



Early Years Foundation Stage (EYFS)

Published: April 2026

Reviewed: April 2027

Approved by: Head

Frequency: Annually

This policy, should be used in conjunction with the school's policies for Teaching and Learning, Curriculum, Assessment, and SEND & Equalities and Safeguarding.

Aims -Intent

At Moss Lane School we offer a curriculum rich in curiosity, wonder and memorable experiences. We aim to make learning irresistible and fun. We work hard to provide a stimulating environment that provides exciting opportunities both indoors and outdoors. Our provision includes visits and visitors, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to feel valued and loved in school, to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early years' curriculum. We believe that the balance of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. We pride ourselves upon building warm and positive relationships between staff and children. We believe that strong relationships with our families are vital. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

This policy aims to ensure that:

- We aspire to support and promote children's holistic growth and development, with each child realising and exceeding their full potential.
- The dignity, worth and uniqueness of each individual, both adult and child, is respected.
- We appreciate childhood as a unique and valuable stage of life and are aware that the experiences in childhood have lifelong consequences.
- The child-family bond is of primary importance, and parents/carers have primary responsibility for the child and know their child best. We value partnerships with parents/carers.
- Children are understood and supported in terms of their family, culture and wider community. Diversity is celebrated.
- We are above all committed to equipping children with an inner moral compass based on broadly Christian values, empowering them to take the lead and navigate life with honesty, compassion and confidence.
- Children are citizens who will make a valuable contribution to society and have a right to a voice in issues which affect them. It is our role, together with our families, to prepare the next generation of global leaders for an unknown future.
- The well-being of the child is paramount. Where there are competing priorities, early years professionals act as advocates for the child based on sound pedagogical principles.
- Relationships based on trust and respect are central to the child's emotional and physical health and learning.
- Children are active, capable learners, through exploration, play, talk and interacting with the environment and with others.
- Good practice sees the child as central to the direction, pace and content of their learning.
- We are committed to ensuring that children are safe and healthy, make positive contributions, enjoy and achieve.
- We are committed to reflecting on our practice, continuing to develop our knowledge and evolving understanding of our pedagogy.

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2025.

Structure of the EYFS

At Moss Lane School, we have two Reception classes each with up to 30 children. We have a Honey Bees class and a Bumble Bees class but we run the EYFS as a unit, which we call Bees.

Role of the EYFS Leader

It is the role of the Early Years Leader, under the line management of the Headteacher:

- To ensure implementation of all aspects of this policy.
- To organise the planning and delivery of Early Years Curriculum to ensure effective progression and development for all groups of children
- To support and monitor planning and the quality of learning and progress
- To keep abreast of developments within Early Years and carry out INSET and training as required
- To monitor, review and prepare progress reports on the impact and effectiveness of provision /resources and, if required, prepare a development plan to update provision and resources, including CPD.
- **Our philosophy**
- Every child deserves the best possible start in life to reach their full potential. At Moss Lane we know and value the importance of strong Early Years educational provision. We know this will help to create a positive attitude and enjoyment of learning in the future.
- Our early years professionals know and understand that children are unique and develop and learn in different ways and at different rates and our provision reflects this.
- We know that children learn best through play-based activities and hands on experiences.
- We use children's interests and natural curiosity as the basis for learning and development. We provide well-planned opportunities to engage children and to support learning and development in both our inside and outside learning spaces.
- We work hard to foster positive partnerships between practitioners and parents as we know this will help children to feel happy in school and will optimise their progress.

Our Objectives

- To provide a safe, secure environment with a happy, caring atmosphere for learning, reflecting individual needs and interests of children.
- To develop warm and secure relationships between children and children and adults.
- To establish good relationships with parents/carers and have effective systems of communication. These will enable sharing of information between home and school, thus supporting children to make good progress.
- To create a high-quality curriculum, in line with the Early Years Foundation Stage framework, that is stimulating and dynamic, and meets the needs of each unique cohort of Reception children.
- To encourage children to develop an understanding of our whole school values.
- To place equal value on all areas of learning, equally valuing learning taking place in indoor and outdoor learning spaces.
- To support children to develop the characteristics of an effective learner, as outlined in the Characteristics of Effective Learning detailed in the Early Years Framework.
- To encourage children to make effective choices both for learning and in their social skills so they respect themselves, their skills and abilities and those of others.
- To promote respect for, and the value of, the cultural diversity and life experiences, within our school and wider community.

Curriculum

- Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025.
- The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **prime areas** are: -

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

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

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

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life.

Children will **play and explore** their environment showing engagement by:

- finding out and exploring
- play with what they know
- be willing to 'have a go'

Children will be **active learners**, showing motivation by:

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Children will be **creators and think critically** by:

- having their own ideas
- making links
- choosing ways to do things

These characteristics of learning are taught to the children via the use of stories and the following animals: -

- Exploring Eagle
- Expert Elephant
- Go for it Gorilla
- Concentrating Crocodile
- Persevering Parrot
- Proud Peacock
- Creative Chameleon
- Slinky Linky Snake
- Determined Dolphin.

These are displayed in Reception classrooms, and referred to continuously as a golden thread which runs through the children's experiences in the Early Years.

As adults we support our children by:

- Fostering a desire to learn by nurturing active questioning and an awareness of the world around them.
- Encouraging children to express their thoughts and ideas in a variety of situations.
- Helping children to become competent speakers and listeners.
- Developing confidence by praising success and encouraging effort.

- Learning through play and experience, learning first hand.

I hear, I forget

I see, I remember I do, I understand

Implementation

At Moss Lane School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers, making use of bikes and trikes, large scale play equipment, sand or water play and other areas.

Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through broad topics which are enriched responsively with enhancements directly from the children's fascinations and interests. Trips and visitors are planned to explore and value our community and immerse the children within real contextual learning experiences.

Broad and flexible topics are supported by high quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education, being their first and most enduring educators. We work hard to create strong partnerships between home and school.

Adults within our Early Years setting are constantly working with an observe, assess and plan approach to moving the children on in their learning. Adults are alongside the children in their play, observing, assessing and optimising those teachable moments to plan activities and move the children forward. This will sometimes happen immediately, 'in the moment,' or feed into planning for the next day. Adults also undertake observations of the children on rotation throughout each half-term, ensuring that all children are making progress. At this point in the half term, teachers also liaise with

parents to discuss their children's progress. This is recorded on a 'Unique Child' proforma, which can be found in the children's learning journeys. Teachers also make a termly point in time assessment of where the children are at in terms of their learning, and this occurs at the end of each term.

Unique child

We pride ourselves in providing the best possible start to a child's education. All children within the early years learn through play: exploring their surroundings and developing their characteristics for learning, with support from attentive and experienced adults. Each child is considered 'unique' and their individual learning is catered for within Moss Lane's environment.

Underlying Principles

In the Early Years we adhere to the following principles:

- 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.

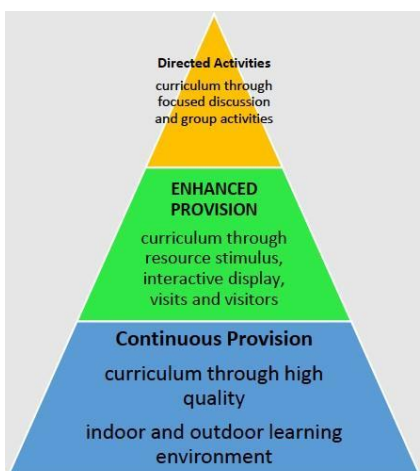


Positive Relationships

We believe it is vitally important to develop a partnership between all the adults involved with each child. By working together, we can provide knowledge of the 'whole child' to assist their future learning and needs. Positive relationships are key to every child's education. We pride ourselves in developing excellent working relationships with parents, understanding their role as first and most enduring educators of their children, and with the children by helping them to share, care and learn together.

Enabling Environment

- We provide a stimulating 'enabling environment' both indoors and out.
- We provide a rich multi-sensory learning environment where children can experiment and explore through first hand experiences, encouraging a sense of awe and wonder, whilst being able to ask questions and solve problems.
- We provide a safe, welcoming and emotionally open environment, where children will be supported to reach their potential in all areas.
- We develop children's independence, self-belief, confidence and a growth mind set.



An enabling environment supports in play through allowing children to:

- Explore, develop and represent learning experiences which help them to make sense of the world.
- Practice and build up ideas, concepts and skills.
- Be alone or alongside others and to cooperate as they talk or rehearse their feelings.
- Take reasonable risks, making and learning from mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.

Learning through play

In our Early Years setting our children do a lot of their learning through play. Our Early Years practitioners understand that sustained play can afford a child many developmental experiences at once, covering multiple areas of learning and reinforcing the Characteristics of Effective Learning. Teaching children how to play happens as part of our everyday routines and when adults introduce children to and interact with them in the daily environment. Our staff are trained to engage the children and draw out the learning on offer in each area of the provision, drawing on their knowledge of children's interests and next steps.

Outdoor Learning:

Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active within gross motor. At Moss Lane we aim for children to be outdoors as much as possible.

Teaching

Each area of learning and development is facilitated through our enabling environment, and a mix of adult-led and child-initiated activities. As educators we look for creative ways to capture children's natural curiosity and shape their exploration in meaningful and purposeful contexts. Practitioners are responsive to each child's emerging needs and interests, guiding their learning and development through warm, positive and focused interactions. As children grow older, and as their development allows, the balance gradually shifts towards more adult directed activities to help children prepare for more formal learning, ready for Year 1.

Planning

The EYFS at Moss Lane School provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. Staff at Moss Lane look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Assessment in the EYFS

At Moss Lane, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Our curriculum and its delivery ensures that children, from their own starting points make excellent progress. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and rigorous assessment.

We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KS1 as happy, self-assured,

independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey

At the beginning of a child's Reception year the class teacher will assess them using the RBA (Statutory Reception Baseline Assessment). The RBA is an age-appropriate assessment of early mathematics and early literacy, communication and language. It is delivered in English and is administered within the first six weeks of a child starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the child engages with the tasks. The Department for Education (DfE) will use the data from the RBA to create school-level progress measures for primary schools, which will show the progress of children from Reception until the end of Key stage 2.

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

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

The Early Learning Goals are interconnected, meaning that children are likely to demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners consider a child's development across the areas of learning, and whether the levels of attainment in relation to each of the goals make sense when taken together.

The profile is moderated internally (referring to the Development Matters / Birth to 5 Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority at the end of the year.

Working with parents

Key to ensuring high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Moss Lane School transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children attend.

We also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through: -

- Undertaking Home Visits in September to begin the important home – school relationship.
- Showing respect and understanding for the role of the parent in the child's education.
- Listening to accounts of their child's development and any concerns they may have.
- Making parents feel welcome by being friendly, approachable and having an open-door policy.
- Inviting parents into the classroom with their child in the mornings for the first half term.
- Inviting parents into school to help with Morning Challenges.
- Maintaining an on-going dialogue.
- Being flexible in arrangements for settling children in. Meeting with parents regularly to discuss progress.
- Sending home our 'Unique Child' sheets for each child once a half term and asking parents to make contributions.
- Inviting parents in to share their child's Learning Journal and see a range of work.
- Encouraging parents to make use of the reading diary which is looked at regularly by an EYFS staff member.
- Inviting parents in the school to share their specialised skills.
- Inviting parents to accompany classes on trips.
- Use of our class eSchools pages, where photographs and videos of the children are celebrated, and information for parents is also shared.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Transition from Pre -school to full time Education

We understand and value the importance of a good start to school life and we aim to establish a smooth and successful transition into school. This is facilitated by:

- Visits to, and discussions with, pre-school settings.
- Induction visits during the summer term preceding a child's start at our school. These are a Stay and Play sessions for all children together with their parents and a Teddy Bears Picnic where they stay on their own and parents enjoy refreshments in the school hall.
- A parents' welcome talk led by the headteacher and EYFS team.
- Liaison with professional agencies already involved with children and their families
- Completion of a starting school booklet, (All About Me) for parents to share information about their child with the EYFS Team

- SENCO transition forms, from their previous settings, for children with additional needs.

Transition to KS 1

Transition from EYFS to KS1 is a significant time for young children and their parents/carers and represents an important step in a child's development. At Moss Lane we have comprehensive processes and procedures to ensure successful transition into and through our school no matter what the age or stage of development of a child.

Examples of our transition systems include bump up day, visiting their new class, story sessions in their new class or by their new teacher, discussions with parents, bump up booklet, parent welcome meeting, new class teacher familiarising themselves with the children. Year 1 classes ensure they are equipped to receive their new cohort by maintaining some aspects of EYFS best practise through the Autumn term of Year 1.

Photographs/videos/phones

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual learning journals, and on the school website. We will only use school devices for this purpose. Except in a major emergency, personal mobile phones/cameras may not be used in school when children are present.

Home and School communication

We value the involvement of parents in school and have a variety of communication systems. There are regular school newsletters, the school's website and 'classroom door' messages. EYFS staff will make an appointment with parents to discuss any concerns. We believe it is better to talk sooner than later. Parental involvement with school begins before children start Reception through the transition activities. We hold 10-minute parent consultation meetings in the Autumn and Spring Terms. Parents are invited to discuss and share information about their child's progress with teachers. A report is sent out towards the end of the Summer Term and parents may make an appointment to discuss this report if they wish. Parents are invited to various events and functions throughout the year. These are on the school diary on the website and communicated in newsletters.

Equalities and disabilities

All pupils in this school are entitled to access a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. The particular needs of more able children, those with special educational needs and disabilities (SEND), vulnerable children and children learning English as an additional language (EAL) are all considered and staff will adapt provision to suit all levels of ability and need. We will make sure that we have the resources and adapted provision so that all children can make good progress whatever their starting points. The school has a full Equality and Diversity and Equal Opportunities policy.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programme will be implemented.

Teachers and Teaching Assistants plan programmes together and where needed with liaison with the SENDco (Special Needs Co-ordinator. Please refer to our 'Special Needs Policy' for greater detail). The needs of children with English as an additional language will be met through planning and support alongside our 'English as an Additional Language' (EAL) lead practitioner

Care is taken to assess the needs of each child as they start school. Should a teacher assess that a child may have a special need the parent will be informed at the earliest opportunity. Group and individual help is provided within the school wherever possible.

We have links with various agencies and when necessary, their involvement may be required to support certain children. Parents will always be informed if an outside agency is assisting us to support their child. The school has a full Special Educational Needs & Disability (S.E.N.D) policy.

Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the school's safeguarding policy. The school takes its child safety and protection responsibilities very seriously. EYFS staff will regularly check EYFS resources, systems and classrooms to keep children as safe as possible in EYFS. The school has processes and procedures to ensure children are as safe as possible when they are at school. 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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding procedures are outlined in our safeguarding policy

If a member of staff has any concerns about the safety or well-being of a child, they have a legal responsibility to report, and record, their concerns to the Designated Safeguarding Lead. (Victoria Abbott) If it is then deemed necessary, the concern will be reported to the relevant external agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

Health, Safety and welfare procedures

The welfare and safety of the children are constantly assessed, and Early Years teams will ensure that statutory staff ratios are adhered to and meet the needs of children accessing all areas.

A member of the EYFS team carries out daily checks based on planned activities, outdoor provision, substances or equipment used. These consider the age of children, level of supervision and identify measures to reduce risk. They ensure resources are clean, well looked after and safe.

Moss Lane adheres to the statutory guidance with regards to Paediatric First Aid (PFA) and how these impacts on staff ratios. Our First aid policy clearly outlines the responsibility of schools and staff in first aid practice and procedure. There are clear systems in place for recording and reporting accidents and incidents.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. A rolling snack operates during free-flow time where children self-select a snack when they feel hungry.

For our reception children we provide the universal infant free school meal and the menu is regularly monitored by our caterers Innovate. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly.

Our Early Years Teams are fully committed to: -

- Promoting the welfare of children.
- Ensuring all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Working within ratios as set out in Statutory Framework.
- Promoting good health, including oral health, preventing the spread of infection and taking appropriate action when children are ill.
- Managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensuring that the premises, furniture and equipment is safe and suitable for purpose by regular risk assessing.
- Ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintaining records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Maintaining close working relationships with parents and other agencies to secure the emotional and mental wellbeing of all children.

Intimate Care

At our school, we are committed to promoting the dignity, wellbeing, and safety of every child. Children in Reception may very occasionally require support with intimate care, including help with toileting, changing clothes, or personal hygiene. Staff provide this care in a respectful, sensitive, and age-appropriate manner.

Any member of EYFS staff can assist with intimate care, and all procedures are carried out in line with safeguarding and hygiene guidelines. Whenever possible, children are encouraged to develop their independence and complete personal care tasks themselves, with support offered only when needed.

We work in partnership with parents and carers to ensure that children's individual needs are understood and met. Any concerns related to intimate care will be communicated promptly and handled with professionalism and confidentiality. Our priority is to ensure that every child feels safe, comfortable, and supported during their time in Reception. We are fully committed to our Intimate care Policy.

Appendix 1

<https://beststartinlife.gov.uk/>

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> • 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> • 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. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

