

Bitterne CE Primary School



EYFS Policy

**Headteacher
Andy Peterson**

Last review- Sept 2021

Next review- Sept 2023

Chair of Governors – Amanda Humby

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching, learning and assessment so that every child makes good progress and no child gets left behind
- All staff understand the new curriculum and supporting documents (see appendix 1)
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

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

3. Structure of the EYFS

At Bitterne CE Primary School, we have 2 reception classes, offering a total of 60 places full school time hours. Each class has a Teacher and a Teaching Assistant. Where children need additional support, adults are allocated. We encourage and support work placements from neighbouring colleges and parental support where appropriate.

4. Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education, all the time embedding the school's values of love, trust and forgiveness to develop the whole child.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting

curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

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

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

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework. Children are encouraged to develop and practice skills they have learnt independently through our 'Busy Bee' times. Children use these times to explore their personal and social skills developing their communication and language which underpin a child's ability to interact and learn in a positive manner.

At our school, we value parental contributions and support and know that their outside school experiences shape the child's journey and should always be celebrated in school. We encourage parents to share these WOW moments and key milestones with us through the use of Tapestry. Equally, we share key moments of learning at school with parents using Tapestry and forging strong relationships with our parent community.

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. In order to do this, practitioners are expected to focus strongly on the 3 prime areas at the start of the school term.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils, based on the revised Development Matters.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for their next stage of education. Timetables are set and are adapted based on the needs of each of the pupils within the setting.

5. Assessment

At Bitterne CE, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and carers. This is all completed on Tapestry. All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. They are regularly expected to discuss this with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious for all pupils.

Within the first 6 weeks that a child starts reception, staff will administer the **Reception Baseline Assessment** (RBA).

Throughout the year, checkpoints, progression of skills documents and professional judgements are used to monitor a child's progress and determine whether they are on track to complete the profile. These judgements are used to shape the curriculum, ensuring every child has the opportunity to thrive and succeed.

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

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

The profile reflects ongoing observations and discussions with parents and carers. The results of the profile are then shared with parents and carers.

The profile is moderated internally (referring to the Development Matters guidance and our own in school curriculum documents) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

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

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

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We also teach E-safety across our EYFS in age appropriate ways.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy and supervision policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Senior Leadership Team every 2 years
At every review, the policy will be shared with the governing board for ratification.

Evaluation Questions to help evidence the impact of the policy

- **What evidence is there that children access broad and balanced EYFS curriculum that reinforces the school's core Christina values of love, trust and forgiveness?**
- **How do we demonstrate the curriculum gives children a wide range of knowledge and skills?**
- **What evidence is there that quality of teaching is consistent?**
- **Are staff able to use the new curriculum and supporting documents to develop the children's thinking and learning? Is progress demonstrated?**
- **Does assessment show that every child has made good progress?**
- **How do we know that there is a close partnership with parents? What evidence is there?**
- **What evidence is there to show that every child is included and supported?**

Appendix 1:

Reception - Developmental Matters & ELGs

Personal, Social and Emotional Development		Physical Development		Communication and Language	
<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<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. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is neat, accurate and efficient. Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen confidently to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<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 present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	
<ul style="list-style-type: none"> Negotiate space and objectives 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. 	<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. 	<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 book-and-forth exchanges with their teacher and peers. 	<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 present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		
<ul style="list-style-type: none"> Works and play cooperatively and take turns with others. Form positive friendships with adults and peers. Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> Gross Motor Skills Fine Motor Skills 	<ul style="list-style-type: none"> Listening & Attention Speaking 	<ul style="list-style-type: none"> Listening & Attention Speaking 		

Name:

DOB:

Autumn

Spring

Summer

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Name:

DOB:

Autumn

Spring

Summer

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Name:

DOB:

Autumn

Spring

Summer

	Expectations Within Early Years Bitterne CE Primary School PD Progression map						Links to KS1 Curriculum
Dressing	Take off own coat Pull down pants to use toilet	Put on shoes without fastening (may be wrong foot) Pull zips up and down, but may need help to insert or separate shank	T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently		Put on socks and shoes correctly Fasten zip independently	Dress and undress independently but may still need help with small buttons and laces. Clothing may still be put on back-to front on occasion	Fasten small buttons Tie own shoelaces
Riding a bike	Can 'walk' a balance bike	Can use feet to scoot a balance bike and maintain balance	Can maintain balance while manoeuvring around corners	Can stop a bike effectively using brakes Can pedal and maintain balance for a few feet	Can pedal and maintain balance for a few feet on a flat surface	Can pedal and maintain balance while manoeuvring around obstacles	Can brake at a specific point with control Can follow at a sensible distance behind another rider

				down a slight incline			Can control speed in a group Can follow a path set by another rider
Ball Skills	Begin to throw ball overhand	Throw ball underhand	Throw ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition	Hit 2ft target from 5ft away with a tennis ball using underhand toss.	Throw tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements.	Can usually hit a target from 12ft away using an overhand toss	Can throw with accuracy

	Catch a ball by chasing - does not necessarily respond to aerial ball	Catch a large ball between extended arms	Catch a large ball by bringing hands in towards chest	Bounce a large ball	Bounce and catch a large ball using 2 hands	Catch a tennis ball from 5 feet using only hands	Bounce a tennis ball on the floor and catch in one hand
	Use foot to tap static ball a small distance	Kick ball with one foot while swinging opposite arm	Direct kick to knock down a tower	Walk towards and kick a ball	Run towards and kick a ball	Coordinate body to meet and kick a ball that is rolled to them from a distance	Can use kicking in a team game
Balance	Stand on tiptoes	Stand on one foot for 2 seconds	Walk along a chalk line	Walk along a low, wide balance beam	Hold a controlled static balance on one leg	Walk along a low narrow balance beam	Balance on an unstable surface with increasing control
Jumping	Jump off a low object with both feet off the ground	Jump over a stationary object	Jump forward, taking off and landing on 2 feet	Hop on one foot 3 to 5 times	Jump and turn in the air	Hop up to 10 times on alternate feet	Skip rhythmically
Using Tools	Pour from one	Explore a range of tools	Use one-handed tools, for example, making	Use scissors to cut	Use scissors to cut	Use scissors to cut	Use scissors

	contain er to another	- spoons, spades, paintbrushes, etc	snips in paper with scissors		paper in half	around a shape on paper	to cut fabric
	Use a spoon to pick up food and put in mouth	Stab food using a fork	Spoon cereal from contain er to dish with little spilling	Use a knife to cut soft food like bananas and strawberries	Spread using a knife	Cut using a knife	Use a knife and fork independ ently
	Palmer grasp	Digital pronate grasp	4 finger grasp		Static tripod grasp		Dynamic tripod grasp
Indepen dence	Children work independently to develop basic skills		Start to make up their own physical games		Collaborate with others to devise team games and manage resources		Edit and refine movemen ts and games
Resource s (not limited to)	Coats, trousers, shoes, balance bikes, balls, containers, jugs, spoons, forks, spades, trowels, palm brushes, chunky chalks, whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils,		T-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tools, scissors, knife, thick and thin paintbrushes, chalks, crayons, pencils		Socks, shoes, coats, buttons, laces, pedal bikes, balls, balance beams, scissors, cutlery, whisks, hole punches		Children are exposed to using differen t material s

Progression of cutting skills	Vocabulary	How to support?
Holds scissors , often with both hands, learning to open and close the blades	Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull	Practice tearing paper Strengthen fingers – use soft balls, playdough, toys filled with beans/sand
Opens/closes blades (not ready to use them on paper yet)	Open, move apart, close, shut, move in/out, fingers, thumb, together, apart, stretch, up, down	Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Encourage 'thumbs up' position
Starts snipping paper (not moving forward with the scissors but making small snips)	Snip, cut, hold, forward, backwards	Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready
Snips paper moving forward	Across, forward, backward, side to side, straight ahead	Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right
Uses helping hand to hold and help to guide the paper (non-dominant hand)	Upwards, downwards, sideways, hold still, rest your hand, hands together/apart, up and down	Promote activities to strengthen bilateral coordination e.g. facing cards, holding a stencil with one hand and drawing with another, hand clapping games
Cuts straight line (within 1/8 inch from the drawn line, improving in accuracy)	Straight, across, forward, open and shut, move, together/apart, follow the line, close to	Use a piece of paper that is up to 6 inches long
Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn)	Closer, on the line, next to the line, circle, curve, around, round, wobbly, wavy	
Cuts circle shape (a circle of 6inch in diameter, within 1/8 from the drawn line, improving to about 1/4 inch)	Circle, oval, round, curved, wavy Move, twist, turn, pivot Small snips, at the same time	
Cuts square shape	Stop/start, turn, point, corner, pointed, cross,	
Cuts complex shapes , such as figures.	Close to the line, on the line, outline, follow the line, background,	

EYFS Writing Progression Map

WRITING High Frequency Word Tracker

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

WRITING Phase 2/3 Tracker




Phase 2			Phase 3		
s a t p	i n m d	g o c k	ck e u r	h b f f	l j s s
Phase 3					
j v w x	y z z q u v	ck ck th ng	ai ck th ng	ow oi er	ear air ck

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 words using phase 2 sounds I am starting to write ck 2 tricky words	I can write ck words using some digraphs. I am starting to write ck 3 tricky words	I can write simple captions lists to match a picture	I can write a simple sentence using my phonic knowledge and tricky words	I am starting to use a full stop. I can reread what I have written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	My writing can be read by others. Some words are spelled correctly and others are phonetically plausible I can spell many HFW words

Pre Phonemic Stage							
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups	
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols	Letter strings move from L to R and move down the page	Separated by spaces to resemble different words		
Transitional Stage							
Letter name stage							
Early Phonemic Stage	Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.			

PENCIL GRIP & CONTROL Progression Map

FISTED GRIP	1-2 YEARS		
DIGITAL PRONATE GRIP	2-3 YEARS		
4 FINGER GRIP HIGH INDEX	3-4 YEARS		
HOOKED WRIST OR EXTENDED WRIST	4-6 YEARS		
CROSS THUMB			
THUMB TUCK			
JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION			
INDEX FINGER JOINT IN HYPER EXTENDED POSITION			
THUMB IN HYPER EXTENDED POSITION			
STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE			6-7 YEARS
LATERAL TRIPOD			
DYNAMIC TRIPOD GRIP			
<p>A thumb-finger grasp is where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static tripod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>			
<p>Pencil is held in a table position between the thumb, index and middle fingers. 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.</p>			

Communication and Language Checkpoints - Reception

Checkpoint	Listening, Attention and Understanding	Speaking
September	<p>Join in with appropriate group activities, e.g. Nursery rhymes, Story Time.</p> <p>Follows simple, coupled instruction, e.g. Come to the carpet.</p> <p>Plays a simple, motivating game for a few minutes, e.g. catching a ball.</p>	<p>Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one).</p> <p>Uses vocabulary focusing on their interests (e.g. motorbike) and familiar experiences (e.g. halloween).</p> <p>Ask simple questions (e.g. Where is Mummy?)</p>
Christmas	<p>Begins to use some active listening skills; face the speaker, body still, paying attention.</p> <p>Follows simple instructions well. E.g. Get a pencil, find your bag.</p> <p>Responds to a <u>passes</u> request (e.g. Can I have the ball?) and replies.</p> <p>Learn (and use) new words from familiar texts.</p> <p>Begins to answer "How" questions, e.g. How did this get broken?</p>	<p>Offer their ideas in small group contexts, e.g. retelling a simple event in sequence.</p> <p>Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better")</p> <p>Ask questions when they don't understand instructions.</p> <p>Uses simple connectives in speech, e.g. and, but.</p> <p>Use new vocabulary from books and stories as they discuss/retell the story.</p> <p>Recite familiar rhymes/poems and join in with repeated refrains from stories.</p>
Easter	<p>Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately.</p> <p>Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions.</p> <p>Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions.</p> <p>Ask questions when they don't know what a word means.</p> <p>Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy".</p> <p>Begins to answer "Why" questions, perhaps with adult support.</p>	<p>Speaks in whole class situations, e.g. answering questions at Story Time.</p> <p>Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract".</p> <p>Use newly learnt vocabulary in different contexts. E.g. using the words enormous to describe their tower having read the Enormous Turnip.</p> <p>Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems).</p> <p>Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas.</p> <p>Uses more detail in conversation.</p> <p>Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. it sunk because it was too heavy)</p>
EOY incl. ELG	<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. 	<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



Expressive Arts and Design Checkpoints - Reception

Checkpoint	Creating with Materials	Being Imaginative and Expressive
September	<p>Enjoy mark-making opportunities.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use objects as representations in pretend play, e.g. a cuboid block as a telephone.</p> <p>Use blocks/construction toys to build "small worlds" e.g. a pen on a farm.</p>	<p>Respond to music with movement.</p> <p>Request a favourite song/rhyme.</p> <p>Know and join in with some nursery rhymes or favourite songs and poems.</p> <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.</p> <p>Develop storylines through small-world or role-play.</p>
Christmas	<p>Use a variety of media including pencils, crayons, paint, chalk, different construction toys).</p> <p>Talk about what they like or could improve about what they have created.</p> <p>Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it.</p> <p>Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</p>	<p>Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat.</p> <p>Keep a beat using a musical instrument or body percussion.</p> <p>Perform familiar songs/rhymes in small groups.</p> <p>Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks.</p> <p>Retail parts of familiar stories through use of puppets, toys, masks or small-world.</p>
Easter	<p>Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.</p> <p>Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable.</p> <p>Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.</p> <p>Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used colours because the glue was too runny to hold something heavy".</p>	<p>Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster".</p> <p>Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</p> <p>Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect.</p> <p>Create more complex narratives in their pretend play, building on the contributions of their peers.</p> <p>Organise themselves into collaborative creative opportunities (role play, performance, artwork).</p>
EOY incl. ELG	<p>ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG - Share their creations, explaining the process they have used.</p> <p>ELG - Make use of props and materials when role playing characters in narratives and stories.</p>	<p>ELG - Invent and recount narratives and stories with peers and their teacher.</p> <p>ELG - Sing a range of well-known nursery rhymes and songs.</p> <p>ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

★ Maths Checkpoints - Reception

Checkpoint	Maths - Numbers	Maths - Numerical Patterns	Shape, Space and Measure
<p>September</p>	<p>Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects.</p>	<p>Join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to 10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term "more" in practical contexts.</p>	<p>Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. <i>big/small, round/straight</i>. Time - understand <i>first/next</i> <i>Sorting/matching</i> - sort groups of objects according to different criteria</p>
<p>Christmas</p>	<p>Subitise to 4. Discuss composition of numbers to 4, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2"</p>	<p>Recite numbers to 20 confidently. Count back from 10. Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects. Use and understand the terms more and fewer/less in practical contexts. Understand the term equal when comparing two groups of objects.</p>	<p>Time - Understand <i>yesterday/today/tomorrow</i>. Recite days of the week. Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape Use shapes to make pictures/models. Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria.</p>
<p>Easter</p>	<p>Discuss composition of numbers to 4, showing some automatic recall of number facts. Confidently subitise rather than count small groups of objects. Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers)</p>	<p>Recite numbers to 20 and back from 20. Count on from a given number to 20 and back from a given number 0 - 10. Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle.</p>	<p>Demonstrate understanding of everyday prepositions - in, on, under, <u>beside</u>, in front, behind. Time - Use and understand <i>before/after</i> Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns. Pattern - continue a simple AB, ABC pattern</p>

<p>EOY incl. ELG</p>	<p>ELG - Have a deep understanding of number to 10, including the composition of each number. ELG - <u>Subitise</u> (recognise quantities without counting) up to 5. ELG - 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>	<p>Say the number one more/less than a given number 1 - 10. Explore sharing into equal groups in practical contexts, commenting on what they notice.</p>	<p>NO ELG FOR THIS AREA.</p> <p>Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Shape - Know some common 2D and 3D shapes. Pattern - create, copy and continue a simple pattern</p>
		<p>ELG - Verbally count beyond 20, recognising the pattern of the counting system. ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ELG - <u>Explore</u> and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	

Physical Development Checkpoints - Reception

Checkpoint	Physical Development - Gross Motor Skills	Physical Development - Fine Motor Skills	Other (self-care/health)
September	<p>Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet.</p> <p>Stops or attempts to avoid obstacles when running.</p> <p>Explores and uses climbing equipment, with a little adult support at challenging parts.</p>	<p>Uses a spoon or fork to eat independently.</p> <p>Uses marking-making tools such as paintbrushes, pens and chalk.</p> <p>Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed).</p> <p>Has developed a dominant hand.</p> <p>Cuts straight lines with scissors/snippers.</p> <p>Draws circles, horizontal/vertical lines.</p>	<p>Washes hands with adult supervising/prompting.</p> <p>Uses the toilet independently.</p>
Christmas	<p>Begins to run with more fluency, avoiding obstacles.</p> <p>Explores and develops confidence in different ways of moving, e.g. hopping.</p> <p>Independently uses climbing equipment, e.g. the trim trail.</p> <p>Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.</p>	<p>Uses a spoon or fork to eat with increased control and independence.</p> <p>Forms the pre-writing shapes.</p> <p>Forms all the letters of their names correctly.</p> <p>Forms recognisable letters for the full alphabet.</p> <p>Uses an effective (non-palmer pencil grip) independently, e.g. circle/square.</p> <p>Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.</p>	<p>Washes hands independently.</p> <p>Understands that some foods are healthier for us and some are less so.</p> <p>Talks about how their body feels after exercise and knows that this activity is positive for our health.</p>
Easter	<p>Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p>Uses climbing equipment with confidence and enjoyment.</p> <p>Demonstrates good posture when working on table-top activities.</p> <p>Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.</p>	<p>Uses a knife and fork, attempting to cut soft foods.</p> <p>Forms all letters of the alphabet with correct formation.</p> <p>Working towards or using a tripod grip.</p> <p>Uses scissors with effective hand-positioning and with control.</p> <p>Adds detail to drawings, e.g. eyelashes or windows on a house.</p>	<p>Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom).</p> <p>Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth.</p> <p>Discusses the effects of tiredness or lack of sleep.</p> <p>Discusses simple healthy food choices.</p>
EOY incl. ELG	<p>ELG - Negotiates space and obstacles safely, with consideration for themselves and others.</p> <p>ELG - Demonstrates strength, balance and coordination when playing.</p> <p>ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG - Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>ELG - Uses a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG - Begins to show accuracy and care when drawing</p>	<p>(No mention in ELG)</p> <p>Discusses the effect exercise/activity has on their body.</p> <p>Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene)</p>

† PSED Checkpoints - Reception

Checkpoint	PSED - Self Regulation	PSED - Managing Self	Building Relationships
September	<p>express their feelings and give simple reasons, e.g. 'I want Mummy.'</p> <p>Seek help through finding an adult.</p> <p>Allow an adult to comfort them.</p> <p>Recognise when a peer is upset.</p>	<p>use materials independently.</p> <p>Take their coat off and put it on.</p> <p>Follow a simple instruction as part of a group, e.g. sit down, let's go outside.</p> <p>Join in an activity when invited by an adult.</p>	<p>Play alongside new peers and work familiar peers.</p> <p>Show interest in their new peers.</p>
Christmas	<p>Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.</p> <p>Explain to an adult what has happened when they are upset.</p> <p>"Bounce back" quicker after upsets and with more independence.</p> <p>Follow familiar, complex instructions independently.</p>	<p>Use the toilet independently and wash their hands well, knowing why this is important.</p> <p>Undress independently for P.E., with help for buttons.</p> <p>Do up their coat.</p> <p>Abide by most of the rules of the classroom.</p> <p>Try new activities independently or with peers.</p>	<p>Join in with a group of children who are playing.</p> <p>Form some closer friendships and seek them out to initiate play.</p> <p>Speak to peers within a game or activity.</p> <p>Take turns, with adult support, e.g. when playing a board game.</p>
Easter	<p>Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy.</p> <p>Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</p> <p>Follow two-step instructions.</p> <p>Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.</p>	<p>Dress and undress for PE independently.</p> <p>Discuss healthy food choices.</p> <p>Sort healthy foods from less nutritional food.</p> <p>Discuss sensible choices.</p> <p>Begin to understand and discuss consequences of our behaviour, e.g. if I hit someone, it hurts and they are upset.</p> <p>Begin to persevere when something is challenging.</p> <p>Work on short activities independently, e.g. a Phonics game.</p>	<p>Hold back & forth conversations, listening to their peers' ideas and responding appropriately.</p> <p>Show empathy in simple ways, e.g. finding an adult for a child who is hurt.</p> <p>Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.</p> <p>Take turns with a little support from an adult or with the systems in place, e.g. sand timers.</p>
EOY incl ELG	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>

+ Literacy Checkpoints - Reception

Checkpoint	Literacy – Comprehension	Literacy – Word Reading	Literacy - Writing
September	<p>Listen to a story and comment on the events. Name the characters from a familiar story.</p>	<p>Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word.</p>	<p>Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a cat"</p>
Christmas	<p>Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it.</p>	<p>Say a sound for all Phase 2 GPCs. Blend CVC words verbally.</p>	<p>Write their name with correct formation. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word.</p>
Easter	<p>Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions.</p>	<p>Say a sound for each letter in the alphabet Blend and read VC/CVC words.</p>	<p>Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others.</p>
EOY incl. ELG	<p>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>	<p>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>	<p>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>

* Understanding the World Checkpoints - Reception

Checkpoint	Past and Present	People, Culture and Communities	The Natural World
September	<p>Discuss who is in their family and show some sense of their own history, e.g. <i>"I was born first and then the twins"</i> or <i>"before I was born, Mummy lived in Spain but now we live in London"</i>.</p>	<p>Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations, e.g. role-playing police or doctors.</p>	<p>Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".</p>
Christmas	<p>Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake" Understand that the past is the time "before now".</p>	<p>Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors. Share their experiences of local features of our community, e.g. Brook Green playground, Tesco, the River Thames. Know the church is special to us as Christians.</p>	<p>Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make references to changes to the natural world, weather and our habits. Make more careful observations (e.g. "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. Make simple drawings of natural objects, e.g. leaf.</p>

<p>Easter</p>	<p>Discuss images of the past and contrast them in discussion, e.g. <i>"They are travelling on a horse and cart because there were no cars like we have then"</i>. Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.</p>	<p>Look at maps of our school/area and discuss the features they notice. Make their own maps. Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival. Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. <i>"There are no lions in England but there are in Africa"</i> or <i>"In Spain, the weather is warmer than here"</i>.</p>	<p>Offer simple, logical explanations for what they have observed, e.g. <i>"Maybe it melted because the weather is warmer"</i> or <i>"It is light so I think that helps it float"</i>. Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. Use modelled, topical vocabulary in discussion. Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.</p>
<p>EOY incl ELC</p>	<p>ELG - Talk about the lives of the people around them and their roles in society. ELG - <u>Know</u> some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG - 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. ELG - <u>Explain</u> some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG - 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. ELG - <u>Understand</u> some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>