



<u>Prime area</u>	
<u>ELGs</u>	<div> <div> <u>Listening, Attention & Understanding</u> Children at the expected level of development will: <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 conversations when engaged in back-and-forth exchanges with their teacher and peers </div> <div> <u>Speaking</u> Children at the expected level of development will: <ul style="list-style-type: none"> * Participate in small group, class and 1-1 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. </div> </div>
<u>Terms</u> <u>Autumn</u>	<div> <div> <u>Learning to Listen</u> Daily story times start from day 1. Start to build the expectation that children will sit by first teaching them where to sit. Model how to sit in a circle Set out behaviour expectations for circle sitting and reinforce positive models of this. Start with short periods of time i.e. 2-3 minutes, then get up and move. Refocus the group on sitting back down where you want them to sit (maybe allocated spaces in a circle) and then allowing them to move away. By the end of the Autumn term this should have built for the vast majority to 10 minutes for a story. Follow Active listening skills, look at the speaker, don't interrupt, sit nicely, think about what they are saying. </div> <div> <u>Learn to actively listen.</u> Start each teaching activity with 'Now we are going to...' and ask children to repeat this back to you. Children are taught to copy a simple repeating pattern with (for example) clapping with 2 or three sounds at a time that they need to listen carefully to and then repeat. Children are taught to play simple sound response games Adults in the setting should engage children in stories with repeated refrains and children should be taught how to anticipate then follow the repetition. Children should be taught to turn take in listen and repetitive phase games. Children should listen to and repeat simple Nursery rhymes. Children should be encouraged to answer simple questions form a shared text. </div> <div> <u>Following instructions:</u> Children should be taught to start to follow a simple series of instructions. Start with one at a time, i.e. in PE in the hall or out on the playground. Give 1 simple physical/gross motor </div> </div> <div> Children should be taught to take turns when speaking – through first of all the adult modelling who's turn it is to speak, then allowing children to make decisions about turn taking such as using concrete objects to hold while speaking (i.e. passing round the conch) First, single word contributions i.e. counting around the circle or saying sounds/alphabet. Followed by short sentences or phrases. </div> <div> When talking 1-1, Children should be taught to face the person they are talking to through modelling and focussed instructions. </div> <div> Children should be taught the appropriate speed and volume to talk to someone near to you to ensure they can communicate effectively. This includes working to correct children when they talk too fast, encouraging them to speak alongside the adult to show them the appropriate speed. </div> <div> With the volume of a normal face to face speaking voice, children should be taught how vocal sounds can be made louder and softer. They should be taught how to make their voices volume change either way. </div> <div> Children should respond to simple questions about what they have learned or what they will be learning related to plan, do, Review, i.e. What will you make in the art area? What did you use to construct your castle? </div> <div> Small 'talking groups' such as shared snack-time, with an adult and discussion focus can be effective opportunities for speech. </div>

	<p>instruction, model and ask children to complete the instruction. Reinforce and model good examples.</p> <p>Build the sequence to at least three tasks, eventually working towards using the language, first, next, then...</p> <p>Start giving instructions in circle time, play such singing games as 'put your finger on your nose...' and 'wind the bobbin up' and 'Simon Says'. Model the actions or responses by adult or with children who are getting the hang of it.</p> <p>Build the game until the children can follow a set of three instructions that are given to them first e.g. jump then spin then sit.</p> <p>Use classroom systems and routines to support following instructions e.g. line order, carpet places, tidying routine.</p>	
<u>Assessment</u>	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Sit for a short period of up to 5-10 minutes as appropriately; • Listen to and repeat a range of simple sound/rhythm patterns • Successfully join in a story with a repeated • Listen to and carry out a series of up to three instructions; • Be able to verbalise the set of instructions back to an adult to show understanding. 	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • More confidently participate in small group and whole class discussions, most being able to take turns when contributing to a simple circle discussion, responding when asked or indicated by an adult; • Have a 1-1 conversation face to face at an appropriate speed and volume;
Spring	<p>Children should be taught how to behave appropriately when going into larger group settings such as assembly or</p> <p>Children should be going in to an agreed number of daily assemblies</p> <p>Daily story time should be used to build the concentration and listening ability of the VM of children.</p> <p>Children should be taught and modelled what a rhyme is</p> <p>Adults should model finding rhyming words or picking them out of a shared text when they happen</p> <p>Children should be taught an increasing number of traditional nursery rhymes and poems that can be learned off by heart</p> <p>Children should learn a story to re-tell using actions and repetitive language</p> <p>Children should be asked to answer questions about a story and give reasoning.</p>	<p>Build on last term's learning by playing turn taking games, pass the parcel, speaking when holding the 'conch' etc.</p> <p>Adults start to model using the past tense when doing whole class discussions. using the term 'went' initially and extend to time phrases 'yesterday, last week'</p> <p>Children are taught to put first two, then when appropriate three things in order of when they happened in time i.e. creating a simple visual timetable or two or three pictures from a story using the past tense – correct modelling from the adult.</p> <p>Children should be taught to use the vocabulary of time when sequencing events or pictures (first, next, then)</p> <p>When talking in the past tense, children should be corrected with their basic tense grammar choices. This needs to be modelled by adults working in the setting (the adults MUST make sure they are using the grammatically correct version of tense i.e. 'I was eating' not 'I were eating' etc)</p> <p>Children should be taught to reflect on activities that they have done, starting to structure a narrative of their experiences. This should start with things done in the immediate past, then built on to encompass events from earlier in their lives. Bringing in objects or photographs can support this abstract concept.</p> <p>Children should have the consistency of their tense choice addressed by adults who listen to and participate in their conversation.</p> <p>Children should be encouraged to actively link simple sentences in speech with a range of basic conjunctions. This is NOT about teaching children conjunctions, this is about linking smaller part sentences with key words to expand their speech.</p>

		<p>Adults model the use of explanations for how and why things happen in stories as part of group and class teaching time. They begin to ask pupils why questions when observing and interacting in self-directed learning. Daily stories should now have time at the end or during the story for adults to ask 'why' questions. Adults model the answer in whole sentences, showing how to start with answer words such as 'because'.</p> <p>Expand to 'how' questions to check on the children's understanding of the story</p> <p>Ask how and why questions while children are involved in their continuous provision.</p>
<u>Assessment</u>	<p><u>Learning to be secure by the end of Spring Term</u></p> <p><u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Listen attentively to a short story and behave appropriately • Spot and use a rhyming word in a text or song/story • Respond to and comment on what they have heard, most without prompting or scaffolding their response. They use and apply the modelled sentence structures that they have been working on in small group and teacher lead activities. 	<p><u>Learning to be secure by the end of Spring Term</u></p> <p><u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Children will be mostly able to use the correct grammatical language when speaking in the past and present tense and most will be able to maintain consistency with tense, some with support; • Children can sequence pictures and events into a simple time sequence; • Children can explain an idea/concept/activity that they have done in the immediate or more distant past in a sequence of grammatically correct (or mostly correct) sentences. • Children can link two or more simple sentences with a small range of conjunctions such as 'and' and 'then' 'next' etc.; • Most pupils will be able to listen to, understand and answer simple how and why questions. They will be learning to answer in full grammatically correct sentences, often starting with 'because...'
Summer	<p>In readiness for being in Year 1, children should now be attending assembly and whole school events and adults should ask them questions afterwards to ascertain what they understood and remembered from the session.</p> <p>Time listening to a story should be built up to 15 minutes including a question time. Focusing on why and how questions requiring an explanation of choice.</p> <p>A question time relating to a whole group text should be added to the beginning and the end of story time, encouraging children to predict ahead, check their predictions and reflect on what they have heard.</p> <p>Identify rhyme in texts</p> <p>Extend vocabulary by identifying and 'collecting' new and exciting words as a class.</p>	<p>Building on the work from last term, children should revise using the past and present tense.</p> <p>Adults need to start modelling the correct grammatical features of the future tense. Having been asking questions about what children will be doing throughout the year. Adults will now be modelling and scaffolding all children to respond in full, grammatically correct sentences i.e. What tools will you be using in the sand area? The expected response will be - I will be using. This must be grown as an expectation and reinforced positively when children model it correctly.</p> <p>Adults encourage children to string their sentences together during circle time to form a narrative. Using link questions such as then what? So, what happened next? Why do you think this happened?</p> <p>During free choice activities, adults encourage children to expand on their explanations using the above link questions. Use review time to get children to recall the narrative, modelling it for others and adults must explain why it was effective. Using correct past tense phrases.</p> <p>Adults model how the children can ask how and why questions. Structure the responses initially, enabling children to correctly formulate these questions ensuring they are pertinent to the content of the story or non-fiction text read.</p>

			<p>Expand the range of opportunities for pupils to ask questions – make it part of daily classroom practices in such times as ‘Plan, Do, Review’, show and tell, circle times etc.</p> <p>Encourage children to ask questions to other children during guided reading, circle time etc. Reinforce the correct use of question words.</p> <p>Encourage children to explain choices and reasons using extended sentences ‘and’ because’. When discussing a text extend this further by asking for predictions always encouraging the children to justify ideas based on understanding of the story.</p>
<u>Assessment</u>	The majority of children will achieve the ELGs.	The majority of children will achieve the ELGs.	The majority of children will achieve the ELGs.

<u>Prime area</u>	<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <p>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.</p>		
<u>ELGs</u>	<p style="text-align: center;"><u>Self Regulation</u></p> <p>Children at the expected level of development will:</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, be able to wait for what they want and control their immediate impulses when appropriate; * Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas and actions. 	<p style="text-align: center;"><u>Managing Self</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> * Be confident to try new activities and show independence, resilience and perseverance in the face of true challenge; * Explain the reasons for the 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 style="text-align: center;"><u>Building Relationships</u></p> <p>Children at the expected level of development will:</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 others’ needs.
<u>Terms Autumn</u>	<p>Adults in the setting need to introduce the ‘Plan, Do, Review system of working from early doors, enabling all children to make a structured choice when planning self-directed learning. (see appendix 1)</p> <p>Using structured questions, enable children to access self-directed learning activities and make a simple planning statement about what they will do when they are in that area.</p> <p>Train children to both access the equipment they need, but equally importantly they must be able to put it away successfully too when they have finished and understand that this is their responsibility. This needs adults to model and check with rigour early doors to get children into the mind-set of personal responsibility and autonomy. This will mean that the environment will need to be set up to enable this to happen.</p> <p>Some simple jobs and responsibilities can be allocated to children – with the aim being that taking on responsibility brings emotional rewards through praise and self-esteem. Adults should model in their use of language what the praise is for, directly verbalising what the child did (i.e. thank you so much for fetching the milk so carefully, because you did this we can all have a drink now!)</p>	<p>Children need to know where the toilets are and the protocol for accessing them. This includes the NSPCC ‘Pants are Private’ aspect of privacy. Children who struggle with accessing the toilet on time, need to be given the confidence to say when they think they need it and the access to use at short notice! (adults must have information about those who are struggling in this area and support plans will be put into place to support so they can be independent as soon as possible);</p> <p>Children should be taught how to wash their hands after going to the toilet and before snacks etc. How to access soap, towels and ensure they are clean.</p> <p>Adults to check and send children to wash their hands at the appropriate times, reinforcing routines and habits;</p> <p>Children should be taught the reason that hands need to be clean, this needs reinforcing regularly by adults at specific times of the day. Children are taught how to pull their tights up, fasten trousers etc;</p> <p>Children need to be taught the rules of the classroom (and school) in terminology that they understand. Keep the information simple and easily memorable, no more than 5 key statements. For example,</p>	<p>Children must be taught their manners and how they are expected to behave around the whole of the school environment. Positive reinforcement of when children get it right must always name and promote the piece of behaviour that needs to be embedded. Children should learn to say ‘please’ and ‘thank you’ with each other as well as with adults to ensure all feel respected.</p> <p>Through observations of self-directed learning as well as adult led activities, adults must assess whether children are able to operate and co-operate in group play situations. For those who have little experience or find this challenging, support should come through the setting up of smaller, more structured ‘nurture style’ groups to scaffold their play and direct teach how to interact with others in role play situations.</p> <p>EYFS pupils need to have structured relationships established (with the support of adults) with older children from around the school, either with some form of buddy system or reading partners etc. that enable them to access positive older role models within school plus being able to move further around the school building to form relationships with adults in school beyond their own classroom;</p>

	<p>Adults need to teach the children how they can approach an adult or another child if they need help. This culture has to be built up over time as some children may be reticent to engage, but a common vocabulary for seeking help must be established from the offset i.e. teaching them that it is OK to ask for help, who they can go to, how to initiate asking for help (with adults modelling through adult to adult role play a routine “Excuse me, can you help me with this??”).</p> <p>Children need to be taught how to recognise their feelings through stories, games, adult interaction during both teacher-led and self-directed activities, with children being given first simple with more complex feelings vocabulary added over time.</p> <p>Adults should start to model for children those early tools for conflict resolution. For example, when intervening with two children in conflict, adults should recognise that the emotions the child is feeling “I can see that you are angry...” and ask the child to say why. The adult should do this one child at a time – “I’m going to ask **** first, but then I will come to you so I can hear why you are sad too”.. This should be a consistent approach to all conflicts in the classroom, initially key vocabulary describing feelings should be kept simple i.e. sad, angry, and adults should model how to attribute this emotion to a cause i.e. “Do you feel angry because this happened?”</p> <p>This will also reinforce them recognising the rules and how their negative behaviours impact on others.</p>	<p>keep your hands and feet to yourself, using a format that models what the child SHOULD do rather than what they don’t do.</p> <p>Adults need to use and model the vocabulary of right and wrong – focussing on labelling the action rather than the person that did it.</p> <p>Children should be taught how to recognise right/wrong in the safety of their own setting i.e. when rules or expectations are broken. When a child breaks one of the rules or struggles, adults should enable the child to reflect on the behaviour they have shown and support them to verbalise this. For example – “I am going to say ‘stop’, because I can see that you are angry right now. Can you tell me what happened? What do we say in class about hands and feet? Do you think you have followed this? How do you think it made **** feel when you took that toy?... How can we make it better now so that you can carry on with your learning?</p> <p>Adults support children to be able to verbalise this themselves so they can relate to their own behaviour and begin to self-regulate. Adults must use positive reinforcement when a child spots in themselves when they have missed expectations and have adjusted their behaviour.</p> <p>Adults need to model how to take turns and support children with positive reinforcement in learning how to do this. This should initially be through circle games, pass the conch style activities or through apparatus work etc initially with short durations that ensure children don’t get impatient – plenty of praise used when children follow the conventions, using and reinforcing the language of ‘it’s now ****’s turn, well done for waiting’.</p> <p>Children should receive focusses praise for being able to follow the rules and protocols, this should always be constructed to allow the other children to understand what the child did that was praiseworthy i.e. “Well done ***, I can see that you sat down on the carpet really quickly and you are ready to learn. Can I see anyone else that can do this too?” Praise should always have a cause and effect structure so children can understand explicitly what they need to do to get it right inside and outside.</p>	<p>Adults need to model to children how to invite and include others in their play, this must be modelled as a positive thing, with explicit praise and positive reinforcement given to children who are seen to be displaying this characteristic.</p> <p>Adults need to teach children that some people and children need extra help and support with their physical or emotional needs i.e. someone might be feeling particularly sad because their pet has died, or someone might need help because they have hurt their arm or leg.</p> <p>Children need to be encouraged to read texts and be surrounded by images of people and families that look and are grouped differently i.e. two Mums, grandparents as carers, people with disabilities, positive images of gender, race and disability in jobs and sports. Children should be encouraged to use accurate skin colours to represent real people and draw their figures with wheelchairs if they want to! Children need to be sensitive to the fact that people deserve respect and are not limited in their role, ability or aspiration.</p>
<u>Assessment</u>	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> plan an activity in simplest terms, do it then feedback a broad outline of what they have done; 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> understand and begin to work within the framework of a set of classroom or school rules; 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Understand when they should say ‘please’ and ‘thank you’ and use them correctly when supported and are beginning to show evidence

	<ul style="list-style-type: none"> • access the equipment that they need and put it away again after they have finished; • understand that it is OK to ask for help and to be able to initiate this process; • be ready to take on some simple classroom responsibilities and all children should know that this is a positive thing that will result in praise and a feeling of positive self-worth. • Can follow a simple set of instructions 	<ul style="list-style-type: none"> • show a greater understanding of the need to take turns and share attention; • Begin to recognise and then verbalise their feelings when conflict arises so they can be supported to find a resolution. • Show an increased understanding of what is right or wrong within the class setting; • Use the toilet independently • Wash their hands independently and understand when this is needed; • Understand why keeping clean hands is healthy; 	<p>of using them to other children when working independently</p> <ul style="list-style-type: none"> • Begin to form wider relationships with adults and older children beyond the classroom; • Invite other children to join in their play; • Accept that people have differences and needs which should be respected;
Spring	<p>Adults will support children to extend their P/D/R verbalisation using questions and modelling responses to include sentence extenders such as, I will use.... Because: and then.... Next.... As a result, children will expand the complexity of their reasoning and predictions, be increasingly reflective on their success and outcomes when they review and may be able to start asking questions to other children about their self-directed learning to improve their own outcomes.</p> <p>Adults should use questioning to ask the children to reflect on where behaviour and attitudes in others follow class/school expectations i.e. “Can anybody see what **** is doing that is making me smile right now?” As a result, the rules and expectations will be reinforced and children will be learning to think more independently about impact of positive behaviour and how that results in adult positive attention/regard.</p> <p>When reviewing their outcomes in P/D/R session, children should be encouraged to describe and assess what went well with their self-directed learning and their success. As they become more confident in this, adults need to support them in attributing the outcomes for example moving from “I am really happy with my painting” to “I am really happy with my painting because I mixed some good colours for the sky”</p>	<p>During turn taking exercises the duration of children waiting for their turn should be extended so that resilience is increased and children learn to understand that their needs may not always be met immediately. This may be an extension of discussion in P/D/R or deepening the expectations of answers to questions ahead of self-directed activities.</p> <p>In conflict resolution, children need to be enabled to extend their reasoning with more complex sentences and descriptions. More open-ended questions should be used to pass on the autonomy for reasoning to the child, whilst the process still being scaffolded by an adult when needed i.e. “I can see you are cross, can you tell me about it?” then, “Well, how can we sort this out do you think?”</p> <p>Children need to be taught the vocabulary that enables them to express their feelings and how it links to their own emotions. This needs to be done through the use of stories, pictures and photographs, puppets, dolls etc. children need to be able to assign a feeling to an explanation i.e. feeling scared because... or feeling happy because...</p> <p>They should be able to start to recognise other people or characters in stories have feelings like them and actions of others impact on those feelings.</p> <p>Adults need to set up a ‘healthy snack bar’ with fruit and water for children to access during certain times or on an ongoing basis. It will be called the Healthy Snack Bar and adults will reinforce this vocabulary with the children when they are told what will be available in there on that day. Adults will use key vocabulary such as</p>	<p>Once please and thank you are embedded, children should learn to say ‘excuse me’ when they want to get past which can be taught through games in the hall, dodging through spaces. Always model where children have got it right and are able to use in context by choice.</p> <p>Adults should positively reinforce when children find and share evidence of good manners and conduct in others – building positive relationships by empowering children to praise each other. This could be started through circle or PHSE time, but be picked up and reinforced when children are involved in self-directed learning as well as teacher-led activities;</p> <p>Children should be taught by adults modelling, to start to see if other children are isolated or without someone to play with. This will start with using social stories about exclusion and inclusion, children talking about how it feels when you have nobody to play with and using praise to reinforce when children are seen to proactively invite others to play. Some children may find it hard to approach others and this desired behaviour can be at first embedded through the more socially aware children and then cascaded as developmentally appropriate.</p> <p>PHSE learning needs to be structured to teach children how language and behaviour used can have a negative effect on others. Children should be taught that they make choices about how they treat others and adults should use praise and agreed rewards system to secure and reinforce good choices made by children.</p>

		<p>– In the Healthy Snack Bar today will be apples and pears. These are fruits and they are healthy for us because.....</p> <p>Adults can ask children questions at points during the day such as ‘What is in the Healthy Snack Bar today?’ and ‘Why is that healthy?’ ‘What does healthy mean?’</p> <p>Adults need to make children aware that ‘less healthy’ foods such as crisps and chocolate are ‘treats’ and they are not so good for your body.</p>	
<u>Assessment</u>	<p><u>Learning to be secure by the end of Spring Term:</u> <u>The vast majority of children can:</u></p> <ul style="list-style-type: none"> • Use more sophisticated and complex sentences when planning or reviewing their self-directed learning; • Show evidence that they understand the impact of both positive and negative behaviours on others around them; • Unpick key aspects of their own performance or characteristics that they think are positive; 	<p><u>Learning to be secure by the end of Spring Term:</u> <u>The vast majority of children can:</u></p> <ul style="list-style-type: none"> • Wait for longer periods to speak or take turns, listening to the thoughts and ideas of others as well as contributing their own; • Be able to participate in conflict resolution, some children taking some (supported) responsibility for how it can be resolved. • Children will begin to develop an understanding that some foods are good for your body and help you grow fit and strong and these are available in the classroom. Conversely, some foods are ‘treats’ and you can eat them, but less often. Understand that some foods are healthy and eating too much of some other foods is not so good for us; • Children need to understand how to make decisions about food choices and to know the impact of those choices on bodies and health; 	<p><u>Learning to be secure by the end of Spring Term:</u> <u>The vast majority of children can:</u></p> <ul style="list-style-type: none"> • Extend their use of courtesy and manners and embed as part of their everyday activity around school; • Verbalise aspects and characteristics that they admire in their peers; • Understand that how they treat other children is a choice and they can choose to treat others with respect; • Spot when children need to be included in play;
Summer	<p>When reviewing outcomes at P/D/R as well as celebrating the success of self-directed learning activities, adults need to support children in self-assessing any changes or improvements they might make next time or as this moves through the term any advice they would give to other children who are trying the same activity in the future.</p> <p>Adults should now facilitate regular, sustained responsibilities for children for whom this is developmentally appropriate.</p> <p>Adults should support and scaffold children to find and express positive aspects of other children – things that they like and admire about their work, achievements or character;</p>	<p>Adults can use model children who have shown that they know how to conflict resolve to support others who find it harder, i.e. “I know that **** has had this problem before, I bet that he/she could help. ****, I think there is a little problem here, what should they do?”</p> <p>Children should be taught how to make healthy food choices by being able to sort foods into healthy foods or treats. Adults should ensure children know the positive benefits of eating healthy foods on the body such as ‘making strong bones’ or keeping the heart healthy.</p> <p>Children should be taught that the foods that they choose have impact on their health. They should understand that some foods you should eat more of because they are healthy i.e. fruits and</p>	<p>Adults should support children in understanding that sometimes a compromise has to be reached – and a solution to a problem might not mean that the child always gets their own way. This might be at different stages for different pupils. Use circle time to gather the ideas of the children who could manage this as a concept – use a control scenario to take their thoughts and role –play how this could look with partners.</p>

		<p>vegetables, and some foods they should eat less of because they are not good for you in quantity i.e. sweets and crisps.</p> <p>Children should be able to talk about meals that they have had, which foods are fruits and vegetables and which foods they should eat less of.</p> <p>Children should be involved in some food preparation activities that enables them to make decisions and select healthy foods i.e. pizza toppings, sandwiches, fruit salad etc.</p> <p>Children need to understand that they are still growing and need certain foods to help them do that.</p> <p>They should be encouraged to use and apply that knowledge when undertaking self-directed learning in the home area or garden.</p>	
<u>Assessment</u>	Children achieve ELGs	Children achieve ELGs	Children achieve ELGs

<u>Prime Areas</u>	<p style="text-align: center;"><u>PD</u></p> <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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	
<u>ELGs</u>	<p><u>Gross Motor Skills</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> * Negotiate space and obstacles safely, with consideration for themselves and others; * Demonstrate strength, balance and co-ordination when playing; * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing; 	<p><u>Fine Motor Skills</u></p> <p>Children at the expected levels of development will:</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, paint brushes and cutlery; * Begin to show accuracy and care when drawing
<p><u>Terms</u></p> <p>Autumn</p>	<p><u>Gross Motor</u></p> <p>Children need to be taught how to move safely in a large space i.e. playground or school hall. They need to understand the commands either verbal or sound that mean start or stop. This needs to be practiced indoors and outdoors so children can keep safe.</p> <p>Children need to be taught explicitly what a 'space' is. They need to be able to reach out at either side and front and back and not be able to touch anyone else. They should practice moving around at a walking pace, then finding and standing in a space. This should be done indoors and outdoors.</p> <p>Once children can stop and start on command and move to a space, they should see how to move around the allotted space safely. This should be directly taught by the adult/s in the setting. Children should be encouraged to move around the area without bunching or touching each other. The 'stop/start' commands to be used to refocus the children until the vast majority of children understand how to move at a walking pace without touching each other.</p> <p>Once the preceding skills have been mastered, then children can learn about how to adjust their speed of movement, moving fast and slow on command.</p> <p>If the free-flow space or the school playground contains large play equipment, children need to be taught how to move around it safely so they can take safe, calculated risks with their play.</p> <p>Linking to PSED, children need to be taught how moving and exercise can help keep their bodies healthy.</p> <p>When moving around in PE, adults need to get the children to reflect on how their hearts are beating, and what happens to their breathing, begin to understand that taking exercise is healthy.</p>	<p><u>Fine Motor</u></p> <p>Adults need to hand a pencil to a child and establish which they are using as a dominant hand. This may be inconsistent at this stage, practitioners need to access follow the relevant SKILLS DEVELOPMENT SHEET.</p> <p>Then, the following support should be given taking into account whether they are choosing a left or a right-hand dominance.</p> <p>Children should begin the process of being taught how to hold a pencil. This should be modelled and to be corrected and scaffolded continuously by adults in the setting to ensure children can pick up a pencil or crayon and the child can hold it comfortably and confidently. This can start with wider, chunkier pens/pencils at first and move narrower as physically appropriate for individuals following the provided skills development guidelines. Adults should check and support children when they are undertaking self-initiated activities and free-writing to ensure that the correct grip becomes embedded and residual in muscle memory. Physical development of hand grip is developmental and not all children will be physically ready to hold a crayon correctly at this age maybe – assess grip development and support finger strength using finger gym exercises. Practitioners must use the relevant SKILLS DEVELOPMENT SHEET to i) identify where a child is in the process and ii) plan what you need to do next to support their individual development.</p> <p>Children need to be checked for the pressure that they are pressing down on as this will impede the fluency of their script. (Funky Fingers / Dough Disco can be used here)</p> <p>Initially, children need to be taught how to follow a traced vertical line, with care and increasing fluency. Children should be encouraged to move and trace anti-clockwise ready for letter formation.</p> <p>When the child is able to hold their pencil in a comfortable grip and can show a control while using it, then the letter formation programme from the school agreed handwriting scheme needs to be followed. For children for whom it is developmentally appropriate, Handwriting scheme can be followed without correct grip as it can be drawn in sand / air/ traced / outside with water and paint brush big etc.</p>

	<p>Children should be supported initially to get dressed for PE, with adults teaching the children the way to remove and then put clothes back on, rather than doing it for them. Children must be encouraged to have a go, try and supported in their choices.</p> <p>Children should be taught where all the classroom and outdoor equipment is stored and should be put away. They need to take responsibility for getting equipment out and putting it away safely and this needs to be taught and re-focussed continually. Adults must hand this responsibility where practicable and safe on to the children.</p> <p>Children should be active participants of the process of 'risk-assessment' with an adult identifying and finding solutions for hazards.</p>	<p>Children should be shown how to use modelling tools such as rolling pins and cutters so they can then use and apply them in their self-directed learning.</p>
Assessment	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Stop and start on the agreed verbal/sound command; • Find a space independently and put themselves in it; • Move around a given space safely without colliding into others; • Learn to adjust speed on instruction. • Begin to understand the impact on their bodies of physical exercise and why it is healthy; • 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Understand how to access key equipment that they need, how to get it out and equally important how to put it away safely and tidily. • Hold a pencil comfortably and use it to make controlled lines and shapes, starting letter formation. • Safely and effectively use a range of tools and implements for manipulating malleable materials
Spring	<p>Revise and recall prior learning to first ensure children can move around the space safely.</p> <p>Children need to be taught how to change direction of travel in a contained space on instruction. Practice this initially at a walking pace, but vary the pace as developmentally appropriate.</p> <p>Children should be taught the rules of simple chase and pursuit games, that use and apply direction changes and moving safely yet quickly in a space, modelled by adults to enable safe play;</p> <p>In PE lessons, children need to be taught how to jump and land properly with feet together and bended knees two feet to two feet. (First from the ground, then to jump from small obstacles such as a bench or a step).</p> <p>Teach children to catch a large ball with both hands. Encourage them to always look at the ball.</p> <p>Children should be taught to push roll and to throw the ball back in the direction of the target.</p> <p>Children should be taught to move a ball with their foot and to begin to control the force of the kick as well as the place the foot connects with the ball, so it goes in the direction of their choice.</p> <p>If the school has balance bikes, the children should be taught to move across a pace safely on the balance bike, taking into consideration the space of others.</p>	<p>Use and apply letter formation from handwriting scheme. Adults in the setting to reinforce correct letter formation during group teaching and self-directed activities. Address misconceptions and encourage the correct hand/pencil grip.</p> <p>Model and teach how to use scissors correctly, refocussing and addressing misconceptions to ensure children can cut out successfully and effectively. Begin with snipping and then move to straight lines. After this is achieved cutting curved shapes should be introduced.</p> <p>Children should be receiving far less support to get changed and dressed for PE/outdoor learning, adults should now be instructing from a distance where developmentally appropriate rather than being 'hands-on';</p> <p>Children should be taught how to help each other in dressing as appropriate if help is needed; they should be encouraged to fold their clothes neatly and take responsibility for placing them where they can find them when they come back.</p> <p>Children should have lots of access to practising fastening press studs, buttons, zips, padlocks and other fastenings to develop hand/eye co-ordination and independence.</p>

	Children should understand that they can change their own physical state by exercising i.e. they can make their own hearts beat faster, they know how to check by feeling their hearts through their chest and verbalise what is happening.	
Assessment	<p><u>Learning to be secure by the end of Spring Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Change direction on command when moving at an increasing range of travelling speeds; • Push, throw, kick and catch a large ball, aiming it in the general direction they wish it to go. • Jump and land safely from the ground and from low-height obstacles; • Use and apply learned letter formation in self-directed learning; 	<p><u>Learning to be secure by the end of Spring Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Children can dress themselves for PE and for outdoor learning with very little, if any support, able to fasten and secure clothes independently; • Children are learning to self-select the appropriate materials for the job and are able to use cutting, joining and mark making equipment with increased confidence.
Summer	<p><u>Gross Motor:</u> Revise prior learning – moving in a space and following instructions. Indoors and outdoors, teach children to move around obstacles safely using the following instructions: Over, Under Around, Through Children should be introduced to the word ‘balance’ – holding themselves steady so they don’t fall and be able to balance in a stationary position i.e. one foot, foot and hand etc.</p> <p>Next, they should be taught and be able to practice balancing while travelling i.e. on a white line, bench, stepping stones etc. Children should be taught to sequence three movements including a balance position. Children can plan and are trained to access a wider range of outdoor equipment safely Children should be able to move outdoor equipment and negotiate space and safety. Children should be taught to ‘risk-assess’ their environment. Children should be taught about sun safety and how they can keep themselves safe – clothing, shade, cream etc. adults need to continually reinforce this learning and support children in making the best choices to keep safe in the sun.</p> <p>Children should be taught how the body needs water to keep safe and healthy, this should be part of their daily routine. Children should understand key vocabulary such as hydration, dehydration.</p>	<p>Children should be now given a set time to get changed to and from PE, with clear time expectations set and the VM of children should be held accountable to the time.</p> <p>Children should be taught to fix and join materials by selecting and using a range of appropriate media to do the job i.e. when is runny glue better than glue stick? When is powder paint better than ready mix? When is it best to use sticky tape/masking tape? Practitioners should follow the steps in the appropriate Skills Development sheet.</p> <p>Adults should check letters are correctly formed when children are writing in groups and in self-directed activity. Children should be reminded and refocussed on letter formation and orientation.</p>
Assessment	Most children will achieve ELGs	Most children will achieve ELGs

<p style="text-align: center;"><u>Literacy</u></p> <p style="text-align: center;">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).</p>			
<u>ELGs</u>	<p style="text-align: center;"><u>Comprehension</u></p> <p>Children at the expected level of development will:</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 during role-play 	<p style="text-align: center;"><u>Word Reading</u></p> <p>Children at the expected level of development will:</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 style="text-align: center;"><u>Writing</u></p> <p>Children at the expected level of development will:</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.
<u>Term</u> Autumn	<p>Adults read daily stories to children to model enjoyment and value of books</p> <p>Adults give children opportunities to predict events and next steps in stories – pulling the children in to be part of the reading of the story</p> <p>Children are taught how to handle a book carefully and to value it as an important thing</p> <p>Children are taught both in groups and in 1-1 situations that a book starts at the front cover and progresses to the back</p> <p>Children are given opportunities to role play reading in self-initiated learning activities and to be guided how to turn the pages and move from front to back when handling themselves - listening to CD stories can support this in the book-corner.</p> <p>Children are shown through modelling of reading whole class texts and writing that text travels from left to right on the page and top to bottom</p> <p>When children are handling their books adults will encourage them to follow text direction with their fingers as the reading happens</p>	<p>Children taught that words and print represent meaning and are comprised of letters. This should be taught through modelling, reading aloud, pointing to words and saying them as they are pointed to</p> <p>Children are taught that letters are grouped together to make words and words are grouped together to make sentences</p> <p>Children will be assessed for phonic knowledge – which letter sounds and digraphs they recognise.</p> <p>Pupils will follow the agreed whole school phonics curriculum to teach the children phased pure sounds and blends,</p> <p>Adults will choose books for the children to take home that support their phase and ability in phonics</p>	<p>Adults should model reading text that they write, following the text direction from R-L and top to bottom, showing children that words written have meaning.</p> <p>Children should be taught how to access all mark making equipment i.e. different pencils, crayons and pens, different selections of paper, enabled to make choices about what can be picked up and used. (See skills Development sheet);</p> <p>During whole class, group and self-selected learning pupils should be encouraged from the very start of the year to 'record' their ideas, thoughts and feelings through mark making.</p> <p>Adults should ensure children ALWAYS 'read' their writing back to adults and other children in the setting, encouraging them to follow the 'text' with their fingers while they read,</p> <p>Children should be assessed and allocated an appropriate phonics group to access the school agreed phonics planning.</p> <p>As part of the agreed school handwriting policy, children begin to learn how to form letters in a specific order with the correct orientation, size and formation.</p> <p>Children should always be expected to write their name on every piece of work – initially with support and may initially just be the first sound. Adults should work with the child over time to develop the concept of their name as the most important word they can write, correct the formation and ensure that the letters are capital at the start and lower case through the rest.</p>

			<p>Adults should support children to say the initial sounds of words when they write them. Supported if necessary, but moving towards children hearing them for themselves. This needs to happen not just in phonics or teacher led activities, but also in self-directed learning.</p> <p>Children will need a secure understanding of phoneme-grapheme link and they need to be taught to use available resources such as sound charts / alphabet freezes to check their choices.</p> <p>Through the agreed phonics scheme children should be taught to:</p> <ul style="list-style-type: none"> * Segment the sounds in simple words and blend them together. * Link sounds to letters, naming and sounding the letters of the alphabet. * Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
<u>Assessment</u>	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Handle books with care, understanding their orientation and direction; • Listen to and respond to stories with increasing interest and recall; • Begin to describe and retell what they have heard both in their own words as well as repeating learned vocabulary from the story i.e. repeated refrain, names, places etc. 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Understand that print carries meaning, words are made up of letters and are grouped together in sentences; • Follow text with their fingers as they 'read'; 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • At their own developmental level, children can record their thoughts and feelings by making marks with self-chosen activities; • Understand that the print that they make carries meaning; • In their own way make sure their name is represented on all pieces of work;
Spring	<p>Adults read stories to children to model enjoyment and value of books, children can also be encouraged to read to each other.</p> <p>Adults give children opportunities to predict events and next steps in stories – pulling the children in to be part of the reading of the story</p> <p>Adults encourage children to repeat and revisit key highlights of stories read recently and also further back in the past, remembering characters, language patters as well as key events;</p> <p>Children should be taught that the front and back cover of a book hold key information and are there for a reason</p> <p>Children need to be taught through modelling and questioning how to use pictorial and (where appropriate) textual cues to predict what the book is about a range of fiction and non-fiction texts should be shared</p>	<p>At text level, teachers now need to be picking out tricky words and sounds/blends from the children's phonics programme when they are reading class texts to reinforce their knowledge and understanding</p> <p>Children should be reading and blending appropriate text with adult support and independently. Pupils will follow the agreed whole school phonics curriculum to teach the children phased pure sounds and blends,</p>	<p>The VM of Children should now be confidently naming their work and this should be seen by them as an embedded routine. The vast majority of letters that are in their name will be correctly formed. Children can be supported to learn how to write their surname.</p> <p>Children need to be encouraged and taught that they record and capture their learning experiences during self-selected activities by writing captions, explanations and notes. Equipment for doing this needs to be available in every area and time needs to be given during their review to allow children to read these to adults and other children in the setting to reinforce the importance of the children's own writing.</p> <p>Linked to the learning aims for CLL children should be taught to spot a rhyme, predict rhyming words and learn a range of nursery rhymes and songs, they can be encouraged to record these independently using various medium.</p>

	<p>Teachers should re-read familiar stories and texts more than once, varying certain parts to encourage children to correct the reader, then re-read correctly to address the mistake, modelling where the text shows the children are correct</p> <p>Adults stop the story at strategic places (initially predictable places) to allow children to make guesses or predictions about what will happen next. Initially use other adults in the setting to model this so children have a framework of understanding of how to use textual cues and clues to inform predictions.</p>		<p>Adults should model sounding out words with children, once they have said the initial sound. They then move towards children taking the lead for sounding out as much of the word as they can.</p> <p>When children are building simple phonically viable words without support, they should be taught alongside this a range of common exception words such as 'and' and 'the' that do not follow phonic rules but need to be used regularly to build sentences; as identified by the phonics programs used in school.</p> <p>Children should be encouraged then to record these letters and sounds as they say them. This should be reinforced and assessed by adults as they work on self-directed activities.</p> <p>Adults need to now ensure that children are supported and encouraged to self-check writing and letter formation in order to instil independence and support learning.</p>
	<p><u>Learning to be secure by the end of Spring Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Listen and predict ahead in stories of increasing complexity and length; • Understand that books and reading are enjoyable and have value; • Recall significant aspects and events of stories in order; • Begin to make informed predictions about what will happen next in a story or rhyme; • Incorporate stories and rhymes into their self-directed learning and play. 	<p><u>Learning to be secure by the end of Spring Term</u> <u>The vast majority of Children can:</u> Use the relevant phonics assessment from the school's own phonics scheme.</p>	<p><u>Learning to be secure by the end of Spring Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Recognisably write their names on all pieces of work; • Make notes and captions independently when working on self-directed activities, • Learn how to build words using phonic cues • Learn the spelling of some simple and basic exception words to support simple sentence building.
Summer	<p>Adults read stories to children to model enjoyment and value of books Children may begin to select stories and give reasons for their choices</p> <p>Children should be encouraged to collect repetitive phrases from known texts to apply to independent writing.</p> <p>Adults give children opportunities to predict events and next steps in stories – pulling the children in to be part of the reading of the story but removing the modelling of clues and cues, asking the children to tell them why they think and reason their prediction is correct;</p> <p>During whole class, group or individual teaching, adults ask increasingly more complex questions that start to ask children to think beyond the literal.</p>	<p>Pupils will follow the agreed whole school phonics curriculum to teach the children phased pure sounds and blends,</p>	<p>Children are taught that words can be joined up to make simple sentences that start with a capital letter and end in a full stop. Adults need to encourage children to verbalise their sentence before beginning to write, listen to it for sense then write it. Adults should closely model the sentence structure as they read.</p> <p>In their independent self-directed learning children should be supported by adults to write words joined in simple strings. Questioning from adults should refocus on making sense and simple basic punctuation.</p> <p>Children should be encouraged to write for a purpose, posting letters, creating an invite for parents etc.</p>

	<p>Start to ask why and how questions that demand that children use their wider knowledge and life experience to make predictions.</p> <p>Children are encouraged to talk about books that they have read in self-directed learning time or at home with other children as well as adults. Comparisons between stories and play activities can be drawn.</p> <p>Children should be confidently de-coding unfamiliar words and reading 'tricky' words by sight.</p> <p>Children should be able to select their own reading books within a given range.</p>		<p>Writing a plan for a 'Plan-do-review' activity and evaluating this is a powerful way of engaging children and allowing them the opportunity to write for a purpose.</p>

Maths

Please note- the activities, concepts, knowledge and vocabulary set out in this descriptor must be seen to translate into all areas of their continuous provision and become part of observations in all areas of self-directed learning. Adults must be mindful of how to use key questions, provide suitable resources and capture evidence of using and applying through their observations.

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.

<u>ELGs</u>	<u>Number</u> Children at the expected level of development will: <ul style="list-style-type: none">- Have a deeper understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5;- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts	<u>Numerical Patterns</u> Children at the expected level of development will: <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.
Autumn	<p>Addition and subtraction – sorting Children should be able to identify how groups of objects have been sorted. Show how the children can be sorted into groups and encourage them to sort each other.</p> <p>Children should begin to look at all the different ways of making a group of 5 with different colour counters</p> <p>Children should be taught that collections of objects can be sorted according to an attribute i.e. colour, shape, size.</p> <p>Understanding that objects can be sorted in different ways and identifying own criteria.</p> <p>Children should be taught to sort a number of objects according to a given criteria</p> <p>Children should be able to suggest a sorting criterion and sort a number of objects accordingly</p> <p>Children should be taught to spot if there is an 'odd one out' and start to verbalise 'why' it doesn't fit</p>	<p>Place value – Numbers to 5 Children to count forwards and backwards to 5 and then when this is secure and all can do this without fingers or counting aids, to 10.</p> <p>Children count objects using 1:1 correspondence in a variety of arrangements</p> <p>Ensure that children know the names of the numbers and can recognise the numerals corresponding to the name from 0-5</p> <p>Practice regularly during a day counting to at least 5</p> <p>Children are taught to independently count up to at least 5 from 0 and beyond where developmentally appropriate</p> <p>Children should learn to count and correspond with objects to least 5,</p> <p>As children count, they allocate the number to an object to 5.</p>

	<p>Addition and subtraction – change within 5</p> <p>Children can find the total within a group, understanding that the final number is the total. They should have access to a wide range of objects and pictures of objects that have been grouped into arrangements of five so that they can start to subitise what 5 things look like without counting them.</p> <p>Children compare amounts and count objects to identify one more</p> <p>Children understand that one more is the same as the next number in the number sequence</p> <p>Children count objects and find ‘one less’, use number frames to create one less</p> <p>Children to know that one less is the next number when counting backwards in sequence.</p> <p>Children should be taught to count on one more at a time from a given number up to five</p> <p>Children should be taught to count back from a given number under five to 0</p>	<p>Children should then be taught to understand that the last object counted is the sum of the objects up to at least 5. and this is the ‘total’.</p> <p>Children need to count a range of counters and real-life objects in to groups of 5 and organise them in to a range of patterns i.e. in a line, circle and that just because you change the pattern, you do not change the number in the group. Children starting to subitise to 5.</p> <p>Children should be taught to put the numbers 0-5 into the right order in a range of situations such as on a ‘washing line’ as well as number cards</p> <p>Children should start to correctly form numerals to 5 with the correct orientation and formation.</p> <p>Children must be encouraged and supported to count and arrange numbers as part of child-initiated learning</p> <p>Place value – comparing groups</p> <p>Children should be encouraged to line up objects and compare them, using five frames can support this activity. Initially identical objects then moving to non-identical objects.</p> <p>Children can count out each line of objects to 5 by touching as they count.</p> <p>Children can count out up to 5 objects from a larger set of objects.</p> <p>Children use the vocabulary more / fewer and the same to compare sets of identical and non-identical objects.</p> <p>Children should be taught the language of more and fewer in relation to the quantity of objects in groups of identical objects</p> <p>Children should be able to compare groups of identical objects and be able to say which group has the most or the fewest in relation to quantity of objects</p>
Assessment	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • count securely at least 5 objects and correspond correctly when they count • give the sum of the group once they have counted • (most can) write the numerals 0-5 with the correct formation consistently correctly • Sort and group several objects based on a given and a self-selected criterion • Compare groups of both identical and non – identical objects and say which group has most or fewest objects. • Put groups of objects together and count the total • Start to subitise groups and pictures of groups of 5 objects 	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • Count backwards and forwards fluently to at least 5 (all) and (most) to 10. • Compare groups of a minimum of 5 objects with all being able to say (without counting) which is the largest or smallest group; • Use the vocabulary of comparison for groups of objects

Spring	<p>Spring Term Revision – all children should review and remember the work from Term 1 to ensure it is secure before moving to larger numbers. This is to ensure there are no gaps in learning.</p> <p>Addition and Subtraction – Introducing zero</p> <p>Ensure children understand the terms ‘nothing there’ and ‘all gone’.</p> <p>Introduce the term zero and the symbol 0.</p> <p>Addition and subtracting numbers to 5, then 10 Children taught that numbers can be combined using smaller numbers.</p> <p>Children should be taught the vocabulary of addition and subtraction and that adding means to grow bigger and subtracting relates to taking a number away</p> <p>Children should be taught the pairs of numbers that go together to make 5 (number bonds). Use ‘number frames’ and ‘part-part-whole’ with different coloured counters to represent this.</p> <p>Children should be taught that a group of 5 objects is still a group of 5 despite the pattern that they are laid out in - Children should be able to subitise numbers to 5;</p> <p>Addition and subtraction – addition to 10</p> <p>Children are taught to combine groups to identify how many altogether.</p> <p>Children start to use the language of addition and combining two groups of objects to make a whole (totalling 10 or less) this is done through practical activity and supported/modelled by adults where developmentally appropriate, use ‘part-part-whole’ to support this.</p> <p>Children should be taught to add and subtract single digit numbers by pushing two groups of objects together and that these are called number bonds.</p> <p>Children need to be shown the patterns of number bonds to 5; then once secure to 10. Where developmentally appropriate, children should rehearse and learn the ways of making 5 as number bonds. When this is secure, then start to learn number bonds to 10.</p> <p>Once secure with concepts of addition as add and subtraction as taking, Children should then be taught to count on or back to find the answer to a problem adding or subtracting single digit numbers from each other. Concrete objects always available</p>	<p>Place value – numbers to 10</p> <p>Children should be regularly during the day be counting on and back to at least 10, securing the sequence. When secure, begin practicing to 20.</p> <p>Children should compare groups of identical objects up to groups of 10 and estimate, then count and check, which has the fewest and which has the most</p> <p>Children should be taught to count on one from any given number and learn the vocab of one more for numbers up to 10</p> <p>Children should be taught and learn how to count back one less from any number up to 10</p> <p>Children should be taught to select the correct numeral to match the number of objects in a group of 0-10 objects</p> <p>children should be encouraged to write and record these group totals as part of their child-initiated activities</p> <p>Children should be taught to correspond and allocate an object to that number as they count and see that the last number counted is the sum of the group Children need to recognise when the totals of a group are the same and to begin to use the term ‘even’;</p> <p>Adults will model how to double something through interacting in self-directed learning i.e. when manipulating objects such as stones, bricks, pizza etc. Children become familiar with the terms double and doubling;</p> <p>Children need to be introduced to the language of half – through practical activities such as cooking, playdough and be able to estimate equal shares with adult support;</p> <p>Through sharing one for me, one for you, children start to more accurately split groups into two equal parts and understand that they have half of the number in practical activities. They need to be taught how to share objects out fairly so all get an equal number, such as cakes or Smarties etc and use the terminology ‘share’ ‘half’;</p>
Assessment	<p><u>Learning to be secure by the end of Spring Term</u> <u>Children can:</u></p> <ul style="list-style-type: none"> • Children understand and accurately use zero. • Recognise a group of 5 without counting it (subitise) 	<p><u>Learning to be secure by the end of Spring Term</u> <u>Children can:</u></p> <ul style="list-style-type: none"> • Count securely up to and back from 10; • Recognise when the total of two groups are the same and call them ‘even’;

	<ul style="list-style-type: none"> Count securely at least 10 objects and correspond correctly when they count Give the sum of the group once they have counted Write the numerals 0-10 with the correct formation consistently correctly 	<ul style="list-style-type: none"> Be able to contextually use the language of doubling and halving as part of their self-directed learning activities; Children can split a group of objects and share it in to two equal groups and understand they have split it in half
Summer	<p>Addition and subtraction – change</p> <p>Children need to understand that quantities of groups can be changed by adding more.</p> <p>Encourage children to make up mathematical stories adding amounts and finding the total, initially this will be counting again from one but encourage children to count on.</p> <p>Encourage children to make up mathematical stories subtracting amounts and finding the total, encourage children to count back.</p> <p>Numerical Pattern (odd and even)</p> <p>Children understand that quantities can be shared into two equal groups, with none left over the number is even, with one left over the number is odd</p> <p>Children should compare items by building patterns using 10 frames, exploring odd and even by grouping into pairs</p> <p>Children should revise and repeat number bonds to 5 and to 10. Children should be able to find the matching partner in number cards and pictures of groups of objects. They should be able to give the corresponding number when given a number (bonds to 5)</p>	<p>Addition and subtraction – Place Value numbers to 20</p> <p>Children should be regularly, during each day counting on and back beyond 20</p> <p>Children should be matching quantities with correct numerals.</p> <p>children should be taught to match the numeral to the number for all numbers 0-20</p> <p>through provision both indoors and outdoors children should be given opportunities to order, first with support then independently, numbers between 0 and 20</p> <p>Children should be taught to properly form the numbers to 20 with correct orientation and size</p> <p>children should be taught to count on and back to 20 from a given number</p> <p>children should be taught to know which number is one more, one less from a given number between 0 and 20</p> <p>Multiplication and division – halving and doubling</p> <p>Children should be taught in a group activity. The word ‘doubling’ to follow up on the practical application last term</p> <p>Children should be shown that in order to double something you get the same amount again – in practical situations such as with concrete apparatus and items that are relevant to their life. Children should be expected to use the correct terminology and this should still be supported and reinforced during self-directed learning time;</p> <p>Children in small group time should practice doubling groups of objects up to 5 objects in a group so the sum is less than 10</p> <p>Children should continue to be encouraged to use the language of half and sharing as part of their child-initiated learning</p> <p>Children should share out objects between a group of two and understand that if you share a number of objects equally into two parts you each get half of the group</p> <p>Children should now be given more independence to share out concrete apparatus, so they go through the process of dividing objects equally amongst a group using the correct terminology and 1-1 corresponding with counting as they share.</p>
Assessment	The child achieves ELGs	The child achieves ELGs

Additional/supplemental Maths Guidance:

There are certain aspects of the Maths curriculum that have been removed for the 2021 profile.

These include, shape, space, measures and money.

These areas can be taught as part of the characteristics of effective learning during self-directed learning and play, through questions, discussion, pattern making, sorting and modelling.

Please see below for examples of how you can do this:

PLEASE NOTE: Children will not be assessed against these areas so this guidance is non-statutory

<u>Shape and Space</u>	<u>measures</u>	<u>money</u>
<p>Shape and Space – Spatial Awareness Children learn positional language: <i>on top, underneath, next to, behind</i> and <i>in front of</i>.</p> <p>Shape and Space – 3D shapes Children explore shapes through block play identifying and sorting by similarities and differences. Children are introduced to the term 3D as being shapes that you can pick up because they are solid Children learn the mathematical names of some simple 3D shapes sphere, cube, cone, Children should be encouraged to spot simple 3D shapes in the environment Children should use these shapes to build and construct, selecting them for their properties and using their names in context when questioned by an adult in the setting Children should be able to identify 3D shapes based on their face shapes applying 2d shape knowledge.</p> <p>Shape and space – 2D shapes Children should be taught that 2D shapes are flat and encouraged to spot these in the environment. Children should be encouraged to find, use and make shapes as part of their child-initiated learning both inside and outside Children need to recognise the simple 2D shapes in the environment and when seen on paper Children need to be taught the names of simple 2D shapes i.e. square, circle, triangle, rectangle Children need to be taught how to draw the shapes themselves using a variety of media both inside and outside, saying the name of the shape and explaining how they know it is that certain shape</p>	<p>Measurement – time Children should begin to measure time using sand timers and steps. Children need to start sequencing events into a chronology of time. Use vocabulary <i>now, before, after, soon, later, next</i> Adults should model this and encourage children to structure and plan a sequence of events themselves i.e. first pick up the pencil, next you need to write your name and then you can start. Children will need to practice directing each other to create a sequence of instructions. Children need to understand and should be taught that the day is split up into morning, afternoon and night and specific events happen during these periods of time. Start to develop a sense of time using the vocabulary <i>yesterday, today and tomorrow</i>. Encourage children to use the language of time and sequencing time in their child initiated learning i.e. ask about the time on the clocks in the home corner, where they are going to go next, how long they will be doing an activity using time specific language such as 10 minutes etc. Encourage the use of sand –timers to measure time e.g. time to swap over the bikes etc.</p> <p>Measurement – Length, height and distance Children should be taught how to order objects by size such as length or height Children should be encouraged during self-selected learning time to order objects according to measurement Children should be taught to use the language of measurement relating to size and capacity; length (<i>longer, shorter</i>) height (<i>taller, shorter</i>) breath (<i>wider, narrower</i>) Children should be taught how to compare the size of two objects using the same criteria i.e. height or length Children should be taught to use contextually the language of distance and comparing distance long, longer, far, further, length, near, close Children should measure in the environment with a range of non-standard units such as feet, hands, short distances with simple everyday objects they count with etc.</p>	<p>Measures- Money Children need to be shown and encouraged to handle and describe 1p and 2p coins. Adults should model them in value order so that children start to understand their worth. Coins should be used for play activities such as shop, or home corner and adults need to model using them in play activities i.e. as a cashier or paying for something and asking for change. Questions from adults need to reinforce their knowledge and use of terminology during their self-initiated activities Children need to be shown and encouraged to handle and describe 1p, 2p, 5p and 10p coins. Adults should model them in value order so that children start to understand their worth. Coins should be used for play activities such as shop, or home corner and adults need to model using them in play activities i.e. as a cashier or paying for something and asking for change. Questions from adults need to reinforce their knowledge and use of terminology during their self-initiated activities</p>

<p>Children should be able to discuss the features of shapes, no. of sides and vertices and identify them based on this e.g. using a feely bag.</p> <p>Patterns with shapes</p> <p>: Children use simple shapes to make repeating patterns such as through printing or pictures</p> <p>Children are taught to know what a repeating pattern is and to recognise one when they see it in a range of concrete objects</p> <p>Children are taught to make a simple repeating pattern with at least 2 objects. This can expand as developmentally appropriate</p> <p>Children are encouraged to make and share patterns while participating in self-initiated activities and spot patterns in the environment.</p> <p>Children are taught and encouraged to expand their pattern making from 2 or three objects to more complex patterns and include more than one criterion i.e. colours and shape. Encourage children to say patterns aloud.</p> <p>Children are taught that patterns can be represented on paper and recorded such as through drawings and symbols</p> <p>Children are taught to make pictorial/symbolic patterns on paper extending to use numerals</p> <p>Children should be able to copy and extend repeated patterns and then create their own repeated patterns.</p>	<p>Children should be taught to compare length and recognise things that are longer and shorter than each other.</p> <p>They should have targeted and focussed questions during their self-initiated learning time to reinforce this vocabulary and secure their understanding</p> <p>Using both indoor and outdoor space during movement time children should be given opportunities to move distances using non-standard units such as ‘fairy steps’ ‘giant steps’ and be taught to compare distances with both units</p> <p>Measures – weight</p> <p>Children, through play and continuous provision activities are taught through modelling and questioning, to use the language of weight – heavy, heavier, heaviest, light lighter lightest</p> <p>Children can become human scales to predict heaviest and lightest objects and test using weighing scales</p> <p>Different forms of weighting equipment should be shown and used – Could you weight a person in the kitchen scales?</p> <p>Children are taught to order objects by the estimate of their weight</p> <p>Children are taught how to use simple weighing apparatus to compare objects</p> <p>Capacity:</p> <p>In the sand and water activities the children are taught to use the language of capacity – full, empty, extend to half full, nearly full, nearly empty.</p> <p>Children are taught to compare the capacities of containers making estimates initially of which holds more using a variety of different sized containers to make comparisons.</p> <p>Children make up simple tests to check which containers hold more using two identical measuring cylinders to compare contents and test predictions.</p> <p>Children are supported to order containers based on capacity</p> <p>Children can independently order containers based on them checking which one holds more</p>	
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Understanding of 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.

<u>ELGs</u>	<u>Past and Present</u> Children at the expected level of development will: <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 	<u>People Culture and Communities</u> Children at the expected level of development will: <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 – where appropriate – maps. 	<u>The Natural World</u> Children at the expected level of development will: <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 state of matter.
<u>Terms</u> Autumn	Children need to learn the vocabulary of past, present and future. Children need to be supported to use the terminology contextually correctly i.e. yesterday, today and tomorrow, when you were a baby, when you were at nursery, when you are a grown-up...use photographs and objects to support this abstract concept. Children need to understand that some things happened a long time ago and this is where dinosaurs can come in very useful. They need to know that this was a very long time ago before people were around. This learning can be supported by a range of non-fiction texts. Small world should have a range of dinosaurs for the children to role play and interact with. Observations to assess through focussed questioning in self-initiated activities that children are using vocabulary of time and chronology within their play Children taught to sequence a set of pictures from their own life to understand that time has a chronology - grow cress to show how things change with time.	Children need to be taught vocabulary that directly links to features of their own environment, looking around the school building and talking about the materials of construction i.e. brick, wood, metal. To begin to understand the environment they live and go to school in, children need to start looking at the materials around the school, children should be encouraged to look for pattern, shape and texture and start to build a key vocabulary bank of descriptive words such as – straight, curved, rough, smooth, cold, etc. Adults in the setting should reinforce this descriptive vocabulary with children when they are undertaking self-directed learning; When looking around the school, adults need to focus children's attention on patterns and textures in the environment, showing them how to record these by taking rubbings, photos or capturing patterns (i.e. brickwork) in their own recordings; Support parents to look for the features of their own homes, enabling the children to talk about what things are made of, where brick, wood and metal are used. Children can record patterns at home and bring their recordings in to school to compare and discuss; Children walk around their local environment and look at buildings that are used for a range of purposes such as sports centres, churches, shops etc. Children talk about the size, shape and use of the buildings	All areas of provision in the setting should have a wide range of natural materials available for children to touch, use, sort, build with, print with and explore. Adults should encourage children to talk about what they are called, use words to describe how they feel, whether they are soft or hard, if they make a noise and where they come from. Linking with the work being done in PCC, children need to understand the difference between natural and man-made. Children need to learn that some things are living and some things are not i.e. plants and animals are alive but stones or water have never been alive. Some things like wood used to be alive. They need to understand that wood comes from trees which grow. Children should be encouraged to talk about features in their school and home environment that are both natural and man-made. They should learn the names of and visually represent basic animals and plants from our environment that they might see in the countryside. Children should understand the difference between a pet animal, a farm animal, a wild animal and a zoo animal and why. This is through stories, poems and nursery rhymes, maybe visits to a farm or animals coming into the school environment. Start with what they know, pets they might own or visits they may have made to the farm or the zoo.

	<p>Understand that people in their families have a chronology and children should be able to organise events in the lives of others</p> <p>Understand the chronology of a family itself, grandparents, parents, children</p> <p>Listen to stories from real life people from beyond their own families detailing what life was like in the past for example have grandparents in to talk about school, toys, transport etc.</p>	<p>and relate this to their own experiences of visiting them. When they get back to school these buildings should be encouraged to be adopted into their self-directed learning through the resources provided or intervention by adults in the setting;</p> <p>Children need to understand that some buildings are used by people to worship and talk to their god. Some children may have been to a church, so the idea of religion should start with the faiths represented in the local community.</p> <p>Children need to understand that when people are happy they want to celebrate. There are lots of celebrations that they are aware of i.e. birthdays and Christmas and children should have the opportunity to share their customs and family memories of these celebrations.</p> <p>Children need to be taught that in different families and faiths, people celebrate for some different reasons. Link this to their RE curriculum, looking at festivals and celebrations from around the world.</p> <p>Children should use and apply their learning in the creative areas of continuous provision using craft, art, dance and role play to explore what they have learned so far. Adults within the setting must ensure that there is a broad and varied range of resources for children to use and play with. This should include cooking tools, fabrics, artefacts, books and texts, music, dolls, pictures and images. Please ensure that there are paints and crayons that allow children to make pictorial representations of people with a range of skin colours!!!</p>	<p>Children should be singing songs about animals, paint, draw and collage animals in the creative area, make zoos and farms in the construction area, play with animal figures in the small world etc.</p> <p>Adults should encourage children to talk about the characteristics of animals such as legs, ears, fur, teeth, tails etc. Use the language of comparison when looking at them relating to size. Understand what they use the features for i.e. rabbits have big ears for listening out for predators etc. This should be supported, scaffolded and extended by adults questioning during self-directed learning such as in the small world or when they are pretending to be animals. This can include dinosaurs.</p> <p>Children should be able to say what the basic conditions needed to sustain life are i.e. food, water, shelter.</p> <p>Understand that some animals eat other animals and some eat plants and some eat both.</p> <p>Begin to look at different habitats that animals (in their own environment) need, looking at contrasting localities for this such as trees, water, grass, burrows, caves etc.</p>
Assessment	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • Sequence a simple series of events into a chronology; • Understand the language of the passage of time past, present and future in events linked to their own lives and experiences; • Know that some things happened a very long time ago. 	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • Talk about use of materials in their home and school environments, where wood, metal, fabrics etc. are used and use descriptive vocabulary when talking about these features i.e. soft, spikey, bendy etc.; • Talk about communities that people live in and assign key vocabulary according to characteristics such as town or city; • Talk about the features and usage of buildings in their local environment and bring this knowledge into their play; • Understand that people belong to different faiths and celebrate their faith in different ways. 	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • Verbalise the difference between natural and man-made objects. Understand that some things are alive and some things are not; • Name and recognise a range of basic pets, farm, zoo and wild animals and understand their habitats; • Talk about the simplistic characteristics of animals including dinosaurs; • Understand what animals need to ensure they can stay alive; • Understand that different animals need different environments to live in.

<p>Spring</p>	<p>Revise the chronology of their own family, that there is a past and present extend to grandparents or wider family where developmentally appropriate.</p> <p>Children need to know some basic similarities and differences between themselves now and their lives as compared to a specific chosen point in history i.e. when a certain book character was alive or when grandparents were little. This needs to relate to things that the child knows and understands such as toys, computers, food, TV programmes, clothes etc.;</p> <p>Create simple timelines or chronologies where children are able to put objects into a time order and explain why they are there. Look at materials used, technology and whether they recognise them at all. Children should get the opportunity to explore and play with/use the artefacts. Children should learn that sometimes old things are precious because they have been around a long time and may have memories attached. They can relate this to their own belongings from when they were babies etc.;</p>	<p>Children need to understand that people live in communities. We categorise and name communities in this country dependent on size and children should learn (through stories, poems, rhymes and non-fiction texts) our words for these such as village, town, city.</p> <p>Expanding this wider, children should look at pictures of villages, towns and cities in contrasting localities around the world. They should be encouraged to use descriptive language to talk about materials used in the buildings and to point out simple similarities and differences.</p> <p>Children listen to and read texts both fiction and non-fiction that talk about how children live in other countries. Look at aspects of their life such as what clothes they wear to match the climate, what their homes look like, plants and animals that live in that country. Focus particularly on localities that contrast significantly with ours such as polar climates (Inuit for example or Northern Scandinavian) and hot climates (Africa or South American) so children can use simplistic comparative language. Alongside differences, children must be encouraged to look for similarities that draw them together with other cultures such as play, reading, food, transport etc.</p> <p>Listen to stories and songs about families from cultures around the world to understand that these structures are worldwide.</p> <p>Children should understand that family communities do not all look identical and there are other family structures that may be similar or different to their own share positive images of different family dynamics reflecting all aspects of others with protected characteristics.</p>	<p>Children need to be taught about the names of the seasons and their broad weather/climatic and natural features. Children need to be taught how natural features such as trees or plants change with the seasons and a simplistic version of why this happens i.e. it gets colder in the winter and some of the trees lose their leaves, spring is when it starts to get sunnier and plants come back to life!</p> <p>Take the children on regular 'nature walks' where they are able to talk about things that are living, look at where they live i.e. birds in the trees and hedges, plants in the soil and bugs on the ground. Walk in different parts of the school grounds with the children using paper and pencils or even some using tech such as cameras/ipads to record what they see.</p> <p>In the outdoor area support children to plan and set up a habitat where they can encourage wildlife such as minibeasts or plants. They should be taught how to care for it and tend it while using scientific tools such as magnifying glasses and pooters to examine what is living there.</p> <p>Use the text 'The Very Hungry Caterpillar' to unpick the change in a caterpillar and use the correct terminology for the stages of development. Use art and textiles, printing and construction to capture images from the story and to retell the cycle of change.</p> <p>Teach the children that living things change over time – grow a bean or a carrot top in water so children can see the different parts.</p> <p>Children should be taught about materials and their properties, that other things can change too, things that are not alive for example ice melts, cake mixture rises, soil turns to mud when you add water, these changes happen as a result of changes in their environment i.e. addition of heat, water. Some of these changes are reversible and some are irreversible.</p>
<p><u>Assessment</u></p>	<p><u>Learning to be secure by the end of Spring Term Children can:</u></p> <ul style="list-style-type: none"> • Talk about how their lives are similar or different to lives of others in the past from family or stories; • Sequence a group of objects into a simple timeline order based on a discussion about their properties; • 	<p><u>Learning to be secure by the end of Spring Term Children can:</u></p> <ul style="list-style-type: none"> • Children can express an opinion on the environment that they live in – contextual to where you are. • Talk about how people live in contrasting environments, talk about features of these environments and use comparative language when discussing both similarities and differences; • Talk about how families can be different as well as similar in culture, faith and orientation. 	<p><u>Learning to be secure by the end of Spring Term Children can:</u></p> <ul style="list-style-type: none"> • Show that they understand that the year is split into seasons which have names that they will be able to recall; • Relate simple explanation of key features of each season, understanding that the environment is subject to changes as the seasons progress through the year. • Understand and explain how some key changes happen in plants and animals as they grow and develop. They can relate this to themselves and humans.

			<ul style="list-style-type: none"> Changes also happen in things that are not alive and they can make predictions about what will happen when things get warm, hot or are mixed with water etc.
Summer	<p>Look at people's roles in society and how they do jobs to help us. This needs to particularly relate to people that the children know, parents and carers plus trusted people in the community. What roles do people do that help us? This should include home roles such as mums and dads, foster parents if relevant, grandparents and different family setups.</p> <p>Children could relate this to jobs and roles they would like to do when they grow up. Use role play areas and self-directed learning to input key terminology from industry and professions such as construction, vets, police, nursing, teaching, catering, caring. Adults must ensure that the images used to show off these roles are diverse in gender and race and disability to encourage the children to see positive models.</p>	<p>Adults should model the appropriate use of language for expressing emotions and link to stories, texts, characters</p> <p>Children need to be taught that a picture of our environment can be captured on a map – children should have the opportunity to use simple maps of the classroom to find objects, moving out into the wider school and the grounds for example to find treasure. They should be encouraged and supported during self-directed learning to make their own maps and to explain them to adults and other children during 'plan, do review'.</p> <p>Children should be taught how a simple map or plan of the wider local environment works starting with their own classroom or home. Initially, allowing them to explore areas they are familiar with and also create simple maps of their journey to school from home or to the shops – a journey they can remember in their heads with or without adult support. They need to be able to share and explain their map to another child or adult in the setting.</p> <p>In the learning environment children should have access to a range of maps and charts, globes and posters for them to look at, draw on, recreate and copy, inspiring them to create their own. While working with them during this self-directed activity adults should share key vocabulary such as country, sea, globe, world, land. Simple atlases should be available in the book corner and in areas of the setting for them to refer to. Adults should point out where our country is and talk about its features on the map. It is a big island, which means there is sea all the way around.</p>	<p>Children should learn from texts and pictures as well as sharing experiences from their lives about contrasting features of environments such as mountains, rivers, seaside, places they have visited or seen in books.</p> <p>Children should be encouraged to paint, draw and model these natural features and describe what they are creating using descriptive vocabulary such as 'rocky', grassy, sandy, high, deep etc.;</p> <p>Once children have started to understand how exciting and precious the environment is they then need to start to learn how the actions of people can impact on environments such as leaving litter, getting rid of trees and bushes etc. They should be taught about the word pollution and encouraged to express opinions on the environment. They can make posters to address a particular contextual environmental issue i.e. getting more people to walk to school, reducing litter or picking up dog poo – think about the environment you are teaching in to find the best issue to work with.</p> <p>Children need to understand that there is a wider world beyond home and school and in the summer term children can regularly be going on walks to look at the environment beyond their boundaries. This may also include a school trip to a contrasting locality i.e. seaside, forest, reservoir, zoo etc.</p>
Assessment	The child achieves ELGs	The child achieves ELGs	The child achieves ELGs

Additional/supplemental Technology Guidance:

There are certain aspects of the previous UW curriculum that have been removed for the 2021 profile.

These include all aspects of teaching about technology and keeping safe online.

These areas should be taught as part of the characteristics of effective learning during self-directed learning and play, through questions, discussion,

Please see below for examples of how you can do this:

PLEASE NOTE: Children will not be assessed against these areas so this guidance is non-statutory

Autumn	<ul style="list-style-type: none">• Children need to use and access a range of technology equipment in the learning environment• For pieces of equipment that the children are expected to use with regularity such as CD player or tablet, children need to be taught how to turn it on and use it as it is intended• Children need to be taught how to take care of electronic equipment – away from water, not left on the floor et.• Children need to know that technology is used throughout the whole of our world and should discuss in class time instances of use such as tills, medical equipment, computers• Children are able to verbalise and remember technology that is in their homes and familiar environments• Role play planning needs to enable pupils to use technology in play activities and observations should assess where they use them and the language and skills they reflect during their self-initiated activities -consider the 'Domestic Role-play' area to have an office, telephone, Ipad.
Spring	<ul style="list-style-type: none">• Children need to know specific uses for computers• Learn how to swipe on a screen and access an app that they a) self -elect b) are directed to select• Children learn how to access and use independently a range of appropriate apps that support learning in the class• Children begin to learn that there are some very positive uses of computers however sometimes there are scary things that happen when you are on games or on the internet. (E-safety) <i>See the additional support materials on E-safety in EYFS.</i> <p>Children need to learn that you are responsible for being kind to each other when online</p>
Summer	<ul style="list-style-type: none">• Children should watch an adult modelling the use of Scratch to do simple coding exercise• Children will need to practice directing each other to create a sequence of instructions.• Adults teach children to undertake a simple coding procedure on Scratch to do a simple action• Children need to learn a simple coding sequence and to explain how they completed it

We have created a separate guidance document to start working with children on building the foundation for safer internet use.

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.

Creating with materials

Children at the expected level of development will:

- 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

Being Imaginative and Expressive

Children at the expected level of development will:

- 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, poetry and stories with others and – when appropriate try to move in time with the music;

Autumn

- Children need to be taught the location of all the materials they will need to use over the course of the year i.e. powder and liquid paints, different thicknesses and textures of paper, runny glue and glue sticks, collage materials etc. Practitioners should use and refer to the relevant SKILLS DEVELOPMENT SHEET, Children need to be shown how to access these when they need them, how to use them appropriately i.e. dispense, mix, put into pots etc. AND MOST IMPORTANTLY how to put these away after they have used them. All of these materials need to be available to children from the day of training through the whole year so that children can self-select the things that they want to use;
- Children need to be taught to take responsibility for thinking through what they want to achieve/make/create when using equipment and media in creative areas. Adults need to talk children through the process of starting to anticipate creativity using key questions that unpick thinking but also give a scaffolded approach to this thinking process. This may be questions that build up in complexity over time that ask the children to reflect on the final outcome they wish to achieve, what materials they will use to do it, how they intend to join and construct and what success will look like. Adults need to use key questions throughout the process that enable children to challenge their own thinking without always giving them the answer. This will start off in the autumn term and will build up over the year expanding children's vocabulary and fostering problem solving skills.
- Children need to be taught how to select the best equipment for the job they need to do. For example, runny glue is far more effective when sticking pasta and collage materials than glue sticks however if you wish to stick a piece of paper in to your book a glue stick is most efficient.
- Powder paints are most effective when you want to mix colours for small pictures whereas ready-mix paints cover large areas in a solid finish. Adults need to model this, then use key questions while children are self-selecting to refocus and enable them to think and reason whether they have chosen the best equipment for the job they need to do.
- Children must be taught the names of the primary and secondary colours and relate them to the colour they represent. Children should also expand this vocabulary during their self-directed learning to add descriptive words such as 'dark' darker' or 'light' or 'lighter' i.e. light blue.
- Children need to be taught to use powder paint to mix colours. They should be able to put a little powder colour on their wet brush, decant it into the well of a mixing palette and then wash the brush, add another colour and then mix the two together. They can then explore the vocabulary

From the start of the year there needs to be a daily dedicated time slot for whole class story-telling, singing and sharing nursery rhymes etc. This is separate from Children need to be taught how to access technology to put on music of their choice as part of their self-initiated learning time.

- Adults model then reinforce through praise and evaluative comments (i.e. I like the way that you... Have you seen how AN Other moves their arms... etc?) as children create movements and series of movements of their own choice.
- Children should be scaffolded through questions from adults to show and express through words of increasing sophistication, how their movements represent their feelings and responses to the tempo and mood of the music. (cross reference with PD)
- Adults ask questions and support children in their play activities to introduce a narrative or storyline into their role play either from a set narrative (see below) or from their own imagination.
- Children should be encouraged to explain their story and thinking process to other children in their group
- Children are encouraged following reading texts such as fairy tales or shared guided reads to include some narratives from books and stories into their role play. Adults will model this during self-selected learning and ask questions such as 'Do you remember what happens next?' 'Can you think of a different ending?' 'What would you do if you were ****'
- Children should be enabled in both teaching time and self-directed time to make their own books both repeating familiar stories as well as creating their own – writing texts as developmentally appropriate and illustrating. Children must be encouraged to read their texts to each other and to adults in the setting.

	<p>(with adult support) of the colours they have created. This should be encouraged when they are undertaking their self-directed learning and choosing to work in the creative/art area.</p> <ul style="list-style-type: none"> Children should be taught how to hold and use a pair of scissors correctly using their left hand or right-hand preference. Children who are showing a left-hand preference should be taught to use the appropriate scissors. Adults should address misconceptions quickly and physically manipulate the hands to hold the scissors correctly. As part of setting up plan/do/review, children should be taught how to explain what they will be using and what they aim to achieve in the creative/art/media area; Following on from learning the names of the primary and secondary colours adults need to structure questions with all children when undertaking self-selected activities about why they are choosing particular colours for their work. Over time with support and structure children need to be able to structure 'because...' sentences which enable them to explain and express their ideas. During set tasks or self-initiated learning, adults in the setting will use questions and directed learning to support children to increase the complexity of their representation of people and objects. Children should be taught to look in a mirror or at a friend to see aspects of the body/face that characterise people and encouraged to add these to their drawings. Children should be encouraged to talk about their drawings to consolidate their understanding of the human body with adults asking key questions during their working time such as 'can you show me where...' or 'what would her arms be doing if she was doing this...?' In conjunction with the work on primary and secondary colours and mixing, children should be taught and modelled by adults that people have different colour skins and that these should and can appear in their pictures. Children should be supported to mix colours to achieve this. 	
Assessment:	<p><u>Learning to be secure by the end of Autumn Term:</u></p> <p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> Use the plan/do/review system to explain what they are going to create and what they are going to use; Use increasing knowledge and informed judgement to choose the best materials to complete the job they want to undertake; Choose and mix colours they need to use in their work; Hold and begin to use scissors correctly and with increased confidence; 	<p><u>Learning to be secure by the end of Autumn Term:</u></p> <p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> Move in a more controlled way, responding to the speed, volume, mood and tempo of music; Introduce and discuss narratives in their role play, explaining stories to adults and children in the setting; Select and use appropriate equipment and media with confidence, with a clear outcome in mind; Name and mix colour as needed, including different colours for skin to reflect the multiplex nature of society and community; Depict people and objects in their work with increasing sophistication.
Spring	<ul style="list-style-type: none"> Now that the system of plan/do/review is embedded in classroom practice, adults should now be asking children to describe the effect they are wishing to achieve when working with creative materials. Children should be using a widening vocabulary to show that they are cutting, joining, and selecting equipment. Use the relevant SKILLS DEVELOPMENT SHEET for guidance. Children should now be confidently explaining the choices they have made about selecting certain materials and media for their properties i.e. runny glue, sellotape, shiny paper, tissue paper etc. Children should be encouraged to share effective practice with other children, enabling them to achieve success; 	<ul style="list-style-type: none"> Children should be supported to collaborate with a small group to create a shared narrative for their role play. Adults to use key questions at specific points during the discussion and role play to enable them to make choices and predictions, thinking about simple characterisations e.g. family roles such as mum, dad, baby and maybe animals such as pets or farm animals. Children in this group can explain the narrative to others in the class after their acting out. If any children are reticent to contribute, adults facilitate their recall by enabling them to draw, move or use toys to explain if they need to.

	<ul style="list-style-type: none"> Children should be taught how to verbalise what they see when the properties of the media that they are using changes i.e. when colours change during mixing or when glue dries, clay hardens etc. Adults should initially model this through direct teaching in group time when introducing activities, then in working with children and supporting them during self-directed learning. Children should be taught a range of vocabulary of textures when creating i.e. rough, smooth, bobbly, fuzzy, and adults should model then expect them to use the appropriate descriptive vocabulary in expanded descriptive sentences relating to what they have created i.e. I have made a collage of a brown, fuzzy, hairy bear. Children should be building their repertoire of nursery rhymes, songs and class favourite music. Children should explore moving in different ways to different types and speeds/genres of music. They should be taught to listen to the pace and beat of the music, with adults initially modelling movement that is appropriate i.e. listening to Tchaikovsky's Swan Lake and moving in slow, sweeping movements compared to marching music, Popcorn – quick, punchy, short movements etc. Children should then be enabled to move as the music makes them feel. 	<ul style="list-style-type: none"> Children should be encouraged to record their narratives with mark making at their individual developmental ability. Children should be encouraged and reinforced for recording as a natural part of capturing their self-selected learning. This should be supported by adult questioning, modelling good examples and practice to show the value to all children. When moving to music, children should be able to better control and change the pace and drama of their movement in reaction to the music they are listening to. Adults should ask evaluative questions to enable children to reflect on how they moved including supporting the introduction of descriptive language with increasing sophistication and complexity i.e. shuffle, wiggle, bounce, etc. Children should be asked to evaluate their music choices and begin to express if they like something and some reasons why. Begin to link music to feelings and mood.
Assessment	<p><u>Learning to be secure by the end of Spring Term:</u> <u>Children should be able to:</u></p> <ul style="list-style-type: none"> Use increasingly sophisticated vocabulary to effectively describe properties and textures of materials and media expanding single words into simple sentences. <p>Respond and move to a range of different types and tempos of music;</p>	<p><u>Learning to be secure by the end of Spring Term:</u> <u>Children should be able to:</u></p> <ul style="list-style-type: none"> Share and build narratives as part of a group Record their stories with mark making using the sounds, words and aspects of sentence structure that they are able to formulate; Explain and recall their narratives to adults and children in the setting
Summer	<ul style="list-style-type: none"> Children should be able to make sounds as descriptions on instruments that link to their own emotions or feelings or movements i.e. upbeat, slow, loud, soft etc. they should be enabled to verbalise the decisions they have made and how it links to how they are feeling or how a character in a book or another person is feeling. Conversely, Children should be able to talk in simplistic terms how music and movement has an impact on how they feel. Adults should model the music they listen to that makes them feel happy or sad etc. Children can revisit that it is OK to like or not to like different types of music and should be enabled to explain their reasoning. Children should be able to put emotion into their movement i.e. understand that movements can show enthusiasm, energy, fear, begin to put some mime actions into their movements. 	<ul style="list-style-type: none"> Children start, with support to create more complex characters for their role play narratives – from beyond personal experience drawing more on their knowledge of stories, popular culture and film etc. Children given the opportunity to create images of the characters in their narratives, using colour, shape and describing their size, form and personality. Children can give a simple set of movement instructions to guide others to move, using a growing bank of descriptive vocabulary used contextually correctly. Children should be encouraged as part of secure classroom practice to record either pictorially or in words building to short sentences, the sequence of movements they have designed. Children should be supported to show their imaginative ideas in their role play/stories/ created narratives through movements with or without music. Children should be supported to evaluate their drawings, paintings and models, making decisions about whether they have achieved what they set out to do, but crucially at this stage and reflect on what they could do to improve their output if appropriate.
Assessment	The child achieves ELGs	The child achieves ELGs