



Motivate and Celebrate Success

Early Years Foundation Stage

at Mount Charles School

Policy Agreed: Autumn 2023

Policy Review Date: Autumn 2024

‘Every child deserves the best possible start in life and support to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

Statutory Framework for the Early Years Foundation Stage – Published 31st March 2021

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The Early Years Foundation Stage applies to children from birth to the end of their Reception year. At Mount Charles School, we welcome children into Reception in the September following their fourth birthday.

1. Aims

We aim to support all children to become independent and collaborative learners. We provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually.

At Mount Charles Primary School, we will:

- * provide a happy, safe, stimulating, and challenging learning environment for children to experience as they begin their journey through school.
- * provide a broad, balanced, relevant, and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- * value what each child can do, assessing their individual needs regularly and helping every child to progress; no child gets left behind.
- * develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- * provide a caring, inclusive, and anti-discriminatory ethos which is sensitive to the requirements of the individual child, ensuring that every child is included and supported.

2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

2. EYFS Framework Structure

The Early Years Foundation Stage (EYFS) Framework sets the standards that all early year’s providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s school readiness and gives children the broad range of knowledge and skills that provide the right foundation for future progress through school and life.

The EYFS framework is guided by four overarching principles. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

- Children learn to be strong and independent through **positive relationships**. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- Importance of **learning and development** and an understanding that children develop and learn at different rates.

The Unique Child

At Mount Charles School, we recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use Class Dojo and our school LEARN ladder to give praise and encouragement and support children to develop a positive attitude to learning. We value the diversity of individuals within the school and believe that every child matters. All children at Mount Charles School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences and their interests when we are planning for their learning.

Positive Relationships

At Mount Charles School, we know that children learn to be strong, confident, and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with children and their families.

Parents as Partners

We recognise that parents/carers are children's first and most important educators and we value being partners with them in their child's education through:

- * talking to parents/carers before their child starts school at our open mornings/afternoons.
- * arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- * providing an information pack to support children with the transition into school.
- * outlining the school's expectations in the EYFS First Days booklet and school prospectus.
- * inviting parents/carers and children the opportunity to spend time in EYFS during our Stay and Play sessions before starting school.
- * provide a 'Meet the Teacher' meeting for EYFS parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- * asking parents to interact with Tapestry at home to share their child's achievements outside of school. This provides the school with a complete picture of the child's learning journey.
- * holding parent consultation evenings in the autumn and spring term to allow the child, parents/carers and teachers to meet together to discuss the child's learning and development.
- * operating an open-door policy for parents/carers with any day-to-day concerns.
- * encouraging parents/carers to sign up to Class Dojo so that they can be informed of any important messages and photos through the school day.
- * sharing our experiences on the school newsletter.
- * publishing a topic web on Class Dojo and eSchool which details the areas of learning and the overarching theme of the half term.
- * inviting parents to attend informal workshops so that they can support their children with different areas of the curriculum such as reading, phonics, writing and maths at home.
- * sending a written report at the end of the summer term which details their child's attainment and progress and includes information on the Characteristics of Effective Learning.
- * inviting parents to a range of activities throughout the year such as assemblies, Christmas productions and sports day.

For further information about working with parents and transition arrangements, please refer to **Appendix A – EYFS Annual Transition Timetable**.

Enabling Environments

At Mount Charles School we believe that the environment plays a key role in supporting and extending the children's development and a place where children can feel confident, secure, and challenged. Our 'Busy Learning' time allows children to have daily access to an indoor (two open-plan class bases) and outdoor environment that is set up with carefully planned continuous provision. We are keen for children to access our outdoor space in all weathers and so we provide outdoor waterproof clothing for each child. We have a dedicated indoor space for children to prepare themselves for wet weather play independently.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests and abilities of each child. We use materials and resources that reflect both the community that the children come from and the wider world. Each week, we plan a range of exciting 'invitations to learn' (I2L) which support children to make their own selection of the activities on offer, as we believe that this encourages independent learning. Our I2L cards also include oracy prompts (key vocabulary and sentence stems) for the adults who are interacting with the children to use to promote communication and language development. We ensure that resources and spaces are safe to use and checked regularly.

Our displays reflect the ever-changing nature of the children's interests, and the children are involved in celebrating their work by adding their art work, crafts, writing or drawing to the WoW work board. There are working walls in each class base which celebrate current learning and act as prompts for the children during their Busy Learning time.

Learning and Development

There are seven areas of learning and development that shape the educational provision in our EYFS setting. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others and our half-termly Imaginative Learning Projects allow for a thematic approach which enables children to make secure connections in their learning. Our children's learning experiences enable them to develop competency and skill across all learning areas.

Children require a balance of adult led and child-initiated activities for them to be fully prepared for the next stage in their education. 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, taking part in play, which is guided by adults and by joining taught, focused groups, which are appropriate to their stage of learning, to teach them essential skills and knowledge. The prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The specific areas of learning provide children with a broad curriculum, with opportunities to strengthen and apply the prime areas.

The three **Prime Areas** are:

- * Personal, Social and Emotional Development
- * Communication and Language
- * Physical Development

Staff will also support children in four **Specific Areas**, through which the three prime areas are strengthened and applied.

- * Literacy
- * Mathematics
- * Understanding the World
- * Expressive Arts and Design

Reception children will also participate in a daily phonics sessions, following guidance in the Read, Write Inc. program and in line with school policy.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- * **Playing and Exploring** - children will have opportunities to investigate and experience things, and 'have a go'. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

* **Active Learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

* **Creating and Thinking Critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children are given the opportunity to be creative through all areas of learning. Adults will support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas, and asking open ended questions. Children can access resources and move around the environment freely and purposefully to extend their learning.

4. Curriculum

Our bespoke curriculum is planned considering pupils' starting points and their interests and allows us to create challenging and enjoyable experiences for every learner. It is ambitious and designed to give all children the knowledge, self-belief, and cultural capital they need to succeed in life.

As a school we use Read, Write, Inc. to teach systematic, synthetic phonics and early reading to ensure that all children learn to read words and simple sentences accurately by the end of Reception. As part of the school's drive to prioritise early reading, carefully chosen, key texts form the basis of all curriculum areas; promoting purposeful talk at every opportunity. Books, both fiction and non-fiction, are woven through the indoor and outdoor provision. These texts are linked to the half termly Imaginative Learning Project and allow children the opportunity to independently access a wide range of reading materials. Our EYFS Reading Spine texts are taken home in 'Chatterpacks' in the summer term with each pack including guidance for parents to help support their child to interact with the book and an opportunity for the children to share their 'review' of the book in written or illustrated form.

Staff are focused on ensuring that children acquire a wide vocabulary and communicate effectively. BPVS and Talk Boost are used to assess children on entry to Reception. Based on the assessments made, targeted interventions are planned to ensure rapid progress. We have a Speech and Language Higher Level Teaching Assistant who works closely with the NHS Speech Therapist to ensure that all children with plans are supported, and she also targets children with high level need who do not meet the NHS referral guidelines.

Learning is meaningfully brought to life through a start of topic 'hook' such as a visit from Screech Owl Sanctuary to give the children the first-hand experience of nocturnal animals. These serve to draw upon children's prior knowledge and experiences, thus giving pupils ownership of their learning.

Our subject leaders work closely with the EYFS staff team to ensure appropriate knowledge and skills are delivered, through direct teaching or continuous provision opportunities, to prepare children for future learning.

The Power Maths progression map is followed to deliver a high-quality mathematics curriculum. All staff have had full training to ensure that they can deliver the programme confidently. NCETM mastering number program compliments this daily to support early number knowledge, vocabulary, and fluency.

Children in Reception learn six texts across the year as part of Talk for Writing. This writing approach supports the children to learn and use new vocabulary and specific story language. They are then encouraged to apply this language through continuous provision learning and planned independent and adult-supported writing opportunities. Wider curriculum subjects are taught through whole-class carpet sessions and skills and knowledge are applied during Busy Learning time.

5. Observations and Assessment

During the first six weeks of Reception, the teacher assesses the ability of each child using the statutory **Reception Baseline Assessment** (RBA) and 'My Starting School Booklet'. These assessments, which include day-to-day informal observations of the child, allow us to quickly identify individual needs and adjust our curriculum so that this becomes a bespoke journey for our current cohort of children.

At Mount Charles School, we use an online system called **Tapestry** as a way of recording each child's learning throughout their Reception year. Tapestry is a website which can be accessed on a computer or laptop, and on any Apple or Android device such as a tablet or smartphone. Tapestry is a secure platform and offers an exciting way of keeping track of each child's journey with us. Teachers can instantly upload photos, videos and observations of each child throughout the week. Parents are then alerted when something new has been added to their child's online learning journal. Parents can log on and view their child's learning and are encouraged to add their own comments to what we have uploaded and their own observations of the children's 'WOW' moments at home.

Development Matters, a non-statutory curriculum guidance for the EYFS, is used to support teachers' summative assessment judgements which are collected four times a year. These 'data drops' are followed by a pupil progress meeting where the attainment and progress of individual children and groups, specific barriers, are discussed with a member of the SLT. Next steps are identified for the coming half term.

The **Early Years Foundation Stage Profile** is the nationally employed assessment tool that enables teachers to summarise their children's learning and development against the Early Learning Goals (ELGs). This assessment allows teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1. When making this important judgement, teachers draw on their knowledge of the child and their expert professional knowledge. In June, teachers record each child's level of development against the 17 early Learning goals as 'emerging' or 'expected' to indicate whether they have met or not yet met the expected standard (ELGs). These judgments are shared with parents and Year 1 teachers, as part of the child's written progress report in July.

For further information about the Early Learning Goals, please refer to **Appendix C** – Early Learning Goals

6. Transition

We plan carefully to support children with the transition to Reception and Year 1 to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

Starting Reception

Parents/carers of all children starting in the next academic year will be welcomed to Mount Charles through an initial information letter and phone call in April. Children are then visited in their pre-school setting by their Reception teacher and a member of the SEND team. In June, the children are invited to a number of 'stay and play' sessions which allows them and their families to come into school to meet the EYFS staff team and other children in their class. An additional 'stay and read' session is also organised when children are invited to meet the EYFS staff team at St Austell Library for several story time sessions and the opportunity to become a member of the library. This session reflects the schools drive for children to become confident, life-long readers. In July, Home Visits are completed, and this provides teachers with important information about the child and their family and forms part of their baseline assessment. We also invite children and families to a Teddy Bears Picnic which allows them a further opportunity to meet the EYFS staff team but also a chance for parents to make support networks with other families.

Throughout the summer holidays we are in regular contact with our new cohort through sharing our 'Starting School' booklet (in the format of a social story with photos and information about the staff and setting), information letters and by sending a 'thinking of you' postcard. Children are encouraged to create an 'All About Me' collage to share with their new friends in September and are encouraged to bring a photo of themselves with their family to act as a transitional object and to begin the autumn term theme 'Do You Want to Be Friends?'

In September children come to school for two half-day sessions prior to starting full time with us. This allows them the opportunity to make relationships with other children and staff and to become familiar with the environment without feeling overwhelmed.

Starting in Key Stage 1 (Year 1)

Throughout the Reception year, each child's involvement in whole school life will have been built upon. They will have regularly taken part in whole school events and assemblies.

Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term. They will also have story sessions with their new teachers and begin to become familiar with year 1 routines such as going outside for morning playtime. Children are also invited to attend an after-school club which takes place in the Year 1 classroom and so acts as another opportunity for them to become familiar with the environment.

For further information about transition and school-readiness, please refer to **Appendix A** – EYFS Annual Transition Timetable and **Appendix B** – School Readiness Document

7. Safeguarding

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2021)

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

- * To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- * Promote good health.
- * Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- * To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- * Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for.
- * Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe

It is of paramount importance to us that all children in school are safe. We aim to educate children on boundaries and rules to help them understand why they are put in place. We provide children with choices to help them develop the important life skill of knowing the difference between right and wrong. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

As a setting, we have regard to the government statutory guidance 'Working Together to Safeguard Children', 'Keeping Children Safe in Education' and to the 'Prevent Duty Guidance for England and Wales'.

Keeping Healthy

All children have access to a healthy snack each day at our self-service snack bar where they can choose from a wide variety of fruit and vegetables as well as water and milk. Our children have access to a bagel each morning as part of the National Breakfast program. Children are encouraged to have good personal, including oral, health and specific learning opportunities are planned throughout the year to teach children about self-care. The EYFS adheres to the whole school Administering and Managing Medicines Policy and Intimate Care Policy.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Senior Leadership Team (SLT) will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Governing Body will also be part of this process.

This policy will be reviewed in autumn 2024.

Appendix A – EYFS Annual Transition Timetable

SEPTEMBER		
REMEMBER: weekly social media post – first days.	Nursery Liaison	
Meet the Teacher Meeting – for current cohort.	EYFS class teachers	
Social media – welcome to MCS photos of new EYFS intake shared on social media.	Admin / EYFS class teachers	
Social media – MCS video shared on social media for prospective parents with an ‘Apply for an EYFS place for September 2024’.	Admin	
Website – check that website is up to date with all EYFS information and in ‘starting school Sep 2024’ tab. (Prospectus, ‘First Day’s’ booklet, All About My New School Booklet, Menu, drop off/pick up arrangements, Induction for new parents’ presentation).	Admin / EYFS Lead	
OCTOBER		
REMEMBER: weekly social media post – focus on ‘Apply for an EYFS place for September 2024’.	Admin	
Social media – Open day session dates for prospective parents to be circulated.	Admin / EYFS Lead	
Pre-School Settings – Flyer for open day sessions to be posted/delivered to pre-schools.	Nursery Liaison	
Pre-School Settings – Complete initial ‘getting to know me’ visits with SENDCo/SALT HLTA – share oracy and S&L resources.	Nursery Liaison	
NOVEMBER		
REMEMBER: weekly social media post – focus on learning and development.	Nursery Liaison	
Social media – Open day session dates for prospective parents.	Admin / EYFS Lead	
Social media – ‘Apply for an EYFS place for September 2024’ reminders. MCS video shared on social media for prospective parents with an ‘Apply for an EYFS place for September 2024’ input dates when released.	Admin	
Pre-School Settings – Complete initial ‘getting to know me’ visits with SENDCo/SALT HLTA – share oracy and S&L resources.	Nursery Liaison	
DECEMBER		
REMEMBER: weekly social media post – focus on unique child.	Nursery Liaison	
Social media – ‘Apply for an EYFS place for September 2024’ reminders. MCS video shared on social media for prospective	Admin	

parents with an 'Apply for an EYFS place for September 2024' input dates when released.		
Website - check that website is up to date with all EYFS information and in 'starting school Sep 2024' tab. Remove any out-of-date content.	EYFS Lead / Admin	
JANUARY		
REMEMBER: weekly social media post - focus on learning and development.	Nursery Liaison	
Social media - Final social media parent reminder. 'Final reminder to apply for a place for Sep 2024', share application deadline.	Admin	
FEBRUARY		
REMEMBER: weekly social media post - focus on unique child.	Nursery Liaison	
Admin Meeting - arrange a date to meet regarding new intake initial parent communication.	Admin / EYFS Lead / SLT / Nursery Liaison	
MARCH		
REMEMBER: weekly social media post - focus on enabling environments.	Nursery Liaison	
Transition meeting - Meeting to take place regarding new intake initial parent communication, set dates for home visits, stay and play sessions, teddy bears picnic.	Admin / EYFS Lead / SLT / Nursery Liaison	
APRIL		
REMEMBER: weekly social media post - focus on learning and development.	Nursery Liaison	
Pupil list - September 2024 intake list shared with relevant staff members once received (populated Excel document initially downloaded from school access module).	Admin to send to EYFS Lead	
Social media - 'Welcome to MCS' social media post to welcome new pupils and parents.	Admin	
First Comms to be sent - Send transition information including welcome, school readiness document, pupil data link.	Admin	
Parent phone calls - begin to contact Sep intake parents, discover what nursery settings children are at.	EYFS class teachers for following year	
MAY		
REMEMBER: weekly social media post - focus on outdoor learning.	Nursery Liaison	
Parent phone calls - begin to contact Sep intake parents, discover what nursery settings children are at.	EYFS class teachers	
Pre-School Settings - contact nursery settings to book	EYFS class teachers	

visits (with SENDCo/SALT), share RWI resources.		
Plan Home Visits - organise visits geographically in the first instance.	EYFS class teachers	
JUNE		
REMEMBER: weekly social media post - focus on learning and development.	Nursery Liaison	
Second Comms to be sent - to parents which includes information about stay and play sessions, home visits and teddy bears picnic.	Admin	
Pre-School Settings - contact nursery settings to book visits (with SENDCo/SALT), share RWI resources.	EYFS class teachers	
Organise home visits - Home visit appointment dates/times to be sent.	Admin / EYFS Lead and Teachers	
Home visits comms - Send out home visit comms to parents (soon after second comms).	Admin	
JULY		
Home visits - Home visits to take place (final three weeks of term).	EYFS Teachers and TA's	
Stay and Play sessions - Stay and play sessions to take place.	EYFS Lead/ Teachers/ TA's	
Teddy Bears Picnic - to take place on school grounds, parent network events.	EYFS Lead/ Teachers/ TA's	
Sep starting comms - Final arrangements for Sep start to be sent to parents.	Admin / EYFS Lead	
AUGUST		
Postcards - send postcards out to new EYFS children.	EYFS class teachers	

Appendix B – School Readiness Document



Ready, Steady, Mount Charles School!



At Mount Charles, we motivate and celebrate the success of all pupils at our school.

We want our children and families to be ready and confident to start our school with confidence and happiness.

We want to work together with you to make sure that all children feel safe and ready to learn.

A ready child...

- * I can follow simple instructions
- * I can recognise my name
- * I can use the toilet independently
- * I can put on and zip up my coat
- * I join in games and activities with others
- * I can ask for help
- * I am happy to talk about things that interest me
- * I can hold a pencil to draw
- * I am learning to write my name
- * I am learning to say and count numbers to ten
- * I can use a knife, fork and spoon
- * I am learning to dress/undress myself —this will help me change for PE
- * I am willing to have a go and keep on trying when I find something difficult
- * I am able to concentrate on something or an activity for a short period of time
- * I can separate from my grown-up without distress

A ready family...

- * We share books and enjoy reading together
- * We sing songs and rhymes
- * We explore letters and numbers together
- * We get creative by painting and drawing
- * We arrange play interactions with friends
- * We talk together, promoting early language development
- * We engage in activities to help to build concentration levels
- * We attend the local library for group sessions and to borrow books
- * We explore the world around us by going on outdoor adventures
- * We talking about our feelings and emotions together
- * We building a love of life long learning together

A ready school...

- * We develop strong links with families to ensure a smooth transition for all children
- * We build trusting relationships with children and families
- * We arrange a home visit to get to know each child and family in a familiar environment
- * We will visit your child's pre school setting and liaise with their familiar adults
- * We demonstrate high expectations for each child through providing challenge, promoting resilience and raising aspirations
- * We find regular opportunities to meet with families to share information about their child
- * We create a safe environment which builds upon each child's enthusiasm for learning



Appendix C – Early Learning Goals

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