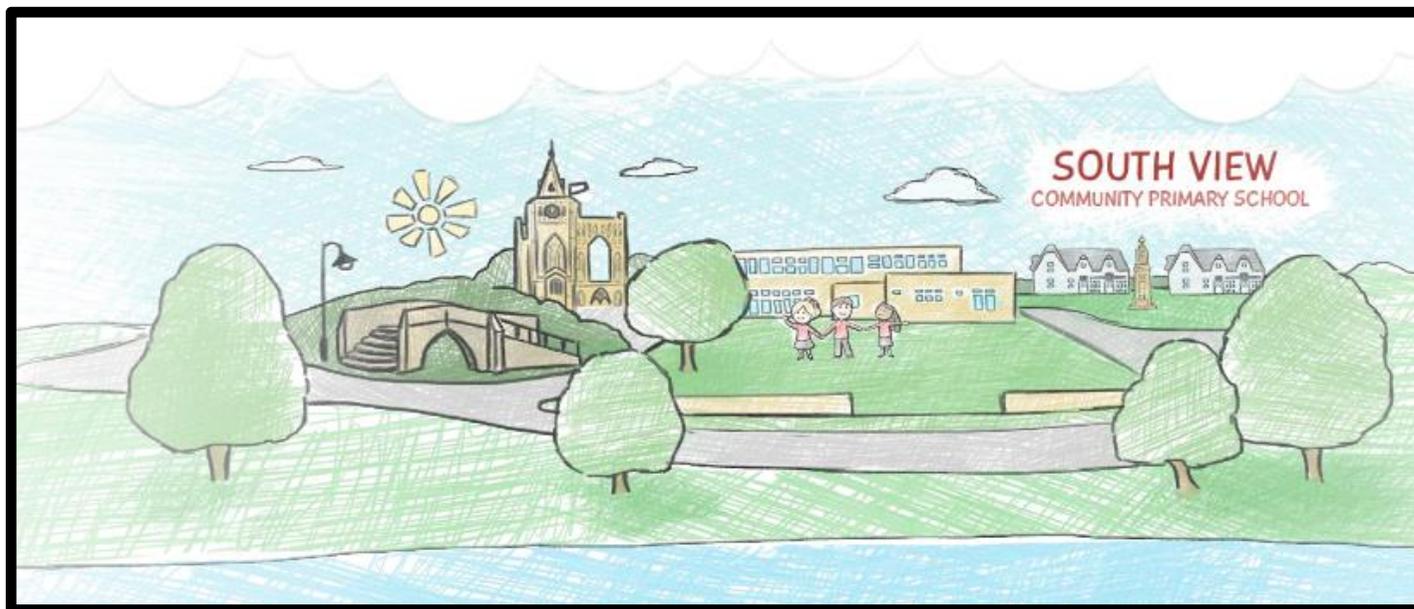


South View Community Primary School

Our Early Years Foundation Stage Curriculum



Reviewed:

September 2021

Next Review: September 2022

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1. THE BASIC PRINCIPLES OF OUR CURRICULUM

Learning is a change to long term memory.

Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long -term memory of an ambitious body of procedural and semantic knowledge.

2. OUR EARLY YEARS FOUNDATION STAGE CURRICULUM

In the Early Years Foundation Stage (EYFS) at South View Community Primary our aims are to:

- Support children to make a planned, confident transition from home to school.
- Provide a happy, caring, safe and secure environment for learning.
- Plan learning experiences that meet the individual needs and interests of the children through a balanced provision of adult led and child initiated opportunities.
- Support children to become competent and confident learners so they are able to reach their full potential.
- Provide a broad and balanced high quality curriculum in line with the Early Years Foundation Stage guidance.
- Foster positive home school links with parents and other care providers.

We follow The Early Years Foundation Stage Curriculum as detailed below and use development matters to assess 'check points' and adapt planning to ensure children are reaching their potential and developing within their age bands. This framework is a means of ensuring high standards of early education and care. It underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning in the children and promotes learning through play.

3. OUR CURRICULUM INTENT

The curriculum is planned and tailored to the individual needs and interests of the children. It builds on what children know and can do, developing knowledge and skills for children's future learning. Each year we adapt the curriculum to meet the diverse and individual needs of each cohort to ensure that every child reaches their full potential. During planning there is a key focus on developing a wide range of vocabulary to ensure children can communicate effectively. Synthetic Phonics is taught daily which secures a sound knowledge, giving children the foundations for future learning, especially in preparation for them to become confident and fluent readers. Children are also read to daily and read one to one with an adult every week. This ensures that children learn to read words and simple sentences accurately by the end of Reception. Teachers identify barriers to learning early working with feeder nurseries to make sure that children with particular needs, have a curriculum that is designed to be ambitious and to meet their needs. Teachers instinctively anticipate where all children are going to need additional support and adapt activities to ensure effective learning

and progress. They are skilled in questioning and motivating the children's play to move learning forward and provide resources to challenge and stretch the children's thinking.

At South View Community Primary School, the Early Years curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. We place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim within the Foundation Year is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful at university, go on to be active citizens of society and happy, curious life-long learners. Our curriculum is therefore the cultural capital we know our children need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Throughout their time in the Foundation year, the children develop a sense of belonging to our school community, ready to transition to year 1. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners. We intend: To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps. To create an indoor and outdoor environment which supports learning. To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make good progress from their starting points.

4. OUR CURRICULUM IMPLEMENTATION

Children enjoy coming to school. They quickly settle into the well-established routines. Children respect each other's differences and see diversity as a positive aspect to be celebrated. Children learn good manners and how to behave well around others, as a result of the role models provided to them both by staff and other pupils. Our school has a strong family ethos, so children have many opportunities to work alongside and learn from older pupils.

Children benefit from meaningful learning across the curriculum. Teachers implement many strategies to develop children's understanding and knowledge. During observations all staff in Early Years demonstrate key interactions during planned and child-initiated activities. Language is correctly modelled and children are encouraged to explore ideas through careful questioning to facilitate learning and set challenges. Teachers also use 'ITMP' (In the Moment Planning) alongside their curriculum which enables them to respond and adapt teaching when necessary.

Teachers manage the EYFS curriculum in relation to the learning needs of their children. Teaching of phonics is consistently good with outstanding elements and all staff make sure that children practise their reading from books that match their phonics knowledge. The classrooms are well resourced with phonic books and these are organised effectively so that texts used support the learning of phonics. During daily class reading teachers read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. This is promoted using puppets/nursery rhymes and texts that children become engrossed in.

Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practise to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. In Early Years teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders through careful monitoring of planning and teaching. The environment is created by teachers and changed to support the intent of an ambitious and coherently planned curriculum. The resources are chosen to meet the children's needs and promote learning across all prime and specific areas of learning. Enhanced provision is reviewed weekly to promote and support children's emotional security and development of their character. Staff carry out and regularly up-date Risk Assessments, involving the children, and ensure appropriate safety equipment is used. They teach the children to be aware of how to keep themselves safe especially when in the outside area. Children are familiar with following procedures and practice fire drills on a regular basis. This has been developed into the roles of 'Safety Spies', which are rotated weekly amongst the children.

All staff in Early Years give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other and this is woven into their daily discussions. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. Staff have worked to ensure children have plenty of opportunity to enhance 'Physical Development' skills this year, where they are developing the use of balance bikes develop further skills. We recognise that parents and carers are first and foremost the child's first educators and therefore consider them part of our team. Teachers maintain excellent liaison with parents through Tapestry where parents are provided daily with information about their child's progress. Curriculum events are held throughout the year to provide information to parents about supporting their child's learning at home. To begin the year a Curriculum evening takes place along with a phonics information evening. The school also offers workshops for parents to improve understanding of phonics and early mathematics. Parents are also invited into school for reading sessions and these events are well attended.

5. OUR CURRICULUM IMPACT

During their time in Foundation stage children develop skills and knowledge to guarantee they are effectively prepared for Year 1. By the end of the Foundation year children achieve well and through a variety of enrichment opportunities children are prepared to move into Key Stage 1. Children are able to use their phonics knowledge to read accurately. They are able to demonstrate skills from across the seven areas of learning with an increased knowledge of vocabulary.

Children pay close attention to the teacher and listen well to other children when they are speaking. They are proud of their work and keen to show off what they have achieved to visitors. They show a developing interest in the world around them and are keen to find out things for themselves in response to teachers' encouragement to explore the environment around them. In doing so, children develop a healthy awareness of risks and how to keep themselves safe in a range of situations.

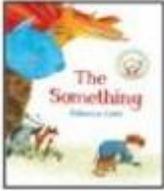
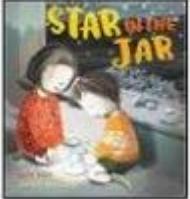
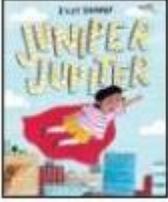
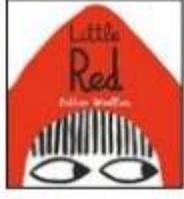
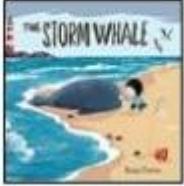
Children show a large amount of enjoyment at school and they like listening and responding to familiar stories, rhymes and songs that have been shared over the year. This enables children to further develop their understanding of language enabling them to achieve in Literacy Early Learning Goals. Children at South View Primary have personal, physical and social skills by the end of Foundation Stage to enable them to make a positive start in Year 1 where they continue to succeed. The challenges from teachers during the year empower children to build resilience and feel successful when they achieve. Children leave Foundation Stage with a sound knowledge and understanding of Early Maths which is heavily promoted during outdoor learning opportunities.

The learning environment and a balance of adult-led and child led activities enables the children to think critically and be active and creative learners. By the end of the Foundation year children start to manage their own feelings and clearly understand how these can impact on others. When entering Year 1 children have a better understanding of what is right and wrong and are able to listen and respond positively to adults and each other.

6. OUR EYFS LONG TERM PLAN

Crowland South View Primary School			Early Years Foundation Stage			2020-2021		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
Overarching theme:	Me, Myself and I <i>(Ourselves topic)</i>	Helpful Heroes <i>(People Who Help Us Topic)</i>	Planning for Spring and Summer Terms are based on the children's interests. Teaching then encompasses the opportunities available and the enhanced resources are introduced for each topic to support the children's current interests.					
			Possible topics for Terms 3-6: <i>Stop, Look and Listen, Mr Men and Little Miss, Wild World, Once Upon a Time, Earth Wind and Fire, To Infinity and Beyond, Let's Celebrate, We're Going on a Bear Hunt, How Does your Garden Grow?, Down on the Farm, Buildings,, Seaside, Vehicles/Transport, Superhero's, Our Wonderful World, Minibeast, Toys, Animals.</i>					
Focus (COVID Catch Up)	Attachment School Readiness Self Confidence and Self-Awareness PSED Speaking and Listening Skills Fine Motor Skills Baseline assessment	Development Matters (3-4/Reception) Early Learning Goals						
Whole school events:	Black History Month Harvest Festival National Poetry Day Roald Dahl Day	Children in Need Diwali Remembrance Road Safety Christmas Performance Christingle	Chinese New Year Safer Internet Day Fairtrade Shove Tuesday Holi	World Book Day Science Week Sports Relief Easter	May Day Ramadan	Sports Day Art Week World Music Day Transition		
Year Group Events:	<i>Trip around local environment</i>	<i>Visitors in school - Cranes/Nurse Fire Engine/PSCO Trip to 'Play Town' (Enhancing Role Play)</i>	<i>Take Part in Food Activity Days Forests school-den building</i>	<i>Looking after baby chicks/ducklings Trip to Moor farm Newborough-Lambing Bird watching</i>	<i>Watch a Pantomime Performing on a stage to an audience Scavenger Hunt Bring up a butterfly</i>	<i>Take part in a race Trip to Ferry meadows/Forest visit - Picnic Camping experience day</i>		

<p>Maths (White Rose LTP)</p> 	<p>Phase 1 Match Sort Compare Amounts Compare Size, Mass and Capacity Make Simple Patterns Exploring Pattern</p>	<p>Phase 2 Representing 1, 2, 3 Comparing 1, 2, 3 Composition 1, 2, 3 Circles and Triangles Spatial Awareness</p> <p>Phase 3 Four Five One More and One Less Shapes with 4 Sides Night and Day</p>	<p>Phase 4 Introducing Zero Comparing Numbers to 5 Composition of 4 & 5 Compare Mass (2) Compare Capacity (2)</p> <p>Phase 6 6, 7, & 8 Making pairs Combining 2 groups</p>	<p>Phase 6 (continued) Length and Height Time</p> <p>Phase 7 9 and 10 Comparing Numbers to 10 Bonds to 10 3-D Shape Pattern (2)</p>	<p>Phase 7 Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning (1) Match, Rotate, Manipulate</p> <p>Phase 8 Adding More Taking Away Spatial Reasoning (2) Compose and Decompose</p>	<p>Phase 9 Doubling Sharing & Grouping Even and Odd Spatial Reasoning (3) Visualise and Build</p> <p>Phase 10 Deepening Understanding Patterns and Reasoning Patterns and Relationships Spatial Reasoning (4) Mapping</p>
<p>Phonics Read Write Inc</p> 	<p>October – know most Set 1 sounds and begin to blend (Set 1 Group B) m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h</p> <p><i>Group A</i> The children may know a few single letter sounds. Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words</p>	<p>December – know Set 1 sounds and blending (Set 1 Sounds Group C) r, j, u, v, y, w, z, x, sh, th, ch, qu, n, g/nk</p> <p><i>Group B - Set 1 Sounds</i> The children know most single letter sounds and now need to learn to blend orally Lessons also focus on teaching gaps in single letter sounds. <i>Group C - Set 1 Sounds</i> The children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'</p>	<p>February – Reading ditties 1-20</p> <p><i>Ditty Group - The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words.</i> Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the <i>Special Friends</i> sh ch th qu ng nk qu In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty</p>	<p>April – Reading Red Ditty Storybooks</p> <p><i>Red Storybooks - The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words.</i> Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing <i>Special Friends</i> and words that contain 4+ sounds. The children are now reading the <i>Red Ditty Books</i>.</p>	<p>May – Reading Green storybooks</p> <p><i>Green storybooks - The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar ir ir ou oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency. In addition to Hold a Sentence they proofread a sentence in order to correct spelling and punctuation errors. They also write simple sentences related to the Story Book. These may also be in the form of speech bubbles, lists, posters, recipes, letters or simple instructions</i></p>	<p>July – Reading Green/Purple Storybooks</p> <p><i>Purple Storybooks. The children are able to read most words speedily</i> Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.</p>

<p>Literacy Read to Write</p> 	<p>The Something</p>  <p>Recount: Animal Information Purpose: To inform</p>	<p>Star in a Jar</p>  <p>Information: Poster to find a lost star. Purpose: To inform (and describe)</p>	<p>Juniper Jupiter</p>  <p>Information: A letter wanting to be a sidekick Purpose: To inform</p>	<p>Little Red</p>  <p>Instructions: How to trap and animal Purpose: To instruct</p>	<p>The Extraordinary Gardener</p>  <p>Instructions: How to grow a garden plant/vegetable Purpose: To instruct</p>	<p>The Storm Whale</p>  <p>Poems: Sea creature poems Purpose: To describe</p>
<p>Development Matters</p>	<p><i>Development Matters – offers a top-level view of how children learn. Development Matters sets out the pathways of children’s development in broad ages and stages-these help to assess each child’s level of development (Birth-3,4-5, Reception)</i> <i>When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.</i> <i>The framework sets out the three prime areas of learning that underpin everything in the early years: communication and language, physical development, personal, social and emotional development</i> <i>The four specific areas help children to strengthen and apply the prime areas: literacy, mathematics, understanding the world, expressive arts and design.</i></p>					

**Statutory Framework for Early Years Foundation Stage
Early Learning Goals**

<p>Personal, Social and Emotional Development (PSED)</p>	<p><u>Self-Regulation</u> 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. <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> 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.</p>	<p><u>Self-Regulation</u> 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. <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 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<p>Communication and Language (CL)</p>	<p><u>Listening, Attention and Understanding</u> 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. <u>Speaking</u> 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. 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<p>Physical Development (PD)</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
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<p>Literacy</p>	<p><u>Comprehension</u> 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. <u>Word Reading</u> 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. <u>Writing</u> 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.</p>	<p><u>Comprehension</u> 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. <u>Word Reading</u> 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. <u>Writing</u> 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. 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<p>Maths</p>	<p><u>Number</u> 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. <u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>Number</u> 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. <u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>Number</u> 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. <u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>Number</u> 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. <u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>Number</u> 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. <u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>Number</u> 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. <u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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	what has been read in class. Understand some important processes and changes in the natural world around them	what has been read in class. Understand some important processes and changes in the natural world around them	Understand some important processes and changes in the natural world around them			
Expressive Art and Design (EAD)	<p><u>Creating with Materials</u> 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. <u>Being Imaginative and Expressive</u> 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)</p>	<p><u>Creating with Materials</u> 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. <u>Being Imaginative and Expressive</u> 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)</p>	<p><u>Creating with Materials</u> 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. <u>Being Imaginative and Expressive</u> 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)</p>	<p><u>Creating with Materials</u> 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. <u>Being Imaginative and Expressive</u> 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)</p>	<p><u>Creating with Materials</u> 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. <u>Being Imaginative and Expressive</u> 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)</p>	<p><u>Creating with Materials</u> 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. <u>Being Imaginative and Expressive</u> 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)</p>

7. PHONICS LONG TERM PLAN

At South View School children have a daily phonics lesson in which we teach them the sounds made by each letter to help them read and write words. We follow 'Read Write Inc' scheme across Early Years Foundation Stage and Key Stage 1 to ensure a consistent approach to teaching and learning of phonics.

Read, Write Inc Phonics - EXPECTATIONS OF PROGRESS

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names
2. Read familiar words speedily – that is, words they have been taught
3. Read texts fluently at approx. 90 wpm on first reading

All children should achieve these expectations, if they have followed the programme from Foundation Stage.

	Foundation Stage children can:
End of Autumn 1	Read single-letter Set 1 sounds
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally
End of Spring 1	Blend sounds to read words; read short Ditty stories
End of Spring term	Read Red Storybooks
End of Summer 1	Read Green Storybooks; read some Set 2 sounds
End of Summer term	Read Green or Purple Storybooks

What we teach and when:

Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 25+ sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/ 5 sounds)Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words withFred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily

<p>Pink</p>		<p>Read Set 2 Sounds and matching Phonics Green Words Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words</p>	<p>Afternoon Speed Sounds lesson Pinny Time</p>	<p>Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily</p>
<p>Orange</p>		<p>Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words</p>	<p>Afternoon Speed Sounds lesson Pinny Time</p>	<p>Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily</p>
<p>Yellow</p>		<p>Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Afternoon Speed Sounds lesson Pinny Time</p>	<p>Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p>
<p>Blue</p>		<p>Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words</p>	<p>Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>
<p>Grey</p>	<p>peanut</p> 	<p>Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words</p>	<p>Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words</p>	<p>Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension</p>

8. MATHS LONG TERM PLAN

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	On the Move			Superhero to 20 and Beyond			First then Now			Find my Pattern			Consolidation	

Working below 3-4	3-4 Emerging	3-4 Working in	3-4- Secure	Reception Emerging	Reception Working in	Reception Secure	ELG Emerging	ELG Working In	ELG Secure
Working between 0-3 years framework	Term 1 and 2			Term 3 and 4			Term 5 and 6		



EYFS Knowledge and Skills Progression 2021-2022



What do children learn and when? How is learning built upon each term? How are skills and knowledge retained and revisited to ensure learning is embedded?						
Area of Learning	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Personal, Social and Emotional Development (PSED)	<ul style="list-style-type: none"> -I can select and use activities and resources, with help when needed. -I am developing a sense of responsibility and membership of a community. -I am becoming more outgoing with unfamiliar people, in the safe context of their setting. -I show more confidence in new social situations. -I play with one or more other children, extending and elaborating play ideas. -I help to find solutions to conflicts and rivalries. F. -I am starting to follow rules, understanding why they are important. -I do not always need an adult to remind them of a rule. -I am developing appropriate ways of being assertive. -I talk with others to solve conflicts. -I talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -I am beginning to understand how others might be feeling. 		<ul style="list-style-type: none"> -I see myself as a valuable individual. -I build constructive and respectful relationships. -I can express their feelings and consider the feelings of others. -I show resilience and perseverance in the face of challenge. -I identify and moderate my own feelings socially and emotionally. -I can think about the perspectives of others. -I can manage my own needs. 			<ul style="list-style-type: none"> -I can show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -I can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -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 am confident to try new activities and show independence, resilience and perseverance in the face of challenge. -I can explain the reasons for rules, know right from wrong and try to behave accordingly. -I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -I work and play cooperatively and take turns with others. -I form positive attachments to adults and friendships with peers. -I show sensitivity to their own and to others' needs.

Baseline assessment/ Checkpoint questions/ Foundation Stage Profile ongoing assessment	<i>Has the child settled into school? Has the child comfortably left their parents/carers? Can the child select and use activities and resources? Can the child follow simple rules? Do they show some understanding of why rules are important? Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Does the child play alongside others confidently or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')? Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</i>	<i>Can the child talk about how they feel? Are they showing signs of understanding when they or another child is upset and why? Is the child show signs of empathy for others? Are they able to move on from something that has not quite gone to plan? Are they resilient to make second attempt at things they find tricky? Can the child form friendships and relationships with adults they work closely with? Can the child talk about their own ideas and thoughts? Can the child listen to other perspectives and respond to these using conversation and express their own ideas? Can they go to the toilet without support? Can the child wash hands independent? Can the child seek their own fruit and snack and eats without support? Can the child express needs such as wanting toilet, feeling hungry etc?</i>	Foundation Stage Profile Assessment Assessment against Early Learning Goals
Communication and Language (CL)	<ul style="list-style-type: none"> -I enjoy listening to longer stories and can remember much of what happens. -I use a wider range of vocabulary. -I understand a question or instruction that has two parts. -I understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -I can sing a large repertoire of songs. -I know many rhymes, and am able to talk about familiar books, and able to tell a long story. -I can use longer sentences of four to six words. -I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions. -I can start a conversation with an adult or a friend and continue it for many turns. -I use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> -I understand how to listen carefully and why listening is important. -I can learn new vocabulary. -I use new vocabulary through the day. -I ask questions to find out more and to check I understand what has been said to me. -I can articulate my ideas and thoughts in well-formed sentences. -I can connect one idea or action to another using a range of connectives. -I can describe events in some detail. -I use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. -I am developing social phrases. -I engage in story times. -I can listen to and talk about stories to build familiarity and understanding. -I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words. -I can use new vocabulary in different contexts. -I listen carefully to rhymes and songs, paying attention to how they sound. - I learn rhymes, poems and songs. -I engage in non-fiction books. -I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> -I listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -I can make comments about what they have heard and ask questions to clarify their understanding. -I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers. -I can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -I can 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.
Baseline assessment/ Checkpoint/Foundation Stage Profile ongoing assessment	<i>Can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?" Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver."</i>	<i>Can the child listen to a story and show understanding of importance during carpet teaching sessions? Can the child ask questions and seek to find out why and how things happen? Can they talk about their own ideas beginning to use words such as 'because', 'and' 'so' etc? Can they talk about something that has happened in detail?</i>	Foundation Stage Profile Assessment Assessment against Early Learning Goals

	<p><i>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?</i></p> <p><i>Can the child answer simple 'why' questions?</i></p> <p><i>Can the child respond to questions or instructions that have two parts?</i></p> <p><i>Can the child use talk to organise themselves and their play?</i></p>	<p><i>Can the child begin to use new vocabulary in the correct context?</i></p> <p><i>Can the child show an understanding of what has been read – through drama/role play?</i></p> <p><i>Can the child recall familiar nursery rhymes and songs and do they engage with these?</i></p> <p><i>Can the child engage with non-fiction texts and begin to talk about new knowledge and vocabulary? i.e seasons, animal habitats, life cycles etc</i></p>	
Physical Development (PD)	<p>-I continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>-I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>-I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>-I use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>I am starting to take part in some group activities which they make up for themselves, or in teams.</p> <p>-I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>-I can match my developing physical skills to tasks and activities in the setting.</p> <p>-I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>-I use a comfortable grip with good control when holding pens and pencils.</p> <p>-I am starting to eat independently and learning how to use a knife and fork.</p> <p>-I can show a preference for a dominant hand.</p> <p>-I am becoming more independent as they get dressed and undressed.</p> <p>-I can be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>-I can make healthy choices about food, drink, activity and toothbrushing.</p>	<p>-I am refining movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>-I am moving towards a more fluent style of moving, with developing control and grace.</p> <p>-I am developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.</p> <p>- am developing my small motor skills so I can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>-I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>-I can combine different movements with ease and fluency.</p> <p>-I am confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>-I am developing overall body-strength, balance, co-ordination and agility.</p> <p>-I am refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>-I am developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>-I am developing the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>-I know and can talk about the different factors that support my overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>-I am developing the skills I need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>	<p>-I can negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>-I can demonstrate strength, balance and coordination when playing.</p> <p>-I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>-I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-I can use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>-I am beginning to show accuracy and care when drawing.</p>
Baseline assessment/Checkpoint/Foundation Stage Profile ongoing assessment	<p><i>Can the child develop their movement skills by riding scooters, trikes and bikes?</i></p> <p><i>Can the child skip, hop and stand on one leg during games?</i></p> <p><i>Can the child use large-muscle movements, for example waving flags or streamers, large-scale painting or mark making?</i></p> <p><i>Can the child use pencils or mark-making tools? Are they developing a comfortable grip? Do they show a preference for a dominant hand?</i></p> <p><i>Can the child use one-handed tools and equipment, for example, using scissors to make snips in paper?</i></p>	<p><i>Can the child make more complex movements?</i></p> <p><i>Are they beginning to show signs of control when handling balls etc?</i></p> <p><i>Can the child balance well? Stand on one leg etc?</i></p> <p><i>Can they use the obstacle course well, keeping movements controlled? Using PE equipment? Is there accuracy?</i></p> <p><i>Can they use one handed tools – scissors, paintbrush?</i></p> <p><i>Is the child agile, do they move freely?</i></p> <p><i>Can they hold a pencil using tri-pod grip? Is this controlled?</i></p>	Foundation Stage Profile Assessment Assessment against Early Learning Goals

	<i>Can the child independently get dressed/undressed, for example, putting coats on and doing up zips or when changing for PE?</i>	<i>Is the child forming letters, using controlled meaningful marks using pencils and crayons? Can the child talk about being healthy and discuss importance of healthy eating, oral hygiene, sleeping, keeping safe etc? Can the children manage the school day and routines? Are they able to queue for lunch, wash hands etc?</i>	
Literacy	<ul style="list-style-type: none"> -I understand the five key concepts about print: -print has meaning -the names of the different parts of a book -print can have different purposes -page sequencing -we read English text from left to right and from top to bottom -I can develop my phonological awareness, so that they can: spot and suggest rhymes -I can count or clap syllables in a word recognise words with the same initial sound, such as money and mother -I can engage in extended conversations about stories, learning new vocabulary. -I can use some of my print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. -I can write some or all of my name. -I can write some letters accurately. 	<ul style="list-style-type: none"> -I can read individual letters by saying the sounds for them. -I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences. -I can read some letter groups that each represent one sound and say sounds for them. -I can read some common exception words matched to RWI phonics. -I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. -I can re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -I can form lower-case and capital letters, most of which are correctly formed. -I can begin to spell words by identifying the sounds and then writing the sound with letter/s. -I can begin to write short captions with words with known letter-sound correspondences and start to use punctuation such as capital letter and full stop. I can re-read what I have written to check that it makes sense. 	<ul style="list-style-type: none"> -I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. -I can anticipate (where appropriate) key events in stories. -I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. -I can say a sound for each letter in the alphabet and at least 10 digraphs. -I can read words consistent with my phonic knowledge by sound-blending. -I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. -I can write recognisable letters, most of which are correctly formed. -I can spell words by identifying sounds in them and representing the sounds with a letter or letters. -I can write simple phrases and sentences that can be read by others.
Baseline assessment/Checkpoint/Foundation Stage Profile ongoing assessment	<p><i>Can the child use a book? For example, can they recognise that print carries meaning? Can they name the different parts of a book? Can they turn the pages correctly?</i></p> <p><i>Can the child talk about rhyming words? Can they identify and suggest words that rhyme?</i></p> <p><i>Can the child explore initial sounds? Can they identify words with the same initial sound?</i></p> <p><i>Can the child write/copy/trace their own name?</i></p> <p><i>Does the child show any left or right hand dominance?</i></p> <p><i>How does the child hold their pencil? Which pencil grip do they use?</i></p>	<p><i>Can the child read Group A,B,C RWI phonics sounds?</i></p> <p><i>Is the child starting to blend to read green words?</i></p> <p><i>Can the child share a ditty book and begin to start reading red storybooks with increasing fluency?</i></p> <p><i>Can the child recognise common exception (red words)?</i></p> <p><i>Can the child segment words?</i></p> <p><i>Can the child re-read books and are they building a confidence and love of reading?</i></p> <p><i>Does the child show enjoyment when reading stories?</i></p> <p><i>Can the child form lower and upper case letters of the Alphabet?</i></p> <p><i>Can the child use phonics knowledge to sound out and spell words?</i></p> <p><i>Can the child begin to write short captions using their phonics knowledge? Is their writing recognisable and can it be read by an adult?</i></p>	Foundation Stage Profile Assessment Assessment against Early Learning Goals
Maths	<ul style="list-style-type: none"> -I have fast recognition of up to 3 objects, without having to count them individually ('subitising'). Up to 3 -I can recite numbers past 5. -I can say one number for each item in order: 1,2,3,4,5. I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -I can show 'finger numbers' up to 5. 	<ul style="list-style-type: none"> -I can count objects, actions and sounds. -I can subitise. Up to 4 -I can link the number symbol (numeral) with its cardinal number value. -I can count beyond ten. -I can compare numbers and begin to use more/less than and equal to when showing understanding. 	<ul style="list-style-type: none"> -I have a deep understanding of number to 10, including the composition of each number. -I can subitise (recognise quantities without counting) up to 5. -I can 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.

	<ul style="list-style-type: none"> -I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can experiment with my own symbols and marks as well as numerals. -I can solve real world mathematical problems with numbers up to 5. -I can compare quantities using language: 'more than', 'fewer than'. -I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. -I understand position through words alone – for example, "The bag is under the table," – with no pointing. -I can discuss routes and locations, using words like 'in front of' and 'behind'. -I can begin to make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> -I understand the 'one more than/one less than' relationship between consecutive numbers. -I can explore the composition of numbers to 10. -I can automatically recall number bonds for numbers 0–5 and begin to understand subtraction facts. -I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. -I can compose and decompose shapes so that I recognise a shape can have other shapes within it, just as numbers can. -I can continue, copy and create repeating patterns. -I can compare length, weight and capacity. 	<ul style="list-style-type: none"> -I can verbally count beyond 20, recognising the pattern of the counting system. -I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Baseline assessment/Checkpoint/Foundation Stage Profile ongoing assessment</p>	<p><i>What number can the child verbally count up to accurately? (20)</i> <i>Can the child say one number for each item, in order, to five?</i> <i>Can the child recognise numbers up to 10?</i> <i>What number can the child recognise numbers up to accurately? (20)</i> <i>Can the child order numbers to 10 accurately?</i> <i>What numbers can the child write up to? (20)</i> <i>Can the child understand the concept of size (bigger / smaller)?</i> <i>Can compare 2 groups of objects saying which has more / less?</i> <i>Can the child talk about and explore 2D and 3D shapes? Can they use informal and mathematical language (for example, sides, corners, straight, flat, round)?</i> <i>Can the child talk about and identify patterns they see?</i></p>	<p><i>Can they child count verbally beyond 10?</i> <i>Can the child count objects confidently to 10 and begin counting verbally to 20?</i> <i>Can the child subitise and recognise quantities without counting the items?</i> <i>Can the child link numbers with correct amounts? Can they identify numbers with correct numeral name?</i> <i>Is the child using vocabulary or more/less/same when comparing?</i> <i>Can they recognise relations with consecutive numbers?</i> <i>Can they recall number bonds to 5?</i> <i>Are they beginning to use positional language?</i> <i>Can they identify shapes from pictures and refer to basic shape such as triangle, square, rectangle and circle?</i> <i>Can the child carry on a basic repeated pattern?</i> <i>Are they comparing different quantities in different context? Is this used and applied during CP?</i></p>	<p align="center">Foundation Stage Profile Assessment Assessment against Early Learning Goals</p>
<p>Understanding of the World (UTW)</p>	<ul style="list-style-type: none"> -I can use all my senses in hands-on exploration of natural materials. -I can explore collections of materials with similar and/or different properties. -I can talk about what they see, using a wide vocabulary. -I am beginning to make sense of their own life-story and family's history. -I show interest in different occupations. -I can explore how things work. -I can plant seeds and care for growing plants. -I can understand the key features of the life cycle of a plant and an animal. -I am beginning to understand the need to respect and care for the natural environment and all living things. -I can explore and talk about different forces they can feel. -I can talk about the differences between materials and changes they notice. <p>-I am developing positive attitudes about the differences between people. -I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<ul style="list-style-type: none"> -I can talk about members of my immediate family and community. -I can name and describe people who are familiar to me. -I can comment on images of familiar situations in the past. -I can compare and contrast characters from stories, including figures from the past. -I can draw information from a simple map. -I understand that some places are special to members of my community. -I can recognise that people have different beliefs and celebrate special times in different ways. -I can recognise some similarities and differences between life in this country and life in other countries. -I can explore the natural world around me. -I can describe what they see, hear and feel whilst outside. -I can recognise some environments that are different to the one in which I live. -I understand the effect of changing seasons on the natural world around me. 	<ul style="list-style-type: none"> -I can talk about the lives of the people around me and their roles in society. -I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. -I understand the past through settings, characters and events encountered in books read in class and storytelling. -I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and. -I can explore the natural world around them, making observations and drawing pictures of animals and plants. -I know some similarities and differences between the natural world around me and contrasting environments,

			<p>drawing on my experiences and what has been read in class.</p> <p>-I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>
<p>Baseline assessment/Checkpoint/Foundation Stage Profile ongoing assessment</p>	<p><i>Can the child explore and talk about collections of materials with similar and/or different properties? Can the child talk about their own life and previous experiences? Can the child explore how things work? Can the child recognise and respect differences of themselves with others?</i></p>	<p><i>Can the child talk about home? Family? Favourite people etc? Can they name people that are important to them? Can the child talk about aspects of their own life? Using when I was younger... Can the child make links to experiences they have had-familiar situations and recall these? Can they talk about familiar stories and how they compare? Do they understand about people in the community that are important? (People who help me?) Can the child begin to understand that people can have different beliefs? Are they showing awareness of different celebrations and different GODS? Diwali, Christmas, Eid etc. Can the child explain how other countries are different to the UK?- weather/climate/food/landscape/animals etc Can the child explore during forest school sessions? Do they show curiosity about their environment? Can the child understand the changing seasons and name these? Are they able to identify weather during the seasons and how the natural world changes?</i></p>	<p>Foundation Stage Profile Assessment Assessment against Early Learning Goals</p>
<p>Expressive Art and Design (EAD)</p>	<p>-I can take part in simple pretend play, using an object to represent something else even though they are not similar. -I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -I can explore different materials freely, in order to develop my ideas about how to use them and what to make. -I can develop my own ideas and then decide which materials to use to express them. -I can join different materials and explore different textures. -I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. -I can draw with increasing complexity and detail, such as representing a face with a circle and including details. -I can use drawings to represent ideas like movement or loud noises. -I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc. -I can explore colour and colour-mixing. -I can listen with increased attention to sounds. I can create my own songs, or improvise a song around one they know. -I can play instruments with increasing control to express their feelings and ideas.</p>	<p>-I can explore, use and refine a variety of artistic effects to express my ideas and feelings. -I can return to and build on their previous learning, refining ideas and developing my ability to represent them. -I can create collaboratively sharing ideas, resources and skills. -I can listen attentively, move to and talk about music, expressing my feelings and responses. -I can watch and talk about dance and performance art, expressing my feelings and responses. -I can sing in a group or on my own, increasingly matching the pitch and following the melody. -I can develop storylines in my pretend play. -I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>-I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -I can share my creations, explaining the process I have used. -I can make use of props and materials when role playing characters in narratives and stories. -I can invent, adapt and recount narratives and stories with peers and my teacher. -I can sing a range of well-known nursery rhymes and songs. -I can perform songs, rhymes, poems and stories with others, and try to move in time with music.</p>

<p>Baseline assessment/ Checkpoint/Foundation Stage Profile ongoing assessment</p>	<p><i>Can the child take part in simple pretend play? Can the child use small world equipment to create stories? Can the child join different materials? (Such as construction) Can the child use drawings to represent ideas? Can the child sing songs and rhymes? Can the child explore and play instruments?</i></p>	<p><i>Can the child talk about their own ideas and use effects to express feelings? Can they use a variety of art techniques to create artistic pieces? Can they develop previous learning, showing they can adapt and change their ideas? Can the child share ideas and resources in a small group? Can they listen and follow a musical rhythm? Can they discuss how music makes them feel, thinking about tempo, pitch, instruments and the pulse? Can the child sing and join in familiar songs? Can they move to the music and introduce actions and movements beginning to dance? Can the child act out narratives and show familiar stories? Can they perform own their own or in a small group using music and dance to add too their performance?</i></p>	<p>Foundation Stage Profile Assessment Assessment against Early Learning Goals</p>
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