



Alton Infant School  
*Sowing the seeds of learning*

# EYFS CURRICULUM





# EYFS at Alton Infant School. Framework, Policy and Aspirational Goals



*“Young children learn from those they trust and with those who foster enthusiasm for learning.”  
Trevarthen, 2002*



*“To be continue provision for learning in the absence of an adult” Alistair Bryce-Clegg, 2013*



*“Knowledgeable practitioners appreciate that adult-led learning offers a child something different from, but complementary to, child led learning and it is one without the other that leads to an impoverished educational experience.”  
Fisher, 2016*

# Our Aspirations



EYFS at Alton Infant School Curriculum has our young pupils at it's heart. Through what they learn, we want to help them become:

## Reflective Ladybird

I think about my learning and wonder what I have done well. I then think about how I can improve my learning or what I can do differently to make my learning even better.



## Resilient Tortoise

I keep on trying and don't give up. It doesn't matter how hard I find my learning. When things get tough I use my resilience to stick at a task and always try my best. By being resilient I find that learning becomes easier than I thought.



## Curious Cat

I think, wonder and ask questions about my learning. This means that I can find out about things and use these ideas in my learning. I really like to investigate and explore to find the answers to my questions.



## Considerate Hedgehog

I consider the feelings of my friends to ensure that they can learn in a caring environment. I know my UNICEF Rights and use these to help my own thinking and to help respect other children and the planet.



## Brave Spider

I am not afraid to take risks. I love to try something new and never say no, even though I might think it is something scary. I am not afraid of making mistakes as these help my learning. By taking risks I feel really good about myself and realise I can do things when I try.



## Concentrating Caterpillar

I concentrate on what I need to do even when my friends are trying to get me to do something different. By concentrating I know I can improve my learning.

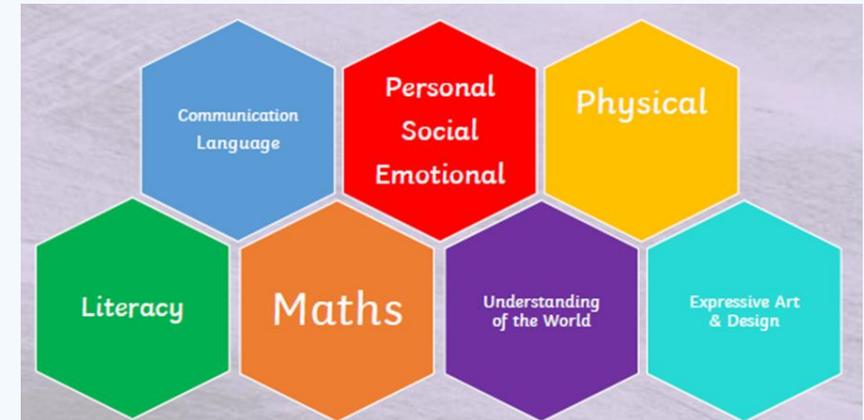


# The Statutory EYFS Framework

The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:  
Communication and Language Development  
Personal, Social and Emotional Development  
Physical Development

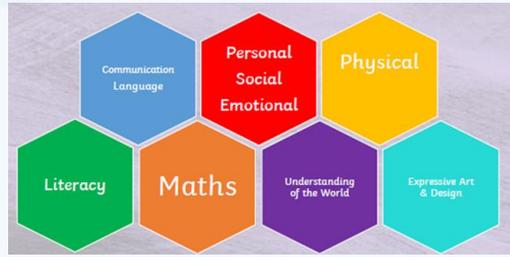
There are four specific areas of learning:  
Literacy  
Maths  
Understanding the World  
Expressive Arts and Design



Phonics  
ee ur ow  
wh y au



# Early Years Foundation Stage



### Well Being & Involvement

**Well Being**

When children.....

- Feel at ease
- Act spontaneously
- Open to the work and accessible
- Show vitality and self confidence
- Are in touch with feelings and emotions
- Enjoy life

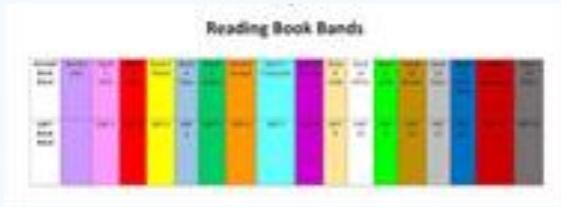
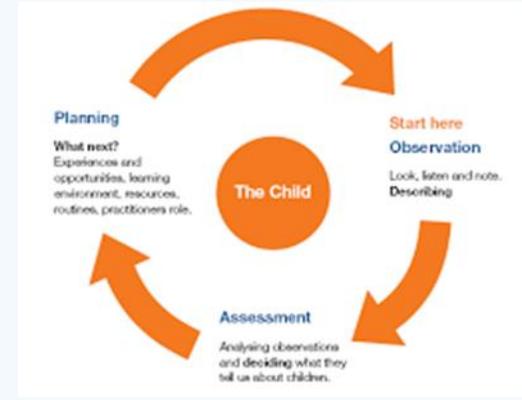
....we know that their mental health is secured

**Involvement**

When children are...

- Focused and able to concentrate
- Interested, motivated, fascinated
- Mentally active
- Fully experiencing sensations and meanings
- Are in touch with feelings and emotions
- Enjoying the satisfaction of exploration
- Operating at the very limits of their capabilities

...we know that deep level learning is taking place



“One of the most powerful influences on development is what happens between people.”  
Hobson, 2002

# Characteristics of effective learning

## Playing and exploring engagement

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

The thrill of learning

shows curiosity initiates acts out  
represents engages pretends  
risk takes **Thrill** explores  
likes challenges seeks out  
uses senses role plays 'can do'

## Active learning motivation

Being involved and concentrating  
Keeping trying  
Enjoying achieving what they set out to do

Wanting to learn

shows satisfaction motivated  
persistent focused proud of effort  
attentive **Will** involved  
concentrates energetic fascinated  
perseverance enjoys the challenge

## Creating and thinking critically thinking

Having their own ideas  
Making links  
Choosing ways to do things

Ability to learn

has ideas finds solutions plans  
new thoughts predicts creates  
evaluates **Skill** tests out  
chooses problem solves checks  
makes links sees patterns adapts

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Effective Learning are:

Playing and exploring-engagement

Active learning-motivation

Creating and thinking critically-thinking



# Play, Scaffolding, Modelling and Directed Teaching



## How do we teach children in EYFS?

In our classrooms, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see children playing and listening to an adult, who is modelling how to achieve something or teaching them a new skill.

Adults may scaffold a child's play. This involves taking their play to a higher level of learning, entering the play at a crucial moment to help provoke a framework for the children to go from 'what they know' to 'what else they could know'! Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play foundational personal, social and emotional skills are developed, a high priority at Alton Infant School, scaffolding is a bridge to new skills using three key ingredients; modelling the skills, giving clues and asking questions while the children try out a new skill, and then support as the child approaches mastery, withdrawing the support.

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) state in the framework (p16) that 'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'

At Alton Infant school, the EYFS team decide what we want our children to learn in our classrooms, through provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout the reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge on the specific areas of the curriculum so that children develop the skills and confidence required for the end of their Reception year.



# Our Classes Willow and Elm



We provide high quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS Statutory Framework. We strive for high standards, consider the development of the whole child and seek to foster our schools learning characters. We are inclusive, welcoming and embed our aspirations in all that we do. We aim to provide the essential knowledge that children need to prepare them for their future success and to give our children the best possible start to their early education. To do this we plan our curriculum so that it can:

- ❖ Broaden minds and children's outlook on life
- ❖ Provide experiences of awe and wonder
- ❖ Consider our cohorts backgrounds and experiences
- ❖ Develop knowledge and understanding of the school community, Alton community and the wider world.
- ❖ Support ALL our families in partnership.
- ❖ To be the best they can be.



At Alton infant school, we have two reception classes. The classrooms are large and mirror each other in the provision they provide. We also have a large dedicated outdoor area. The classrooms have a variety of free choice provision. Each class has a full-time teacher, supported by a T.A. Staff are organised to support the children in a balance of adult-led and child-initiated experiences throughout the sessions and the EYFS children have free flow access to outdoor learning and provision.

The experienced team plans a variety of exciting learning opportunities each day as well as responding to unplanned interests from the children.



## Planning in the EYFS

We want our Early Years curriculum to prepare our children for their time at Alton Infant School and for our children to achieve happiness and success.

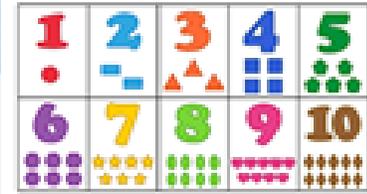
Our planning focuses on the children's needs, their interests and their stages of development. We seek opportunities to make links between areas of learning and plan next steps accordingly.

We follow themes/mini weekly topics that link our curriculum interests. This planning successfully embeds the EYFS curriculum in an exciting and age appropriate way. In class the children may be taught as a whole class, in small groups or individuals to ensure that all children are progressing from their own individual starting point.

The team discuss what learning needs the cohort require in terms of skills and interests. We link our themes through books and resources that will 'hook' our children into specific learning. In addition, we use parent observations on 'Class Dojo' to learn more about the children's experiences, likes and dislikes. We develop children's curiosity and encourage inquisitiveness and a hunger for learning and find ways to answer the children's many questions!

We provide a challenging, exciting and attractive learning environment that offers high-quality opportunities for the children to learn through play within the classroom and outside. Our classrooms have continuous provision that is designed to offer practical, open-ended learning opportunities where children are enabled to think creatively and imaginatively. They develop independence skills, problem-solving skills and turn take/share their resources and thinking with others.





# Math



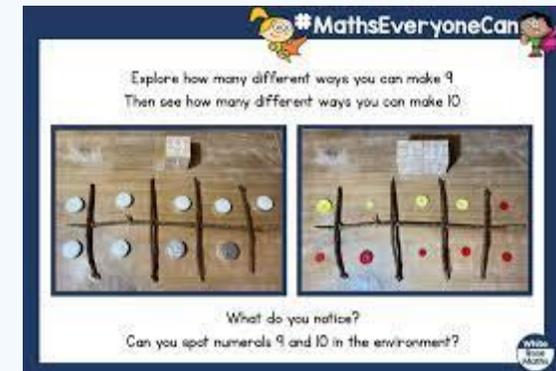
In Reception we currently follow the White Rose Maths Scheme. We believe every child can do maths. The philosophy behind White Rose Maths also focuses on making maths fun for children and helping them to find enjoyment in number problems. It's principles:

Ensure All Pupils Have the Same Opportunities to Learn. ...

Focus on Deepening Children's Understanding. ...

Concrete-Pictorial-Abstract (CPA) Approach. ...

Regularly Assess Children's Progress.



The lesson planning materials help teachers adopt a maths mastery approach. ... These small steps help us plan and structure lessons, and choose resources that are perfectly suited to where children are in terms of progress.

Each week the children are given Maths challenges to practise at home and consolidate learning..... This is a valuable tool in informing parents about what has been learnt in school. We ask parents to complete these tasks and put evidence in their Class dojo portfolios.

We also use other support programmes to enhance our teaching.





# Phonics



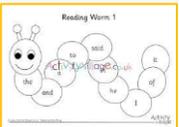
*'Unlocking letters and sounds' programme.*

*At the heart of Unlocking Lessons and Sounds are digital lessons, one for every day of teaching, from the beginning of Reception (Phase 2) to the end of Autumn term in Year 2. Each digital lesson can be delivered on a screen or whiteboard to a class or group of children, and covers the letters/CEW introduced that day, as well as revision of work covered to date.*

*Each week the children are given the sounds to practise at home and consolidate learning..... This is a valuable tool in informing parents about what has been learnt in school. We ask parents to practise reading these graphemes every time that they hear their child read.*

*Alongside these lesson, complimentary 'hands-on' active phonic activities take place to provide reinforcement and connections to the sounds being taught.*

*We have our own unique school PHONICS song and our learning creatures visit you at home to help learn all our tricky/CEW words.*



By the end of the year, can children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases? (ELG PD- Fine Motor)

# Pencil Grip Progression

| FIXED GRIP  | DIGITAL PRONATE GRIP   | 4 FINGER GRIP HIGH INDEX   | HOOKEED WRIST OR EXTENDED WRIST   | CROSS THUMB   | THUMB TUCK  | JOINT OF INDEX FINGER AND THUMB IN A FLEED POSITION                                 | INDEX FINGER JOINT IN HYPER EXTENDED POSITION                                       | THUMB IN HYPER EXTENDED POSITION  | STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE  | LATERAL TRIPOD  | DYNAMIC TRIPOD GRIP   |
|---|--|--|---|---|---|---|---|---|---|---|---|
| 1-2 YEARS   | 2-3 YEARS  | 3-4 YEARS  | 4-6 YEARS   |   |   |   |   |   | 6-7 YEARS   |   |   |
|    |   |   |   |  |  |  |  |  |    |  |  |
| Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip. | All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied. | Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip. | A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip. |   |   |   |   |   | Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice. |   |   |

Reception Age Range

## EYFS Writing Progression Map

### WRITING High Frequency Word Tracker

| Phase 2        |                  | Phase 3                     |                   |                          | Phase 4                    |                              |                      |                     |  |
|----------------|------------------|-----------------------------|-------------------|--------------------------|----------------------------|------------------------------|----------------------|---------------------|--|
| I<br>the<br>to | no<br>go<br>into | he<br>she<br>we<br>me<br>be | was<br>you<br>are | her<br>all<br>they<br>me | said<br>have<br>like<br>so | do<br>some<br>some<br>little | one<br>were<br>there | what<br>went<br>out |  |



### WRITING Phase 2/3 Tracker

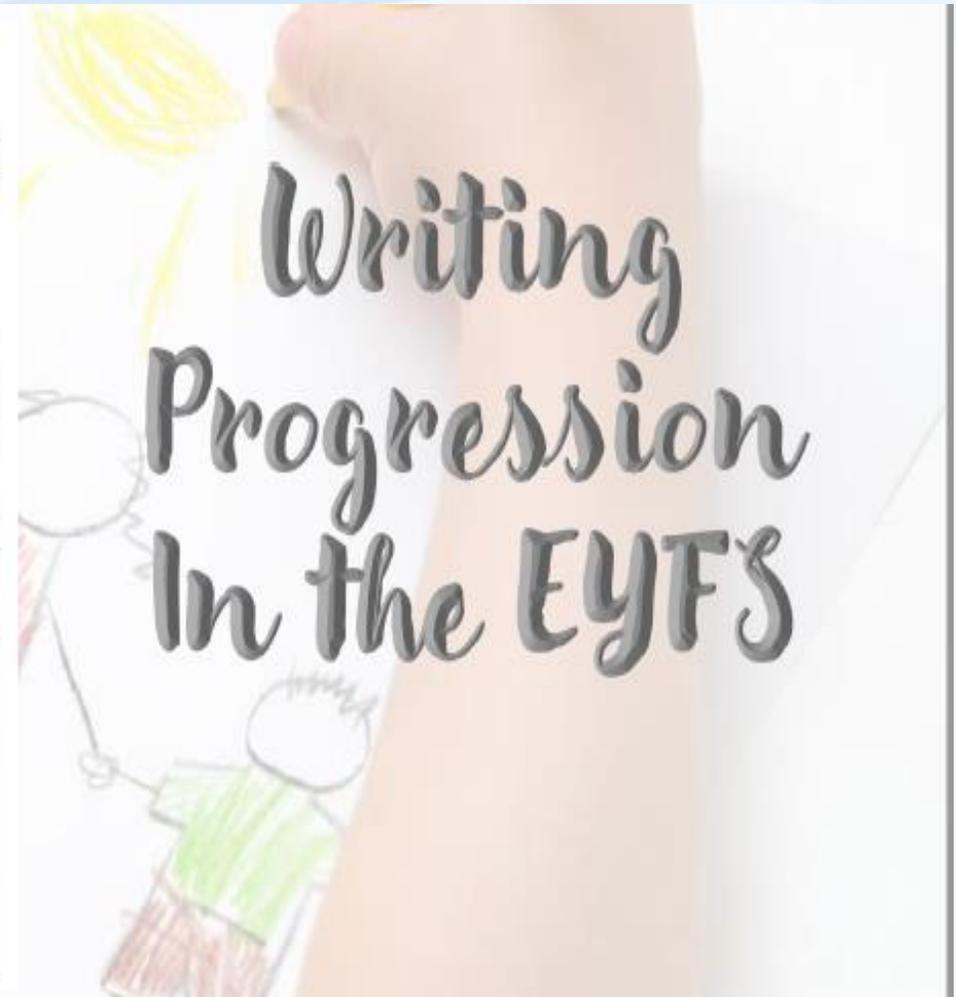
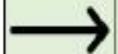
| Phase 2 |         |         |           |           |         |
|---------|---------|---------|-----------|-----------|---------|
| s a t p | i n m d | g o c k | c k e u r | h b f f f | l l s s |



| Phase 3 |             |             |              |             |                      |
|---------|-------------|-------------|--------------|-------------|----------------------|
| j v w x | y z z z g u | ch sh th ng | ai ee igh oa | oo o oar or | ow oi er ear air ure |

### WRITING SOUNDS, ORDERING SOUNDS, SENTENCE WRITING

|                     |  |  |                                    |  |   |  |   |  |  |   |
|---------------------|--|--|------------------------------------|--|---|--|---|--|--|---|
| I can write my name | I can write some recognisable letters when I write | I am working on representing some sounds in order when I sound out | I can write initial and end sounds | I can write cvc words using phase 2 sounds<br><br>I am starting to write ph 2 tricky words | I can write cvc words using some digraphs<br><br>I am starting to write ph 3 tricky words | I can write simple captions lists to match a picture | I can write a simple sentence using my phonic knowledge and knowledge of tricky words | I am starting to use a full stop.<br><br>I can reread what I have written. | I am starting to use some finger spaces between my words.<br><br>I am forming my letters correctly.<br><br>I am starting to use capital letters. | My writing can be read by others.<br><br>Some words are spelled correctly, and others are phonetically plausible.<br><br>I can spell many HFW words |
|---------------------|--|--|------------------------------------|--|---|--|---|--|--|---|



## EYFS Phonic & Reading Progression Map

### High Frequency Word Tracker

| Phase 2 |      | Phase 3 |     |      | Phase 4 |        |       |      |
|---------|------|---------|-----|------|---------|--------|-------|------|
| I       | no   | he      | was | her  | said    | do     | one   | what |
| the     | go   | she     | you | all  | have    | some   | were  | went |
| to      | into | we      | are | they | like    | some   | there | out  |
|         |      | me      |     | me   | so      | little |       |      |
|         |      | be      |     |      |         |        |       |      |

### Phase 2/3 Tracker

| Phase 2 |         |         |           |          |         |
|---------|---------|---------|-----------|----------|---------|
| s a t p | i n m d | g o c k | c k e u r | h b f ff | l ll ss |

| Phase 3 |           |             |              |             |                      |
|---------|-----------|-------------|--------------|-------------|----------------------|
| j v w x | y z zz qu | ch sh th ng | ai ee igh oa | oo o oar or | ow oi er ear air ure |

### Blending and Segmenting

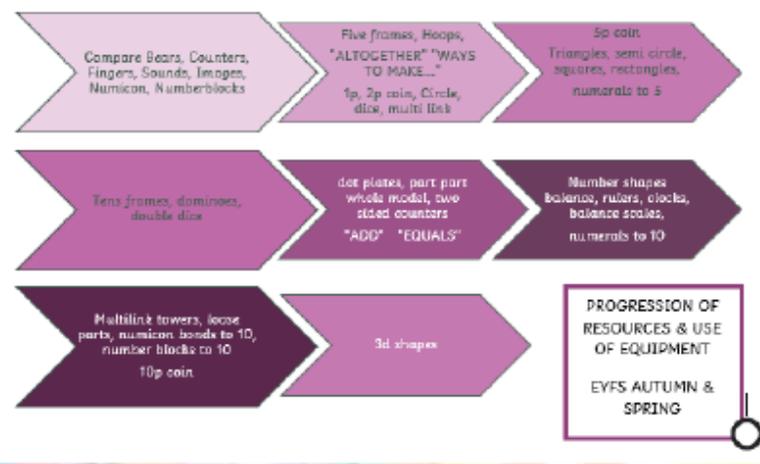
|   |  |  |                                   |   |  |   |                             |                           |  |  |
|---|--|--|-----------------------------------|---|--|---|-----------------------------|---------------------------|--|--|
| Reading initial sounds individual letters | Blending sounds into words Oral blending | Reading letter groups (Digraphs) to represent one sound. | Read a few common exception words | Segment and blend words in reading book | Read simple words and sentences with known letter sounds | Reread books to build up confidence and fluency | Recall of more tricky words | Know at least 10 digraphs | Read aloud books containing phase 2 and 3 sounds | Read words containing blends cvcc ccvc ccvcc |
|---|--|--|-----------------------------------|---|--|---|-----------------------------|---------------------------|--|--|

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

Reading  
Progression  
In the EYFS

 **Phonics  
Tracker** Assess Report  
Learn Track

|                                       |  |   |                                  |  |  |  |  |                                    |  |
|---------------------------------------|--|---|----------------------------------|--|--|--|--|------------------------------------|--|
| MATCHING SAME AND DIFFERENT           | SORT SAME/DIFFERENT COLOUR, SIZE, SHAPE                      | COMPARE AMOUNTS EQUAL, MORE, FEWER                | COMPARE SIZE, MASS, CAPACITY     | EXPLORING PATTERNS, MAKING SIMPLE PATTERNS | Introduce 1 and 0 Representing 1,2,3 Comparing 1,2,3 Equal/Not equal, size, 1p | Introduce 2 Composites of 1,2,3 Addition, 2 step pattern, 2p | Introduce 3 Circles & Triangles Spatial Awareness 3 step pattern, triangles, Realistic Language  | Introduce 4 Squares and Rectangles | Introduce 5 Pentagons                                |
| 1 more/1 less Subtraction symbol      | Comparing shapes Night & Day/Time Digging Deeper Measurement | <b>ASSESS NUMBERS 1-8</b><br><b>End of Autumn</b> | MAKE AMOUNTS TO 5 USING COUNTERS | SHOW 1-5 ON FINGERS USING 1 HAND           | SUBSTITUTE TO 5 USING DICE, COUNTERS, PICTURES                                 | ORDER NUMBERS TO 5   | RECOGNISE NUMERALS 1,2,3,4,5   | COUNT OBJECTS ACCURATELY TO 5      | SHOW WAYS TO MAKE 5 USING TWO HANDS OR NUMBER BLOCKS |
| INTRODUCE ZERO COMPARING NUMBERS TO 5 | COMPOSITION OF 6 AND 5                                       | COMPARING MASS                                    | COMPARING CAPACITY               | INTRODUCE 6 HEXAGON                        | INTRODUCE 7  | INTRODUCE 8  | MAKING PAIRS DOUBLES   | COMBINING TWO GROUPS               | LENGTH AND HEIGHT                                    |
| TIME                                  | INTRODUCE 9  | INTRODUCE 10                                      | COMPARING NUMBERS TO 10          | BONUS TO 10                                | 3D SHAPE   | PATTERN 2  | <b>ASSESS 6-10 End of Spring</b><br>MAKE AMOUNTS TO 10, USING COUNTERS/FINGERS, SUBSTITUTE TO 10 USING 2 DICE, COUNTERS, PICTURES, ORDER NUMBERS TO 10, RECOGNISE NUMERALS 0-10, COUNT OBJECTS ACCURATELY TO 10, SHOW WAYS TO MAKE 10 USING NUMICON BLOCKS |                                    |  |



| SUMMER TERM- BEYOND 10                         |                          |                           |                            |                                  |
|--|--------------------------|---------------------------|----------------------------|----------------------------------|
| Number patterns to 20                          | Missing numbers          | Find my match with shapes | Track game- counting on    | Taking away with pebbles         |
| Matching pictures and numerals                 | Ordering numbers to 20   | Find my match with models | Adding more                | Taking away                      |
| Ten frame fill beyond 10                       | Race to 20 game          | Match and fill            | Adding more- unknown than  | Taking away- unknown than        |
| Estimating game                                | Rings with numbers to 20 | Replicate my model        | Adding more- first unknown | Pass it on game                  |
| Subtraction from ten frame game                | Which holds the most?    | Tangrams                  |                            |                                  |
| →  |                          |                           |                            |                                  |
| Making new shapes with 2 right angle triangles | Doubling                 | Sharing                   | Even and odd               | Problem Solving                  |
| Making new shapes with squares                 | Doubling Dice Game       | Teddy Bear Picnic         | One Odd day                | Cuisenaire Rods                  |
| Grandpa's quilt                                | Dominos game             | The Doodlebug King        | How many cubes             | Patterns                         |
|  |                          | Grouping                  | Domino Game                | Making Meas                      |
|  |                          |                           |                            | Resizing Meas                    |
|  |                          |                           |                            | <b>ASSESS END OF TERM SUMMER</b> |

# Mathematics Progression in the EYFS



| 3 & 4-year-olds will be learning to:   | Emerging  | Expected  |
|--|---|---|
| Enjoy listening to longer stories and can remember much of what happens<br>Can find it difficult to pay attention to more than one thing at a time | <ol style="list-style-type: none"> <li>I am beginning to enjoy a longer story</li> <li>I am beginning to listen with understanding of the story</li> <li>I can listen to a story for a short period of time</li> </ol>  | <ol style="list-style-type: none"> <li>I enjoy listening to story and I can remember much of what happens</li> <li>I can stop and listen when asked by an adult</li> <li>I can share a book with my friend talking through the pictures or repeating language I heard when it was read to me</li> </ol>   |
| Use a wider range of vocabulary<br>Understand a question or instruction that has two parts<br>Understand 'why' questions                           | <ol style="list-style-type: none"> <li>I am beginning to build my vocabulary with support</li> <li>I am enjoying using unfamiliar words</li> <li>I can repeat unfamiliar language from a book</li> <li>I am beginning to understand a simple instruction said to me 'sit down'</li> <li>I am beginning to ask 'why'</li> <li>I am beginning to think about 'why' events happen</li> </ol> | <ol style="list-style-type: none"> <li>I have a wide vocabulary for a 3-4 year old</li> <li>I know several unfamiliar words and can use them in context</li> <li>I will use a 'new' word in my speech</li> <li>I understand an instruction with two parts, 'sit down and get out your dough'</li> <li>I will attempt to answer 'why' questions</li> <li>I will ask you 'why' when exploring things in play</li> </ol> |
| Sing a large repertoire of songs<br>Know many rhymes, be able to talk about familiar books and be able to tell a long story                        | <ol style="list-style-type: none"> <li>I am beginning to sing songs</li> <li>I am regularly listening to rhymes</li> <li>I will join in with rhymes</li> <li>I have a favourite rhyme</li> </ol>  | <ol style="list-style-type: none"> <li>I can sing you three different songs (or more)</li> <li>I know 3 rhymes by heart</li> <li>I can talk about my favourite book</li> <li>I can tell you a story</li> </ol>  |

| Children in reception will be learning to:                         | Emerging  | Expected  |
|--|---|---|
| Understand how to listen carefully and why listening is important. | <ol style="list-style-type: none"> <li>I am beginning to listen during carpet time</li> <li>I am learning to listen to rhymes</li> <li>I can lay and listen to sounds you make or play</li> </ol> | <ol style="list-style-type: none"> <li>I know when to listen</li> <li>I can listen for an extended period of time (5-10 mins)</li> <li>I can tell you about what you just said or what I just heard</li> </ol>      |
| Learn new vocabulary.  | <ol style="list-style-type: none"> <li>I am learning new vocabulary all the time</li> <li>I am beginning to use new vocabulary in play</li> </ol>   | <ol style="list-style-type: none"> <li>I have an increasing vocabulary to draw on in conversation</li> <li>I know how to speak appropriately for the subject</li> <li>I can use new vocabulary instantly</li> </ol> |
| Use new vocabulary through the day.                                | <ol style="list-style-type: none"> <li>I am listening to new vocabulary modelled to me</li> <li>I am attempting to use new vocabulary</li> </ol>  | <ol style="list-style-type: none"> <li>I can use new vocabulary during the day</li> <li>I can use new vocabulary when it is appropriate</li> </ol>  |

|  |  |  |
|--|--|--|
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> <li><b>Sharing and taking turns</b></li> <li><b>Self-confidence and self-awareness</b></li> <li><b>Managing feelings and behaviour</b></li> </ul> | <p>Children play cooperatively using some words. They use gestures of an emotion to show how to separate two objects. They show awareness of others' needs and feelings and take positive relationships well with one another.</p> <p>Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in smaller groups and will share their ideas and solutions to problems they face for less obvious activities. They usually play in a short round loop.</p> <p>Children talk about their feelings and others' feelings, talk about how they feel and others' behaviour and consequences, activities that cause happiness or unhappiness. They speak in a range of tones and understand appropriate language. They show their own understanding of others' emotions and behaviours in their stories.</p>  |
| Communication and Language (EYFSP)         | <ul style="list-style-type: none"> <li><b>Listening and attention</b></li> <li><b>Understanding</b></li> <li><b>Speaking</b></li> </ul>  | <p>Children listen attentively to a range of situations. They attend to stories, or to other participating events and respond to their story for the most obvious comments, questions or actions. They listen to stories for short periods and respond appropriately when engaged in another activity.</p> <p>Children understand some words and phrases in stories. They answer 'how' and 'why' questions about their experiences in relation to stories or events.</p> <p>Children express themselves effectively, using a range of sounds. They use simple phrases and full sentences when talking about events that have happened in the past or are to happen in the future. They describe how and what they are doing using simple phrases.</p>  |
| Physical Development                       | <ul style="list-style-type: none"> <li><b>Moving and handling</b></li> <li><b>Health and self-care</b></li> </ul>  | <p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, using appropriate space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical activity, and understand and talk about ways to keep healthy and safe. They change their own hair regularly and understand basic personal hygiene, always and going to the toilet independently.</p>   |
| Literacy                                   | <ul style="list-style-type: none"> <li><b>Reading</b></li> <li><b>Writing</b></li> </ul>   | <p>Children have conversations and songs around books. They use phrases knowledge to understand books and read signs about activities. They know that books contain important words. They behaviour understanding when talking with others about what they have read.</p> <p>Children use their phonological knowledge to write words in ways which show their spoken words. They play with some simple common words. They use simple sentences when they are ready by themselves and others. Letters are used to represent words and phrases in a simple way.</p>   |
| Maths                                      | <ul style="list-style-type: none"> <li><b>Number</b></li> <li><b>Shape, Space and Measures</b></li> </ul>  | <p>Children count individual objects from one to 10, using items in play and objects which number in one more or one less than the objects being counted and objects they will add or subtract one single object number extension on to one for the number. They use problems, including counting, sharing and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, direction, time and frequency in simple questions and answers in a wide range of situations. They compare, order and describe objects. They play with a variety of everyday objects and shapes and use language to describe them.</p>  |
| Understanding the World                    | <ul style="list-style-type: none"> <li><b>People &amp; Communities</b></li> <li><b>The World</b></li> <li><b>Technology</b></li> </ul>   | <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always bring the same things, and are confident to try. They know about traditions and activities in their families and other settings, including religious, cultural and community.</p> <p>Children know about traditions and differences in religion, traditions, objects, symbols and things they bring. They talk about the traditions of their own families and other religions, traditions, objects, symbols and things they bring. They talk about the traditions of their own families and other religions, traditions, objects, symbols and things they bring. They talk about the traditions of their own families and other religions, traditions, objects, symbols and things they bring.</p> <p>Children recognise that a range of technology is used in places such as homes, schools and outdoors. They know and use technology to participate in projects.</p> |

## Steps 1

Autumn term - November



## Steps 2

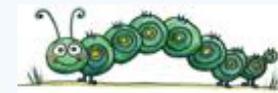
Spring term -

February



## Steps 3

Summer term - May





## Working in partnership with parents



We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We provide an opportunity for parents to complete 'WOW' leaves and celebrate their ongoing successes. We connect with parents through an online platform called 'Class Dojo' We encourage parents to add observations and celebrations from home so that we can gain a wider view of their child.

In the Autumn and Spring terms we hold parents' consultations and in the Summer term we send home detailed reports.

The children take weekly reading books to share along with a reading record book which parents/carers are asked to write in every time they read with their child. We also send home our 'Unicef bear' each weekend with a child to choose their rights (UN Convention). The parents/children have access to Class Dojo for daily correspondence and for parents to ensure that they are up to date with current learning and activities taking place – weekly pic collages are posted and individual photographs are added to the portfolios.

Community links – Over the year we also invite local members from the community into school to support our topics. We also arrange local trips – library, train station, market, local supermarket and the church.

