



**Friskney All Saints**  
Church of England  
Primary School

### EYFS Intent, Implement, Impact

Our Christian vision of 'Trust shows the way' is underpinned by our three vision statements: '**Exploring Old and New**', '**Striving for Excellence**' and '**Realising our Gifts**'. These are the inspiration for our curriculum and led to our three curriculum drivers: **Inspiration, Excellence and Exploration**. These principles have helped shape the wider curriculum offered by Friskney All Saints.

#### Intent



**Inspiration** - We recognise that during the Early Years that *"Every Child deserves the best care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances"* – Statutory Framework for the Early Years Foundation Education 2023.



**Excellence** - We aim to meet the welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all our children. We believe in building strong relationships between adults and children within the school environment and we encourage a positive and respectful partnership with parents and/or carers as this sets the scene for children to thrive in their early years. At Friskney All Saints, we feel it is vital that all children should receive a high-quality Early Years Curriculum within a safe and caring environment as this sets the foundations for them to *strive for excellence* in their future learning. We make connections '*golden threads*' right from EYFS through to KS2 so each year these threads can be revisited, and children can build upon their existing knowledge to know more, remember more and do more.



**Exploration** - Our Early Years Curriculum is designed to ensure all children can explore, learn and develop in a healthy and caring environment. Within our curriculum, we aim to promote a love for all seven areas of learning and the themes we have chosen are exciting and engaging so that children are curious to explore and therefore develop a real motivation to succeed and find out new knowledge. Our pedagogy includes a carefully mix of uninterrupted child initiated and adult led activities both indoor and outdoors where play is at the heart of our everyday learning this ensures the best outcomes for all our children.

Our Christian and British Values of **Love, Trust, Kindness, Hope and Respect**, are modelled, interwoven and celebrated, constantly underpinning our thinking and behaviour. Values are explicitly taught through Collective Worship, PSHE and across the curriculum, but are also reflected in the way the curriculum is delivered and the relationships seen across our school community.

### Implementation




We follow a well-planned timetable to ensure routines are consistent throughout each day. Reception children take part in daily directed teaching in Phonics, Literacy and Mathematics and adults use 'planning in the moment' to follow children's interests, scaffold, and challenge. All our routines and interactions are intentional and purposeful to support children with their next steps in learning. Children are given plenty of time to engage in exploration and gain experiences throughout the day using the indoor and outdoor environment. They learn to cooperate and listen to others. They do this individually, in pairs, small groups and as a whole class. Throughout each day, adults will work with small groups or will develop individual targets where instant verbal feedback is given to check understanding and address any misconceptions they may have in their new learning.



Our curriculum is taught through engaging themes and our continuous provision is enhanced to support any new topics and develop a language rich environment. In literacy, we use '*Talk for writing*' where children are given the opportunity to learn new language through a process of *imitation, innovation and invention*. Children immerse immediately through the quality texts and due to the repetitive nature of the process it ensures vocabulary becomes memorable and meaningful to all our children from 3 to 5 years old. Early reading and writing skills are developed through the discrete teaching of phonics using Read, Write, inc and we follow a mastery number approach in mathematics where children develop their mathematical thinking through direct teaching, daily routines and exploring provisions set up in the indoor and outdoor environments.

We maintain a good channel of communication with parents and/or carers through Tapestry where updates are posted of their child's learning journey weekly. This keeps parents/ carers informed and simultaneously promotes conversations at home about school life. It also allows parents/ carers to share out of school experiences that the children can talk about in class. We also operate a friendly and welcoming open-door policy where each child is met by the class teacher every morning.

### Impact

On our long-term plan **observational checkpoints** (Developmental Matters Guidance) are carefully planned to show the progression of knowledge and skills as soon as a child arrives until they leave Reception. These checkpoints can indicate whether a child is at risk of falling behind and by monitoring a child's progress closely the teacher can consider if a child is *on-track* to meet the ELGs in the EYFS statutory assessment at the end of Reception. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing daily assessments. Where a child is *not yet on track* according to the checkpoints, the teacher will then target these children who require additional support through individual interventions or adapting the environment to ensure provisions are in place to support their next steps of development. Any assessments about a child's progress and development are shared with parents and/or carers and year 1 teachers to support a successful transition into key stage 1.

<b>EYFS</b> Long Term Plan 23-24	<b>AUTUMN TERM</b>  <b>ALL ABOUT ME</b>		<b>SPRING TERM</b>  <b>AMAZING ADVENTURES</b>		<b>SUMMER TERM</b>  <b>WONDERFUL WEATHER</b>	
<b>General Themes/ Worldwide Events</b> NB These may be adapted to allow for the children’s interests to flow throughout the provisions.	New Beginnings Our bodies/ families Local Area/ People who help us Autumn (Harvest)	Celebrations (Bonfire, Birthdays, Diwali, Remembrance Sunday) Seasons Winter Christmas/ Nativity	Polar Regions Chinese New Year Lent – Shrove Tuesday/ Ash Wednesday	Pirates & Mermaids Spring Mother’s Day Easter	Farms and animals Planting and Growing Seasonal changes (Spring/ Summer)	Plants and Flowers Lifecycles (Animals and plants) Seaside
<b>Why this? Why now?</b>	Start of the year and learning about each other and their families. Autumn – Harvest festival.	Current celebrations worldwide. Changing seasons. Christmas.	Winter related looking at contrasting environment polar regions and their habitats in comparison to the UK. Celebrations worldwide.	Story adventures that discover characters from the past. Spring Holy Week - Easter	Farming & growing (local environment – cultural capital) Seasonal changes	Seasonal planting and observing flowers in the environment and animal lifecycles. Living closely to the seaside.
<b>Enhancements to Continuous Provision.</b> NB These may be adapted to allow for the children’s interests to flow throughout the provisions.	<b>Tuff Spots</b> <ul style="list-style-type: none"><li>- Autumnal items</li><li>- Emotions e.g different faces</li></ul> <b>Transient Art</b> <ul style="list-style-type: none"><li>- Using photo frames to make faces using variety resources (autumnal)</li></ul> <b>Role Play Area</b> <ul style="list-style-type: none"><li>- People who help us (dentist/ doctors)</li></ul>	<b>Tuff Spots</b> <ul style="list-style-type: none"><li>- Celebrations – Diwali/ fireworks</li><li>- Winter inspired/ changing seasons</li></ul> <b>Role Play Area</b> <ul style="list-style-type: none"><li>- Getting ready for Christmas e.g tree/ decorations/ elf on the shelf/ fire place</li></ul> <b>Books</b> <ul style="list-style-type: none"><li>- Non-Fiction – Celebrations</li><li>- Seasons</li><li>- Christmas stories</li></ul>	<b>Tuff Spots</b> <ul style="list-style-type: none"><li>- Polar animals small world (magic snow, flour, slime, ice cubes, play dough)</li><li>- Polar animals pairs magnetic fishing rods</li></ul> <b>Books</b> – Fiction/ Non- Fiction texts Polar Regions, Polar animals <b>Outdoor</b> – <ul style="list-style-type: none"><li>- Making bridges for the troll (T4W text)</li></ul> <b>Role Play</b> – Chinese restaurant <b>Tuff Spots</b>	<b>Tuff Spots</b> <ul style="list-style-type: none"><li>- Sand tray – finding treasure (numbers/ CVC words/ real or nonsense words)</li></ul> <b>Outdoor stage</b> <ul style="list-style-type: none"><li>- Pirate ship/ walking the plank</li><li>- Maps, clues, pop up the pirate game</li></ul> <b>Books</b> – Variety of pirate/ mermaid themed F/NF texts. <b>Role Play Area</b>	<b>Tuff Spots</b> <ul style="list-style-type: none"><li>- Cereal/ oats, farm machinery</li><li>- Small world – farm animals and machinery</li></ul> <b>Outside</b> <ul style="list-style-type: none"><li>- Planting seeds outside.</li></ul> <b>Role Play Area</b> <ul style="list-style-type: none"><li>- Farm Shop, weighing the vegetables/ fruit items</li></ul>	<b>Tuff Spots</b> <ul style="list-style-type: none"><li>- Lifecycles – ladybird/ bee/ butterfly/ frog</li><li>- Seaside small world sand and water tray</li></ul> <b>Outdoors</b> – magnifying glasses, minibeast hunts, <b>Role Play Area</b> <ul style="list-style-type: none"><li>- Garden centre</li></ul> <b>Outdoor Stage</b> <ul style="list-style-type: none"><li>- Beach</li></ul> <b>Books</b> - N.F texts lifecycles of animals/ plants Fiction – stories about insects, the seaside.

	<b>Books</b> <ul style="list-style-type: none"> <li>- All about me</li> <li>- Texts relating to Autumn</li> <li>- People who help us</li> </ul>		- Noodles/ rice/ chopsticks <b>Stories</b> – The Great Race, Chinese New Year Celebrations	- Shoe shop (T4W text Elves & the Shoemaker)	<b>Books</b> – selection F/NF about farming.	
<b>Cultural Capital (Trips/Visitors)</b>	Walk around the village to the park.	Christmas pantomime to Skegness Embassy centre	KS2 Careers Week – visits from a pilot/ farmer/ MP / nurse RSPB – Big Garden Bird Watch (science focus)	World Book Day Science Week	Visit to local farm/ Friskney Wildlife Park	Trip to the seaside.
<b>School Values</b> <b>British Values</b> NB Addressed through collective worship, PSED and throughout each day.	<b>Trust</b>  Mutual Respect	<b>Hope</b>  Tolerance	<b>Love</b>  Rule of Law	<b>Kindness</b>  Individual Liberty	<b>Respect</b>  Democracy	<b>All Five School and British Values</b>
<b>Characteristics of Effective Learning</b>  	Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are: <ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> – children investigate and experience things and have a go</li> <li>• <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties and enjoy achievements</li> <li>• <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between their ideas and develop strategies for doing things (<i>take part in simple pretend play, sort materials, use pretend play to find beyond the 'here and now'</i>)</li> </ul>					
<b>Overarching Principles</b>  	These four principles unite to shape effective practice in early years settings.  <b><u>A Unique Child</u></b> Every child is a competent learner from birth who can be resilient, capable and self-assured. <b><u>Positive Relationships</u></b> Children learn to be strong and independent through positive relationships. <b><u>Enabling Environments</u></b> Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.					

## Learning and Development

Children develop and learn in different ways. The statutory framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## COMMUNICATION AND LANGUAGE

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

**DAILY STORYTIME / DAILY SINGING / DAILY NURSERY RHYMES / LITERACY/ CONTINUOUS PROVISION**



### Listening, Attention and Understanding

### Speaking

### Observational Checkpoints FS1 (Pre-school) Developmental Matters

#### Baseline

- ✓ Can move from one task to another if you get their attention. Using the child's name can help: "Jason, please can you stop now? We're tidying up".
- ✓ They can understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

#### End of Autumn Term

- ✓ Enjoys listening to longer stories and can remember much of what happens.
- ✓ Pays attention to more than one thing at a time, which can be difficult.
- ✓ Begins to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

#### End of Spring Term

- ✓ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- ✓ Starts a conversation with an adult or a friend.
- ✓ Use talk to organise themselves and their play: Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- ✓ Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
- ✓ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

#### End of FS1

- ✓ Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"
- ✓ Can the child use sentences have joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".
- ✓ Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?
- ✓ Can the child answer simple 'why' questions?
- ✓ Sing a large repertoire of songs.

## Observational Checkpoints FS2 (Reception)

<u>Baseline</u>	<u>End of Autumn Term</u>	<u>End of Spring Term</u>	<u>Statutory ELG</u>
<ul style="list-style-type: none"> <li>✓ Joins in with appropriate group activities, e.g. Nursery rhymes, Story Time.</li> <li>✓ Follows simple, routine instruction, e.g. Come to the carpet.</li> <li>✓ Plays a simple, motivating game for a few minutes, e.g. catching a ball.</li> <li>✓ Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one).</li> <li>✓ Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers).</li> <li>✓ Ask simple questions (e.g. Where is Mummy?)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begins to use some active listening skills; face the speaker, body still, paying attention.</li> <li>✓ Follows simple instructions well. E.g. Get a pencil, find your bag.</li> <li>✓ Responds to a peers request (e.g. Can I have the ball?) and replies.</li> <li>✓ Learn (and use) new words from familiar texts. Begins to answer "How" questions, e.g. How did this get broken?</li> <li>✓ Offer their ideas in small group contexts, e.g. retelling a simple event in sequence.</li> <li>✓ Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better"</li> <li>✓ Ask questions when they don't understand instructions.</li> <li>✓ Uses simple conjunctions in speech, e.g. and, but.</li> <li>✓ Use new vocabulary from books and stories as they discuss/retell the story.</li> <li>✓ Recite familiar rhymes/poems and join in with repeated refrains from stories.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately.</li> <li>✓ Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions.</li> <li>✓ Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions.</li> <li>✓ Ask questions when they don't know what a word means.</li> <li>✓ Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy".</li> <li>✓ Begins to answer "Why" questions, perhaps with adult support.</li> <li>✓ Speaks in whole class situations, e.g. answering questions at Story Time.</li> <li>✓ Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract".</li> <li>✓ Use newly learnt vocabulary in different contexts. E.g. using the words enormous to describe their tower having read the Enormous Turnip.</li> <li>✓ Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems).</li> <li>✓ Uses a range of conjunctions e.g. so, but, and, because to extend their sentences and to connect ideas.</li> <li>✓ Uses more detail in conversation.</li> <li>✓ Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>✓ Make comments about what they have heard and ask questions to clarify their understanding</li> <li>✓ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>✓ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>✓ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>✓ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><u>Going deeper within ELG</u></p> <ul style="list-style-type: none"> <li>✓ Listen attentively and respond during larger group situations, e.g. collective worship</li> <li>✓ Sustain concentration in more challenging contexts, e.g. following a pictureless book, responding to multi-step instructions</li> <li>✓ Express their views on a topic/storyline with reference to the content.</li> <li>✓ Respond to how/why questions succinctly.</li> <li>✓ Show awareness of the listener, e.g. being expressive during Show-and-Tell, facing the audience, speaking in a clear, audible voice.</li> <li>✓ Explaining and justifying a viewpoint.</li> <li>✓ Use a range of vocabulary in lively and appropriate ways.</li> </ul>



## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

**CONTINUOUS PROVISION/ GROUP WORK/ LUNCH TIMES/ PLAY TIMES/ JIGSAW**



**Self Regulation**

**Managing Self**

**Building Relationships**

### Observational Checkpoints FS1 (Pre-school)

#### Baseline

- ✓ Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?
- ✓ Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?
- ✓ Can the child settle to some activities for a while?

#### End of Autumn Term

- ✓ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- ✓ Remember rules without needing an adult to remind them.
- ✓ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

#### End of Spring Term

- ✓ Become more outgoing with unfamiliar people, in the safe context of their setting.
- ✓ Show more confidence in new social situations.
- ✓ Develop appropriate ways of being assertive.
- ✓ Understand gradually how others might be feeling.



#### End of FS1

- ✓ Develop their sense of responsibility and membership of a community.
- ✓ Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example?
- ✓ Can the child generally negotiate solutions to conflicts in their play? Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- ✓ Make healthy choices about food, drink, activity and toothbrushing.

### Observational Checkpoints FS2 (Reception)

	<u>Baseline</u>	<u>End of Autumn Term</u>	<u>End of Spring Term</u>	<u>Statutory ELG</u>
	<ul style="list-style-type: none"> <li>✓ Express their feelings and give simple reasons, e.g. I want Mummy.</li> <li>✓ Seek help through finding an adult.</li> <li>✓ Allow an adult to comfort them.</li> <li>✓ Recognise when a peer is upset.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.</li> <li>✓ Explain to an adult what has happened when they are upset.</li> <li>✓ "Bounce back" quicker after upsets and with more independence.</li> <li>✓ Follow familiar, routine instructions independently.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy.</li> <li>✓ Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</li> <li>✓ Follow two-step instructions.</li> <li>✓ Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>✓ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Use the toilet independently.</li> <li>✓ Take their coat off and put it on.</li> <li>✓ Follow a simple instruction as part of a group, e.g. sit down, let's go outside.</li> <li>✓ Join in an activity when invited by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use the toilet independently and wash their hands well, knowing why this is important.</li> <li>✓ Undress independently for P.E., with help for buttons</li> <li>✓ Do up their coat.</li> <li>✓ Abide by most of the rules of the classroom.</li> <li>✓ Try new activities independently or with peers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Dress and undress for PE independently.</li> <li>✓ Discuss healthy food choices.</li> <li>✓ Sort healthy foods from less nutritional food.</li> <li>✓ Discuss sensible choices.</li> <li>✓ Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.</li> <li>✓ Begin to persevere when something is challenging.</li> <li>✓ Work on short activities independently, e.g. a Phonics game.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>✓ Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Play alongside new peers and 'with' familiar peers.</li> <li>✓ Show interest in their new peers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Join in with a group of children who are playing.</li> <li>✓ Form some closer friendships and seek them out to initiate play.</li> <li>✓ Speak to peers within a game or activity.</li> <li>✓ Take turns, with adult support, e.g. when playing a board game.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Hold back &amp; forth conversations, listening to their peers' ideas and responding appropriately.</li> <li>✓ Show empathy in simple ways, e.g. finding an adult for a child who is hurt.</li> <li>✓ Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.</li> <li>✓ Take turns with a little support from an adult or with the systems in place, e.g. sand timers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Work and play cooperatively and take turns with others.</li> <li>✓ Form positive attachments to adults and friendships with peers.</li> <li>✓ Show sensitivity to their own and to others' needs.</li> </ul>
				<p><u>Going deeper within ELG</u></p> <ul style="list-style-type: none"> <li>✓ Negotiate assertively to organise a game or solve a conflict.</li> <li>✓ Be resourceful in seeking help, e.g. enlisting peers with a particular strength or finding a useful resource.</li> <li>✓ Discuss the challenges they have encountered and weaknesses in their approaches, as well as strengths.</li> </ul>
				<ul style="list-style-type: none"> <li>✓ Confidently speak in a large group context, e.g. answering a question in assembly.</li> <li>✓ Enjoy more challenging activities and set goals for themselves that stretch their abilities.</li> <li>✓ Try different approaches when solving problems and be able to discuss what they have done.</li> </ul>
				<ul style="list-style-type: none"> <li>✓ Play and organise games with rules.</li> <li>✓ Understand that different children have different viewpoints and opinions.</li> </ul>



						✓ They resolve minor disagreements through listening to each other to come up with a fair solution.
 <b>N.B Floor book will be used for each topic.</b>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<div><b>PHYSICAL DEVELOPMENT</b></div> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p><b>CONTINUOUS PROVISION/ PLAY TIMES/ LUNCH TIMES/PE LESSONS/LITERACY/MATHS/UTW/EAD</b></p>						
 <b>Fine Motor Skills</b>	<u>Checkpoints FS1 (Pre-school)</u>					
	<u><b>Baseline</b></u>  ✓ Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?  ✓ Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can	<u><b>End of Autumn Term</b></u>  ✓ Start taking part in some group activities which they make up for themselves, or in teams.  ✓ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  ✓ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	<u><b>End of Spring Term</b></u>  ✓ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  ✓ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.		<u><b>End of FS1</b></u>  ✓ Use one-handed tools and equipment, for example, making snips in paper with scissors.  ✓ Use a comfortable grip with good control when holding pens and pencils.  ✓ Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.   ✓ Skip, hop, stand on one leg and hold a pose for a game like musical statues.	

## Gross Motor Skills



help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.

- ✓ Use large-muscle movements to wave flags and streamers, paint and make marks.

### Checkpoints FS2 (Reception)

#### Baseline

- ✓ Uses a spoon or fork to eat independently.
- ✓ Uses mark-making tools such as paintbrushes, pens and chalk.
- ✓ Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed).
- ✓ Has developed a dominant hand.
- ✓ Cuts straight lines with scissors/snippers.
- ✓ Draws circles, horizontal/vertical lines.
- ✓ Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet.
- ✓ Stops or attempts to avoid obstacles when running.
- ✓ Explores and uses climbing equipment, with a little adult

#### End of Autumn Term

- ✓ Uses a spoon or fork to eat with increased control and independence.
- ✓ Forms the pre-writing shapes.
- ✓ Forms all the letters of their names correctly.
- ✓ Forms recognisable letters for the full alphabet.
- ✓ Uses an effective (non-palmer pencil grip)
- ✓ Uses scissors to cut out a simple shape independently, e.g. circle/square.
- ✓ Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.
- ✓ Begins to run with more fluency, avoiding obstacles.
- ✓ Explores and develops confidence in different ways of moving, e.g. hopping.
- ✓ Independently uses climbing equipment, e.g. the trim trail.
- ✓ Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.

#### End of Spring Term

- ✓ Uses a knife and fork, attempting to cut soft foods.
- ✓ Forms all letters of the alphabet with correct formation.
- ✓ Working towards or using a tripod grip.
- ✓ Uses scissors with effective hand-positioning and with control.
- ✓ Adds detail to drawings, e.g. eyelashes or windows on a house.
- ✓ Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
- ✓ Uses climbing equipment with confidence and enjoyment.
- ✓ Demonstrates good posture when working on table-top activities.
- ✓ Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.

#### Statutory ELG

- ✓ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- ✓ Uses a range of small tools, including scissors, paintbrushes and cutlery.
- ✓ Begins to show accuracy and care when drawing.
- ✓ Negotiates space and obstacles safely, with consideration for themselves and others.
- ✓ Demonstrates strength, balance and coordination when playing.
- ✓ Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Going deeper within ELG

- ✓ Sits writing on or line and begin to show clear ascenders/descenders.
- ✓ Able to control the size of their letters/numbers.
- ✓ Uses a knife and fork together confidently to cut food.
- ✓ Draws detailed pictures.
- ✓ Can do/undo a variety of buttons and zips.
- ✓ Shows precision in movements (e.g. gymnastics) and excellent body control.
- ✓ Shows strength and power when jumping, throwing etc.
- ✓ Links series of movements fluently and confidently, e.g. in Dance.
- ✓ Engages in energetic and challenging physical activity through choice and with pleasure.

# SPECIFIC AREAS

## PE SESSIONS

support at  
challenging parts.

Physical Devel.  
*Co-ordinating  
Movement*

Physical Devel.  
*Using Equipment*

Physical Devel.  
*Awareness of  
Space*

Movement to Music

Fundamental  
Movement Skills

Fundamental  
Movement Skills

## LITERACY

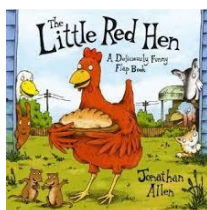
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them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

**TALK FOR WRITING/PHONICS/ DAILY STORYTIME / DAILY SINGING / DAILY NURSERY RHYMES/ CONTINUOUS PROVISION**

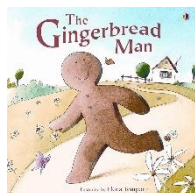
### TALK FOR WRITING



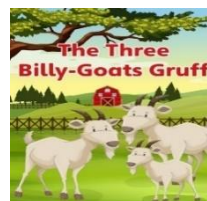
#### Little Red Hen



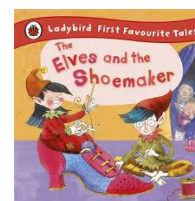
#### The Gingerbread Man



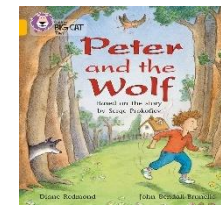
#### The Three Billy Goats Gruff



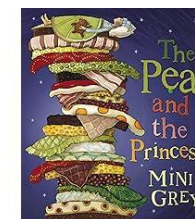
#### The Elves and the Shoemaker



#### Peter and the Wolf



#### Princess and the Pea



### Checkpoints FS1 (Pre-school)



## Comprehension

## Writing

### Baseline

- ✓ Enjoys songs and rhymes. Join in with some words in songs and rhymes.
- ✓ Draws freely.
- ✓ Enjoys sharing books with an adult.

### End of Autumn 2

- Understand the five key concepts about print:
- ✓ print has meaning
  - ✓ print can have different purposes
  - ✓ we read English text from left to right and from top to bottom
  - ✓ the names of the different parts of a book
  - ✓ page sequencing.

### End of Spring Term

- Develop their phonological awareness, so that they can:
- ✓ spot and suggest rhymes
  - ✓ count or clap syllables in a word
  - ✓ recognise words with the same initial sound, such as money and mother.
  - ✓ Engage in extended conversations about stories, learning new vocabulary.

### End of FS1

- ✓ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- ✓ Write some or all of their name. Write some letters accurately.

## Checkpoints FS2 (Reception)

### Baseline

- ✓ Listen to a story and comment on the events.
- ✓ Can name different parts of a book (i.e. words and pictures)
- ✓ Looks at books and digital media independently
- ✓ Turns pages of the book to indicate a basic understanding of sequencing.
- ✓ Holds a book and media the correct way up
- ✓ Name the characters from a familiar story.
- ✓ Joins in with repeated refrains from familiar stories.

### End of Autumn Term

- ✓ Enjoys print and begins to explore both fiction and non-fiction.
- ✓ Begins to describe main story settings, basic events and some detail about the characters.
- ✓ Begin to use language from the story when discussing it.
- ✓ Has a good understanding of how text is read from left to right and that print carries meaning.
- ✓ Children progress from mark making to producing letters that carry meaning-copying horizontal, vertical and circular marks.

### End of Spring Term

- ✓ Enjoys an increasing range of print from both fiction and non-fiction.
- ✓ Uses increasing detail to describe settings, events and characters from stories.
- ✓ Is able to recall and discuss stories/information that have been read to them.
- ✓ Begins to re-enact and reinvent simple stories heard in own play.
- ✓ Sequence a story using images and explain a simple narrative.
- ✓ Make a simple prediction based on the events of a story so far.
- ✓ Write a sentence with the help of an adult but could write simple, familiar words such as **it**, **on**, **has** using their segmenting and blending strategies taught through the phonics scheme.
- ✓ Produce strings of letters and begins to leave spaces between letter strings

### Statutory ELG

- ✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ✓ Anticipate – where appropriate – key events in stories.
- ✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- ✓ Write recognisable letters, most of which are correctly formed.
- ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- ✓ Write simple phrases and sentences that can be read by others.

### Going deeper within ELG

- ✓ Recycle familiar stories verbally (or in written form), recalling the structure of the original story.
- ✓ Substantiate their predictions and opinions with evidence from the story.

	<ul style="list-style-type: none"><li>✓ Draw large scale lines and shapes and can say what they represent, making meaning of the shapes drawn.</li><li>✓ Includes mark making and early writing in their play.</li><li>✓ Have a growing awareness of letters and control in their formation and makes attempts at letter shapes.</li><li>✓ Recognise their name when given a selection of two names.</li><li>✓ Begins to make letter-type shapes to represent the initial sound of their own name and other familiar words.</li></ul>	<ul style="list-style-type: none"><li>✓ Word prompts are copied, and most letters are recognisable.</li><li>✓ Adult support enables pupils to segment and write simple words into their individual phonemes.</li><li>✓ Pupils can form 10+ lower case letters correctly (and in line with those that have been taught first within the school's phonics programme).</li></ul> <p>Attempt to write own name with growing accuracy.</p>	<ul style="list-style-type: none"><li>✓ Child chooses to write more frequently and experiments with different media.</li><li>✓ Phonic knowledge is used to write items such as labels and captions.</li></ul>		<ul style="list-style-type: none"><li>✓ Use newly acquired language from books in different contexts.</li><li>✓ Begin to explore the ideas of characters thoughts, feelings and actions.</li><li>✓ Show an interest in fiction, non-fiction, poetry and rhyme.</li><li>✓ Form all letters correctly, with clear ascenders and descenders</li><li>✓ Apply their writing skills within everyday provision and out of context</li><li>✓ Begin to form very simple narratives linking more than one sentence.</li></ul>	
<p><a href="#">Word Reading</a></p> <p><b>Read Write Inc.</b> Phonics</p> <p>(School Phonics Programme)</p>	<p><b>FS1: Environmental Sounds</b></p> <p><b>FS2: RWI Teaching Sequence.</b></p>	<p><b>FS1:Instrumental Sounds</b></p> <p><b>FS2: RWI Teaching Sequence.</b></p>	<p><b>FS1: Oral Blending and segmenting</b></p> <p><b>FS2: RWI Teaching Sequence.</b></p>	<p><b>FS1: Oral Blending and segmenting</b></p> <p><b>FS2: RWI Teaching Sequence.</b></p>	<p><b>FS1: Introduce One/two sounds a week.</b></p> <p><b>FS2: RWI Teaching Sequence.</b></p>	<p><b>FS1: Introduce One/two sounds a week.</b></p> <p><b>FS2: RWI Teaching Sequence.</b></p>

## MATHEMATICS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is

important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

**DAILY ROUTINES – REGISTER/ CALENDAR/SNACK/ TIDYING AND LINING UP/ LUNCH TIMES/ NURSERY RHYMES/ CONTINUOUS PROVISION/ MATHS**



## MASTERING NUMBER



<u>Checkpoints FS1 (Pre-school)</u>				
<u>NUMBERS</u>  <u>NUMERICAL PATTERNS</u>  <u>SHAPE, SPACE AND MEASURE</u>	<u>Baseline</u>	<u>End of Autumn Term</u>	<u>End of Spring Term</u>	<u>End of FS1</u>
	<ul style="list-style-type: none"> <li>✓ Can say when they have lots or more than someone else.</li> <li>✓ Can complete a simple insert jigsaw. Says some numerals.</li> <li>✓ Interested in sorting objects (colour, type or size).</li> <li>✓ Describes an object by its size, shape or colour.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Make comparisons between objects relating to size, length, weight and capacity.</li> <li>✓ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>✓ Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>✓ Notice and correct an error in a repeating pattern.</li> <li>✓ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>✓ Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</li> <li>✓ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>✓ Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>✓ Experiment with their own symbols and marks as well as numerals.</li> <li>✓ Solve real world mathematical problems with numbers up to 5.</li> <li>✓ Compare quantities using language: 'more than', 'fewer than'.</li> <li>✓ Talk about and explore 2D using informal and mathematical language: sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>✓ Understand position through words alone.</li> <li>✓ Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identify the patterns around them.</li> </ul>
	<u>Checkpoints FS2 (Reception)</u>			



	<p><u>Baseline</u></p> <ul style="list-style-type: none"> <li>✓ Count verbally as far as they can go</li> <li>✓ Points or touches an item, saying one number for each item, using a stable order of 1,2,3,4,5</li> <li>✓ Begins to recognise numerals 0 to 10</li> <li>✓ Subitise one, two and three objects without counting.</li> <li>✓ Recognise that numbers are made up of smaller numbers</li> </ul>	<p><u>End of Autumn Term</u></p> <ul style="list-style-type: none"> <li>✓ Recite number words forwards</li> <li>✓ Compare quantities recognising where there is more or less</li> <li>✓ Tag each object with one number word</li> <li>✓ Know the last number counted gives the total so far</li> <li>✓ Know that the number does not change if items are rearranged</li> <li>✓ Recognise smaller quantities within larger amounts</li> <li>✓ Separate a small amount of objects in different ways</li> <li>✓ Link/match the numeral with its cardinal number value</li> <li>✓ Show a number of fingers without counting</li> <li>✓ Instantly recognise small quantities</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>✓ Choose items based on their shape which are appropriate for purpose.</li> <li>✓ Use informal language and common shape names.</li> <li>✓ Show similarities and differences between objects</li> </ul> <p><b>Spatial Awareness</b></p>	<p><u>End of Spring Term</u></p> <ul style="list-style-type: none"> <li>✓ Count from numbers other than 1</li> <li>✓ Count a smaller number from a larger group</li> <li>✓ Recognise that each counting number is more than the one before</li> <li>✓ Separate a small amount of objects in different ways and recognise that <i>those</i> groups can be recombined to make the same total</li> <li>✓ Separate the same amount into different pairs of numbers</li> <li>✓ Know the whole is bigger than a part</li> <li>✓ Recite number words forwards and backwards</li> <li>✓ Understand the one more than / one less than relationship between consecutive numbers</li> <li>✓ Order quantities and numerals</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>✓ Copy, continue, create, fix and describe AB, ABC, ABB, ABBC, AABB patterns</li> <li>✓ Represent patterns with symbols</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>✓ Use spatial language, including following directions and describing what they see from different viewpoints</li> <li>✓ Investigate turning and flipping objects in order to make shapes fit and create models</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>✓ Recognise a shape can have other shapes within it, just as numbers can</li> <li>✓ combine shapes to make new shapes</li> <li>✓ Compose and decompose shapes</li> <li>✓ Predict what shapes they will make when folding paper</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>✓ Use and understand the terms short/tall, large/small heavy/light,. Sequence items according to these criteria.</li> <li>✓ Use units to measure and compare</li> </ul>	<p><u>Statutory ELG</u></p> <ul style="list-style-type: none"> <li>✓ Have a deep understanding of number to 10, including the composition of each number.</li> <li>✓ Subitise (recognise quantities without counting) up to 5.</li> <li>✓ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>✓ Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>✓ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>✓ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> <p><u>Going deeper within ELG</u></p> <ul style="list-style-type: none"> <li>✓ Know number bonds to 10</li> <li>✓ Make strong links between areas of their learning</li> <li>✓ Make estimations based on their “number knowledge/sense”</li> <li>✓ Apply number knowledge to solve problems</li> <li>✓ Pattern - create patterns of increasing complexity</li> <li>✓ Shape - confidently discuss the properties of common and irregular 2D and 3D shapes, e.g. giving clues.</li> </ul>
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- ✓ Responds to and uses language of position and direction
- ✓ Predicts, moves and rotates objects to fit the space or create the shape they would like

## UNDERSTANDING THE WORLD

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

**COLLECTIVE WORSHIP/ TOPICS/LITERACY/CL/PSED/ DAILY STORYTIME & SONGS/CONTINUOUS PROVISION**

### PAST AND PRESENT (History)



#### Checkpoints FS1 (Pre-school)

##### Baseline

- ✓ Talk about their family and people who are important to them.

##### End of Autumn Term

- ✓ Begin to make sense of their own life-story and family's history.

##### End of Spring Term

- ✓ Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.
- ✓ Remembers and talks about significant events in their own experiences

##### End of FS1

- ✓ Talk about what they have experienced or seen in photos.
- ✓ Begin to retell past events in the correct order.

#### Checkpoints FS2 (Reception)

##### Baseline

- ✓ Discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived

##### End of Autumn Term

- ✓ Talk about people around them in good detail, describing their roles, interests, or news about them.
- ✓ Discuss past and upcoming events within their own family, e.g. "When I was a baby, I


##### End of Spring Term


- ✓ Discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then".
- ✓ Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.

##### Statutory ELG

- ✓ Talk about the lives of the people around them and their roles in society.
- ✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- ✓ Understand the past through settings, characters and events encountered in books read in class and storytelling.

[Going deeper within ELG](#)

		<p>in Spain but now we live in London".</p>	<p>had a Christening" or "At my third birthday, I had a dinosaur cake"</p> <p>✓ Understand that the past is the time "before now".</p>		<p>✓ Suggest reasons why people's lives were different in the past, making more thoughtful links, e.g. We don't have photographs of Jesus because cameras didn't exist then.</p> <p>✓ Have a personal interest in a particular character/period/area of the past that they are knowledgeable about.</p> <p>✓ Make links between how events in the past have influenced our present, e.g. When listening to Amelia Earhart's story, discusses the opportunities women have today and what has changed.</p>
	<p><b>PEOPLE, CULTURE AND COMMUNITIES</b> (Geography/RE)</p> 	<p><b>Checkpoints FS1 (Pre-school)</b></p>			
		<p><u>Baseline</u></p> <p>✓ Recognise and describe special times or events for family or friends.</p>	<p><u>End of Autumn Term</u></p> <p>✓ Show an interest in the roles of people in the community</p>	<p><u>End of Spring Term</u></p> <p>✓ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><u>End of FS1</u></p> <p>✓ Continue developing positive attitudes about the differences between people.</p> <p>✓ Celebrate and value culture, religious and community events and experiences.</p>
		<p><b>Checkpoints FS2 (Reception)</b></p>			
		<p><u>Baseline</u></p> <p>✓ Notice similarities and differences between people, reflecting on differences positively.</p> <p>✓ Know that they may come from a different country from other children and understand that these are different places.</p> <p>✓ Show interests in different occupations, e.g.</p>	<p><u>End of Autumn Term</u></p> <p>✓ Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors.</p> <p>✓ Share their experiences of local features of the community, e.g. playground, Tesco etc</p> <p>✓ Know the church is special to us as Christians.</p>	<p><u>End of Spring Term</u></p> <p>✓ Look at maps of our school/area and discuss the features they notice. Make their own maps.</p> <p>✓ Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival.</p> <p>✓ Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. "There are no lions in England but there are in Africa" or "In Spain, the weather is warmer than here".</p>	<p><u>Statutory ELG</u></p> <p>✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>✓ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>✓ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><u>Going deeper within ELG</u></p> <p>✓ Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding.</p> <p>✓ Understand that people have different beliefs/customs/traditions and it is important we respect these.</p>

		role-playing police or doctors.			✓ Make more thorough comparisons between different countries, linking them to their own interests, e.g. wild animals, ocean creatures, volcanoes.	
RE Lincolnshire Agreed Syllabus. N.B Floor book/ Displays will be used to record observations.	LAS EYFS Unit <u>Myself</u>	LAS EYFS Unit <u>Special people to me</u>	LAS EYFS Unit <u>Our special books</u>	<u>Salvation</u> <u>Why do Christians put a cross in an Easter Garden?</u>	LAS EYFS unit <u>Our special places</u>	LAS EYFS Unit <u>Our beautiful world</u>
<div>THE NATURAL WORLD (Science)</div> <div></div>	Checkpoints FS1 (Pre-school)					
	<u>Baseline</u>	<u>End of Autumn Term</u>	<u>End of Spring Term</u>		<u>End of FS1</u>	
	<ul style="list-style-type: none"><li>✓ Interested in finding out how things work.</li><li>✓ Explore and talk about natural things going on around them e.g. notice the weather</li></ul>	<ul style="list-style-type: none"><li>✓ Use all their senses in hands on exploration of natural materials.</li></ul>	<ul style="list-style-type: none"><li>✓ Talk about what they see, using a wide vocabulary.</li><li>✓ Talk about the differences between materials and changes they notice.</li><li>✓ Explore collections of materials with similar and/or different properties.</li></ul>		<ul style="list-style-type: none"><li>✓ Plant seeds and care for growing plants.</li><li>✓ Understand the key features of the life cycle of a plant and an animal.</li><li>✓ Begin to understand the need to respect and care for the natural environment and all living things.</li></ul>	
	Checkpoints FS2 (Reception)					
	<u>Baseline</u>	<u>End of Autumn Term</u>	<u>End of Spring Term</u>		<u>Statutory ELG</u>	
<ul style="list-style-type: none"><li>✓ Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc.</li><li>✓ Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets.</li><li>✓ Show understanding that we need to care for</li></ul>	<ul style="list-style-type: none"><li>✓ Discuss change in seasons from Summer - Autumn, and then Autumn - Winter. Make reference to changes to the natural world, weather and our habits.</li><li>✓ Make more careful observations (e.g. "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt.</li></ul>	<ul style="list-style-type: none"><li>✓ Offer simple, logical explanations for what they have observed, e.g. "Maybe it melted because the weather is warmer" or "It is light so I think that helps it float".</li><li>✓ Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf.</li><li>✓ Use modelled, topical vocabulary in discussion.</li><li>✓ Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.</li></ul>		<ul style="list-style-type: none"><li>✓ Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>✓ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li><li>✓ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul> <u>Going deeper within ELG</u> <ul style="list-style-type: none"><li>✓ Use a mature vocabulary to describe natural phenomena/objects, e.g. absorbed, evaporated, condensation.</li></ul>		

living things, e.g. watering plants, handling insects gently. ✓ Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".	✓ Make simple drawings of natural objects, e.g. leaf.		✓ Show understanding of some ways that the natural world can be harmed (e.g. pollution) and some ways we can look after it (e.g. recycling). ✓ Have a personal interest in an area of the natural world (e.g. the ocean, dinosaurs, space) and be particularly knowledgeable about it.
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## EXPRESSIVE ARTS AND DESIGN

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

**DAILY SONGS/ COLLECTIVE WORSHIP/ UTW/ CONTINUOUS PROVISION/ MUSIC**


**KEY ARTISTS: KARDINSKY/ MONDRIAN/ GOLDSWORTHY**

### Creating with Materials (Art/DT)




### Checkpoints FS1 (Pre-school)

<u>Baseline</u>	<u>End of Autumn Term</u>	<u>End of Spring Term</u>	<u>End of FS1</u>
✓ Create pictures using paint and other media. ✓ Make simple models. ✓ Enjoy taking part in pretend play. ✓ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different	✓ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ✓ Develop their own ideas and then decide which materials to use to express them. ✓ Join different materials and explore different textures.	✓ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ✓ Explore colour and colour-mixing	✓ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ✓ Use drawing to represent ideas like movement or loud noises. ✓ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

	buildings and a park.			
	<u>Checkpoints FS2 (Reception)</u>			
	<u>Baseline</u> <ul style="list-style-type: none"> <li>✓ Enjoy mark-making opportunities.</li> <li>✓ Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>✓ Use objects as representations in pretend play, e.g. a cuboid block as a telephone.</li> <li>✓ Use blocks or construction toys to build “small worlds” e.g. a pen on a farm.</li> </ul>	<u>End of Autumn Term</u> <ul style="list-style-type: none"> <li>✓ Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).</li> <li>✓ Talk about what they like or could improve about what they have created.</li> <li>✓ Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent “upstairs” when their pretend-play requires it.</li> <li>✓ Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</li> </ul>	<u>End of Spring Term</u> <ul style="list-style-type: none"> <li>✓ Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.</li> <li>✓ Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable.</li> <li>✓ Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.</li> <li>✓ Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. “I used sellotape because the glue was too runny to hold something heavy”.</li> </ul>	<u>Statutory ELG</u> <ul style="list-style-type: none"> <li>✓ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>✓ Share their creations, explaining the process they have used.</li> <li>✓ Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <u>Going deeper within ELG</u> <ul style="list-style-type: none"> <li>✓ Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose.</li> <li>✓ Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist.</li> <li>✓ Show mastery and confidence in techniques, e.g. colour-mixing.</li> </ul>
<u>Being Imaginative and Expressive (Music)</u> 	<u>Checkpoints FS1 (Pre-school)</u>			
	<u>Baseline</u> <ul style="list-style-type: none"> <li>✓ Listen with increased attention to sounds</li> </ul>	<u>End of Autumn Term</u> <ul style="list-style-type: none"> <li>✓ Creates sounds movements and drawings to accompany stories.</li> </ul>	<u>End of Spring Term</u> <ul style="list-style-type: none"> <li>✓ Remember and sing entire songs.</li> <li>✓ Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<u>End of FS1</u> <ul style="list-style-type: none"> <li>✓ Sing the pitch of a tone sung by another person (‘pitch match’).</li> </ul>



		<ul style="list-style-type: none"><li>✓ Enjoy moving to music.</li><li>✓ Enjoy making sounds 'music' with instruments.</li></ul>	<ul style="list-style-type: none"><li>✓ Engages in imaginative play based on own ideas and first handed experiences.</li></ul>			<ul style="list-style-type: none"><li>✓ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>✓ Create their own songs or improvise a song around one they know.</li><li>✓ Play instruments with increasing control to express their feelings and ideas.</li></ul>	
		<u>Checkpoints FS2 (Reception)</u>					
		<u>Baseline</u> <ul style="list-style-type: none"><li>✓ Respond to music with movement.</li><li>✓ Request a favourite song/rhyme.</li><li>✓ Know and join in with some nursery rhymes or favourite songs and poems.</li><li>✓ Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.</li><li>✓ Develop storylines through small-world or role-play.</li></ul>	<u>End of Autumn Term</u> <ul style="list-style-type: none"><li>✓ Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat.</li><li>✓ Keep a beat using a musical instrument or body percussion.</li><li>✓ Perform familiar sings/rhymes in small groups.</li><li>✓ Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks.</li><li>✓ Retell parts of familiar stories through use of puppets, toys, masks or small-world.</li></ul>	<u>End of Spring Term</u> <ul style="list-style-type: none"><li>✓ Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster".</li><li>✓ Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</li><li>✓ Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect.</li><li>✓ Create more complex narratives in their pretend play, building on the contributions of their peers.</li><li>✓ Organise themselves into collaborative creative opportunities (role play, performance, artwork).</li></ul>		<u>Statutory ELG</u> <ul style="list-style-type: none"><li>✓ Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>✓ Sing a range of well-known nursery rhymes and songs.</li><li>✓ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul> <u>Going deeper within ELG</u> <ul style="list-style-type: none"><li>✓ Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music.</li><li>✓ Perform with confidence and awareness of the audience, e.g. using expression.</li><li>✓ Talk about the ideas/processes that led them to produce their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement.</li></ul>	
	<div>(Charanga Music)</div> <div></div>	ME!	Christmas (NATIVITY)	MY STORIES	EVERYONE	PREPARE FOR A PERFORMANCE	REFLECT, REWIND, REPLAY

