.	Use a full stop at the end of the sentence. Check the sentence carefully.	Writing can be read by others.

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Mathematics:

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

Foundations for future learning in Mathematics:

The new vocabulary the Reception children will use will include:			
Place value		Addition and subtraction	Multiplication and division
count on/back number subitise order/ordinal compare forwards backwards numerals digit one more one less same/equal to more than less than (fewer)		add plus altogether total take away/minus number bonds part whole	double half equal unequal share group odd even lots
Measurement			
length measure wide(er)/narrow(er) compare height long(er)/short(er) tall(er)/short(er)	weight heavy/light heavier than lighter than big/bigger/biggest small/smaller/smallest	capacity full/empty more than less than half/half full	time quicker/slower earlier/later before/after first/next today/yesterday/tomorrow morning/afternoon/evening day/week hour/minutes
Geometry			
2d shapes rectangle square circle triangle	3d shapes cuboids cubes cone spheres curved straight flat	high/low over/under between around through on into next to behind beneath on top of	order repeat patterns

For further details see [Mathematics Compendium](#)

Area of Learning	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Becoming friends with numbers		Exploring Numbers and Patterns		Parts and Wholes		Exploring Numbers and Patterns		Exploring Numbers and Patterns		Exploring Numbers and Patterns	
Mathematics	Learning Focus		* Investigating, recognising, playing with and using numbers 1 – 5		* Investigating, recognising, playing with and using numbers 0 – 10		* Understanding 'More than' and 'Less than' Thinking about Addition and Subtraction concepts.		* Exploring different representations * Knowing about Addition and Subtraction to 8, including doubles.		* 'One More' and 'One Less' * Investigating, recognising and playing with teen numbers. * Using money	
	Key Skills		Count and represent amounts to 5 using concrete resources and pictures. Recognise and write numerals to 5. Begin to subitise to 5 in familiar scenarios (dice, numicon etc) Verbally count to 10 forwards and backwards.		Count and represent amounts 0 – 10 using concrete resources and pictures. Recognise and write numerals 0 – 10 Subitise confidently to 5 in a range of contexts. Verbally count to 20 forwards and backwards.		Compare quantities up to 10 in different contexts Recognise parts and whole for numbers to 5. Begin to use the symbols +, - and = to represent calculations. Begin to recognise that there are number facts that never change. Verbally count to 30 forwards and backwards. Count forwards and backwards from any number to 10.		Represent the parts and whole for addition and subtraction using a range of concrete resources and drawings. Automatically recall number bonds to 5 (addition and subtraction facts) Subitise up to 10 using a ten frame to support thinking. Verbally count to 30 forwards and backwards starting from any number.		Count and represent amounts 10 – 20 using concrete resources and pictures. Recognise and write the numerals 0 – 20 Explore numerical patterns in the number system including odds and evens and doubles. Verbally count forwards and backwards to 50.	
											Automatically recall some number bonds to 10 including doubles facts. Investigate the ways in which quantities can be distributed equally. Begin to recognise the value of the digits in 2-digit numbers. Count in 10s to 100.	

Reception Long Term Plan: Understanding the World

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Understanding the World

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

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Understanding the World:

ELG: Past and Present

Children at the expected level of development will:

- 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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

ELG: The Natural World

Children at the expected level of development will:

- 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.

Foundations for future learning in Geography:

The new vocabulary the Reception children will use will include:			
	Tier 1	Tier 2	Tier 3
The World of Stamford Green	school, areas, season	natural, care, seasonal, record	environment
How the World Works	draw	map, plan, forest	
The Whole Wide World!	season, country, world, plants, animals	spring, summer, autumn, winter, weather	features

For further details see [Geography Compendium](#)

Foundations for future learning in History:

The new vocabulary the EYFS children will use will include:			
	Tier 1	Tier 2	Tier 3
Personal experiences	family	past, now, long time ago	experiences
Explore and respond		different, same	differences, similarities
Developing understanding		life-story	history

For further details see [History Compendium](#)

Foundations for future learning in Religious Education:

The new vocabulary the EYFS children will use will include:			
	Tier 1 – Anchor	Tier 2 – Goldilocks	Tier 3 – Step On
Who am I, and where do I belong?	special, belong, people	Jesus, Prophet Muhammad (pbuh), Moses, God, wedding, christening	unique, ceremony, religion
Why do we have celebrations?	celebrations, thank you, birthday, happy	Christmas, Easter, Harvest,	festivals
What makes a place special?	buildings, special, think, learn	close, church, spaces	worship
What can we learn from stories?	stories, share,	Bible, Torah, Qur'an	
What makes something special?	careful, special,	respect, objects, memories	religious
What makes our world wonderful?	world, wonderful, happy,	creative, scientists, believe	wonder, naturally, measurements, observations

For further details see [RE Compendium](#)

Foundations for future learning in Science:

The new vocabulary the Reception children will use will include:			
	Tier 1	Tier 2	Tier 3
Working scientifically	look	explore, investigate, change, sink, float	Magnifying glass
The World of Stamford Green	water	plant, leaves, seed, animal, bug, grow, season, care, grow	environment, insect, seasonal, decay
How the world works	hot, cold	sound, light	magnet, temperature, shadow
The whole wide world	water	mix	substances

For further details see [Science Compendium](#)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	The World of Stamford Green		How the World Works		The Whole Wide World!	
	<ul style="list-style-type: none"> * Knowing what makes families special. * Becoming familiar with the environment of school. 	<ul style="list-style-type: none"> * Knowing about celebrations. * Understanding the effect of the changing seasons on the natural world. 	<ul style="list-style-type: none"> * Knowing about the jobs people do. * Thinking about how objects were different in the past. * Using maps * Exploring natural processes 	<ul style="list-style-type: none"> * Thinking about how life was different in the past. * Knowing that different people have different beliefs. 	<ul style="list-style-type: none"> * Exploring animals in the natural world. * Using maps 	<ul style="list-style-type: none"> * Recognising similarities and differences between life in different countries.
Key Skills	<ul style="list-style-type: none"> Talk about their family life and experiences. Know that all families are different and special. Observe details in the immediate outdoors environment. Know about the different areas of the school and what they are for. Talk about and draw the natural environment of the school. Know that it is important to take care of the environment where we learn and ways to do this. 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Know about some important cultural and religious celebrations as they happen. Observe and talk about seasonal changes and record these ideas. Investigate and explore natural materials, substances and objects. 	<ul style="list-style-type: none"> Name and describe people who are familiar to them in the community. Find out information from a simple map. Draw maps and plans of familiar places and stories. Notice and talk about some differences and similarities in familiar objects from the past (e.g. vehicles, toys, clothes etc) Explore and investigate natural process relating to sounds and light 	<ul style="list-style-type: none"> Look at familiar situations in the past (e.g. school, homes etc) and talk about similarities and differences. Find out about the different beliefs that people have. Know about some important cultural and religious celebrations as they happen. Explore and investigate natural processes relating to magnets and temperature. Observe and talk about seasonal changes and record these ideas. 	<ul style="list-style-type: none"> Name and describe animals and the environment in which they live. Observe and talk about seasonal changes Be familiar with the name of Epsom, and other places important to them. Know the names of some other countries the animals that live there. Investigate plants and how they grow. Taking care of plants in the school environment. 	<ul style="list-style-type: none"> Be able to talk about features of our country – weather, plants, animals etc. Talk about countries that they are familiar with and share details that they know. Recognise some environments that are different from the one in which they live. Explore and investigate water in its different states. Explore and investigate what happens when different substances are mixed.

Reception Long Term Plan: Expressive Arts and Design

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Expressive Arts and Design

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

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Expressive Arts and Design:

ELG: Creating with Materials

Children at the expected level of development will:

- 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.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

Foundations for future learning in Art and Design:

In the EYFS, the children will be inspired by studying the work of:

Area of art and design	Artists, designers and craft makers studied
Drawing	Lily van der Stokker, Pablo Picasso, Wassily Kandinsky
Painting	Gillian Ayres, Frank Bowling, Patrick Heron
Sculpture	Sheela Gowda, Andy Goldsworthy, Chila Kumari Singh Burman, Tony Cragg

The new vocabulary the EYFS children will use will include:

	Tier 1	Tier 2	Tier 3
Drawing	shape, face	draw, picture, pencil, detail,	emotions, imagination
Painting		names of colours, mix, paint, painting, picture, brush	
Sculpture		model, join, create, tape, glue	

For further details see [Art and Design Compendium](#)

Foundations for future learning in Music:

The new vocabulary the EYFS children will use will include:			
	Tier 1	Tier 2	Tier 3
Singing	songs, words, music, sing	Hum, rhyme, high, low,	lyrics, verse, chorus, solfège
Listening	loud, quiet, fast, slow	rhyme, steady, timing, beat	dynamics
Collaborating and performing	hit, shake	instrument, scrape, clap, stamp	

In Reception, the children will have the following performance opportunities:		
Autumn	Spring	Summer
Reception's First Christmas Songs	Class Assemblies	Open Afternoon

For further details see [Music Compendium](#)

Foundations for future learning in Design and Technology:

The new vocabulary the EYFS children will use will include:			
	Tier 1	Tier 2	Tier 3
Fine Motor – Using Tools	join, tools	fix	design, improve
Fine Motor – Writing and Creating		scissors, cut, straight, curved, wavy	
Fine Motor – Being accurate	line, join, make	follow, connect	
Building Skills	join, tape	glue, choose	resources, skills
Inventing Purposefully		reflect, improve, add, change	adapt

For Further details see [DT Compendium](#)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Learning Focus	Expressing Ourselves	Building skills		Inventing Purposefully	
	<ul style="list-style-type: none"> * Representing ideas with art * Joining in with singing and dancing * Pretending 	<ul style="list-style-type: none"> * Exploring colours * Performing songs and dances. * Creating in play 	<ul style="list-style-type: none"> * Joining materials * Acting out stories * Moving to the beat 	<ul style="list-style-type: none"> * Choosing materials * Creating together * Responding to music 	<ul style="list-style-type: none"> * Creating for a purpose * Making music together * Dancing together 	<ul style="list-style-type: none"> * Reflecting on own creations * Thinking about changes in music
Key Skills	Draw or make pictures which show familiar stories.	Describe different colours, naming for some detail e.g. turquoise or peach.	Know techniques for joining materials including tape and different types of glue.	Experiment with a range of materials for different creative purposes.	Make use of props and materials to add to their play.	Reflect on what went well and what they might improve on their creations.
	Represent myself and other people in drawings and paintings.		Explain why they have chosen particular resources for a task.		Talk about what they are going to make before starting.	Return to and add to/adapt work.
	Copy actions and movement to join in with dances.	Begin to mix primary colours to make secondary colours.	Join materials to make artwork or objects/props for play.		Talk about how they will make a piece of art/creation before beginning.	Know and describe some sounds that different instruments make.
	Listen to simple songs and join in with repeated parts.	Choose colours carefully when drawing or painting.	Take part in acting out familiar stories or scenarios	Create collaboratively sharing ideas, resources and skills.	Create music with others, working in a group.	Respond to music from around the world
	Play pretending games.	Learn simple songs to be performed.	Move in different ways in time to the beat of music.	Listen to music and talk about how it makes them feel.	Create a dance with others, working in a group.	Respond to choreographed dances e.g. traditional dances from around the world.
		Learn a simple dance to be performed.	Listen and respond to music from different times.	Respond to music from a range of cultural traditions.	Respond to different dance styles engaging in copying some of the movements.	
		Create props for pretend play.	Keep a steady beat by clapping or tapping, or using instruments and sound makers.	Move in different ways in response to different types of music (slow and quiet, quick and exciting etc)		

Expressive Arts and Design		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning Key Skills	Special Rhymes and Songs	Sing a range of well-known nursery rhymes and songs					
		<u>Row, row, row your boat</u> <u>A Sailor went to Sea</u>	<u>It's raining, it's pouring.</u> <u>The Hokey Cokey</u>	<u>The Grand Old Duke of York</u> <u>Wiggly Woo</u>	<u>The Bear went over the mountain</u> <u>One finger one thumb keep moving</u>	<u>I can sing a rainbow</u> <u>One man went to mow</u>	<u>London Bridge is falling down</u> <u>The animal fair</u>

Approach to teaching concepts

Verbal concepts are the words that shape how we think about the world. They are particularly important in the Early Years because, at this age, children are making sense of the world and verbal concepts give them the means to talk about, interact and expand their understanding. The concepts learned in the Early Years form the foundation that later learning depends on, so they are more than 'just another word'. In the EYFS we use the 'Word Aware' approach to ensure that fundamental abstract concept words are taught methodically and practised rigorously. It uses the following sequence to plan for and teach new words:

- **Select** the really useful vocabulary

We teach a list of concepts that are divided into roughly developmental categories with 2 – 3 year olds in nursery learning level 1, 3 & 4 year olds learning level 2 and reception children learning level 3.

- **Teach** the selected vocabulary in a structured manner

When teaching the vocabulary, we:

- use a physical sign/gesture for the word
- use a symbol to represent the word
- say the word together
- sing the word
- share a 'concept cat' story together.
- find examples of the word in the world around us
- sort examples of the word and not the word (e.g. hard, not hard)

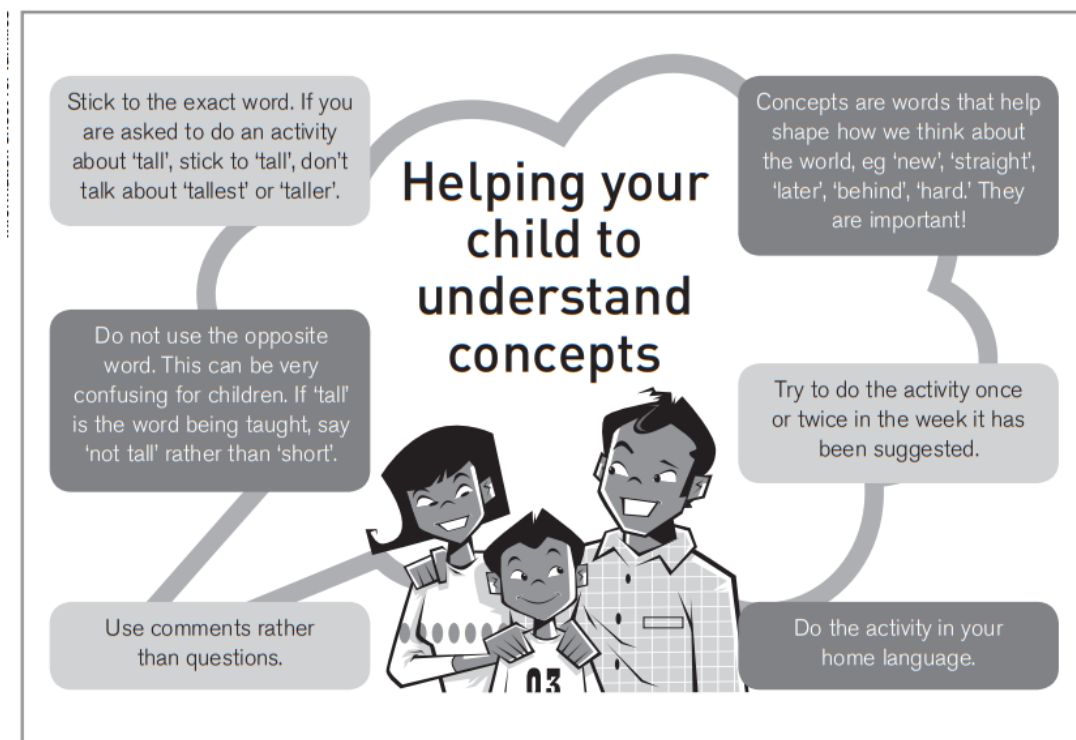
- **Activate** the meaning by using the words in context

During Exploration time children can join in activities to build their understanding of the concept. Children whose communication and language develop needs support are especially targeted for this.

- **Review** the taught words to ensure they are retained

Taught words are kept on a 'word wall' in each class which acts as a prompt to adults to use the vocabulary. Review games/activities use these words.

Parents and carers are supported to work with their child to develop their understanding of these concepts with information about the weekly concept included in the weekly information email.



Approach to developing good pencil grip in the Early Years

Pencils and pens are the tools used for the vital skill of handwriting. The correct use of tools needs to be taught and practised until it becomes a habit.

An efficient pencil grip allows a person to write comfortably and legibly. A non-efficient grip can make learning to write a challenge and use of writing later on tiring and uncomfortable.

It is much better to teach good habits than to fix poor ones at a later time.

At Stamford Green we ensure that children develop pre-grip skills:

- Gross motor control which includes core strength and body awareness.
- Finger awareness through naming fingers and their function
- Finger songs and games
- Understanding of hand dominance – which is their 'worker' hand and which is their 'helper' hand.
- Fine Motor skills including manipulating small parts and activities that involve resistance.
- Using chunky tools in mark making

50% of three year-olds have the fine motor skills to hold a small crayon with correct grip.

Once children have the pre-grip skills required, pencil grip is taught through:

- Explicit teacher demonstration of nip, flip, grip
- Practice of 'Pencil Pick-ups' to practise forming a good grip without writing.
- Practice of pre-writing/scribbling in correct pencil grip to develop good pencil pressure.
- Correction of poor grip so that habits are not built.

EYFS year-group focuses

Nursery – 2 year olds	Children join in activities that develop gross motor control and core strength. Children use chunky tools for mark-making. Children can name their fingers (see below) Develop body awareness.
Nursery – 3 year-olds	Children join in activities that develop gross motor control and core strength. Children use small tools especially pencils and crayons which support their fine motor development and encourage good pencil pressure. Children are explicitly taught correct pencil grip using 'nip, flip, grip'. Children learn about which is their dominant hand (worker hand) and which is their 'helper hand'
Reception	Children are explicitly taught correct pencil grip using 'nip, flip, grip'. Children take part in adult-led activities specifically practising correct grip without writing e.g. <ul style="list-style-type: none">• 'Nip, flip, grip' practice• Pencil pick-ups• 'Aim and scribble' activities• Songs Children use small tools (pencils, crayons, short thin pens etc as their hands are small and to encourage precision. Children know which is their dominant hand (worker hand) and use their other hand as their 'helper hand'.

All children should develop good pencil grip habits by the end of Reception.

Writing

When children are learning to write letters and numbers they learn:



- To use good posture at the table with both feet on the floor.
- To use their other hand to stabilise the paper (helper hand).
- To always begin with the pencil in correct grip.

Assessment

Repetition and practice are key to developing efficient pencil grip. Children from the age of 3 are assessed half-termly to monitor who is able to:

1. Pick up a pencil with correct pencil grip when asked to by an adult.
2. Use correct pencil grip throughout writing/drawing activities without reminders (i.e. who has a habit of correct pencil grip)

These assessments will inform planning to support children to develop correct pencil grip.

	
Tripod pencil grip for left hand	Tripod pencil grip for right hand

Approaches to Reading in the Early Years

Stories, rhymes, songs and other books are at the heart of language and communication learning in the Early Years.

Book Corners

In Nursery and Reception classrooms children can find a range of fiction and non-fiction books in the book corners. These are selected carefully to offer a diverse, high-quality range of classic and new books that give children a mirror for their own life as well as a window to the world.

At any time, there is a small, carefully curated selection of books in each book corner. These are exchanged half-termly and books are monitored to ensure that they are attractively displayed, in good condition and diverse in nature.

The focus of each book corner is to provide a comfortable, quiet space to enjoy books and stories individually, with a partner or a small group. The decoration of the area should support this, and other toys/teddies/blankets etc are limited in the book corner with this aim in mind.

Home Reading

In addition to the books which each child takes home to practice at their level of Read Write Inc, children take home **Book Bag Books** each week. Parents and carers are given guidance about how to share these books with their child. These are collated and chosen using the same criteria as those in the book corner. Children are supported to exchange their books regularly in order that they experience a range over the year.

Once they are accessing Read Write Inc lessons in YR children's minimum weekly home-reading diet consists of:

- Read Write Inc book from class last week
- Read Write Inc book bag book that corresponds to above
- 1 x Book Band book that relates to their phonic knowledge
- 2 x Picture Books

Five Special Books

Each half term, there are five special books that are read and re-read in class as detailed below.

Using the Five Special Books

The purpose of having 'Five Special Books' each half term is to give all children the opportunity to become deeply familiar with a range of high-quality books and stories in the way that some children may do with favourite bedtime stories if they are read with regularly at home. They know the characters, the patterns, the language and the themes. The book is an 'old friend' to them.

Reading and re-reading well-written books allows children to gain strong understanding of how stories work. They learn the way language can be used to describe and touch the reader; they develop a wider vocabulary and an understanding of cultures and settings outside their own experience.

First Read

Allow the story to weave its own magic.

Before a first reading starts, the teacher can build children's anticipation.

e.g. 'I've got a new story by Gaia Cornwall. It's called "Jabari Jumps". I'm really looking forward to reading it with you'

Once the children have been told the name of the author and the title, and the story has been introduced by looking at the front cover, the reading should start: 'This is a story about Jabari, who is trying to do something very tricky and he needs to be very brave.'

The first reading should be left to weave its own magic, with no questions, no explanations and no requests for the children to predict what might happen.

Second Read

Using 'story teller voice'

On the second reading, **asides, voices and actions** can explain the meanings of new words in context. If the story is read aloud in a similar way each time, the children can gradually join in with particular words and phrases, and even respect the pauses.

Explain words.

Tell the children the meaning: if they already know it, there is no point in asking; if they don't, the question is pointless and encourages only guessing. If only a few children guess, it will distract others from the story. Even if some children do know the meaning, it might not be, in any case, the correct meaning in the context of the story.

Use short asides to explain a word or a specific use of a familiar word to avoid disrupting the flow, such as 'leapt – that's a big jump' or – in the context of the story – 'a spin – that's a fast ride in a car'

Using the Five Special Books

Subsequent Reads

All the books should be read on multiple occasions and at least every week during the half term.

- Dramatising the story can be motivating, once the children know it well, and it can hold their interest and focus.

Dramatization of stories is unique in that it requires the basic teaching skills of listening, observing closely, and harnessing the imagination of everyone in exploring new ideas. Role play can also help children to reflect on how a character might think, feel and behave at key moments, and explore motives and intentions. Asking all the children to adopt the same role at the same time is an opportunity for everyone to participate. For example, saying 'Hello, wolves! Show me your paws, show me your twitching nose, show me your sharp pointy teeth...' puts all of them quickly into role as the wolf, not just wondering about pretending to be one, which might be the case with simply saying, 'Imagine you are the wolf'.

- Use asides to show reactions to particular events:
 - 'I can't believe he did that!'
 - 'Oh, my goodness. He's not happy.'
 - 'Whatever will he do next?'

- Memorable words and phrases

Colour your voice to give words meaning: whooped, wondered, wailed or to convey an action: sprouted, quivered, squirmed. Emphasise memorable words and phrases. These will feed into children's vocabulary and awareness of the syntax of literary texts and increase their comprehension.

Use phrases from the story later in different contexts, when children know it well. For example, when they recognise: 'Is there room on the broom for a dog like me?', they can enjoy being asked, 'Is there room at the table for a teacher like me?'

- Let the children pause, think about and comment on the pictures.
- If you think children did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to family/class experiences: 'This reminds me of when ...'
- Link stories to others that the children know: 'Ah! Do you remember the dragon in? Do you remember what happened to him?'
- Encourage the children to join in with the bits they know.
- Avoid asking questions to test what the children remember.
- Avoid telling children that reading stories is good for them.