



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

# **Warren Primary Academy Early Years Foundation Stage Policy**

### Aims

In all L.E.A.D Academy Trust Schools Foundation Stage we aim to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent and fearless lifelong learners.

We will encourage children to develop independence within a secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school.

**Inclusion** - We value the diversity of individuals within the school and believe that every child matters. All children at L.E.A.D Academy Trust Schools are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning. At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;

- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

## Overarching Principles

Four guiding principles should shape practice in early years settings.

These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

## The Curriculum

The Nursery and Reception follow the curriculum as outlined in the 2021 Early Years Foundation Stage (EYFS) document, which is available to download at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

This clearly defines what we teach. The following policy details the specifics of our setting.

Additional DfE helpful guidance can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/988004/Development\\_Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf)

<https://www.birthto5matters.org.uk/> (not from the Department for Education)

## Introduction

This guidance has been produced to support L.E.A.D. academies in assessing the children in Early Years.

The guidance contains support to help our early years settings:

- ✓ to develop our curriculum offer in Early Years;
- ✓ to produce assessment material in the form of 'summary goals', to enable us to assess whether children are on track in their learning and development; and
- ✓ benchmark statements that will enable us to plan a trajectory of learning and development towards the summary goals.

When developing our curriculum, it is important to note that the curriculum has three key features:

- 1) The curriculum rationale, which is written by individual academies. This relates to the context of the children and will drive the curriculum content and the cultural capital agenda.
- 2) The benchmarking document, which has been produced by Early Years experts within the L.E.A.D. Academy Trust. This document gives the academies an indication of the benchmarks that they should be aiming for, for the children in Foundation 1 (F1) and Foundation 2 (F2), and will guide the curriculum content. The benchmarking document scans the trajectory of learning using developmental rather than activity- based statements.
- 3) The content of the curriculum, which is based on the starting points of our children and the trajectory needed to ensure they reach benchmarks. It is also driven by the children's cultural capital needs and our ambitions for our pupils. What do you want our children to know and understand? What will they enjoy? What will fill them with awe and wonder?

### **Curriculum Rationale**

The curriculum rationale for our academies will be based upon their own unique circumstances. Each academy will therefore formulate their own approach to the development of the curriculum in order to meet the children's needs. This will be recorded within their own Early Years policy. This rationale will reflect the strengths, areas for development and curriculum plans for each academy.

Each academy will baseline their children on entry to school. Strengths and learning gaps will be identified and the precise curriculum identified to meet the academy's intention for the end of early years and into the curriculum for key stage 1.

For example:

|          | Identify                      | So what?  | Intended outcome  |
|----------|-------------------------------|---|---|
| Strength | E.g., physical – gross motor  | Autumn term 1 – focus to build confidence and hone balance and hand–eye coordination                        | By Autumn 2, children have the strength and balance to further develop control and flexibility    |
| Gap      | Physical – fine motor         | Autumn term 1 – develop children’s strength and control   | By summer 2 – all children will form letters correctly in line with the academy’s writing policy. |
| Barrier  | Inconsistent parental support | Create opportunities to engage parents through meetings, open days and assessment opportunities for example | Evidence of attendance at meetings shows parents’ input into children’s development for example.  |

## Curriculum Guidance

The material provided by L.E.A.D. to support the ambition and trajectory of the curriculum. This guidance represents the typical trajectory of a child through nursery and reception. The areas and aspects of learning are broken down further and, where appropriate, there are developmental statements that enable practitioners to see what might be expected for a child at the end of each half-term or term. To ensure practitioners and teachers are not using the statements as a checklist, there is a summary provided with the key developmental indicators specified at the end of each aspect. This will encourage a 'checkpoint' approach to assessment where teachers and practitioners gather a range of evidence and 'best fit' their judgement against these checkpoint or 'summary' statements.

The summary statements are within the whole document but there are also separate summary documents where all statements are together for nursery and for reception. This should make the best-fit approach at each checkpoint more straightforward. Practitioners are in effect, assessing against a 'mini goal' each half-term/term.

Within the document, there are gaps in some columns under some strands. This is because it is not possible to identify the next small step in progress. For example, in Expressive Arts and Design, there may not be six steps of progress for all strands. In the design strand of Expressive Arts there may not be aspects within the F1 strand, and this is because this is not developmentally relevant – it is not a skill that we would expect a child to display at this stage.

### Curriculum content

The actual content of your curriculum is driven by the individual academy approach. For example, an academy might use high-quality texts as the driver for the curriculum. Academies might use key concepts like 'politics' or 'sustainability', or they might drive the curriculum through themes or topics. You must take into account:

- the specific needs of your children;
- their language and vocabulary needs;
- their cultural capital gaps.

In designing the content of the curriculum, academy leaders, must decide on:

- 1) the **essential** knowledge that all children should acquire in each area of learning which will enable them to reach the benchmarks the academy has set for them;
- 2) the order in which children will learn this knowledge and why;
- 3) how the academy will make sure that children remember this essential knowledge long term;
- 4) how each academy will assess how well children are remembering what they learn as they make progress through the curriculum;
- 5) how academies will make sure that the knowledge they teach prepares children for going into Year 1;
- 6) how academies will make adaptations to the curriculum to make sure it is accessible for those children with SEND; and

- 7) how academies will document the content of the curriculum so that it is clear for all staff and for any who need to scrutinise it.

### **Pedagogy**

Academies will think carefully about their curriculum choices and how this has an impact on the pedagogy. Consider the following questions.

- Are your staff trained well enough?
- Does your pedagogy help children to learn what they need to know across all areas of learning?
- What are teachers and other adults doing to help children remember what they learn long term?
- Do teachers and other adults use the right kind of assessment that helps them to check that children understand and to plan their teaching?
- Are teachers and other adults promoting early reading and mathematics well?
- Do staff support children's emotional development well?
- Do teachers and other adults provide a supportive learning environment?
- How closely do staff involve parents in children's progress and development?

### **Assessment Procedures**

#### **Summative assessment**

All early learning goals are assessed half-termly within each academy. Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy and Mathematics, Understanding the World and Expressive Arts and Design are assessed termly and sent into the Trust's assessment system. This is in line with the Trust procedures.

In the summer term, the focus for children in F2 is the early learning goal. In some areas of learning there are notes to support the academy's assessment. In some areas there is only the goal.

Early years leaders will assess the attainment points of each child by using the summary goal statements half-termly or termly. This will enable them to determine whether a child is 'on track', 'vulnerable' or 'accelerating' with the potential for greater depth learning.

You will also be able to determine whether children are keeping pace with the rate of teaching (as defined by the academy's early years curriculum) and whether children are knowing and remembering more (making progress).

#### **Formative assessment**

Effective day-by-day assessment is crucial to children's progress and development. Identifying gaps in children's knowledge and addressing this early enables children to retain learning more securely in their long-term memory.

There is an expectation that the assessment will be made using a **'best-fit'** approach.

The 'best-fit' approach will be supported by effective formative assessment.

Three aspects should come together to enable adults to make assessments about children's learning:

- **Adults must know the child well.**
- **They must have a good knowledge of child development (the benchmarking documents will enable you to build this knowledge).**
- **They must know the school curriculum.**

There is a certain expectation that a range of evidence will be considered for the adult to make an assessment about a child.

### **Evidence**

Adults must consider a range of evidence, which might include:

- observations
- workbooks/ learning journeys
- videos
- anecdotal evidence
- parental observations.

But this list is not exhaustive. How many observations and pieces of evidence to be collected per child depends on the needs of the pupil and is left to the individual academies to identify.

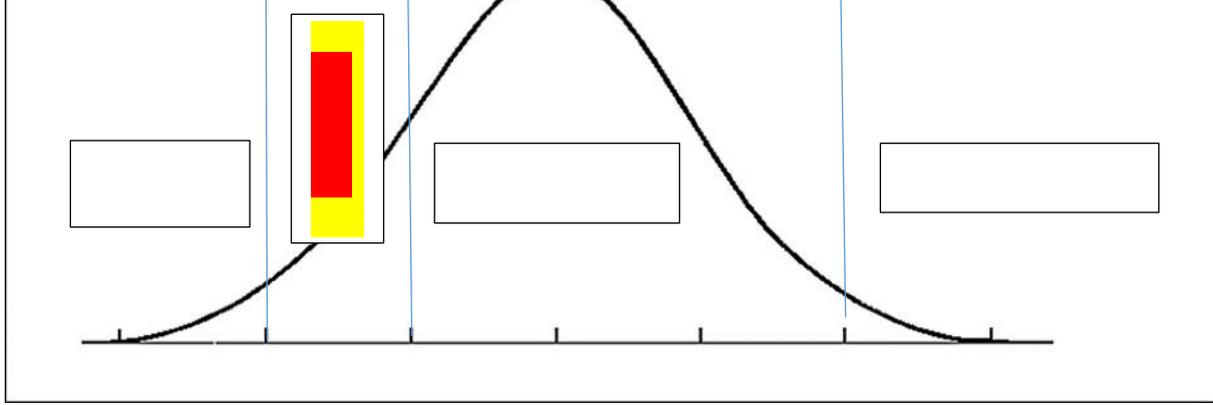
If the curriculum is written well, it will lead a child to the early learning goal, taking into account their strengths, gaps and barriers (context), then the child should keep pace with the rate of teaching. Where they do not, they may fall out of the typical 'bell curve' and may be **vulnerable** in certain aspects of the curriculum. These pupils may need more frequent work to get them back on track.

**SEND**

**Vulnerable**

On Track

Accelerating



**SEND**

Children within the Early Years Foundation Stage (EYFS) with SEND are entitled to high-quality Early Years provision based on the EYFS framework. Depending on their special educational need, children will demonstrate learning and development in different ways. Practitioners observing a child involved in day-to-day activities must be alert to their demonstrating attainment in a variety of ways, including eye pointing, and the use of symbols or signs.

Where a child is not meeting any of the benchmarks, it is appropriate to refer to Development Matters to the earlier benchmarks to determine where a child might be.

Academies within the Trust will also be using the Engagement Model for those children working below and well below age-related expectations. Children within the early years key stage will also be part of this curriculum and be assessed against the B Squared assessment or a similar assessment tool if this is required.

**Expectations of Early Years Settings**

Academies should ensure appropriate support is put in place to ensure secure transitions from home to the academy for our youngest children.

For example;

- Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- Providing a handbook of information about commencing early years at Forest Lodge Academy.
- Inviting parents/carers and children the opportunity to spend time in Nursery or Reception for induction visits before starting at the academy.
- Providing an induction meeting for Nursery / Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if early years staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss this with them.

- Written contact through the Home-School Diary and school newsletters.
- Publishing a curriculum map detailing the areas of learning and the overarching theme of the term or half-term as well as a class newsletter/termly overview.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Regularly sharing the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in each year.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Invite parents/carers to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. Dads and Lads reading event, topic outcome events.

This list is not exhaustive.

### **Enabling environments**

We recognise that the environment plays a key role in supporting and extending the children's development. Through a variety of assessment activities, we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Play-based learning is paramount, and children have opportunities to direct their own learning with planned opportunities provided by staff. Academies will plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. Academies will use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

### **Play**

Learning through play underpins the Trust's approach to teaching and learning in the early years. We embrace the fact that young children learn best from activities and experiences

that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

### **Transitions**

At L.E.A.D Academy Trust, we recognise that starting school and moving up classes has the potential to be a stressful time for both children and parents. To this end academies will have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group.

### **Partnership with Parents**

The Trust believes that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their children and to feel comfortable in our settings. As well as the Nursery and Reception visit days our settings will offer parents opportunities to share their child's learning environment, have time to talk informally with the practitioners and to meet other parents. Our settings will also offer parents a variety of learning workshops to provide advice and information on how they can support their child's learning. Parents will be welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers.

### **Safeguarding & Welfare**

At L.E.A.D Academy Trust, we know that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access

to them, are suitable to do so;

- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

**Keeping Safe** - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See the L.E.AD Safeguarding Policy).

**Good Health** - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

**Intimate Care** - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all children requiring intimate care. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians.

### **Suitable Adults**

Academies must ensure that people looking after children are suitable to fulfil the requirements of their roles. Our settings must have effective systems in place to ensure that practitioners, and any other person who may have regular contact with children (including those living or working on the premises), are suitable. To this end all adults working with children will be subject to an enhanced DBS check as part of their ongoing employment in our academies. The recruitment of staff must follow the Trust's Safer Recruitment policy.

Any other adults working as volunteers within our academies in regulated activity will also be subject to DBS checks.

All adults will be trained in safeguarding practice and procedures annually as a minimum. However, all L.E.A.D. Academy Trust academies must provide regular updated training throughout the year in order to ensure the highest possible protection for children. (See the Safeguarding Policy for practice and detail).

### **Disqualification**

If an employee becomes subject to a disqualification from working with children under the age of eight, academy leaders must not allow that person to continue as an early years worker – nor be directly concerned in the management of such provision.

Where a person is disqualified, the academy leaders must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, academy leaders must take appropriate action to ensure the safety of children.

[www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006](http://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006)

[www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants](http://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants)

### **Staff taking medication/other substances**

Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. Providers must ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to 29 This requirement is set out in Regulation 12 of The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. (S.I. 2018/794) 26 impair that staff member's ability to look after children properly. All medication on the premises must be securely stored, and out of reach of children, at all times.

### **Staff qualifications, training, support and skills**

The daily experience of children in the Trust's early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities. Academy leaders must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Academy leaders must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves. The early years staff should be offered supervision to discuss their practice and effectiveness in working with the very youngest children in our academies. This should foster a culture of mutual support, teamwork and continuous

improvement, which encourages the confidential discussion of sensitive issues. This must be provided to early years practitioners regularly through individual academy processes.

### **Key person**

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

### **Staff/Child Ratios**

In our academy settings, leaders must hold an approved level 3 qualification or above and at least half of all other staff must hold at least an approved level 2 qualification.

The early years leader should have at least two years' experience of working in an early years setting, or have at least two years' other suitable experience.

Leaders must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the early years leader's absence.

Staffing arrangements must meet the needs of all children and ensure their safety. Academy leaders must ensure that children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met. Academy leaders must

inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions.

**Children must usually be within sight and hearing of staff and always within sight or hearing.**

Only those aged 17 or over may be included in ratios if they are suitable. Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.

### **Ratios**

For children aged two:

- there must be at least one member of staff for every four children
- at least one member of staff must hold an approved level 3 qualification
- at least half of all other staff must hold an approved level 2 qualification.

For children aged three and over:

- there must be a qualified teacher
- there must be at least one member of staff for every 13 children
- at least one other member of staff must hold an approved level 3 qualification.

Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted.

**'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff.** Consequently, in an ordinary teaching session, a school must employ sufficient **school teachers** to enable it to teach its infant classes in groups of no more than 30 per school per teacher.

Some schools may choose to mix their reception classes with groups of younger children (nursery pupils, for example) in which case they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes.

Schools' partner providers must meet the relevant ratio requirements for their provision.

## **Appendix 1**

### Summary Goals

| Summary goals                        | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|--------------------------------------|--|--|--|--|--|---|
| <b>PSED – Self-Regulation</b>        | Knowing what is expected in school in very simple terms, e.g. where we put our coat, we sit down when we eat, we listen to | Asserting themselves as an individual person with likes and dislikes.                        | Finds what they want to play with and stays with the activity for longer periods of time. Starts to show a preference. | More aware of the choices around them and the other pupils around them and starting to interact. | Starts to be more confident to play with others and notices when other pupils are happy and sad.         | Starting to show responsibility for their own feelings and their own play.                                    |
| <b>PSED – Managing Self</b>          | Finding comfort in the familiar. Knowing what comforts them and how to soothe themselves when                              | Aware that things don't always go their way and when they are upset an adult with help them. | Start to comply with the boundaries of school, knowing there are rules.  | Be more confident in the school setting, being less upset or nervous with unfamiliar people or   | More aware of others around them and the need to take account of others around them.                     | Able to manage a task, seeing it through from beginning to end.   |
| <b>PSED – Building Relationships</b> | Forms an attachment with an adult in the setting.  | Will play alongside other pupils.  | Starts to 'dip' into others play.  | Is more aware of others in the setting and starts to interact during play.                       | Is interested in other pupils' play and may start to observe with interest and join in the game.         | Joins in with others' play.   |
| <b>PD – Gross Motor Skills</b>       | Showing some control over their body.  | Showing some control over their choice of tools.   | Showing increasing development of control over trickier tools, e.g. a flag, a spade.                                   | Starting to control the body to work with others.  | Good control in large movements like changing direction when running.                                    | Beginning to control smaller tools.   |
| <b>PD – Fine Motor Skills</b>        | Will use a range of tools and equipment.   | Will use a range of tools and equipment with some control.                                   | Starts to recognise the changes they can make using tools and equipment.   | Showing more fine motor control with tools.  | Showing finer control with smaller tools whilst still needing some help with tricky things like buttons. | Being more in control of the tools being used, e.g. can make more- controlled marks with crayons and pencils. |

|   |  |  |   |  |   |  |
|---|--|--|---|--|---|--|
| <b>CAL<br/>Listening,<br/>Attention<br/>and</b> | Starting to listen to adults around them and will respond to | More likely to listen to and respond to a simple request or instruction. | Will respond to simple questions and attempt to answer by | Can listen for a longer period but will need prompting | Is starting to use some new vocabulary and join in with | Can remember the main events in a story and will |
|---|--|--|---|--|---|--|

|   |  |   |  |  |   |   |
|---|--|---|--|--|---|---|
|   | usually on their own terms.  | Starting to understand more of the 'F1-specific' vocabulary.  | speaking, pointing or gesturing.   | Will use characters in their play but not necessarily the features of the characters or the events | songs, stories and rhymes.  | follow a single instruction with little support.    |
| <b>CAL – Speaking</b>                       | Pupils are starting to communicate through words and gestures.     |   | Pupils are starting to engage in longer dialogues.   |  | Pupils are more confident when using fantasy language in play.  |   |
| <b>Literacy (L) – Comprehension</b>         | Likes to read a book with an adult.                                | Will talk about the pictures and what is  | Knows where to find the story on the page.   | Can identify some signage in the classroom.  | Can talk about the characters in a story.   | Can talk about the story events in simple           |
| <b>Literacy (L) – Writing</b>               | Mark making and drawing with a range of tools and equipment.       | Can say what their marks mean.  | Shows consideration when mark making. Starts to take their time changing their tool as the marks | Can copy with increasing control.  | Starting to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape. | Will write their name and identify their name.      |
| <b>Maths (M) – Number</b>                   | Points in sequence to a number of objects.                         | Starts to use some number names and starts to ascribe names to objects in a rhythmical                              | Can identify one and two objects when asked.   | Subitise and count to three.   | Count up to five, starting to understand cardinal principle.  | Uses number in play. Can identify numerals to five. |
| <b>Maths (M) – Numerical Patterns</b>       | Counts rhythmically and can count in songs and rhymes.             | Starts to use number comparison language.   | Enjoys counting as far as they can and uses numbers in their                                     | Can say what number comes next when counting and singing number songs.                             | Can use 'more than' to identify different groups.   | Can identify when two groups have the same number.  |
| <b>Maths (M) – Shape, Space and Measure</b> | Can build using different equipment of different sizes and shapes. | Can talk about their models and what they used to build their models, identifying different bricks and colours, for | Can sort using simple criteria.  | Starts to identify simple patterns.  | Can make simple comparisons.  | Starts to use simple shape names.                   |
| <b>Understanding the World</b>              | Pupils start to be curious about the people around them. They      |   | Pupils show an interest in the people in their family and can tell                               |  | Pupils start to use simple language about the passage of  |   |

|   |  |   |  |
|---|--|---|--|
| <b>(UW) - Past and Present</b>  | show interest in characters in stories and also people in school.  | us some simple facts about their family. They recognise some families have similar features.  | time. They comment on photographs and images and can talk about similarities and differences in simple terms.                          |
| <b>Understanding the World (UW) – People, Culture and Communities</b> | Pupils are interested in very simple similarities and differences between people and places.                       | Pupils start to know there are other countries in the world.  | Pupils recognise simple features like tree, river, beach and also places that might be significant to people like church, temple, etc. |
| <b>Understanding the World (UW) – The Natural World</b>               | Pupils start to explore the environment around them.   | Pupils start to notice when things have changed with support from an adult.   | Pupils start to understand they can influence their environment and make changes to the space around them.                             |
| <b>Expressive Arts (EAD) – Being Imaginative and Expressive</b>       | Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music.            | Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music. | Shows a preference for types and methods of expression and shows more control when expressing themselves.                              |
| <b>Expressive Arts (EAD) – Creating with Materials</b>                | Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper. | Experimentation of marks and mark making using colour, texture and senses.  | More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.                                    |

| <b>Summary goals – F2</b>            | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>      |
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| <b>PSED – Self-Regulation</b>        | Begins to develop confidence and cooperation.  | Increasing ability to share, recognise emotions of self and show good manners.   | Beginning to find ways to resolve conflicts. Cooperates increasingly with routines.            | Starts to consider the feelings of others.  | Begins to understand how others might be feeling – to show empathy.        | Early learning goal. |
| <b>PSED – Managing Self</b>          | Begins to develop confidence with pupils and sustained interest in play. Manages coat, toilet with help, and cutlery.        | Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently. | Develops confidence in new situations. Understands classroom expectations.                     | Developing a positive self-image. Increased understanding of behaviour expectations and why the expectations exist. | Increased confidence and resilience and this can include supporting peers. | Early learning goal. |
| <b>PSED – Building Relationships</b> | Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well. | Initiates play, recognises some emotions better and follows instructions.  | Can identify when they require support or help. Can start to play in a group more effectively. | Increasingly able to share, take turns and respond positively to other pupils.                                      | Starts to understand the needs of other pupils and their own feelings.     | Early learning goal. |
| <b>PD – Gross Motor Skills</b>       | Shows an increasing awareness of what their own body can do. Engages with physical play.                                     | Becoming increasingly aware of the space around them and what they can do in the space.  | Refining the way they move in the space around them.   | More confident and proficient in their movements and in using objects and equipment.                                | Early learning goal.   |                      |
| <b>PD – Fine Motor Skills</b>        | Begins to make marks and shapes using simple equipment.  | Uses a wider range of equipment to make more-refined shapes and marks, models and construction.  | Adds more detail to shapes and objects created as control increases.                           | Shows increased control to use a range of tools to create more-complex shapes, objects and writing.                 | Early learning goal.   |                      |

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| <b>CAL – Listening, Attention and Understanding</b> | Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).   | Demonstrates good listening through increased interaction.  | Showing an understanding of a broader vocabulary.  | Initiates interactions and shows an understanding of more-complex questions.  | Begins to express own opinions and justify them.                                      | Early learning goal. |
| <b>CAL – Speaking</b>                               | Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with etc.                                 | Starts to interact with more confidence.  | Starts to use more-appropriateness, structure and vocabulary.  | Uses more-complex vocabulary.   | Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes. | Early learning goal. |
| <b>Literacy (L) – Comprehension</b>                 | Shows an interest in reading, often choosing a book to look at themselves or with friends.  | Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.   | Can answer questions about the content of a book and shows an interest in reading by themselves.                   | Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class.                   | Can answer more-complex questions about books and stories.                            | Early learning goal. |
| <b>Literacy (L) - Writing</b>                       | Pupils have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play. | Pupils mark make consistently as part of their play and can talk about the meaning of their marks.                    | Sentence structure is starting to be evident. Some phonic awareness is evident. Pupils are good at oral rehearsal. | Can compose a sentence well with some sentence structure more-consistently used. Phonic awareness is more evident. Physical control is evident. | Writes recognisable letters and words and reads back what has been written.           |                      |
| <b>Maths (M) – Number</b>                           | Counts objects and selects the numeral card (1–5).  | Uses five frames and talks about the significance of the formation. Counts the total number of objects in two groups. | Subitise to five. Counts on without starting at 1.   | Uses 10 frames and talks about the arrangements. Starts to estimate.  | Order, identify, subitise, combine and manipulate numbers to 10.                      | Early learning goal. |

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| <b>Maths (M) – Numerical Patterns</b>                                 | Uses the language of counting confidently and as part of play.   | Starts to understand one more and one less.  | Identifies pattern in the number system, e.g. finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles.   | Can use more, fewer, less when talking about numbers and quantities.                                  | Knows 1 more/less than.   | Early learning goal.                               |
| <b>Maths (M) – Shape, Space and Measure</b>                           | Identifies simple 2D shapes in the environment.  | Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.       | Knows some units of measure.  | Uses language of time when talking about the day and events in their life. Recognises some 3D shapes. | Recognises mathematical features of some shapes. Starts to explore problems including shape.      | Problem solves using what they know about measure. |
| <b>Understanding the World (UW) - Past and Present</b>                | Can talk about their own family and the people around them, describing features about them.  | Starts to talk about the passage of time and understands significant events in their own timeline. | Starts to understand events outside their own timeline. Understands 'different'.  | Talks about events of personal significance. Starts to understand 'similarity'.                       | Sequences events using time-specific vocabulary.  | Early learning goal.                               |
| <b>Understanding the World (UW) – People, Culture and Communities</b> | Knows features of their own environment.   | Knows some features of a different environment and what makes it different.                        | Knows there are locations beyond their own and that these are represented in different ways.  | Knows that there are different and significant celebrations.  | Identifies some features of personal significance and some features that others find significant. | Early learning goal.                               |
| <b>Understanding the World (UW) – The Natural World</b>               | Notices features of the immediate environment.   | Starts to talk about changes like the weather.   | Starts to show curiosity and wonder when involved in investigations.  | Shows some understanding of difference.   | Starts to talk about the passage of time in relation to changes.                                  | Early learning goal.                               |
| <b>Expressive Arts (EAD) – Being Imaginative and Expressive</b>       | Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts. |  | Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what it sounds like and what it makes them think of. |   | Early learning goal.  |  |

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| <b>Expressive Arts (EAD)-<br/>Creating with Materials</b> | Beginning to understand colour, shape and space. Knows how to put things together in a basic way. | Pupils' creations are more clearly representational and outcomes have a more easily identifiable purpose. | Early learning goal. |
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