



Langdale Primary School
Early Years Foundation Stage
Curriculum

Intent

At Langdale Primary School, we have designed a progressive Early Years curriculum which supports all learners to develop and grow, from their own individual starting points, in a caring and enabling environment. Every child is an exceptional individual and we celebrate and respect differences within our school community by building positive relationships with our children and families. We are able to plan purposeful learning opportunities that support individual progress and embed a love for lifelong learning. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals who are ready to reach their full potential in an ever-changing world.

We recognise that learning builds sequentially, by building knowledge, skills and learning behaviours which lead to identified end points and outcomes. Therefore, by the end of the Foundation Stage, we believe that our children are well equipped and supported for their transition into Year 1.

Throughout our EYFS, we believe in broadening children's experiences by providing opportunities to try new things and encouraging them to relish new challenges. Our provision allows children to take risks, explore and problem solve, helping children to reach their potential as active and curious learners. We implement strategies and support mechanisms, to aid those who need additional support, ensuring that we maximise their chances of developing well towards intended outcomes.

We ensure that our direct teaching and facilitating of children's learning, within the provision, encompasses and 'weaves' through the 7 key areas of learning so as not to miss opportunities to develop the 'whole' child. At Langdale, we foster a love of indoor and outdoor learning where we deliver a curriculum which builds on the Characteristics of Effective Learning and children's own interests.

Implementation

At Langdale, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to provide a setting that encompasses a safe and stimulating environment where children are able to enjoy learning and grow in confidence and independence



A Unique Child

We recognise that each child is unique. Our Early Years curriculum encourages children to see themselves as equally capable to learn and develop. Through recognition of each child's unique qualities, we develop children who love learning. Children who love learning are motivated to learn more about themselves and the world around them.

Within a safe and nurturing environment, our practitioners observe, assess, and plan for each child's ongoing education. We celebrate their uniqueness and strengthen the respect they have for others, their environment and themselves.



Enabling Environment

At Langdale, we ensure that we have an enabling environment which fosters development by valuing all people and all forms of learning. This includes practitioners supporting and encouraging children to explore and take risks.

Each child's experiences must respond to their individual needs. This, in combination with stimulating and relevant resources encourage independent thinking and doing of each child.



Positive Relationships

We want our children to learn to be independent by developing positive relationships.

We develop lifelong learners by supportive, stimulating, and responsive provision that aligns to our children's needs, interests, and feelings.

Practitioners ensure that there is consistency in setting boundaries which is fundamental to this positive relationship. This strengthens the children's autonomy and level of emotional understanding.



Learning and Development

Practitioners plan for the 7 areas of learning and development within the EYFS framework.

The Prime areas underpin all of the specific areas. Practitioners consider children's individual needs in order to plan effective provision.

At Langdale, we understand that learning does not look the same for every child, ensuring opportunities for all are planned for. We embed the principles of Rosenshine, we plan effectively through retrieval practices which review learning, place emphasis on learning new vocabulary, we embed learning through small sequential steps, developing children's knowledge and understanding for independence.

Impact

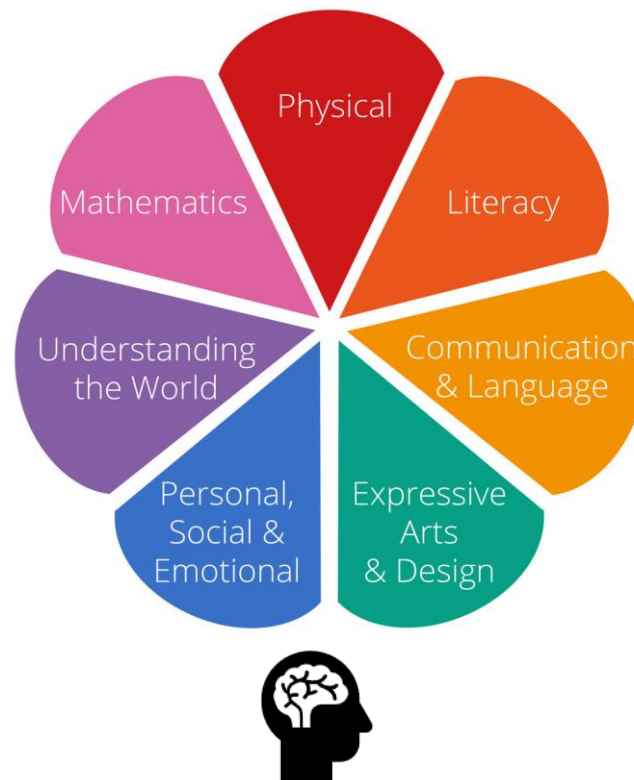
We have high expectations to ensure that all children make 'strong progress' from their individual starting points, across all of the 7 areas of the EYFS curriculum. Our aim is that all children will be able to communicate effectively, both verbally and in written form, listen respectfully and with tolerance of the views of others. Our EYFS is committed to ensuring that children take pride in what they do, always strive to do their best, demonstrate emotional resilience and the ability to persevere as they encounter challenges, develop a sense of self awareness and become confident in their own abilities whilst, honest being kind, honest and respectful, demonstrate and inclusive attitude and have a sense of their role in our wider society. We build a culture for our children in the Early Year Foundation Stage of a lifelong love for learning.

Children will transition within the phase and into Year 1 with key knowledge, skills and overarching concepts which enables them to successfully being their learning journey on the National Curriculum. Our overarching concepts of independent practice, vocabulary and building up learning through coherently planned small steps allows children to become independent, confident learners who show resilience and perseverance within their learning

Children will be confident, independent and engaged learners who strive to attain their own goals, fostered through their positive experiences in the Early Years Foundation Stage. Children continue to build upon the firm foundations for learning, which will support them in all areas of the National Curriculum.

EYFS Curriculum

There are seven areas of learning and development, all of which are important and inter-connected.



We have designed a curriculum which outlines the progression of each of the seven areas, across all 3 settings within our Early Years department.

Of the seven areas of learning, there are 3 **Prime areas** and 4 **Specific areas**. The Prime Areas are the basic, life-long skills that pave the way for children to progress towards the Specific Areas of Learning. The Specific Areas of Learning cannot be developed alone, and rely on the skills gained in the Prime Areas of Learning. The Prime areas are the foundations for all learning within the Early Years, culminating in achievement towards the Early Learning Goals at the end of Reception.

PRIME AREAS



Personal, Social and Emotional



Communication and Language



Physical Development

SPECIFIC AREAS



Literacy



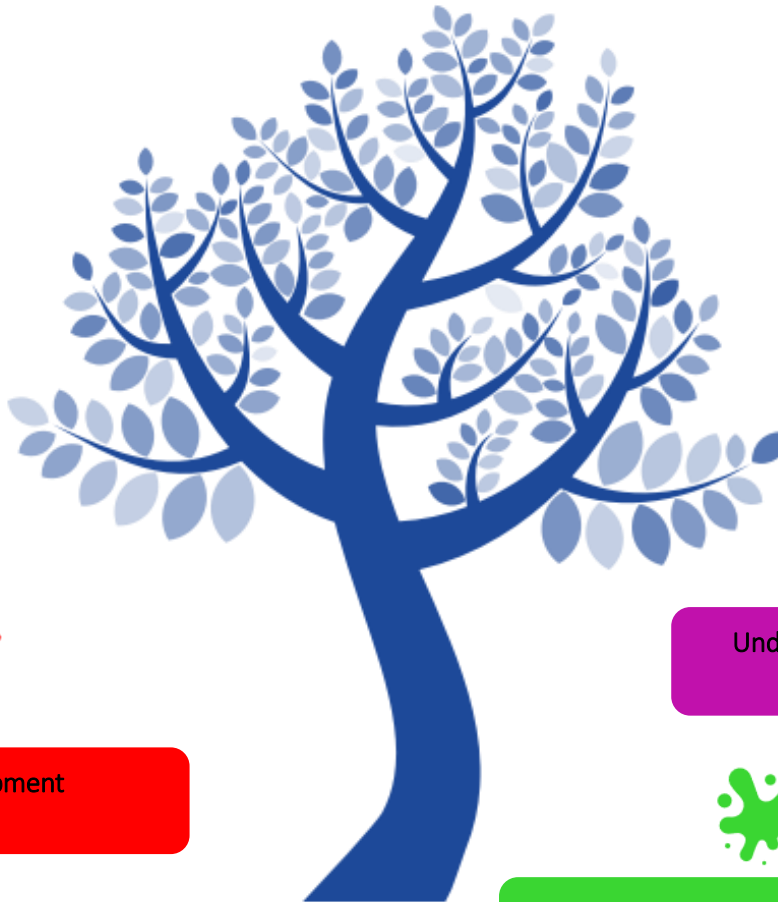
Maths



Understanding of the World



Expressive Arts and Design

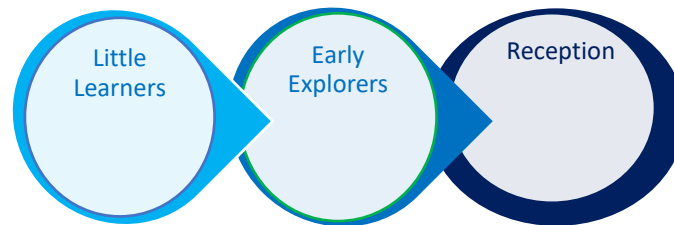
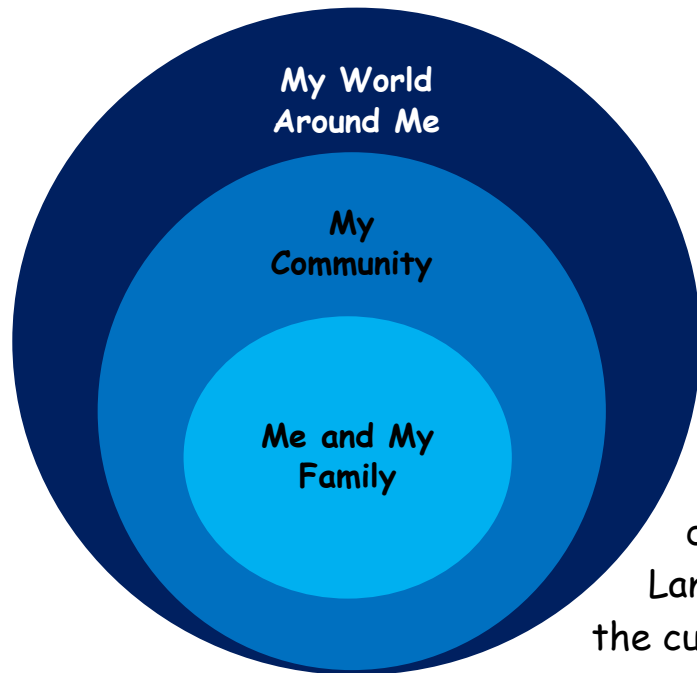


Characteristics of Effective Learning

Characteristics of effective learning underpin our curriculum offer for our Early Years Foundation Stage Children. These characteristics are deeply rooted in the behaviours children use in order to learn and our the 'overarching principles' that guide and support the ways in which we successfully deliver our curriculum here at Langdale.



Curriculum Outline



Our curriculum is bespoke to our school and seeks to outline the delivery of the seven areas of learning. Our curriculum is progressive within each stage and carefully planned to align with age appropriate childhood development, interests and needs. Each stage within the Early Years at Langdale, develops a strong, progressive notion of self-awareness throughout the curriculum delivered.

Our curriculum is designed to cover six different themes throughout the academic year, these themes have suggested texts and coverage however we are rooted in the belief that children's interests and their self-initiated fascinations are immensely valuable to their learning experiences, where we develop our curriculum to incorporate and actively encourage these to lead learning opportunities.

The following documents outline our suggested texts and focus points of learning, for each cohort in in our Early Years Foundation Stage.

Little Learners - Our two year (seedlings) and three year (saplings) provisions, concentrate on the three prime areas of development and deliver a progressive curriculum throughout, to ensure highly valuable learning experiences are given from the start of our Early Years Foundation Stage journey.



Little Learners Suggested Overview

Autumn 1	Spring 1	Summer 1
ALL ABOUT ME My family - Who is special to me? My home - What is in my home? (My bedroom, my garden etc) My favourite stories/toys/activities What I like and don't like Look at me - features I have (Superhero Music session)	AMAZING ANIMALS My pets My favourite animal Animals around me - Learning through nature Looking after others (Pet visits)	ONCE UPON A TIME Traditional Tales - Three Little Pigs (Construction of houses/dens, role play home) Goldilocks and the three bears
Autumn 2	Spring 2	Summer 2
CELEBRATE GOOD TIMES My birthday Parties/Presents/Invitations Bonfire Night Autumn Seasonal Changes Christmas Getting ready for Christmas	HEALTHY ME Getting bigger Healthy foods Keeping me clean - hand washing, brushing my teeth, getting dressed - putting my coat/shoes/wellies on/pulling up trousers etc. (PSED links throughout the year)	SUMMERTIME What I like doing at the seaside -Sandcastles -Paddling -Ice creams My Holiday - At the beach Summer seasonal changes

(Parent Christmas Craft workshop)

Spring Seasonal Changes
(Parent Teddy bear's picnic)

(Beach Party - paddling pool fun)cx

Little Learners - Suggested Curriculum texts

The texts below are those suggested to support the curriculum topics, however supplementary texts and those loved by the children are incorporated frequently to foster interest, a love of learning and high engagement.

Autumn 1

ALL ABOUT ME



Spring 1

AMAZING ANIMALS



Summer 1

ONCE UPON A TIME



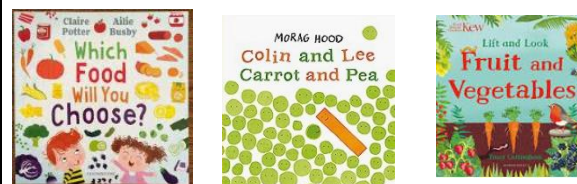
Autumn 2

CELEBRATE GOOD TIMES



Spring 2

HEALTHY ME



Summer 2


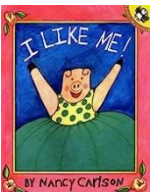
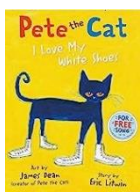
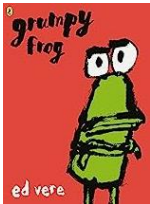
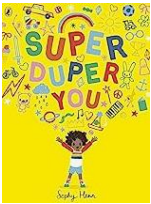
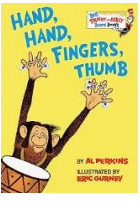
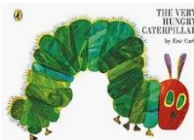
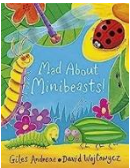
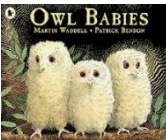
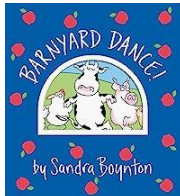
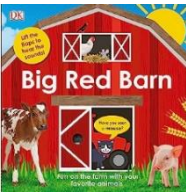
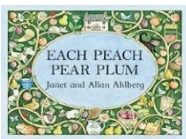
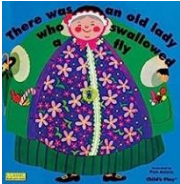
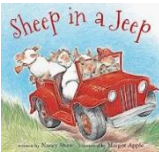
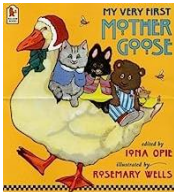
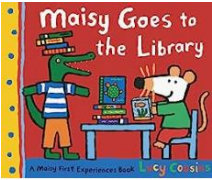
SUMMERTIME





Early Explorers Nursery – Topic Overview

Autumn 1	Spring 1	Summer 1
<p>ALL ABOUT ME - "Champion me!" Who am I? All about my friends, my own family (my parents/siblings), My school family - where I belong. What do I like and my friends like? - Hobbies, food, colours, interests. Etc Building relationships with new adults and peers. Understanding my learning environment and the expectations (rules) <u>My choices</u> - say when I'm hungry/thirsty and I can help myself and show independence. Where do I put my coat? (Superhero Music session)</p>	<p>AMAZING ANIMALS Minibeasts in our local environment. - Where do they live? What are they? How are they special? Which do we like/dislike? How do respect and care for living things? Farms near me - Visit from Farm on Wheels What animals do we find in our community? How do we care for animals? What do they need? (Farm on Wheels visit to school)</p>	<p>ONCE UPON A TIME (Which story do you like?) Child initiated Traditional tales e.g. The Gingerbread Man Understand that print has meaning and that we use sounds for different letters. Which sounds can we hear at the beginning of the word? Engage in conversations about stories and use to develop a story in play.</p>
Autumn 2	Spring 2	Summer 2
<p>CELEBRATE GOOD TIMES My birthday - When is my birthday? How do I celebrate my birthday? How do my friends and family celebrate their birthdays? Bonfire Night - What happens? Christmas - How do we celebrate Christmas? What do we do at Christmas? <u>My choices</u> - Can I put my own coat on? Can I say</p>	<p>HEALTHY ME Keeping me and my family healthy. How do I keep myself clean and healthy? Which foods are good/healthy for me and which are not? How do I keep myself fit and healthy? Which exercises and activities do I like to do? Plants grow and we need to keep the environment healthy just like me!</p>	<p>SUMMERTIME Keeping safe in the summer Where could we go - to the park? How will we get there? bikes, walking, cars Forces - How do things move? How do we get them to move? <u>My choices</u> - Can I say how I am feeling? Can I recognise when I am hot and what I need to</p>

when I am cold? What do I do when I am cold? (Parent Christmas Craft workshop)		do?
<p style="text-align: center;">Early Explorers Nursery – Suggested Curriculum texts</p> <p>The texts below are those suggested to support the curriculum topics, however supplementary texts and those loved by the children are incorporated frequently to foster interest, a love of learning and high engagement.</p>		
<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">ALL ABOUT ME – “Champion Me”</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">    </div> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 10px;">    </div>	<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">AMAZING ANIMALS</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">    </div> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 10px;">   </div>	<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">ONCE UPON A TIME</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">    </div> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 10px;">   </div>
<p style="text-align: center;">Autumn 2</p>	<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Summer 2</p>

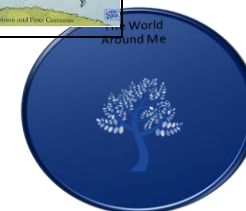
CELEBRATIONS



HEALTHY ME



SUMMERTIME



Reception - Topic Overview

Autumn 1	Spring 1	Summer 1
ALL ABOUT ME	AMAZING ANIMALS	ONCE UPON A TIME
<p>Who am I?</p> <p>My family and Me - links to families around the world and comparisons</p> <p>Where am I? - Where do I live in the World</p> <p>Where would I like to go? Compare and contrast life in our country with others around the world</p>	<p>Animals around the world - Locations and classification of different species</p> <p>Animal Habitats - Where will I find these animals? What is it like there?</p> <p>Food chains - Understand some important processes in nature</p> <p>Life Cycle - Frog</p>	<p>Goldilocks/Magic Porridge Pot/Little Red Riding Hood</p> <p>Compare and contrast characters from different stories</p> <p>Character descriptions</p>

<p>What are my super talents?</p> <p>How can I change my world?</p> <p>What do I want to be?</p> <p>Pollution</p> <p>Acts of love and kindness</p> <p>(Superhero Day)</p>	<p>Tadpoles</p> <p>Seasons comparison</p> <p>(Zoo Trip)</p>	<p>Story retell</p> <p>Role play</p> <p>Compare and contrast the past and modern day</p> <p>(Themed day)</p>
Autumn 2	Spring 2	Summer 2
<p>CELEBRATE GOOD TIMES</p> <p>Diwali</p> <p>Remembrance - People who help us link</p> <p>Bonfire</p> <p>Chinese New Year</p> <p>Wedding day/Christening</p> <p>Christmas around the world</p> <p>What do you celebrate?</p> <p>What do others celebrate?</p> <p>How did people a long time ago celebrate?</p> <p>Understand that people over the world</p>	<p>HEALTHY ME</p> <p>Healthy body, healthy mind!</p> <p>Growth Mind Set- PSED</p> <p>See myself as a valuable individual</p> <p>Challenges and how to face them - resilience and perseverance</p> <p>Feelings - Inside Out (Disney link)</p> <p>Understand emotions, how we feel and how we act</p> <p>(All link to the wider world)</p> <p>What do we feel passionate about?</p> <p>What scares/upsets us?</p> <p>What makes us angry?</p>	<p>SUMMERTIME</p> <p>Holidays - Past and Present</p> <p>Travel - Past and Present</p> <p>Transition for Year 1</p> <p>(Beach Party/</p>

<p>have different celebrations at different times and in different forms</p> <p>Understand that places are important to different members of their community</p> <p>(Christmas Party)</p>	<p>Healthy/Unhealthy foods, effect of food on my body, where does my food come from?</p> <p>(Food tasting/Trip to the shop)</p>	<p>Brampton Museum Seaside session)</p>
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Reception – Suggested Curriculum texts

The texts below are those suggested to support the curriculum topics, however supplementary texts and those loved by the children are incorporated frequently to foster interest, a love of learning and high engagement.

Autumn 1	Spring 1	Summer 1
<p>ALL ABOUT ME - "Champion Me"</p>     	<p>AMAZING ANI'MALS</p>     	<p>ONCE UPON A TIME</p>     

Autumn 2 CELEBRATIONS	Spring 2 HEALTHY ME	Summer 2 SUMMERTIME
    	    	    

Progressive Curriculum

Here at Langdale, we have designed our curriculum to ensure that it meets the developmental milestones in early childhood. To ensure this, we have a curriculum that shows typical progression within the age ranges and our planning carefully considers the skills, needs and outcomes for our cohorts. We ensure that we tailor our curriculum to maximise success for all our pupils and any additional needs or requirements are met inline with our SEND policy and actions.

Below, you will find our 'EYFS Typical Progression' document which outlines the developments children make during their time in the Early Years. The progression document includes progression for all 7 areas of learning (prime and specific) and closely relates to the Development Matters Guidance (DfE), a tool to help meet all requirements of the EYFS statutory framework.

Prime Typical Progression

Prime Areas of Learning focus on developmental milestones, including Physical Development, Communications and Language, and Personal, Social and Emotional Development (PSED). These all provide basic skills to support children in their lives and help them start to thrive both at home and in their learning environments. These are the fundamental skills that all phases across our Early Years base their learning intentions upon, however these have a greater focus with our youngest children in Little Learners and Early Explorers (Nursery). In Reception, we develop these skills in line with children's development needs and design our curriculum to encompass elements of these prime areas across our provision.

Specific Typical Progression

Specific Areas of Learning focus on the developmental milestones for the academic development in four specific areas: Maths, Literacy, Understanding the World and Expressive Arts and Design. The EYFS document shows progression for the areas from Birth through to the end of Reception and throughout a child's Foundation Stage journey, they make progress towards the Early Learning Goals by the end of their Reception year.

Personal, Social and Emotional Development – Progression in EYFS

Development between 2 and 3 years

- Children establish comfortable relationships with familiar adults
- Children will play alongside their peers in imaginative play, using adults as a scaffolding tool ('comfort' zone)
- Children learn how to share and take turns, with adult intervention to help support the reasoning of why and modelling
- Children's confidence and concentration begins to increase in the activities they choose and in direct adult input times, where this is timely and pitched for the child's stage in development and interest
- Co-regulation is used to help children become more aware of their emotions and feelings and then how to manage these to return to the 'norm'
- Introduced to rules with adult support to follow them
- Children require adult support and guidance to manage basic care routines effectively. Start to feed themselves, begin to show awareness of needing the nappy/toilet

Development between 3 and 4 years

- Children play more cooperatively with their peers and engage in play-based interaction (sharing, turn taking)
- Children show increased independence in turn-taking, sharing and teamwork, for example simple turn taking games, solving problems together
- Social interactions become less scaffolded by adults, children initiate their own play, conversation with others, risk taking and problem solving
- Children are confident to explore their environment, using materials they are both familiar and unfamiliar with
- Children gradually start to develop the skill of self-regulation, this may need some adult support at times to help them move forward
- Children see themselves as valuable individuals who can achieve
- Children understand the need for rules and routines and start to follow these more frequently, some reminders needed
- Become more independent in meeting their own needs (dress themselves, go to the toilet – wipe themselves and wash hands, feed themselves)

Development between 4 and 5 years

- Children are cooperative and understand their needs and other needs (emotional awareness is increased)
- Children engage in turn taking conversations and use talk to solve problems, make plans and discuss events
- Children use their environment confidently, they are able to follow rules and instructions
- Children can manage their feelings and regulate their emotions, seeking initial support from adults but resolving issues themselves more confidently
- Children are independent for managing their own needs (toileting, feeding, dressing)
- Children see themselves as individuals, talk about themselves (e.g. likes/dislikes) coherently giving explanations

Daily Learning Opportunities

- ◆ Share achievements with the group including showing work to class
- ◆ Establish simple routines of the day based around children's needs, where children gradually show more confidence and independence for themselves
- ◆ Develop routines using music prompts e.g. choose, play, put it away
- ◆ Take turns to use limited equipment
- ◆ Work in pairs and small groups in both planned and child led activities
- ◆ Use self-help systems to promote independence. E.g. labels and picture prompts
- ◆ Join in discussions about social stories
- ◆ Explore caring for each other through role-play, small world and puppetry.
- ◆ Provide home like role play areas for children to explore, rehearse and consolidate prior learning experiences.
- ◆ Provide opportunities for children to work collaboratively
- ◆ Choose books puppets and dolls that help children explore their ideas and feeling about family life and friendship- explore emotions and different family dynamics.
- ◆ Children will have access to the story corner to allow for quiet time and rest
- ◆ Support children with SEN through visual and verbal prompts and resources, eg. Using Makaton, picture routines, preparing children for changes in routines and transitions (visual Key fobs)
- ◆ Daily songs, games and stories
- ◆ Our Good Behaviour rules will be used regularly to establish foundations for being able to control own actions
- ◆ Good behaviour will be rewarded daily with stickers/positive praise/shared celebration with parents/carers/ Champion child awards/class dojo points (Reception)
- ◆ Share and actively encourage children to share their 'Champion Moments'
- ◆ Turn taking showing respect for others, considering others and helping others

Communication and Language - Progression in EYFS

Development between 2 and 3 years

- Listens to and remembers simple stories and pictures
- Understands longer instructions e.g. "make teddy jump"
- Understands simple 'who/what/where' questions
- Uses 3-5 words to make a short sentence
- Asks questions to find names of things or learn new words
- Use a wide range of speech sounds, however may shorten longer words
- Begins to show an interest in playing more with others and shares things
- Starts to use simple plurals by adding 's' to words
- Uses action words such as 'run' 'fall' as well and naming objects
- May respond verbally with single word responses

Development between 3 and 4 years

- Listens to longer stories and answers questions about a storybook they have just read
- Understands and often uses colour, number and time related words
- Starting to answer some 'why' questions in relation to what is happening at a basic level
- Use longer sentences and link sentences together
- Describe events that have already happened
- Enjoy imaginative/make-believe role play
- Asks many questions to find out 'what/where/who'
- Tense confusion in speech will still be evident
- Will use language to communicate basic needs
- Responds when spoken to with a verbal communication, though this may only be basic (may not develop into turn-taking conversation)

Development between 4 and 5 years

- Listening, understanding and sharing ideas more frequently and in larger groups
- Use language skills to develop their reading ability
- Clear understanding of spoken instruction
- Takes turns in longer conversations, back and forth exchange from starting question
- Choose their own friends and play-mates with whom they interact with clearly using cooperation and language
- Uses words to describe sequences
- Uses sentences that are well formed – some incorrect use of grammar may still be evident
- Thinks more about the meaning of words and makes associations through asking questions and describing
- Uses most sound effectively in speech

Daily Learning Opportunities – How we support the development of communication and language

- ◆ Regular opportunities to practice asking questions and offering explanations
- ◆ Storytime, where children are using age appropriate text and those that develop their word bank (exposes them to new vocabulary and its meaning)
- ◆ Daily phonics - In Littler Learners this will be delivered through high quality and language rich opportunities, modelling vocabulary during circle times/story times/natural conversations. In Nursery, this will be built upon and children will be encouraged to model this more effectively in their own interactions, leading up to phonics teaching in the Summer term. On entry into Reception, children will be taught phonics formally using the Read Write Inc. scheme under the direction of the Early Reading Lead.
- ◆ Songs, new vocabulary and discussions related to learning
- ◆ Puppets, story sacks, and puppet theatre available in cosy area for children to rehearse and re-enact prior experiences
- ◆ Continual opportunity and encouragement to engage in conversations in one-to-one situations, key worker groups, small groups and in whole class situations
- ◆ Opportunities for children to listen to others and share experiences
- ◆ Continual access and opportunity to listen to (and become involved with) rhymes, songs, stories and dance.
- ◆ Opportunities for sensory activities, with a particular focus on listening- opportunities to listen to natural sounds for example in the outdoor environment.
- ◆ Access to a range of materials throughout the learning environment which encourage children to explore, ask and respond to questions.
- ◆ Describing experiences and experiment with language
- ◆ Show and tell for children to talk confidently about something they know and love
- ◆ Children encouraged to think more critically and question things that they don't know or are unsure of

Physical Development – Progression in EYFS

Development between 2 and 3 years

- Enjoys and seeks out various ways to move and play
- Use hands to help move from one position to another
- Is able to walk and maintain balance on uneven surfaces
- Beginning to climb and balance on equipment with decreasing support
- Coordinates both hands in play e.g. uses both hands to swing a bat, to draw etc
- Walks up and downstairs unaided
- Jumps with both feet off the ground
- Kicks and throws a ball fairly well
- Can balance on equipment and begins to move equipment (e.g. balance bike, scooter)
- Can mark make and paint with circular, vertical and horizontal strokes
- Can pick up items with a pincer grip
- Is able to thread large items onto string
- Can stack interlocking cubes or build a tower with 6-9 blocks
- Can complete inset puzzles independently
- Holds and manipulates pencils and tools with a full fist grip, developing into a digital pronate grip
- Can feed/eat without assistance
- Begins to dress independently: pulls zip up/down, poppers, puts own socks and shoes on

Development between 3 and 4 years

- Balance on one foot for a few seconds, can hop proficiently on one foot and alternate feet
- Jump in different directions, different distance and with increased balance and control
- Catches a large ball
- Rides a tricycle using pedals
- Can run, jump and climb well, is beginning to skip
- Uses one hand consistently for most activities
- Can use a hooked wrist or extended wrist grip when using a pencil
- Can draw lines, circles and shape to represent objects with increasing accuracy
- Is beginning to use correct scissor grip to snip and cut straight lines (begins to move paper when cutting along lines)
- Is able to thread items with smaller holes onto lace/string
- Uses interlocking blocks and blocks to create towers with 12-15 blocks
- Can complete a simple jigsaw with large pieces (may require some initial support)
- Can use a fork and spoon independently when eating
- Should dress and undress themselves independently

Development between 4 and 5 years

- Balance on one foot for a few seconds, can hop proficiently on one foot and alternate feet
- Can throw catch and bounce a ball with great ease
- Skips with alternate feet
- Climbs well and negotiates space with ease
- Uses scooters and bikes (without supports) with ease and maintains balance
- Uses a tripod grip when holding pencils and instruments (this may be of varying accuracy – see pencil grip progression document)
- Draws lines, circles and shapes accurately and uses these to depict images on known things
- Uses scissors with the correct grip, cutting a variety of shapes with accuracy and using long, smooth cuts along the paper whilst moving
- Clear dominant hand is used
- Can complete building structures with interlocking cubes and blocks
- Completes jigsaws and puzzles independently
- Can full dress and undress independently

Daily Learning Opportunities

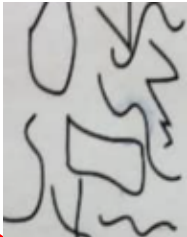
- On-going opportunities for children to engage in both large and small construction cooperatively with a range of materials.
- Continual opportunity to gain and practice skills, learning to use tools and techniques in a variety of ways. For example, how to manipulate clay and play dough to create a desired effect.
- Children will have access to a wide range of mark making tools.
- Fine manipulative skills will be promoted through the continual use of resources such as threading equipment, jigsaws, fuzzy felts, tap, tap pins, tweezers, etc
- Children will use both the indoor and outdoor provision to develop their gross motor skills – using wheeled bikes, scooters, mark making, exercise etc
- Children will be supported in becoming more independent for their selfcare – dressing/undressing/washing etc
- Children will partake in snacktime and lunchtime where they will increasingly grow independent in skills of feeding themselves
- Children will have daily opportunities to practise all fine and gross motor skills – the provision will allow for children to utilise a variety of tools and resources matched to their age and stage
- All children will partake in weekly BeeActive sessions – EYFS Lead and teachers will collaborate with Bee Active team on addressing these skills and will emulate these within the classroom provision
- Children will have climbing and equipment to build and practice their gross motor such as, climbing frames, tyres, crates, beams etc

Literacy - Writing – Progression in EYFS

Development between 2 and 3 years

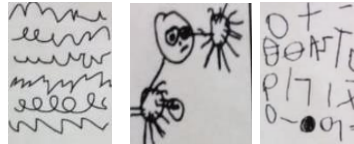
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.
- Develop manipulation and control
- Explore different materials and tools
- Explores mark making – do not communicate meaning
- Horizontal lines, vertical lines and circles are made/copied
- Uses full fist grip, all fingers are used to control
- Ambidextrous – starts to show preference for dominant hand

Example:



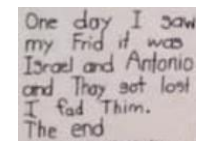
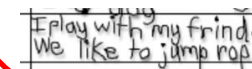
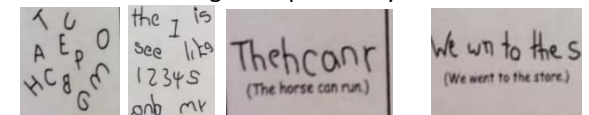
Development between 3 and 4 years

- Draws basic pictures
- Uses lines to look like writing (scribble write)
- Left to write direction
- Begins to assign meaning to their marks
- Develops into using symbols and shapes that look like writing
- Can write some or all of their name
- Writes some letters accurately; list, cards, menus
- Begins to write with purpose
- Can hear the initial sound in words, may attempt to mark make/form letters
- Can orally compose a sentence
- Attempt to write simple labels, with support
- Uses a dominant hand
- Uses a controlled pencil grip – fingers and thumb on the pencil shaft, beginning to see developments to index and thumb grip



Development between 4 and 5 years

- Writes letters which travel from left to right, top to bottom
- Attempts to read own writing
- Writes letters with spaces in between, resembles the idea of words
- Begins to copy words seen in the environment
- Uses phonetic knowledge to write vc/cvc words by matching letters and sounds
- Begins to spell out words using consonant clusters, vowel digraphs and trigraphs
- Makes phonetically plausible attempts
- Writing begins to be readable to others
- Recalls word order, uses finger spaces and can read own writing
- Write simple sentences – begins to show awareness of capital letters and full stops (inconsistency)
- Can write two or more correctly spelt and punctuated sentences.
- Writes for different purposes
- Writes a simple story with a beginning, middle and end
- Little support is given to writing, uses knowledge independently



Literacy - Reading – Progression in EYFS

Development between 2 and 3 years

Enjoy songs and rhymes, tuning in and paying attention.

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.

• Develop play around favourite stories using props.

- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo

Looks at pictures when reading a story with an adult, names familiar characters

Development between 3 and 4 years

- Develops phonological awareness so they can hear rhymes
- Can suggest own rhymes, count and clap syllables in a word e.g. cat/er/pill/er
- Recognises words with the same initial sound
- Understand that we read from left to right, top to bottom of a page
- Can turn pages in sequence, understanding the start and end of a text
- Know that print has different meanings
- Knows different parts of the book – title, illustrations, blurb etc
- Talk about different stories, answers simple questions
- Recalls what has been read giving details
- Notices words they do not know the meaning of
- Engages in conversation about stories and then asks questions
- Begins to predict what might happen next in a story
- Shares opinions on stories – likes and dislikes
- Begin to look at pictures in more detail and talk about what is and might happen

Development between 4 and 5 years

- Recognises words with the same initial sounds
- Reads simple rhyming sentences and books consistent with phonics knowledge
- Understands that print has meaning and is used for different purposes
- Understands that text is read left to right, top to bottom and can follow text with finger prompt, even if all words not known
- I can explain the different parts of a book
- Begins to apply phonics knowledge, begins to read books
- Can read common exception words in isolation and within text
- Read simple sentences and books
- Blends words independently when unfamiliar
- Reads aloud with good fluently
- Uses and understands vocabulary that has been introduced
- Discusses meaning of new vocabulary and makes links
- Asks and answers more complex questions during discuss about a wide range of texts
- Explains predictions and justifies why they may happen
- Explains what has been read to them in their own words
- Expresses their ideas and opinions about characters and events in the story – makes connections between known stories
- Recognises differences between fiction and non-fiction texts

Mathematics - Progression in EYFS

Development between 2 and 3 years

- Can use one-to-one correspondence when counting (up to 3)
- Take part in rhymes which include number
- React to changes and notice changes of amounts in group of up to three items
- Develop counting-like behaviour, such as making sounds, pointing or saying/showing numbers up to 3 in sequence
- Count in everyday context, sometimes numbers may be missed e.g. 1,2,3,5
- Mark make to represent numbers 1-3
- I can join in with rote counting 1-3
- Build with a range of resources
- Combine objects like stacking blocks or cups, showing some awareness of size – bigger/smaller, tall/small, high/low
- Compare measures through practical means, supported by an adult – full/empty, heavy/light
- Notice patterns and arrange things in patterns
- Complete inset puzzles
- Can identify some basic 2D shapes (practically or verbally), triangle, square, circle, star
- Match simple shapes by find the shape that is the same

Development between 3 and 4 years

- Can count up to 5 objects (including different sizes and in different orientations)
- Can match a set of objects to the correct numeral
- Identifies quantities, up to 5
- Can represent a given amount up to 5 using objects, pictures, marks to represent the number total
- I can compare sets of objects saying which has more and which has less
- Name numerals (1-5) and rote count 1-5
- Know that one more is the next number in the counting sequence 1-5
- Combine two small groups, up to 5, counting using 1:1 correspondence
- Compare two groups of the same and different objects saying which has more and which has less
- Find and make a pair of the same object
- Identify some common 2D shapes, square, rectangle, circle, triangle
- Identify some common 3D shapes; cube, cone, sphere
- Use informal language such as pointy, round, flat
- Explore putting shapes together to make recognisable shapes
- Identify patterns and can say what the pattern is
- Begin to make simple patterns
- Understand that weight refers to how heavy or light an object is
- Identifies heavy and light objects on balance scales and use the correct terminology to label heavy/light
- Compare height and length of objects, beginning to use formal terminology e.g. taller/shorter
- Capacity – understands and identifies full and empty and identifies that containers can hold different amounts

Development between 4 and 5 years

- Count up to 10 objects, using 1:1 correspondence, different sizes, in any order and organisation
- Explore amounts up to 10 using a tens frame, part whole model and other methods
- State totals (subitise) within 5
- Recognise and form numbers up to 10
- Have an understanding of numbers to 20, count beyond 10
- Correctly use, read and write ordinal numbers up to 10
- Find one more and one less in number sequences, concrete manipulatives to support if needed
- Identify numbers that come before, in between and after given numbers
- Combine two groups and understand the notion of addition through retelling addition stories
- Label individual groups as parts and the total as the whole
- Subtract one-digit numbers, up to 10
- Solve simple problems and explore ways to represent this up to 10
- Compare two numbers, say which is greater than, less than and the same as
- Check that groups are equal by sharing, changing two unequal groups
- Show an understanding on numbers being odd and even, using manipulatives to demonstrate my understanding
- Securely use the correct names and terms for common 2D shapes
- Recognise, name and describe 3D shapes cube, cuboid, sphere, cone, cylinder, pyramid
- Compare similarities and differences between shapes
- Talk about patterns, identify what comes next, make my own patterns and spot mistakes within patterns
- Use correct terminology and compare units of measure: length, mass and capacity, using manipulatives to demonstrate my understanding
- Use units of measure for time, use vocabulary to show an awareness of sequencing familiar events,

Understanding the World

Development between 2 and 3 years

- Knows immediate family members, can recognise them by sight and name
- Understands and shows awareness of different times in the day e.g. snack time, lunchtime, bedtime etc.
- Recognise themselves in photographs of different experiences they have had e.g. visit to the seaside, farm, park etc.
- Notices differences between people hair colour, skin, eyes, height etc
- Knows where they live and can identify different homes
- Talk about or show different things that happen in their home
- Name and talk about familiar features that I see in my familiar environments
- Follows some positional language such as next to, inside, under, on top of etc
- Explores different materials – texture, shape, size, location and talk about them e.g. soft, hard, big, small, inside, outside, round, long etc.
- Use age appropriate vocabulary to describe what they can see
- Talk about the weather and name different types of weather
- Name/identify familiar animals (pets)
- Talk about familiar sounds in their environments (home/school)

Development between 3 and 4 years

- Know members of their family and the relations that they have
- Can sequence family members according to their age
- Know that there are days of the week and different seasons and begin to name these
- Understand sequencing words and show awareness of these e.g. before, after, next, in the end
- Can discuss and describe historical figures and objects from the past
- Comment on recent photos and pictures of celebrations in my own life and share these with others
- Understand that people celebrate in different ways and understand that people are different in different ways e.g. what they celebrate, where they worship, what they look like, where they live
- Explain key features of their home and the homes of others
- Talk about and explore local places and environments familiar to me
- E.g. shops, church, park, school, street
- Use a simple map to locate and identify familiar objects in their familiar environment (picture map) e.g. tree, school, fence, house
- Begin to understand that directions/positional language can be followed and led to different places
- Talk about and name the place where they live
- Talk about daily life, of themselves and others
- Explore materials with similar and different properties
- Name some common materials e.g. sand, wood, brick, clay
- Explore how things work with contact forces – push and pull
- Talk about the natural world around me and how that affects me – e.g. cold (warm clothes) summer (holidays)
- Use some correct, basic scientific vocabulary to describe different parts of animals and plants

Development between 4 and 5 years

- Share likes and dislikes about historical figures, familiar objects or situations from the past
- Describe memories from their own life and share others
- Understand and explain differences and similarities between people of different ages
- Talk about the lives of people and their role in society
- Order the days of the week, seasons of the year and months
- Understand that there are special times and dates that repeat every year
- Comment on and explore many different celebrations
- Know that different people celebrate differently and that they have different beliefs
- Recognise, name and describe a place of worship
- Show a positive attitude in talking and explain the differences between people
- Compare different places based on homes, weather etc.
- Use photos, books and simple maps to compare different places across the world
- Draw and create own maps using symbols
- Follow a simple map in a familiar place, finding and naming features, locating items on the map
- Talk about the country I live in and the physical and human features, comparing with other locations
- Make comparisons about the natural world – seasons, weather, changes in nature
- Use basic scientific vocabulary to name different parts of animals and plant
- Talk about animals and plants - what they need to survive, how the change and grow
- Look at where animals and plants live (habitats)
- Understand that living things need to be cared for and suggest and explore what the needs of living things are
- Make observations about the natural world
- Explore forces, friction and magnetism
- Describe and make comparisons between materials, noticing changes in materials

Expressive Arts and Design

Development between 2 and 3 years

- Experiment with colour mixing but with no intention no making certain colours
- Explores printing with different objects
- Paints randomly
- Covers the paper in paint
- Paints in random directions
- Sometimes gives means to marks that they make
- Uses glue spatulas and glue sticks with support
- Uses a variety of natural, recycled and materials, sticking them together
- Makes marks in playdoh or clay using tools and equipment
- Builds towers by stacking objects
- Moves to music
- Creates own sounds using instruments
- Explores sound (sound makers/instruments) and plays them in different ways
- Joins in singing familiar songs using some words and actions
- Copies basic movements and actions with support, when rhymes/song etc are new
- Plays with familiar resources
- Plays with simple small words
- Plays in role as themselves, experiences they have had, (e.g. having lunch at home, cooking in the role play)
- Encouraged to try new resources and experiences with support from familiar adults.

Development between 3 and 4 years

- Mixes colours with support to make secondary colours
- Explores colour mixing independently, beginning to recognise which colours make others
- Use colours for a desired purpose, increasingly using correct colours for pictures they draw/paint e.g. sky – blue, grass-green
- Begins to demonstrate care and time when creating – painting, drawing, modelling etc.
- Uses horizontal and vertical brush strokes
- Paints a desired picture and can talk about their picture
- Starting to give meaning to all marks that they make
- Shows different emotions in their drawing/painting e.g. happy at a birthday party
- Beginning to draw with some accuracy e.g. head – circle is used
- Beginning to create closed shapes to represent different objects
- Joins items which they have cut/torn using glue, tape to collage or model
- Builds simple models and describes what they have made
- Moves in response to music
- Beginning to watch/take part in short performances for a period of time
- Explores musical instruments and is beginning to name some (drum, tambourine, triangle, maraca..)
- Plays a given instrument to a simple beat
- Plays instruments with increasing control
- Explores which instruments make loud/quiet sounds
- Joins in singing familiar songs and rhymes, using actions to help them sing independently
- Uses role play, needs some support to think about the 'story' they are role playing
- Uses familiar objects in role play to enhance their play

Development between 4 and 5 years

- Mixes colours to make secondary colours
- Explores colour mixing independently
- Mixes an intended colour for an intended purpose
- Prints and paints to create patterns and pictures
- Prints with a range of colours
- Carefully plans what they are doing and maps out where things will go
- Express own thoughts and ideas about what to draw, paint or make
- Uses a range of movements and brush strokes when painting
- Holds tools correctly and with increasing precision (e.g. tripod grip)
- Explores and experiments with different everyday items
- Draws with increasing detail and use of shape representations in drawing, painting, models
- Express their thoughts and ideas using collage techniques, using different materials
- Joins items in a variety of ways, sellotape, masking tape, string, ribbon etc.
- Makes something with a clear intention and plans how they will put this together and what they will use. With support, consider why – meaning is given
- Able to use tools successfully to manipulate dough/clay
- Listens to and responds to dance, music, songs, sharing likes and dislikes
- Talks about how different pieces of music makes them feel
- Selects own instruments and plays them in time to music or creates their own music
- Is able to name a wide variety of instruments, cymbals, guitar, piano, flute etc.
- Makes up songs of their own using known tunes
- Sings with others or alone with increasing confidence
- Explores and engages in dance and movement to music
- Uses story language in their play
- Describes what they are doing in role play
- Enhances character effectively using props
- Acts out real and fictional scenarios, imagination is used