



Weston Village Primary School

Early Years Foundation Stage Policy

Version 2

Staff/ Committee involved in development:	Fay Watkins, Thomas Cutts
For use by:	All staff, supply teachers, agency staff and trainees
Policy relates to statutory guidance:	SEN Code of Practice 2015; DFE guidance on Behaviour and Discipline; Supporting Pupils with Medical Conditions; Education Act 2002; Education and Inspections Act 2006; Behaviour in Schools 2022
Key related policies:	Suspension and Exclusion; Child Protection & Safeguarding; Anti-Bullying; Teaching and Learning; SEND and Inclusion; Home/School Communication; Health and Safety; Children's Mental Health and Wellbeing; Curriculum Policy; Feedback, Marking, Presentation and Editing Policy; Behaviour Policy
Reviewed by:	SLT
To be reviewed in the light of operating experience and/or changes in legislation	

**Presented to the Full Governing Board
on 24 June 2024 and subsequently approved and adopted on the
same date.**

Carol White, Chair of the Full Governing Board

Signature: _____

Date: _____

Contents

1. Aims	1
2. Legislation	1
3. EYFS Structure	2
4. Curriculum	2
○ 4.1 A Diverse and Inclusive EYFS Curriculum	
○ 4.2 A Curriculum Enriched with Language	
5. Planning	2
6. Teaching	2
○ 6.1 The Teaching of Reading and SSP	
○ 6.2 The Teaching of Early Mathematics	
7. Assessment.....	3
8. Transition	3
○ 8.1 From Pre-school/Feeder Settings	
○ 8.2 From Reception to KS1	
9. Parent Partnership	3
10. Safeguarding.....	4
11. Staff Training and Professional Development	4
12. Health and Safety.....	4
13. Behaviour Management.....	5
14. Outdoor Learning	5
15. Monitoring	6
16. Appendix 1: List of statutory policies and procedures for the EYFS.....	7
17. Appendix 2: EYFS Long Term Plan	8

1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that gives them the knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage 2021. This document also complies with our funding agreement and articles of association.

3. EYFS Structure

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Weston Village Primary School, children join the Reception class in the year that they turn five. Our pupil admission number (PAN) for reception is 30 children, with one class teacher and a teaching assistant.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

For a more detailed plan of our curriculum, please see **Appendix 2- Curriculum Map**.

4.1 A Diverse and Inclusive EYFS Curriculum

At Weston Village Primary School, we recognise every child as a competent learner who can progress and develop in their individual way and at their own rate. We value the diversity of individuals within the school and believe that every child matters. All children at Weston Village Primary School are treated fairly regardless of race, religion, gender, abilities, family structures, languages spoken at home, or socioeconomic backgrounds. Our curriculum ensures that students can thrive together and understand that individual characteristics, similarities, and differences make people unique.

4.2 A Curriculum Enriched with Language

At the heart of our broad curriculum is communication, language, and literacy. We aim to immerse the children in a variety of stories, poems, songs, and rhymes from many cultures, opening the door to a wide array of vocabulary and language. Speech, language, and communication skills are crucial to young children's overall development. All children are 'Wellcomm' screened by the SENCO/EYFS Lead as part of the baseline assessment which then informs future planning and identifies any need for early intervention and/or referrals.

5. Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. Practitioners working with the youngest children focus strongly on the three prime areas. EYFS practitioners develop and adapt plans on a weekly basis to ensure children's prior learning is consolidated and activities are tailored to meet children's needs and interests.

6. Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, adult-directed, and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

6.1 The Teaching of Reading and Systematic Synthetic Phonics (SSP)

The teaching of reading is one of the most important aspects of our provision for the children at Weston Village Primary School. In the EYFS, pupils' phonological awareness and phonic knowledge are developed as they follow the Read Write Inc programme through daily phonics teaching. Reading

and phonics are also planned and taught in weekly literacy tasks and through guided reading sessions. Children are assessed regularly to ensure they are reading books at an appropriate but challenging level.

6.2 The Teaching of Early Mathematics

At Weston Village Primary School, we recognise that the first few years of a child's life are especially important for mathematics development. We embed Power Maths to ensure consolidation and continuity through to year 1. Mathematical activities are delivered in practical and engaging ways that consider a concrete, pictorial, and abstract approach. Children access teacher-led mathematical activities daily alongside opportunities to practise mathematical learning in adult-directed play activities.

7. Assessment

At Weston, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests, and learning styles. These observations are used to shape future planning. Teachers then use assessment activities, observations, and their knowledge of the child to track the children's learning at the end of each term. This information is then entered into the school's online assessment tool 'I-Track' where progress can be measured.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers within the end of year report and the child's next teacher.

8. Transition

8.1 From Pre-school/Feeder Settings

During the summer term prior to a child's entry into the Reception year, the following procedures are in place to ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- Children are invited to approximately three separate visits to their reception class, one of which is without parents.
- Members of staff from Weston Village Primary School make visits to feeder settings.
- Children at 'Crewe Nature Kindergarten' pre-school (primary feeder setting) will have visits with their key workers into school at different points during the preceding year.
- Children requiring extra support will have additional visits regardless of their setting.
- Children and parents are invited to 'Gruffalo Games' in the summer term and a 'Teddy Bear's Picnic' the day before the official start day.

8.2 From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. Extra transition mornings are completed between EYFS and KS1 to ensure children feel confident and assured when entering the next age phase.

9. Parent Partnership

We value the role of parents as their child's first educators. To foster a strong partnership, we offer the following opportunities for parent involvement:

- Holding an 'open door policy' where staff greet parents and children every morning;
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, assemblies, school visits, theme days;
- Online contact through class dojo messenger and through the class story as well as the acknowledgement that parents can ring school to contact key workers;
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers;
- Providing a quiet and confidential area where parents are able to discuss any concerns.
- Supporting children through the transition from pre-school to Reception;
- Creating opportunities for children to spend time with their teacher before starting school during transfer sessions;
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics.

10. Safeguarding

Our prime responsibility is the welfare and well-being of children in our care. As such, it is our duty to the children, parents/carers, and staff to act quickly and responsibly in any instance that may come to our attention. All staff will work as part of a multi-agency team where needed in the best interest of the child. Our safeguarding and welfare procedures are outlined in our safeguarding policy.

11. Staff Training and Professional Development

At Weston Village Primary School, we are committed to the continuous professional development of our EYFS staff. This ensures that all practitioners are equipped with the latest knowledge and skills to provide high-quality education and care.

Initial Training

- **Induction Program:** All new EYFS staff undergo a comprehensive induction program that includes an overview of the EYFS framework, school policies, and safeguarding procedures.
- **Mandatory Training:** Staff must complete mandatory training in areas such as first aid, safeguarding, and health and safety.

Ongoing Professional Development

- **In-House Training:** Regular in-house training sessions are conducted on topics such as phonics, early mathematics, and behaviour management.
- **External Workshops:** Staff are encouraged to attend external workshops and conferences to stay updated with the latest educational trends and research.
- **Peer Observations:** Staff participate in peer observations to share best practices and provide constructive feedback.
- **Performance Appraisals:** Annual performance appraisals are conducted to identify training needs and set professional development goals.

12. Health and Safety

Ensuring the health and safety of children, staff, and visitors is a top priority at Weston Village Primary School. Our health and safety procedures are designed to create a safe and secure environment for all.

Risk Assessments

- **Daily Checks:** Staff conduct daily checks of indoor and outdoor environments to identify and mitigate potential hazards.

- **Annual Reviews:** Comprehensive risk assessments are conducted annually and reviewed regularly to ensure ongoing safety.

Hygiene and Cleanliness

- **Cleaning Protocols:** Classrooms and common areas are cleaned daily, with a focus on high-touch surfaces.
- **Hand Hygiene:** Children and staff are encouraged to practice good hand hygiene, with handwashing routines incorporated into the daily schedule.

Safety Measures

- **Emergency Procedures:** Regular fire drills and lockdown drills are conducted to ensure everyone knows how to respond in an emergency.
- **First Aid:** EYFS staff are trained in paediatric first aid, and first aid kits are readily available in all areas.
- **Outdoor Play:** Outdoor play areas are securely fenced, and equipment is regularly inspected for safety.

13. Behaviour Management

At Weston Village Primary School, we believe in fostering a positive and inclusive environment where every child can thrive. Our behaviour management strategies are designed to promote positive behaviour and address challenging behaviour in a supportive manner.

Positive Reinforcement

- **Praise and Rewards:** Positive behaviour is encouraged through praise, stickers, and 'Rainbow rewards'.
- **Celebration of Success:** Achievements are celebrated in class and during assemblies to promote a sense of accomplishment.

Clear Expectations

- **Classroom Rules:** Simple, clear rules are established and consistently reinforced. Visual aids are used to help children understand expectations.
- **Consistent Routines:** Structured routines provide a sense of security and help children know what to expect throughout the day.

Managing Challenging Behaviour

- **Calm Down Strategies:** Techniques such as deep breathing, quiet time, and sensory activities are used to help children manage their emotions.
- **Individual Behaviour Plans:** For children with persistent challenging behaviour, individual behaviour plans are developed in collaboration with parents and the SENCO.
- **Staff Training:** Staff receive training on behaviour management strategies, including de-escalation techniques and positive behaviour support.

14. Outdoor Learning

At Weston Village Primary School, we recognise the importance of outdoor learning in the Early Years Foundation Stage (EYFS). Outdoor learning provides children with opportunities to explore, discover, and learn in a natural environment, supporting their physical, social, emotional, and cognitive development.

Objectives of Outdoor Learning

- **Physical Development:** Enhance gross motor skills through activities such as climbing, running, and balancing.
- **Social Skills:** Foster teamwork, cooperation, and communication through group activities and play.
- **Emotional Well-being:** Promote a sense of well-being and reduce stress through interaction with nature.

- **Cognitive Development:** Stimulate curiosity, problem-solving, and critical thinking skills through exploration and hands-on activities.

Outdoor Learning Environment

- **Safety and Accessibility:** The outdoor learning area is securely fenced and regularly inspected to ensure safety. It is accessible to all children, including those with special educational needs and disabilities (SEND).
- **Variety of Spaces:** Our outdoor area includes different zones such as a sensory areas, mud kitchen, climbing structures, and open spaces for free play.
- **Natural Elements:** Children have access to natural materials like sand, water, leaves, and stones, which they can use for various creative and exploratory activities.

Planning and Implementation

- **Daily Access:** Children have daily access to the outdoor learning environment, regardless of weather conditions. Appropriate clothing and footwear are encouraged.
- **Integrated Curriculum:** Outdoor learning is integrated into the EYFS curriculum, with planned activities that align with learning objectives in areas such as literacy, mathematics, and understanding the world.
- **Child-Initiated Play:** A significant portion of outdoor learning time is dedicated to child-initiated play, allowing children to follow their interests and lead their learning experiences.
- **Adult-Led Activities:** Practitioners also plan and facilitate adult-led activities that introduce new concepts and skills in an engaging and interactive way.

Staff Roles and Responsibilities

- **Supervision:** Staff are responsible for supervising children during outdoor activities to ensure safety and provide guidance as needed.
- **Facilitation:** Staff facilitate outdoor learning by setting up activities, engaging with children, and extending their learning through open-ended questions and prompts.
- **Observation and Assessment:** Staff observe children during outdoor play to assess their development and inform future planning. Observations are recorded and shared with parents and carers.

Health and Safety in Outdoor Learning

- **Risk Assessments:** Regular risk assessments are conducted for outdoor areas and activities to identify and mitigate potential hazards.
- **First Aid:** All staff are trained in first aid and are prepared to respond to any incidents that may occur during outdoor learning.
- **Weather Considerations:** Children are encouraged to participate in outdoor learning in all weather conditions. Parents are informed about appropriate clothing and footwear to ensure children are comfortable and safe.

15. Monitoring

This policy will be reviewed and approved by the EYFS Lead every 2 years. At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy



Weston Village Primary School

EYFS Curriculum Plan

Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	ELG Goals
Topics	Traditional Tales	Dinosaurs	Space	Superheroes/PWHU	The Great Outdoors	Under the Sea/ Pirates	
Celebrations/ Festivals	Harvest Black History Month- October	Diwali Remembrance Day Christmas	New Years Day Chinese New Year- Random Acts of Kindness-	World Book Day- World Poetry Day- Mother's Day-	Earth Day- Eid- Ramadan-	World Environment Day- Healthy Eating Week- Monday Father's Day	
Literacy- Comprehension	<ul style="list-style-type: none"> - Explain in simple terms what is happening in a picture in a familiar story. - Sequence two events from a familiar story, using puppets, pictures from book or role-play. - Recognise some familiar words in print, e.g. own name or advertising logos. - Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. - Show understanding of some words and phrases in a story that is read aloud to them. - Know that text in English is read top to bottom and left to right. - Give a simple opinion on a book they have read, when prompted. - Know that a book has a beginning and end and turns all the pages between them accurately. 	<ul style="list-style-type: none"> - Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. - Express a preference for a book, song or rhyme, from a limited selection. - Recognise some familiar words in print, e.g. own name or advertising logos. - Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. - Know that a book has a beginning and an end, and can hold the book the right way up and turn some pages appropriately. - With prompting, show understanding of many common words and phrases in a story that is read aloud to them. 	<ul style="list-style-type: none"> - Say something about who was in the story, what happened and where it took place. - Say something about a key aspect of a non-fiction book or story. - Sequence three events from a familiar story, using puppets, pictures from the book or role-play. - Point to title of book on front cover. - Make inferences to answer a question about a character's emotions in a familiar picture book read aloud to them, where answer is heavily cued. - Suggest how an unfamiliar story read aloud to them might end. - Recognise repetition of words or phrases in a short passage of text. - Know that a book has a beginning and end and turns most of the pages between them accurately. - Recognise the difference between fiction/non-fiction books. 	<ul style="list-style-type: none"> - Retrieve information from pictures in a book that has been read to them, in response to a simple question. - Make inferences to answer a simple question related directly to characters' emotions in a familiar picture book read aloud to them, where answer is signposted in book but question is quite open. - With prompting, show understanding of many common words and phrases in a story that is read aloud to them. - Recognise the difference between fiction/non-fiction books. 	<ul style="list-style-type: none"> - Understand that information can be found in books, computers and other sources. - Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. - Make simple, plausible suggestions about what will happen next in a book they are reading. - When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. - With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. - Know that stories have a beginning, middle and an end. 	<ul style="list-style-type: none"> - Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where answer is clearly signposted. - Able to identify the repeated sound, having heard a phrase with clear alliteration. 	<ul style="list-style-type: none"> • <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> • <i>Anticipate (where appropriate) key events in stories.</i> • <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>
Literacy- Word Reading	<ul style="list-style-type: none"> - Starting RWI program with focused phonics session (30 minutes every day). - Can say set 1 sounds. - Can recognise set 1 sounds. - Can say the rhyme to support letter formation. - Orally segment CVC words with support. - Orally blend a CVC Word with support. - Say what sound their name begins with. - Initial sounds- Simple and familiar words. 	<ul style="list-style-type: none"> - Continue with RWI program with focused phonics session (30 minutes every day). - Can say set 1 sounds. - Can recognise set 1 sounds. - Can say the rhyme to support letter formation. - Orally segment CVC words independently. - Orally blend a CVC Word independently. - Say what sound their name begins with. - Initial sounds- Simple and familiar words. 	<ul style="list-style-type: none"> - Continue with RWI program with focused phonics session (30 minutes every day). - Can confidently recall and recognise set 1 sounds. - Understanding what a 'best buddy' sound is (grapheme). - Say set 2 sounds. - Recognise set 2 sounds. - Orally segment words containing set 2 sounds. - Orally blend words with set 2 sounds. 	<ul style="list-style-type: none"> - Continue with RWI program with focused phonics session (30 minutes every day). - Can confidently recall and recognise set 1 sounds. - Understanding what a 'best buddy' sound is (grapheme). - Say set 2 sounds. - Recognise set 2 sounds. - Orally segment words containing set 2 sounds independently. 	<ul style="list-style-type: none"> - Continue with RWI program with focused phonics session (30 minutes every day). - Can confidently recall and recognise set 1 sounds. - Understanding what a 'best buddy' sound is (grapheme). - Say set 2 sounds. - Recognise set 2 sounds. - Orally segment words containing set 2 sounds independently. 	<ul style="list-style-type: none"> - Continue with RWI program with focused phonics session (30 minutes every day). - Can confidently recall and recognise set 1 sounds. - Understanding what a 'best buddy' sound is (grapheme). - Say set 2 sounds. - Recognise set 2 sounds. - Orally segment words containing set 2 sounds independently. 	<ul style="list-style-type: none"> • <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> • <i>Read words consistent with their phonic knowledge by sound-blending.</i> • <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>

	<ul style="list-style-type: none"> - Hearing and identifying initial sounds. - Begin to recognise some HFW. 	<ul style="list-style-type: none"> - Hearing and identifying initial sounds. - Recap on last terms HFW and introduce new set. - Hearing and identifying initial sounds, middle sounds and end sounds in familiar words. 	<ul style="list-style-type: none"> - Independently read simple CVC words. - Recognise simple Reception HFW. - Hearing and identifying initial sounds, middle sounds and end sounds in familiar words. - Understand the concept of an 'alien' or 'nonsense' word. 	<ul style="list-style-type: none"> - Orally blend words with set 2 sounds independently. - Independently read simple CVC words. - Begin to read CVCC and CCVC. - Recognise simple Reception HFW and begin to recognise these in simple sentences. - Hearing and identifying initial sounds, middle sounds and end sounds in familiar words. - Gain confidence in attempting to read unfamiliar words. - Orally segment and blend different alien words 	<ul style="list-style-type: none"> - Orally blend words with set 2 sounds independently. - Independently read simple CVC words. - Begin to read CVCC and CCVC. - Recognise simple Reception HFW and begin to recognise these in simple sentences and books. - Hearing and identifying initial sounds, middle sounds and end sounds in familiar words. - Gain confidence in attempting to read unfamiliar words. - Explore and read 'alien' or nonsense words using phonic knowledge. 	<ul style="list-style-type: none"> - Orally blend words with set 2 sounds independently. - Independently read simple CVC words. - Begin to read CVCC and CCVC. - Recognise simple Reception HFW and begin to recognise these in simple sentences and books. - Hearing and identifying initial sounds, middle sounds and end sounds in familiar words - Gain confidence in attempting to read unfamiliar words. - Understand the concept of an 'alien' or 'nonsense' word. - Explore 'blends' at the start of words. (crab, crisp). - Explore and read 'alien' or nonsense words using phonic knowledge. 	
Literacy-Writing	<ul style="list-style-type: none"> - Hold a pencil correctly. - Develop an effective pencil grip. - Make writing-like marks which can be distinguished from drawing. - Follow lines and shapes with writing equipment e.g. chalk/ felt tips/crayons. - Repeat and remember a sentence about a picture suggested by and rehearsed with the teacher. - Begin to form letters using RWI knowledge of set 1 sounds. - Understand that letters have a 'starting place'. - Gain confidence with writing some/all of name. - Begin to understand that words can be segmented into sounds-'chopping' up a word. 	<ul style="list-style-type: none"> - Hold a pencil correctly and develop an effective pencil grip. - Gain confidence with following and copying lines and shapes. - Repeat and remember a sentence about a picture suggested by and rehearsed with the teacher. - Begin to form letters using RWI knowledge of set 1 sounds. - Understand that letters have a 'starting place'. - Gain confidence with writing name. - Attempt to write simple captions and labels that include learnt sounds. - Gain confidence with segmenting CVC words. - Using 'sound buttons' to segment simple CVC words. - Include some recognisable familiar letters and numbers in their 'writing'. - Can identify and recall what sounds they have written. 	<ul style="list-style-type: none"> - Can confidently link set 1 letters to sounds and form these using RWI rhymes. - With support, can orally rehearse a sentence before writing and word count the number of words spoken. - Can copy under a model, correctly forming some letters. - Begin to use a stimulus to construct own sentence idea and say them out loud. - Can segment a spoken CVC word before choosing graphemes to represent the sounds. - Using 'sound buttons' to segment simple CVC words. - Begin to write words that contain 'best buddies' (set 2 sounds). - The child attempts to write a rehearsed sentence. - Gaining confidence with recalling what they have written. - Understanding that we write words from left to right and on a line. 	<ul style="list-style-type: none"> - Forming set 1 sounds correctly and at an appropriate size. - Understanding that we write words from left to right and on a line. - Begin to use own ideas to construct a simple sentence. - Using sound buttons to segment simple CVC words and create simple sentences containing CVC words. - Using sound buttons (wavy line) to add known HFW to simple sentences. - With support, begin to add simple punctuation to simple sentences. - With support, begin to explore capital letters. - Beginning to use phonic knowledge to have a go at spelling unfamiliar words. - Leaves spaces between words and/or word-like clusters in their writing. - Understanding that we write for different purposes e.g. letters, cards etc. 	<ul style="list-style-type: none"> - Forming set 1 sounds correctly and at an appropriate size. - Understanding that we write words from left to right and on a line. - Recognising handwriting mistakes and correcting them. - Using sound buttons to segment simple CVC words and create simple sentences containing CVC words and HFW. - Beginning to add own simple punctuation to simple sentences. - Use phonic knowledge have a go at spelling unfamiliar words. - Leaves spaces between words and/or word-like clusters in their writing. - Begin to rehearse joining sentences using simple connectives. - Confident in constructing own sentence ideas, adding new vocab learnt. - Understanding that we write for different purposes e.g. letters, cards etc. 	<ul style="list-style-type: none"> - Forming set 1 sounds correctly and at an appropriate size. - Understanding that we write words from left to right and on a line. - Recognising handwriting mistakes and correcting them. - Using sound buttons to segment simple CVC words and create simple sentences containing CVC words and HFW. - Beginning to add own simple punctuation to simple sentences. - Use phonic knowledge have a go at spelling unfamiliar words. - Leaves spaces between words and/or word-like clusters in their writing. - Begin to rehearse joining sentences using simple connectives. - Confident in constructing own sentence ideas, adding new vocab learnt. - Understanding that we write for different purposes e.g. letters, cards etc. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others

		- Word count the number of words spoken in a sentence.					
Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals
Mathematics-Number	<ul style="list-style-type: none"> - Learn to count reliably to 5 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> - Recognise the numerals 1, 2, 3, 4 and 5. - Explore Ten Town characters 1-5. - Recognise different representations of numbers up to 5 e.g. a five frame and on dice. - Recognise a 5 frame and know that when it is full it represents 5. - Understand that even if the order or arrangement changes, the number stays the same 	<ul style="list-style-type: none"> - Learn to count reliably to 5 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> - Recognise the numerals 1, 2, 3, 4 and 5. - Explore Ten Town characters 1-10. - Recognise different representations of numbers up to 5 e.g. a five frame and on dice. - Recognise a 5 frame and know that when it is full it represents 5. - Understand that even if the order or arrangement changes, the number stays the same 	<ul style="list-style-type: none"> - Learn to count reliably to 10 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> - Recognise the numerals 1-10. - Explore Ten Town characters 1-10. - Recognise different representations of numbers up to 10 e.g. a ten frame, number shapes. - Recognise a 10 frame and know that when it is full it represents 10. - Understand that even if the order or arrangement changes, the number stays the same. - Represent the numbers 6–10 on a ten frame. - Recognise that they can count on using a ten frame, understanding that a full row is 5. - Count 6–10 objects out from a larger group. 	<ul style="list-style-type: none"> - Learn to count reliably to 10 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> - Recognise the numerals 1-10. - Explore Ten Town characters 1-10. - Recognise different representations of numbers up to 10 e.g. a ten frame, number shapes. - Recognise a 10 frame and know that when it is full it represents 10. - Understand that even if the order or arrangement changes, the number stays the same. - Represent the numbers 6–10 on a ten frame. - Recognise that they can count on using a ten frame, understanding that a full row is 5. - Count 6–10 objects out from a larger group. 	<ul style="list-style-type: none"> - Learn to count reliably to 20 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> - Recognise the numerals 1-20. - Explore Ten Town characters 1-20 (PV). - Recognise different representations of numbers up to 20 e.g. 2 ten frames, number shapes. - Recognise how to show 1-20 on 2 10 frames. - Understand that even if the order or arrangement changes, the number stays the same. - Represent the numbers 1-20 on two ten frames. - Recognise that they can count on using a ten frame, understanding that a full one is 10. - Count 1-20 objects out from a larger group. 	<ul style="list-style-type: none"> - Learn to count reliably to 20 <i>the 1:1 principle</i> <i>the stable order principle</i> <i>the cardinal principle</i> <i>the abstraction principle</i> <i>the order-irrelevance principle</i> - Recognise the numerals 1-20. - Explore Ten Town characters 1-20 (PV). - Recognise different representations of numbers up to 20 e.g. 2 ten frames, number shapes. - Recognise how to show 1-20 on 2 10 frames. - Understand that even if the order or arrangement changes, the number stays the same. - Represent the numbers 1-20 on two ten frames. - Recognise that they can count on using a ten frame, understanding that a full one is 10. - Count 1-20 objects out from a larger group. 	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Mathematics-Numerical Patterns	<ul style="list-style-type: none"> - Learn to rote count to 5. - Use number rhymes to explore counting on and back from 5. - Match groups of objects to the correct numeral. - Compare more and fewer by comparing groups of up to 5 objects presented in different ways, including dice formation. 	<ul style="list-style-type: none"> - Find one more and one less than a number within 5 using the story structure 'first, then, now'. - Represent 1 more/ 1 less stories using objects. - Represent 1 more/1 less stories using pictures. - Represent 1 more/ 1 less stories using 5 frames. 	<ul style="list-style-type: none"> - Rote count to 10. - Use number rhymes to explore counting on and back from 10. - Represent 10 using concrete objects e.g. conkers in a ten frame. - Represent 10 using pictorial representations. - Identify more/ less than a number up to 10. 	<ul style="list-style-type: none"> - Rote count to 10. - Use number rhymes to explore counting on and back from 10. - Confidently use the vocabulary of number bonds and addition. - Accurately identify pairs of numbers with a total of 10. - Use a ten frame and a part-whole model to represent bonds to 10 	<ul style="list-style-type: none"> - Count forwards and backwards between 1 and 10 confidently - Rote count to 20. - Use number rhymes to explore counting on and back from 20. - Use a 1–10 number track to count on or count back. - Explain how they know what number to start on, how many jumps to make on the number 	<ul style="list-style-type: none"> - Count forwards and backwards between 1 and 10 confidently. - Rote count to 20. - Begin to rote count beyond 20 using help of songs/ chanting/ number lines/ 50 & 100 squares. - Use number rhymes to explore counting on and back from 20. 	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how

	<ul style="list-style-type: none"> - Learn that groups of objects can have the same amount in them, even if they look different. Line up objects to check which group has more or fewer. 	<ul style="list-style-type: none"> - Use the vocabulary one less and one more in the correct context. - Tell first, then, now stories to express one more or one less. - Identify a part-whole model. - Partition numbers 1-5 into two groups using a part-whole model. - Begin to learn number bonds to 5, using part-whole model and five frames. 	<ul style="list-style-type: none"> - Use the language more/fewer to compare groups of up to 10. - Begin to find difference in groups by counting on/back. - Confidently use the vocabulary of part and whole. - Accurately identify two parts and their combined whole. - Use a part-whole model to show two parts and the whole, in various orientations. - Show that they understand altogether as the combined total of all the parts 	<ul style="list-style-type: none"> - Understand inverse operations - if 8 and 2, for example, make 10, then so must 2 and 8. - Recognise, understand and use the vocabulary linked to number bonds and subtraction - Understand the structure of subtraction and finding a missing part. - Identify how many are left when a variety of numbers are subtracted from 10. - Begin to see the inverse relationship between addition number bonds to 10 and subtraction number bonds to 10 - Use 'first, then, now' stories to represent subtraction. 	<ul style="list-style-type: none"> - line and how to identify the answer. - Add or take away numbers using a first, then, now story structure. - Confidently count forwards and backwards to 20. - Accurately count an irregular set of up to 20 objects or resources. - Identify one more and one less than a given number to 20 - Use vocabulary such as more and fewer to compare numbers and quantities. - Confidently use a range of resources to represent given numbers. - Use concrete manipulatives to double and halve numbers. - Show why a number is odd or even. - Identify doubles to double 5. - Explain that even numbers can be shared into two equal groups and odd numbers cannot. - Halve even numbers to 10 by sharing into two equal groups. 	<ul style="list-style-type: none"> - Use a 1–10 number track to count on or count back. - Explain how they know what number to start on, how many jumps to make on the number line and how to identify the answer. - Sort up to 5 objects into two groups. - Describe how they have sorted the objects. - Know that there is often more than one way to sort a collection. - Understand that a collection can be sorted into more than two groups. - Understand the structure of subtraction and finding a missing part. - Identify how many are left when a variety of numbers are subtracted from 20. 	<p><i>quantities can be distributed equally</i></p>
Shape, Space & Measurement (KS1 preparation)	<ul style="list-style-type: none"> - Explore describe and compare 3D and 2D shapes. - Explore properties with a focus in rolling and stacking with 3D shapes and viewing 2D shapes in different orientations. 	<ul style="list-style-type: none"> - Use key language related to space; positional language and directional language. - Use language related to days of the week, months of the year. 	<ul style="list-style-type: none"> - Understand and explore notions of; length, height and weight. - Compare two or more items using the vocabulary of measure. - Use non-standard measures to measure then compare items. - Describe the length, height and weight of objects using everyday language. - Understand the difference between length, height and weight. - Use non-standard units to measure and compare length, height and weight. - Solve problems involving length, height and weight 	<ul style="list-style-type: none"> - Recognise and describe AB patterns. - Continue AB & ABB patterns and make their own patterns - Translate or copy patterns from one form to another; such as from a colour pattern into an action, sound or shape pattern. 	<ul style="list-style-type: none"> - Recognise common 2D shapes (triangles and squares) - Recognise that shapes can be put together to build a new shape - Build and represent a new shape by combining two or more shapes - Make a link to how numbers and shapes can be partitioned 	<ul style="list-style-type: none"> - Describe the capacity of objects using everyday language - Visually compare capacity using taught vocabulary - Solve problems involving and capacity - Order three familiar events from their day - Discuss what is happening in each picture - Use the language related to time: before, after, next, then, later. - Introduction to clocks and use mathematical language related to time. 	
Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals

Physical Development - Gross Motor	<ul style="list-style-type: none"> - Use large-muscle movements to wave flags and streamers, paint and make marks - Skip, hop, stand on one leg and hold a pose for a game like musical statues - Start taking part in some group activities which they make up for themselves, or in teams. - Negotiate space effectively, without bumping into others. - Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Practise and refine; rolling - walking - running - skipping - crawling - jumping - hopping – climbing skills. - Begin to develop core strength through balancing and stretching e.g. yoga poses. - Practise moving body with accuracy and fluency e.g. through dance. 	<ul style="list-style-type: none"> - Negotiate space effectively, without bumping into others. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Use a variety of equipment to Practise aiming at a target. - Practise and refine; rolling - walking - running - skipping - crawling - jumping - hopping – climbing skills. - Begin to develop core strength through balancing and stretching e.g. yoga poses. - Practise moving body with accuracy and fluency e.g. through dance. 	<ul style="list-style-type: none"> - Take part in activities that develop overall body-strength, balance, co-ordination and agility. - Gain core strength through balancing and stretching e.g. yoga poses. - Develop and refine ball skills including; throwing, catching, kicking, passing, batting, and aiming. - Combine different movements with ease and fluency. - Begin to understand that games have rules and instructions. - Use a variety of equipment to practise aiming at a target. 	<ul style="list-style-type: none"> - Take part in activities that develop overall body-strength, balance, co-ordination and agility. - Gain core strength through balancing and stretching e.g. yoga poses - Develop and refine ball skills including; throwing, catching, kicking, passing, batting, and aiming. - Combine different movements with ease and fluency. - Begin to understand that games have rules and instructions. - Use a variety of equipment to Practise aiming at a target. 	<ul style="list-style-type: none"> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Understand that games have rules and instructions - Begin to take part in team games that involve working as a team. 	<ul style="list-style-type: none"> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Understand that games have rules and instructions. - Begin to take part in team games that involve working as a team. 	<ul style="list-style-type: none"> • <i>Negotiate space and obstacles safely, with consideration for themselves and others.</i> • <i>Demonstrate strength, balance and coordination when playing.</i> • <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i>
Physical Development- Fine Motor	<ul style="list-style-type: none"> - Show a preference for a dominant hand. - Practise using finger and thumb grip using a variety of equipment e.g. lego, tweezers, peg boards. - Practise eye-hand coordination e.g. threading shapes. - Learn how to hold a pair of scissors and make snips in paper. - Learn how to hold a pencil with correct pencil grip. - Practise holding a variety of tools for mark-making e.g. felt tips, chalks etc. - Practise using hand-eye coordination to copy a simple picture. 	<ul style="list-style-type: none"> - Show a preference for a dominant hand. - Practise using finger and thumb grip using a variety of equipment e.g. lego, tweezers, peg boards. - Practise eye-hand coordination e.g. threading shapes. - Learn how to hold a pair of scissors and make snips in paper. - Learn how to hold a pencil with correct pencil grip. - Practise holding a variety of tools for mark-making e.g. felt tips, chalks etc. - Practise using hand-eye coordination to copy a simple picture. 	<ul style="list-style-type: none"> - Manipulate a variety of materials using dominant and non-dominant hands e.g. dough. - Gain confidence in using scissors, holding them correctly and beginning to cut out simple lines. - Hold jumbo pencil correctly with confidence and be able to follow lines and shapes. - Learn how to correctly hold cutlery. - Learn how to correctly hold a paintbrush and use it effectively. - Practise drawing shapes clockwise and anti-clockwise. - Begin to copy shapes, letters, numbers with visual support. - Use hand-eye coordination to draw 	<ul style="list-style-type: none"> - Manipulate a variety of materials using dominant and non-dominant hands e.g. dough. - Gain confidence in using scissors, holding them correctly and beginning to cut out simple lines. - Hold jumbo pencil correctly with confidence and be able to follow lines and shapes. - Learn how to correctly hold cutlery. - Learn how to correctly hold a paintbrush and use it effectively. - Practise drawing shapes clockwise and anti-clockwise. - Begin to copy shapes, letters, numbers with visual support. - Use hand-eye coordination to draw 	<ul style="list-style-type: none"> - Refine finger and thumb grip using a variety of activities e.g. threading beads on to a string. - Refine scissor control, cutting out simple shapes and using the other hand to maneuver the paper. - Begin to confidently hold a thin pencil and be able to follow lines, shapes. - Confidently copying letters, shapes, numbers independently. - Effectively use single hand tools to copy and create own pictures. 	<ul style="list-style-type: none"> - Refine finger and thumb grip using a variety of activities e.g. threading beads on to a string. - Refine scissor control, cutting out simple shapes and using the other hand to maneuver the paper. - Begin to confidently hold a thin pencil and be able to follow lines, shapes. - Confidently copying letters, shapes, numbers independently. - Effectively use single hand tools to copy and create own pictures. 	<ul style="list-style-type: none"> • <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> • <i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i> • <i>Begin to show accuracy and care when drawing.</i>

			own picture from their memory.	own picture from their memory.			
Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals
Expressive Art and Design- Creating with material	<ul style="list-style-type: none"> - Make simple models which express their ideas - Use their imagination as they consider what they can do with different materials. - Enjoy using, hands, fingers, pens, pencils, chalk to create pictures. - Use and control a range of media. - Draw on different surfaces. - Produce lines of different thickness and tone using a pencil. - Start to produce different patterns and textures. 	<ul style="list-style-type: none"> - Enjoy using a variety of tools for painting - Recognise and name primary colours - Explore colour mixing. - Explore paint on different surfaces - Look and discuss what they have produced, describing media and techniques used - Develop storylines in their pretend play 	<ul style="list-style-type: none"> - Use a variety of malleable media - Apply simple decoration - Cut shapes using scissors - Build a construction using a variety of objects - Look and discuss what they have produced, describing media and techniques used - Develop storylines in their pretend play 	<ul style="list-style-type: none"> - Explore a variety of fabric - Decorate a piece of fabric - Simple weaving - Fabric collage - Create different textures with material - Develop storylines in their pretend play 	<ul style="list-style-type: none"> - Taking rubbings from a variety of objects - Create simple pictures from printing - Develop patterns by using objects - Use stencils to create pictures - Look and discuss what they have produced, describing media and techniques used - Create collaboratively, sharing ideas, resources and skills - Develop storylines in their pretend play 	<ul style="list-style-type: none"> - Draw simple faces - Select appropriate colours to paint faces - Select appropriate collage materials to create a simple face - Create collaboratively, sharing ideas, resources and skills. - Develop storylines in their pretend play - Gain confidence with colour mixing. - Selecting a colour for a purpose 	<ul style="list-style-type: none"> • <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> • <i>Share their creations, explaining the process they have used.</i> • <i>Make use of props and materials when role playing characters in narratives and stories.</i>
Expressive Art and Design- Being Imaginative and Expressive	<ul style="list-style-type: none"> - Enjoy and take part in well-known action songs/ nursery rhymes, such as 'Twinkle, Twinkle Little Star'. - Remember and sing entire songs. - Enjoy listening to short poems. - Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. in their play. 	<ul style="list-style-type: none"> - Enjoy and take part in well-known action songs/ nursery rhymes, such as 'Twinkle, Twinkle Little Star'. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Begin to explore a variety of musical instruments, exploring the sounds they make through shaking, banging, scraping etc. - Enjoy learning and reciting a short poem as a group. - Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. in their play. 	<ul style="list-style-type: none"> - Learn to recite a well-known nursery rhyme independently. - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Gain confidence with using instruments for a purpose. - Practise performing music, dance, songs as a group. - Enjoy listening to short poems and exploring rhyming poetry. - Begin to develop and adapt familiar stories using puppets and props with the support of an adult. 	<ul style="list-style-type: none"> - Learn to recite a well-known nursery rhyme independently. - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Gain confidence with using instruments for a purpose. - Practise performing music, dance, songs as a group. - Enjoy listening to and reciting short poems, exploring the rhythm and language. - Begin to develop and adapt familiar stories using puppets and props with the support of an adult. 	<ul style="list-style-type: none"> - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control and copy a rhythm. - Practise performing music/ dance/ songs/poems solo and as a group. - Explore creating own poems as a group with adult support. - Gain confidence with developing own narratives and support these using props/ puppets. 	<ul style="list-style-type: none"> - Create their own songs, or improvise a song around one they know - Play instruments with increasing control and copy a rhythm. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Practise performing music/ dance/ songs/poems solo and as a group. - Explore creating own poems as a group with adult support. - Gain confidence with developing own narratives and support these using props/ puppets, sharing these with others. 	<ul style="list-style-type: none"> • <i>Invent, adapt and recount narratives and stories with peers and their teacher.</i> • <i>Sing a range of well-known nursery rhymes and songs.</i> • <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i>
Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals

Communication and Language-Listening and Attention & Understanding	<ul style="list-style-type: none"> - Explore what it means to listen, what makes a good listener? - Practise listening to an adult 1:1 - Practise listening to a peer 1:1 - Practise listening to an adult as a small group. - Practise listening to an adult as a whole class. - Listen to simple stories and understand what is happening, with the help of the pictures - Listen carefully to rhymes and songs, paying attention to how they sound. - Understand simple questions about 'who', 'what' and 'where'. - Begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Understand and follow simple 1 step instructions. 	<ul style="list-style-type: none"> - Continue to develop listening skills in 1:1 situations and as a small/ large group. - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time e.g. dough disco - Understand questions that are asked of them and respond appropriately. - Understand and follow simple instructions. 	<ul style="list-style-type: none"> - Continue to develop listening skills in 1:1 situations and as a small/ large group. - Listen to and talk about stories to build familiarity and understanding. - Demonstrate their understanding by responding to questions that adults ask them appropriately. - Begin to follow 2 step instructions. 	<ul style="list-style-type: none"> - Continue to develop listening skills in 1:1 situations and as a small/ large group. - Listen to a range of poems, rhymes, short stories that use props. - Demonstrate their understanding by responding to questions that adults ask them appropriately. - Begin to follow 2 step instructions. 	<ul style="list-style-type: none"> - Continue to develop listening skills in 1:1 situations and as a small/ large group. - Listen to a range of poems, rhymes, short stories that use no props or visual stimulus. - Demonstrate their understanding by responding to questions that adults and peers ask them appropriately. - Begin to follow multiple step instructions. 	<ul style="list-style-type: none"> - Continue to develop listening skills in 1:1 situations and as a small/ large group. - Listen to a range of poems, rhymes, short stories that use no props or visual stimulus. - Demonstrate their understanding by responding to questions that adults and peers ask them appropriately. - Begin to follow multiple step instructions. 	<ul style="list-style-type: none"> • <i>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.</i> • <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> • <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i>
Communication and Language-Speaking	<ul style="list-style-type: none"> - Use talk to discuss their own ideas to a peer. - Use talk to discuss their ideas to a small group. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Use longer sentences of six words +. - Use word endings appropriately. - Use vocabulary that is focused on their interest and that is important to them. - Begin to learn new vocabulary Name and describe people who are familiar to them. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> - Confidently use talk to discuss their ideas to a partner and to a small group. - Use talk to discuss their ideas to a large group (whole class). - Articulate their ideas and thoughts in well-formed sentences. - Use new vocabulary in different contexts. - Use new vocabulary throughout the day. - Can start a conversation with an adult or a friend, and continue it for many turns. - Talk about their immediate family. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Articulate their ideas and thoughts in well-formed sentences. - Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions - Listen to and talk about stories to build familiarity and understanding - Talk about their immediate family and community. 	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Engage in extended conversations about stories, learning new vocabulary - Talk about what they see, using a wide range of vocabulary. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail. - Describe what they see, hear and feel whilst outside. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. - Make comments about what they have heard and ask questions to clarify their meanings. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Be able to express a point of view and debate when they disagree with an adult 	<ul style="list-style-type: none"> - <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> • <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> • <i>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.</i>

Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals
PSED- Self Regulation	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Identify what makes them happy/sad/angry/worried. - Begin to learn classroom rules and routines. E.g. carpet rules. - Begin to focus attention on speaker, in small and large groups. - Follow simple instructions. 	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - Use literature to explore feelings further. - Identify what makes them happy/sad/angry/worried. - Follow classroom rules and routines. E.g. carpet rules. - Begin to focus attention on speaker, in small and large groups. - Follow simple instructions. 	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Use literature to explore feelings further. - Identify what makes them happy/sad/angry/worried. - Describe how emotions make them feel. - Confidently follow classroom rules and routines. E.g. carpet rules. - Focus attention on speaker, in small and large groups and engage in simple activity (2-way attentions). - Follow instructions that have more than 1 part. 	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - Use literature to explore feelings further. - Identify what makes them happy/sad/angry/worried. - Describe how emotions make them feel. - Confidently follow classroom rules and routines. E.g. carpet rules. - Begin to understand wider school rules. - Focus attention on speaker, in small and large groups and engage in simple activity (2-way attentions). - Follow instructions that have more than 1 part. 	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Identify and discuss other people's feelings and emotions. - Recognise facial expressions of others and discuss how they may be feeling. Explain why. - Confidently follow classroom rules and routines. E.g. carpet rules. - Follow wider school rules with confidence. - Focus attention on speaker, in small and large groups and respond appropriately. - Follow more complex instructions that carry 3 parts +. 	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - Identify and discuss other people's feelings and emotions. - Recognise facial expressions of others and discuss how they may be feeling. Explain why. - Confidently follow classroom rules and routines. E.g. carpet rules. - Follow wider school rules with confidence. - Focus attention on speaker, in small and large groups and respond appropriately. - Follow more complex instructions that carry 3 parts +. 	<ul style="list-style-type: none"> • <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> • <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> • <i>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.</i>
PSED-Managing Self	<ul style="list-style-type: none"> - Separate from carer into new classroom. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Concentrate & Improve - Begin to learn classroom rules and routines. E.g. carpet rules. - Learn to wash hands. - Use the toilet independently. - Learn to choose their own lunch and choices from the salad bar. 	<ul style="list-style-type: none"> - Increasingly follow classroom and playground rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Identify ways in which children can contribute to keeping healthy; teeth brushing. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Work Hard 	<ul style="list-style-type: none"> - Increasingly follow classroom and playground rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Identify ways in which children can contribute to keeping healthy; screen time and road safety. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Understanding Others 	<ul style="list-style-type: none"> - Increasingly follow classroom, playground and wider school rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Identify ways in which children can contribute to keeping healthy; sleep routine. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Try New Things 	<ul style="list-style-type: none"> - Increasingly follow classroom, playground and wider school rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Identify ways in which children can contribute to keeping healthy; healthy eating. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Push Yourself 	<ul style="list-style-type: none"> - Increasingly follow classroom, playground and wider school rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Identify ways in which children can contribute to keeping healthy; physical exercise. - Recognise and discuss each of Weston's 'secrets of success' and explore how they are related to dojo points; Don't Give Up, Imagine 	<ul style="list-style-type: none"> • <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> • <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> • <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>

PSED- Building Relationships	<ul style="list-style-type: none"> - Engage in meaningful interactions with the adults in their class. - Engage in planned meaningful interactions with a peer e.g. talk partners. - Play with one or more other children, extending and elaborating play ideas. - Show more confidence in new social situations. 	<ul style="list-style-type: none"> - Engage in meaningful interactions with other familiar staff members e.g. MDAs. - Engage in planned meaningful interactions with a 2/3 children e.g. building a model together. - Initiates play, offering cues to peers to join them. - Keeps play going by responding to what others are saying or doing. - Learn the difference between taking turns and sharing. (Your go, my go or one for you/ one for me) 	<ul style="list-style-type: none"> - Engage in meaningful interactions with other adults around school e.g. unfamiliar teachers. - Engage in planned meaningful interactions with a small group e.g. solving a puzzle together. - Initiates play, offering cues to peers to join them. - Keeps play going by responding to what others are saying or doing. - Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - Confidently identify the difference between taking turns and sharing. (Your go/ my go or one for you/ one for me) 	<ul style="list-style-type: none"> - Engage in meaningful interactions with unfamiliar adults e.g. a guest speaker. - Engage in planned meaningful interactions 1:1 and in small groups. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Takes steps to resolve conflicts with other children, e.g. finding a compromise. - Confidently identify the difference between taking turns and sharing which is evident in their play and interactions. 	<ul style="list-style-type: none"> - Become increasingly confident to interact with adults, familiar and unfamiliar and form a strong bond. - Engage in planned meaningful interactions 1:1 and in small groups with increasing confidence and ensuring their ideas are heard. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Takes steps to resolve conflicts with other children, e.g. finding a compromise. - Confidently identify the difference between taking turns and sharing which is evident in their play and interactions. 	<ul style="list-style-type: none"> - Become increasingly confident to interact with adults, familiar and unfamiliar and form a strong bond. - Engage in planned meaningful interactions 1:1 and in small groups with increasing confidence and ensuring their ideas are heard. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Takes steps to resolve conflicts with other children, e.g. finding a compromise. - Confidently identify the difference between taking turns and sharing which is evident in their play and interactions. 	<ul style="list-style-type: none"> • <i>Work and play cooperatively and take turns with others.</i> • <i>Form positive attachments to adults and friendships with peers.</i> • <i>Show sensitivity to their own and to others' needs</i>
Area	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Goals
Understanding the World- Past and Present	<ul style="list-style-type: none"> - Talk about what they as a person likes and dislikes - Listen to other children or adults explain what their likes and dislikes are - Come up with questions to ask children about their likes and dislikes - Understand the concept of past - Understand the concept of yesterday and last week. - Recall about a past event example- What did they do at the weekend? - Talk about themselves and what makes them unique - Listen to other children talk about their qualities. - Talk about what school is like - Talk about school structure - Talk about what makes up a school day 	<ul style="list-style-type: none"> - Name and describe people who are familiar to them - Talk about their family structure - Talk about their family likes and dislikes - Talk about their family appearance - Listen to other children talk about their family in a variety of contexts - Ask questions about different families - Understand that families can be different and are not always the same - Talk about what school used to be like in the past through discussions, looking at photos, videos and books - Talk about how a school structure is different in the past through observations made from books, pictures and videos as well as class discussions 	<ul style="list-style-type: none"> - Recognise different job roles - Recognise and discuss the role of people in the community through discussion, stories and videos - Discuss how job roles in the community may relate to them (Had to go to hospital= Doctor) - Discuss how certain job roles help the wider community - Ask questions about the role of different jobs in society 	<ul style="list-style-type: none"> - Look at different job roles in the past through discussion, story and videos - Look at how job roles have changed - Look at how job roles have stayed the same - Look at how different jobs have changed - Recognise and discuss any similarities between jobs in the past and jobs in the present - Recognise and discuss any differences between jobs in the past and jobs in the present 	<ul style="list-style-type: none"> - Understand the concept of transport - Recognise that there are different types of transport through class discussion, books, videos and pictures - Recognise and discuss different modes of transport - Discuss different types of transport through discussion, books, videos and pictures - Compare similarities and differences between present transport - Recognise the importance of different transport (boats and ships for traveling over-seas) 	<ul style="list-style-type: none"> - Recognise that there are different types of transport in the past through, class discussion, books, videos and pictures - Recognise and discuss different modes of transport in the past - Discuss different types of transport used in the past through discussion, books, videos and pictures - Compare similarities and differences between present transport and past transport - Recognise the importance of different transport in the past (boats and ships for traveling over-seas) 	<ul style="list-style-type: none"> • <i>Talk about the lives of the people around them and their roles in society.</i> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>

	<ul style="list-style-type: none"> - Talk about what school is important for 	<ul style="list-style-type: none"> - Talk about the importance of school in the past through observations made from books, pictures and videos as well as class discussions - Make comparisons between school now and school in the past - Ask questions about school in the past - Listen to discussions about school in the past 		Past Jobs			
	Present School	Past School	Present Jobs in the community		Present Transport	Past Transport	
Understanding the World- People, Culture and Communities	<ul style="list-style-type: none"> - Understand the meaning of 'environments' - Listen to a range of stories about different environments - Recognise and look at simple maps - Listen to a range of stories about different cultures - Talk about the school environment - Talk about where school is - Talk about the features of a school - Look at a simple map of the school - Talk about the features of a school and how it is made up of different classes - Talk about how not all the classes are the same and how the children are different - Talk about the differences in Red Class (hair/likes and dislikes/families/skin) - Discuss and talk about the meaning of Harvest - Listen to why we have Harvest - Listen to songs about Harvest Festival 	<ul style="list-style-type: none"> - Look at Weston on a simple map - Talk about key features in Weston (church/pub /school etc) - Discuss any features that they are recognise and are familiar with (pub/school) - Talk about the features that make up a map - Listen to discussions about Diwali - Ask questions about Diwali - Listen to music from India - Discuss and talk about Christmas Day - Talk about how Christians celebrate Christmas Day - Talk about how some children in Red Class celebrate Christmas Day - Can they retell the Christmas story? 	<ul style="list-style-type: none"> - Listen to discussions about villages and towns - Recognise the differences between villages and towns - Talk about the features that make up a town - Talk about any towns that they are familiar with - Engage and listen to conversations about Crewe - Look at Crewe on a map - Look at similarities and differences between Crewe and Weston - Talk about how the community in Crewe involve people who help us (police/doctors etc) - Discuss and talk about Chinese New Year - Talk about China and how it celebrates Chinese New Year through conversations, stories and video 	<ul style="list-style-type: none"> - Listen to discussions about London - Look at the features and landmarks of London on a map - Talk about some of the landmarks that are in London - Look at different landmarks in London through pictures, books and videos - Talk about the differences between capital cities and towns (scale etc) - Discuss the different communities in London and how not everyone is the same. (Larger place- more people- different communities and beliefs etc) 	<ul style="list-style-type: none"> - Listen to discussions about England - Discuss the features of England (rivers/lakes/mountains/ cities etc) - Look at some of the features on a map - Discuss how there are many cities in a country and lots of different people - Talk about how not everyone is the same and how there are different people, religions and communities 	<ul style="list-style-type: none"> - Talk about how there are different countries that make up the world - Talk about any countries that the children are familiar with - Discuss any countries that the children have visited - Explore different countries by picking out a card with a countries name on - Look at a different country on a map - Talk about any features that they can see on the map of a country (on the coast etc) - Listen to music from that country - Talk about the different languages from that country (Learn some key words) - Learn about that country through discussions, books, videos and pictures. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate)
	Events: Harvest Black History Month	Events: Diwali Remembrance day Christmas Day	Events: Random Acts of Kindness Day New Years Day Chinese New Year	Events: World Book Day World Poetry Day Mother's Day	Events: Earth Day Eid or Ramadan	Events: Healthy Eating Week	
	<ul style="list-style-type: none"> - Where are we? School Environment 	<ul style="list-style-type: none"> - Where are we? Weston 	<ul style="list-style-type: none"> - Where are we? Crewe 	<ul style="list-style-type: none"> - Where are we? London 	<ul style="list-style-type: none"> - Where are we? England 	<ul style="list-style-type: none"> - Where are we? Red class Plane visit a different country 	
Understanding the World- The Natural World	<ul style="list-style-type: none"> - What are our 5 senses? 	<ul style="list-style-type: none"> - Understand the concept of a life cycle 	<ul style="list-style-type: none"> - Understand the difference between light and dark 	<ul style="list-style-type: none"> - Recap on senses from Autumn A 	<ul style="list-style-type: none"> - Recap on life cycle from previous term 	<ul style="list-style-type: none"> - Discuss different environments 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations

	<ul style="list-style-type: none"> - Understand that our body parts link to our senses - Know which body part links to our senses - Talk about what they see using wide vocabulary - Talk about what they can hear using wide vocabulary - Talk about the different seasons - Talk about what season we are in - Talk about the different signs of different seasons - Collect items that represent a season - Talk about the changes they can see - Talk about how the changes in seasons affects us and how we adapt to the season - Senses - Seasons <p>Scientist:</p>	<ul style="list-style-type: none"> - Talk about the different parts of the life cycle - Understand the key features of a life cycle of a human - Talk about any people they know at a certain part of the life cycle - Talk about the different changes at each stage of the life cycle - Talk about what they think a magnet is - Explore different magnets in the environment - Talk about the different forces they can feel when exploring magnets - Human Life Cycle - Magnets <p>Scientist:</p> <ul style="list-style-type: none"> - William Gilbert 	<ul style="list-style-type: none"> - Talk about how there are different sources of light - Come up with different ways we get light - Talk about the difference between 'natural light' and 'man made' light - Explore different ways we get man made light - Light and Dark <p>Scientist:</p> <ul style="list-style-type: none"> - Isaac Newton 	<ul style="list-style-type: none"> - Recap on life cycles from Autumn B - Talk about life cycle of a frog - Talk about the different parts of the life cycle - Act out the different parts of a life cycle of a frog - Label and order the different parts of the life cycle - Explore and act out the life cycle of a frog in CP - Life Cycles <p>Scientist:</p> <ul style="list-style-type: none"> - Chris Raxworthy (studies reptiles and amphibians) 	<ul style="list-style-type: none"> - Talk about the life cycle of a butterfly - Retell the life cycle of a butterfly using Makaton and the story of 'The Very Hungry Caterpillar' - Observe the life cycle of a butterfly in class - Support the life cycle of a butterfly in class (feeding) - Talk about what a plant needs to help it to grow - Talk about the life cycle of a plant - Grow plants in class to observe the stages and support the growing of a plant (cress) - Life cycles - Plants - Trees <p>Scientist:</p> <ul style="list-style-type: none"> - Kew Gardens - Green Planet (DA) 	<ul style="list-style-type: none"> - Talk about any different environments that the children have visited - Talk about the features of the different environments - Talk about the different animals that live in different environments - Talk about the local environment and what the features are - Talk about the different animals that we spot in the local environment - Talk about what it takes to look after an environment - Discuss and talk about how we can look after the local environment - Talk about how we can look after the world - Talk about pollution and understand the meaning - Talk about how we can prevent pollution - Talk about how we can look after the world in other ways - Environments and how they differ - Looking after local environments - Looking after the world - Floating and Sinking <p>Scientist:</p> <ul style="list-style-type: none"> - Greta Thunburg - David Attenborough 	<p>and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • 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
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