

St. Leonard's C of E primary school

Early Years Foundation Stage Policy



Introduction

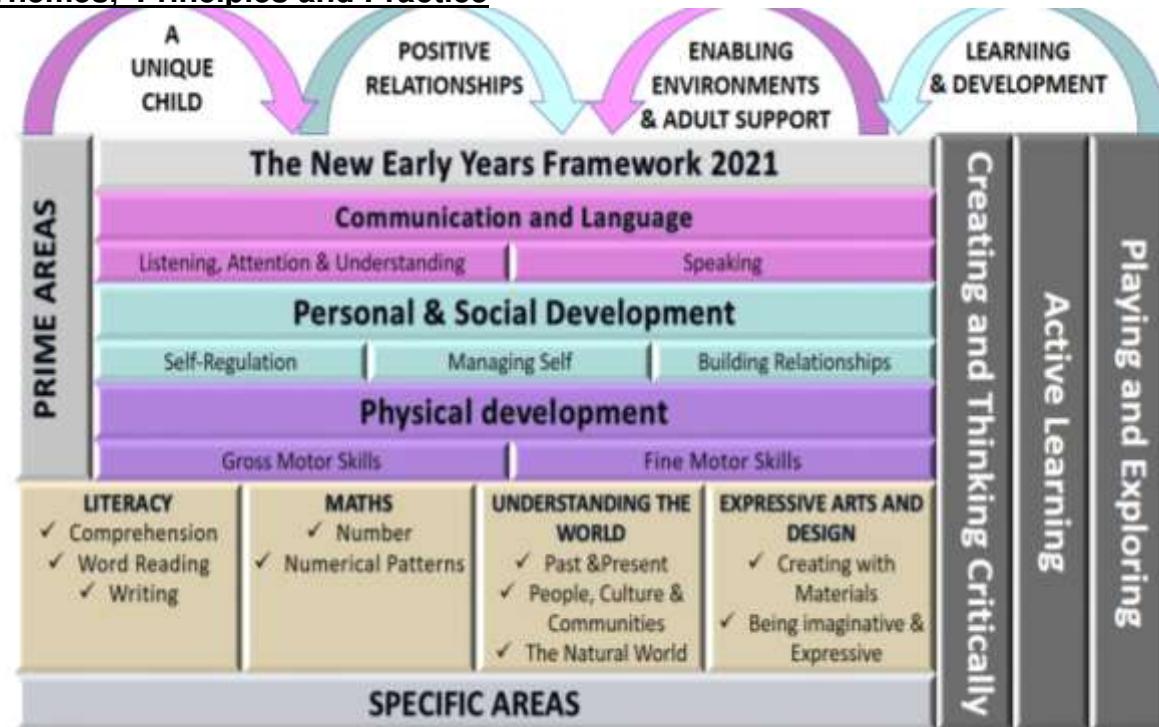
Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five a major impact on their future life chances. A secure, safe and happy childhood is important 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 2017

The overarching aim of the Early Years Policy at St Leonards primary school is to promote the principles of the EYFS Statutory Framework and The Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework 31st March 2021) The Statutory document states the requirements for schools and early year's settings to support children's learning and development and safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area. It also makes it **mandatory** for practitioners to use the Characteristics of Effective learning to show **how** children learn.

The Development Matters in the Early Years Foundation Stage Guidance provides detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

Themes, Principles and Practice



Safeguarding

Relevant Documents:

Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five', DfE, 2017¹

Inspecting Safeguarding in Early Years, Education and Schools Ofsted 2019

'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015.²

As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, and we always aim to promote children's welfare and strive to safeguard children . This includes:

- regular safeguarding training, including child protection training and updates for staff. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners.
- staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner.
- safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues (**see website for relevant policies**)
- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill (vaccination and measles)
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them 1:13

¹ www.gov.uk/government/publications/early-years-foundation-stage-framework--2.

² www.gov.uk/government/publications/prevent-duty-guidance.

- All staff in the early years have yearly appraisals, attend cluster meetings to keep up to date with current practice including TA's, team teach training and supervision meetings.
- the effectiveness of risk assessments and actions taken to manage or eliminate risks. – when going to forest school an outdoor risk assessment is taken before each session, any new activity that may pose a risk either indoors or outdoors will have a risk assessment carried out i.e outdoor wood work area

Please see school website for all safeguarding documents and necessary risk assessments. *E.g. Reference to whole school policies, single central register for safeguarding, behaviour policy, health & safety policy, risk assessment etc.*

EYFS Provision in this setting consists of:

The term 'early years' in this context refer to children in the nursery and reception class. 45 Reception children and 30 nursery children. Children can attend our school nursery once they have turned 3.

We know children achieve when they are happy and secure and St Leonards provides a caring, family atmosphere full of love and laughter. It is a place where all children are nurtured to reach their fullest potential; a place where they are enabled to have the highest of aspirations and achieve the highest standards. All our children can reach for the stars!

Christian values are modelled by staff and pupils are enabled to:

- broaden their minds in their search to explore God's creation,
- develop a heart which cares for others as well as values their own important contribution to the community
- explore a variety of ways to keep their bodies healthy through an active lifestyle and healthy living.

We want our pupils to flourish so that they can produce **FRUITS:**

- Faith – develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. **(John 1:12) We hope through the scheme our children develop the skills to persevere and are equipped with strategies to use when they face an unfamiliar word.**
- Relationships – flourish through strong relationships with themselves, each other, creation and God. **(Luke 10:27) The children develop a strong relationship with books reading to each other, other classes, develop oracy skills etc**

- **Uniqueness** – have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. **(Matthew 10:30) The children are equipped with the skills to become confident readers.**
- **Intellect** – develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. **(Proverbs 3:13) The children develop skills that are progressive and build on year by year in order for them to become fluent confident readers.**
- **Treat themselves and others with dignity and respect** maintaining a healthy body and thriving community. **(1 Peter 2:17)**
- **Salvation** – have a recognition that we need to seek forgiveness through Jesus to become friends with God. **(Ephesians 2: 8-9)**

EYFS Provision at St Leonards C of E Primary school

Staff in the early years are:

Mrs L Dobsonb Nursery teacher
Mrs Troth, (Nursery Nurse Level 3),
Mrs Henderson (Nursery Nurser Level 3)
Miss L Kyme TA

Mrs J Blackley -Foundation Stage leader and Reception class teacher
Mrs Popadyne-Reception Class Teacher
Mr M Tierney-Reception class teacher
Mrs Hargreaves (Teaching Assistant level 3
Mrs Knowles (Teaching Assistant)
Mrs Mitchell (Teaching Assistant-works 1-1)

Organisation and management of provision:

Early Years provision at St Leonards primary school is organised into a single nursery class and two purpose built reception classes for 45 pupils aged 4-5. The two reception classes share the continuous provision including the messy room and outdoor area. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department, and the children also have access to other equipment and facilities throughout the school, e.g. hall, library etc. The nursery and Reception children share the outdoor area and have access to the new forest school area that has been developed on the school field.

The EYFS classroom both in nursery and Reception class is organised to allow children to explore and

learn securely safely and most important independently. There are areas where the children can be active, be quiet and explore. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

The classroom is planned to be calming and inviting for children making them want to learn. We deem the classroom as the third teacher. It provides stimulating activities that provides challenge and excitement to the children's learning.

Our aim is to create '**curious learners**' This involves using authentic resources rescued from car boots, charity shops and people's homes. These resources offer great value to play, bringing a mixture of textures and fascination to children. This approach empowers children to be responsible learners who delve into deeper sustained levels of thinking, problem solving and imagination.

In addition we aim to teach children to respect and value resources. We will discuss these items are to be handled with care and talk about the consequences if they are not respected. The children will learn to manage risks and will be given responsibilities to look after equipment and to share in the disappointment if something gets broken.

The EYFS unit has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

We believe the outdoors is place for making use out of the natural world as opposed to bringing the inside out.

Early Years Foundation Stage Curriculum

Intent

In the early years we strive to provide children with a curriculum that is ambitious for all pupils. The staff develop outstanding relationships with the children which allows them to move each child's learning onto the next step which is personalised to them. We ensure our curriculum is broad and balanced and our environment is developed to create '**awe and wonder**' for our children.

We provide a curriculum that is coherently planned and sequenced. Both the nursery teacher and Reception teachers think carefully about what skills they want the children to develop each term. However all staff understand these intended skills may be adapted throughout the term and they carefully consider children in the class with special educational needs.

Our Early Years Curriculum is based on the principles of child development and the educational programmes in the revised EYFS Statutory Framework. It is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. Reception and KS1 staff work together through the year to ensure a

successful transition into YR1.

The EYFS curriculum stresses the importance of the prime areas of learning - the child's personal, emotional and social development, the vital element of communication and language and the role of physical development. It emphasises that the knowledge and skills in the specific areas of early literacy and numeracy, understanding the world or expressive art and design lay the foundations for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

Prime:

Personal, social and emotional development - involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Key Learning:

We use the Lancashire key learning documents and development matters.

Lancashire LPDS Reception Key Learning Linked to Communication and Language:	
Listening and Attention	Understanding
<p>Listening:</p> <ul style="list-style-type: none">• Show awareness of how to listen carefully and why listening is important.• Listen to others, one-to-one, in groups, whole class, in familiar situations during conversations or activities• Listen with enjoyment and interest to fiction and non-fiction texts, songs, rhymes and poems <p>Attention:</p> <ul style="list-style-type: none">• Maintain attention to an adult in a range of familiar and unfamiliar situations• Maintain attention and interest to an adult in whole class and small group sessions• Maintain attention to their peers in a range of familiar and unfamiliar situations	<p>Responding:</p> <ul style="list-style-type: none">• Respond with relevant comments, questions of their own, or actions when listening to stories, to instructions and when engaged in play activities <p>Demonstrating Understanding:</p> <ul style="list-style-type: none">• Follow a simple set of instructions in a range of contexts• Understand a variety of sentence structures, including:<ul style="list-style-type: none">- negatives, e.g. <i>Don't touch the wet paint please!</i>- plurals, e.g. <i>Please could you put those cars away?</i>- tenses, e.g. <i>Have you brought your wellies today?</i> <p>Questioning:</p> <ul style="list-style-type: none">• Understand and respond to what, where, when, who, why, how questions about themselves and their own experiences

Speaking	Vocabulary
<p>Speaking:</p> <ul style="list-style-type: none"> Speak clearly and in full sentences Use sentences that include more details, expressing their ideas about their feelings and experiences Begin to speak in sentences using past, present and future tense when talking about themselves, activities, ideas and events Use joining words during talk to extend ideas, e.g. and, but, because <p>Communicating:</p> <ul style="list-style-type: none"> Communicate freely with different people, engaging in conversations considering the listener Take turns to speak in different contexts including one-to-one, small groups and whole class discussions Talk about and describe events in some detail to others <p>Clarifying Thinking:</p> <ul style="list-style-type: none"> Use talk to clarify thinking and express their ideas and feelings Orally recall events/narratives in the correct sequence, using their own words and pictures to support <p>Questioning:</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them Ask and answer questions in different contexts including group activities, during their play, daily routines and/or in personal conversations with others <p>Reasoning:</p> <ul style="list-style-type: none"> Talk about, explain and give reasons for actions, events and activities linked to their experiences, stories or other contexts 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Learn and understand selected new vocabulary Use recently introduced vocabulary orally in discussions and conversations Use an increasing range of vocabulary appropriately showing deeper understanding, e.g. big, huge, enormous Understand that the same word can have different meanings and be able to say it in the relevant context, e.g. light Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and poems using newly taught vocabulary

Lancashire LPDS Reception Key Learning Linked to Physical Development	
<p>Travelling:</p> <ul style="list-style-type: none"> Run efficiently with a refined action Jump two feet to two feet Hop 8-10 times on the same foot Hop a distance of 15m in approximately 11 seconds Explore a range of travelling on hands and feet maintaining balance <p>Throwing:</p> <ul style="list-style-type: none"> Throw underarm in desired direction to a given target, coordinating arms and legs correctly Throw overarm in desired direction to a given target, coordinating arms and legs correctly and body rotation <p>Catching:</p> <ul style="list-style-type: none"> Catch with a scoop action using the body <p>Rolling:</p> <ul style="list-style-type: none"> Roll in a tucked position (egg roll, rock and roll, forwards roll) Roll in a straight position (pencil/log roll, dish and arch) Roll in a straddle position (teddy bear roll) <p>Kicking:</p> <ul style="list-style-type: none"> Kick a ball along the ground coordinating standing foot and kicking foot Kick a ball in the air coordinating standing foot and kicking foot 	<p>Playing Games:</p> <ul style="list-style-type: none"> Take part in a variety of games: racing/chasing, aiming and throwing and ball games <p>Being Active for Sustained Periods:</p> <ul style="list-style-type: none"> Gets out of breath several times per day Able to be physically active for a period of at least 20 minutes <p>Core Strength:</p> <ul style="list-style-type: none"> Show good posture when sitting in different ways – straddle, pike, side-sitting, cross-legged Shows core strength in a range of ways with and without tools and equipment – sky writing outdoors, carrying, pushing, pulling, digging, climbing, hanging <p>Balance:</p> <ul style="list-style-type: none"> Balance on small body parts – one foot, hands and feet Balance on large body parts – tummy, back, side, bottom, shoulders <p>Upper Body:</p> <ul style="list-style-type: none"> Climb up, on and over a range of equipment Hang from different places – monkey bars, climbing rope Swing using arms from different places – monkey bars, climbing rope Travel on hands and feet maintaining balance

<p>Fine Motor Skills/Movements:</p> <ul style="list-style-type: none"> • Demonstrates left/right hand dominance • Can use both sides of the body though recognises they may have a preferred/dominant side • Demonstrates hand-eye coordination when interacting with materials, objects, equipment and toys • Shows dexterity and control when using tools and equipment • Shows range of hand movement including making a fist, finger isolation, grasp and release and mark making using fingers • Holds writing tools and implements with a mature pencil grip and appropriate pressure • Shows control when drawing: different lines, abstract shapes, dots, pictures, letters/numerals and forms basic letter and numeral shapes 	<p>Gross Motor Skills/Movements:</p> <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Aware of own space, finds space, negotiates space, changes direction and stops safely <p>Safety Awareness</p> <ul style="list-style-type: none"> • Moves safely when travelling on, under, over and through equipment • Responds to safety instructions <p>Apparatus</p> <ul style="list-style-type: none"> • Control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging • Interacts with small equipment – drop, push, throw, roll, catch, kick <p>Movement of Body Parts</p> <ul style="list-style-type: none"> • Make shapes with arms and hands, legs and feet • Rotate and stretch: waist, shoulder, hip, wrist, ankle • Bend and stretch: knee, elbow, fingers, toes • Understand, use and respond to vocabulary related to body parts • Understand, use and respond to vocabulary related to directional movement – under, over, through, up, down • Understand, use and respond to vocabulary related to speed – fast, faster, slow, slower, slowly
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Lancashire LPDS Reception Key Learning Linked to Personal, Social and Emotional Development:

Self-Regulation

Express feelings:

- Show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements

Communication:

- Make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar
- Recall experiences, initiate an apology when appropriate

Respond:

- Follow instructions, requests, and ideas in a range of contexts and situations

Understand feelings:

- Talk about and discuss with others how they feel; explain why they are experiencing particular feelings. Begin to show an understanding of dysregulation and seek help from others to re-regulate

Manage feelings and behaviour:

- Understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems. Seek help from adults to co-regulate dysregulated behaviours

Understand how others feel:

- Show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them

Active learning:

- Engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress

Sensory awareness:

- Awareness of sensory seeking to support regulation and self-soothe, seek help when experiencing sensory overload

Consent:

- Seeks permission in an appropriate way; shows awareness of personal space

Managing Self	
<p>Self-awareness:</p> <ul style="list-style-type: none"> Know what they like and do not like; talk about what they are doing and why; talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements; share their achievements with others <p>Work together:</p> <ul style="list-style-type: none"> Understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration <p>Independence:</p> <ul style="list-style-type: none"> Select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others <p>Organisation:</p> <ul style="list-style-type: none"> Show an understanding of routines and predictability in timetabling, begin to follow simple sequences to complete tasks <p>Confidence:</p> <ul style="list-style-type: none"> Try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge <p>Responsibility:</p> <ul style="list-style-type: none"> Take care of their own belongings, take care of the belongings of others and class resources 	<p>Communication:</p> <ul style="list-style-type: none"> Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review <p>Self-care:</p> <ul style="list-style-type: none"> Eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings <p>Safety:</p> <ul style="list-style-type: none"> Understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety <p>Keeping healthy:</p> <ul style="list-style-type: none"> Knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy <p>Vocabulary:</p> <ul style="list-style-type: none"> Use vocabulary linked to foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment <p>Communication:</p> <ul style="list-style-type: none"> Communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults <p>Consent:</p> <ul style="list-style-type: none"> Asks and accepts support when needed; understands the need for appropriate support

Building Relationships	
<p>Build friendships:</p> <ul style="list-style-type: none"> Engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help <p>Work together:</p> <ul style="list-style-type: none"> Understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration <p>Use language:</p> <ul style="list-style-type: none"> To negotiate, co-operate, plan and organise play, resolve conflict <p>Social skills:</p> <ul style="list-style-type: none"> Observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others <p>Recognise the needs of others:</p> <ul style="list-style-type: none"> Show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them, begin to show an understanding of respect for differences in others, show kindness <p>Communication:</p> <ul style="list-style-type: none"> Use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions <p>Consent:</p> <ul style="list-style-type: none"> Appropriately responds to interactions with peers and adults; seeks permission for support in different elements of learning e.g. self-care, physical skills, and understands and accepts that support from others is needed 	

Specific areas

Lancashire LPDS Reception Key Learning Linked to Literacy Reading	
Word Reading	
<p>Oral Blending, GPC Recognition, Blending for Reading Words and Sentences:</p> <ul style="list-style-type: none"> Blend phonemes orally to say Phase 2, Phase 3 and Phase 4 words or equivalent Recognise and enunciate correctly GPCs in Phase 2 and 3 or equivalent Blend to read VC and CVC words using Phase 2 GPCs or equivalent Blend to read VC and CVC words using Phase 3 GPCs or equivalent Blend to read two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. <i>cobweb, raincoat</i> Blend to read a combination of adjacent consonants (Phase 4 or equivalent) at the beginning or at the end of words, including Phase 2 and 3 graphemes or equivalent Blend to read polysyllabic words with Phase 2 and 3 graphemes or equivalent, and adjacent consonants, e.g. <i>toothbrush, sandpit, Manchester</i> Recognise upper case letters alongside lowercase GPCs introduced to support decoding Distinguish between a word, letter and a space Read words consistent with phonic knowledge by accurately sound blending Read phonetically decodable words within sentences using Phase 2 words or equivalent Read phonetically decodable words within sentences using Phase 3 words or equivalent Read phonetically decodable words within sentences using Phase 4 words or equivalent 	<p>Common Exception (Tricky) Words:</p> <ul style="list-style-type: none"> Read Phase 2 common exception (tricky) words or equivalent Read Phase 3 common exception (tricky) words or equivalent Read Phase 4 common exception (tricky) words or equivalent Read sentences including Phase 2 common exception (tricky) words or equivalent Read sentences including Phase 3 common exception (tricky) words or equivalent Read sentences including Phase 4 common exception (tricky) words or equivalent Read books consistent with phonic knowledge

Comprehension

- Listen to and discuss stories or information that has been read to them, or they have read themselves
- Recite a range of simple rhymes, songs and poems
- Understand and discuss the difference between text and illustrations in a range of text types
- Know that in English print is read from left to right and top to bottom, and that print conveys meaning in a range of texts
- Hold a book correctly and turn pages from front to back
- Talk about the front and back cover in stories, discuss the title and illustrations
- Discuss specific information in non-fiction texts, e.g. labels, images, contents page, captions, glossary
- Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves
- Look closely and discuss in more detail the illustrations to develop understanding of the story
- Activate prior knowledge, e.g. *Do you know any stories about bears?*
- Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree
- Use and show understanding of recently introduced vocabulary appropriately, during discussions linked to non-fiction, rhymes, poetry and themes, and when retelling stories
- Respond to questions using who, what, where and when linked to text and illustrations
- Respond to questions about how and why something is happening
- Identify, describe and discuss the main characters in stories
- Explore what a character might say, feel and/or think
- Identify, discuss and sequence the main events in stories
- Use actions and pictures to orally retell stories and rhymes in their own words
- Role-play stories and events, using simple props and recently introduced vocabulary
- Articulate feelings linked to stories, songs, rhymes, non-fiction and poems

Lancashire LPDS EYFS Reception Key Learning – Literacy Writing

Transcription – Phonics and Tricky Words

Oral Segmenting, CPC Formation, Segmenting to Spell Words, Phrases and Sentences:

- Orally segment words into phonemes within Phase 2, Phase 3 and Phase 4 words or equivalent
- Use some clearly identifiable letters to communicate meaning
- Use appropriate letters for initial phonemes in words
- Use clearly identifiable letters to represent some phonemes correctly and in sequence
- Segment to spell VC and CVC words using Phase 2 GPCs or equivalent
- Segment to spell VC and CVC words using Phase 3 GPCs or equivalent
- Segment to spell two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. cobweb, bedroom
- Begin to segment to spell a combination of adjacent consonants (Phase 4 or equivalent) at the beginning and at the end of words, including Phase 2 and 3 GPCs or equivalent
- Begin to segment to spell polysyllabic words with Phase 2 and 3 GPCs or equivalent, and adjacent consonants, e.g. toothbrush, sandpit, Manchester
- Make phonetically plausible attempts when writing words beyond current phonic knowledge
- Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 2 GPCs or equivalent
- Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 3 GPCs or equivalent
- Begin to write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 4 GPCs or equivalent

Common Exception Words (tricky):

- Write Phase 2 (or equivalent) common exception words (tricky)
- Write Phase 3 (or equivalent) common exception words (tricky)
- Begin to write Phase 4 (or equivalent) common exception words (tricky)
- Write sentences including Phase 2 (or equivalent) common exception words (tricky)
- Write sentences including Phase 3 (or equivalent) common exception words (tricky)
- Begin to write sentences including Phase 4 (or equivalent) common exception words (tricky)

Composition - Articulating and Structuring Ideas
<ul style="list-style-type: none"> • Give meaning to pre-phonemic writing: <ul style="list-style-type: none"> - patterns - pictures - random scribbling - scribble writing - symbols that represent letters - random letters or numerals - letter strings (continuous string of letters, symbols or numerals) - letter groups (groups of letters, symbols or numerals including spaces) - environmental print • Understand that thoughts and ideas can be written down using pictures, letters, words, phrases and sentences, either through adult scribbling or a child making marks • Have ideas and reasons for mark-making and writing • Give meaning to mark-making through drawing, painting, writing, and technology • Show some understanding of writing for different purposes and emulate adults' writing behaviours, e.g. writing on a whiteboard, making a tally chart, creating a 'register' • Know that in English, print is written from left to right and top to bottom and that print conveys meaning in a range of texts • Show some understanding of writing for different audiences, e.g. writing a note to the fairy, creating a get-well card for a friend • Independently use writing during play • Write familiar words, e.g. mummy, daddy • Use developing phonic knowledge when composing and writing ideas • Orally compose a word, phrase or sentence and hold it in memory, before attempting to write it • Begin to use simple sentence forms, using strategies such as phonic fingers, counting the words to support • Create a simple narrative using drawings, words, phrases and sentences • Write different text forms for a range of purposes, e.g. lists, stories, menus, instructions, labels, captions, recipes, letters, posters • Respond to questions (who, what, where, when) linked to text and illustrations, using drawings, words, phrases and sentences • Use writing to say what a character might be thinking, saying or feeling • Sequence a simple story or event using drawings, words, phrases and sentences • Demonstrate some use of familiar language patterns of stories through mark-making, e.g. Once upon a time, Suddenly, I'll huff and I'll

Transcription – Handwriting	Composition- Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> • Demonstrate pre-phonemic writing: <ul style="list-style-type: none"> - patterns - pictures - random scribbling - scribble writing - symbols that represent letters - random letters or numerals - letter strings (continuous string of letters, symbols or numerals) - letter groups (groups of letters, symbols or numerals including spaces) - environmental print • Hold writing tools and implements with a developing grip, using an appropriate amount of pressure • Make marks, drawings and symbols with increasing control • Use some recognisable letters and symbols • Use handwriting pattern/phrase to support formation, if appropriate • Form some lower-case letters correctly, starting and finishing in the right place, going the right way round, correctly orientated • Form some capital letters correctly, including the initial letter of their name • Form letters from their name correctly • Write left to right and top to bottom • Begin to form clear ascenders ('tall letters') and descenders ('tails') to write recognisable letters • Form lower-case letters with developing consistency • Hold paper in position, and use preferred hand for writing, developing a comfortable pencil grip 	<ul style="list-style-type: none"> • Use recently introduced vocabulary orally and attempt in writing, e.g. drawing and labelling a spider's web • Explore and apply new vocabulary in writing linked to stories, non-fiction, poetry, rhymes and themes • Begin to recognise and know there needs to be spaces between words in a phrase or a simple sentence • Recognise and know that full stops are at the end of a sentence • Recognise and know that a sentence starts with a capital letter • Orally compose sentences that make sense • Write a simple phrase including finger spaces, that can be read by themselves and others • Write simple sentences including finger spaces that can be read by themselves and others • Re-read what they have written to check that it makes sense

Lancashire LPDS Reception Key Learning Linked to Number:		
Counting:	Number Sense:	Number Graphics:
<p>Rote counting</p> <ul style="list-style-type: none"> • Rote count from 1 • Rote count on from a given number between 1 and 20 • Rote count back from 20 to 0 • Rote count back from a given number between 0 and 20 • Know what number comes before or after a given number • Say a number between two given numbers • Rote count beyond 20 <p>Counting objects</p> <ul style="list-style-type: none"> • Understand that counting is to find out how many • Use one to one correspondence when counting • Understand the last number said is the number in the set • Count up to 20 objects, pictures, sounds and actions • Understand and use conservation of number • Use the word 'zero' to represent 'none' • Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal • Recognise without counting (subitise) quantities within 10 	<ul style="list-style-type: none"> • Partition a set of objects in different ways using the terminology part - whole • Understand that 'teen' numbers are one group of 10 plus another number • Understand 20 is the same as two groups of 10 • Explore and represent the patterns in odd and even numbers • Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19 and 26, 27, 28, 29 etc. 	<ul style="list-style-type: none"> • Represent amounts in their own ways, explaining what they mean • Represent and explain their thinking in their own ways • Correctly form numerals 0 to 20

Number Recognition:	Addition and Subtraction:	Multiplication and Division:
<ul style="list-style-type: none"> • Recognise and identify numerals 0 to 20 • Select the numeral that represents a set of objects • Order numerals to 10 	<ul style="list-style-type: none"> • Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part - whole • Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part - whole • Relate subtraction to addition in practical situations using the terminology part - whole • Identify one more and one fewer (less) than a given number • Add two single-digit numbers totalling within 10, using practical equipment • Subtract a single-digit number from a number within 10, using practical equipment • Automatically recall addition and subtraction facts within 5 and some addition and subtraction facts for 10 	<ul style="list-style-type: none"> • Understand that sharing is splitting an amount into equal parts • Understand that halving is sharing into two equal parts • Understand that doubling is adding the same number to itself • Automatically recall double facts to double 5

Lancashire LPDS Reception Key Learning Linked to Shape, Space, Statistics and Measurement:

Shape:	Space:	Statistics:
<ul style="list-style-type: none"> Know that shapes can appear in different ways and be different sizes Build and make models with 3-D shapes Create and describe pictures with 2-D shapes Combine shapes to create others Identify which shapes have been combined to make a simple picture Name common 2-D shapes (circle, triangle, square, rectangle, oblong, rectangle) Name common 3-D shapes (sphere, cube, cuboid) Talk about shapes using mathematical language (straight, curved, sides, flat, solid) Sort shapes according to their own criteria 	<ul style="list-style-type: none"> Understand and use positional language in everyday situations Understand and use ordinal numbers when describing position Understand and use the language of movement/direction Describe and recognise patterns made of objects and shapes Create patterns made of objects and shapes 	<ul style="list-style-type: none"> Sort objects and say what features they have in common

Measurement:

Distance

- Understand that measures of distance can have different names including length, width, height
- Understand and use language to compare the length/width of two objects
- Understand and use language to compare the height of two objects
- Understand and use language of comparison when ordering three objects of different lengths/widths/heights
- Understand the concept of conservation of length/width/height

Weight/mass

- Understand and use language to compare the weight/mass of two objects
- Understand the concept of conservation of weight

Volume/capacity

- Understand and use language to describe the amount in a container
- Understand and use language to compare two of the same container holding different amounts
- Understand and use the language of comparison when ordering three of the same container holding different amounts
- Understand the concept of conservation of volume/capacity

Money

- Understand that we need to pay for goods
- Talk about things they want to spend their money on
- Talk about different ways we can pay for things
- Recognise that there are different coins
- Recognise a 1p coin from within a set of mixed coins
- Use 1p coins to pay for objects

Time

- Talk about significant times of the day, e.g. home time, lunch time, snack time, bedtime, etc.
- Understand and use simple time words e.g. before, after, yesterday, today, tomorrow
- Use the language of comparison when talking about time, e.g. longer/ shorter, faster/ slower
- Sequence two or three familiar events and describe the sequence
- Know the names of the days of the week
- Say the names of the days of the week in order

Lancashire LPDS Reception Key Learning Linked to Historical Development:						
Communication:	Observation:	Description:	Research:	Recall:	Chronology:	Vocabulary:
<ul style="list-style-type: none"> • Talk about key events, in own lives, about family, friends, other people including significant people. • Talk about key roles people have in society both in the present and the past. 	<ul style="list-style-type: none"> • Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. 	<ul style="list-style-type: none"> • Describe features of objects, people, places at different times. • Make comparisons and talk about what is the same and what is different. 	<ul style="list-style-type: none"> • Find out about people, places, events, objects. • Ask questions and use different sources to find the answers, including books. 	<ul style="list-style-type: none"> • Talk to others about what they know about a key person, character, event from the past. 	<ul style="list-style-type: none"> • Order simple experiences in relation to themselves, and others including stories, events, and experiences. 	<p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p>

Development Matters: Historical Development within Understanding the World		
Birth to Three:	3 and 4-year-olds:	Children in Reception:
<ul style="list-style-type: none"> • Explore natural materials, indoors and outside • Explore and respond to different natural phenomena in their setting and on trips • Make connections between the features of their family and other families • Notice differences between people 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties • Talk about what they see, using a wide vocabulary • Understand the key features of the life cycle of a plant and an animal • Begin to make sense of their own life-story and family's history • Continue developing positive attitudes about the differences between people • Show interest in different occupations • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Explore the natural world around them • Describe what they see, hear, and feel whilst outside • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Understand that some places are special to members of their community • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries • Recognise some environments that are different from the one in which they live.

Lancashire LPDS Reception Key Learning Linked to Geographical Development:			
Communication:	Mapping and Geographical Skills:	Fieldwork:	Enquiry:
<p>• Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments</p>	<p>• Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non-fiction texts, stories, maps, visits, visitors, etc.</p>	<p>• Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc.</p> <p>• Talk about what features are the same and what are the differences</p>	<p>• Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about</p>

Development Matters: Geographical Development within Understanding the World		
Birth to Three:	3 and 4-year-olds:	Children in Reception:
<p>• Explore natural materials, indoors and outside</p> <p>• Explore and respond to different natural phenomena in their setting and on trips</p> <p>• Notice differences between people</p>	<p>• Use all their senses in hands-on exploration of natural materials</p> <p>• Explore collections of materials with similar and/or different properties</p> <p>• Talk about what they see, using a wide vocabulary</p> <p>• Continue developing positive attitudes about the differences between people</p> <p>• Show interest in different occupations</p> <p>• Begin to understand the need to respect and care for the natural environment and all living things</p> <p>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>• Talk about members of their immediate family and community</p> <p>• Name and describe people who are familiar to them</p> <p>• Compare and contrast characters from stories, including figures from the past</p> <p>• Draw information from a simple map</p> <p>• Understand that some places are special to members of their community</p> <p>• Recognise that people have different beliefs and celebrate special times in different ways</p> <p>• Recognise some similarities and differences between life in this country and life in other countries</p> <p>• Explore the natural world around them</p> <p>• Describe what they see, hear, and feel whilst outside</p> <p>• Recognise some environments that are different from the one in which they live</p> <p>• Understand the effect of changing seasons on the natural world around them</p>

Key Learning Linked to Scientific Knowledge / Concepts:			
<p>Humans:</p> <ul style="list-style-type: none"> • Learn about how to take care of themselves • Learn about their senses • Describe people who are familiar to them and talk about members of their immediate family and community • Make connections between the features of their family and other families • Notice differences between people • Begin to make sense of their own life-story and family's history • Learn about the life cycles of humans (how humans change as they get older) <p>Living things and their habitats:</p> <ul style="list-style-type: none"> • Use all their senses to explore the surrounding natural environment • Describe what they see, hear and feel whilst outside. • Explore collections of natural objects from the surrounding environment (which have similar and/or different properties) • Begin to understand the need to respect and care for the natural environment and all living things. • Recognise some environments that are different to the one in which they live. • Describe different habitats / contrasting environments • Identify some animals that live in different habitats / contrasting environments • Observe how the plants and animals within a local habitat change during the seasons • Draw information from a simple map of their locality 	<p>Plants:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials (linked to plants) • Explore collections of materials with similar and/or different properties (linked to plants). • Describe what they see, hear and feel whilst outside • Explore different plants, observing and drawing them • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant • Begin to understand the need to respect and care for the natural environment and all living things (plants) 	<p>Animals, excluding humans:</p> <ul style="list-style-type: none"> • Recognising familiar animals and begin to name and describe some of them • Name and describe animals that live in different habitats • Identify some common features of different animals (tails, horns, wings, feathers, ears, etc.) • Learn about the life cycles of animals • Compare adult animals to their babies Observe how baby animals change over time <p>Seasonal changes</p> <ul style="list-style-type: none"> • Play and explore outside in all seasons and in different weather • Describe what they see, hear and feel whilst outside at different times of the year • Note/record the weather • Observe living things throughout the year • Explore the effect of changing seasons on the natural world around them 	

Materials, including changing materials: <ul style="list-style-type: none"> Explore natural materials, indoors and outside Use all their senses in hands-on exploration of natural materials Explore a range of materials (collections of materials) with different properties, including natural and man-made materials Talk about the differences between materials and changes they notice Shape and join materials Make objects from different materials, including natural and man-made materials Explore combining and mixing ingredients Change materials by heating and cooling, including cooking Observe, talk about and record how materials change when heated and cooled (or left in different conditions) 	Electricity: <ul style="list-style-type: none"> Repeat actions that have an effect Explore how things work - use battery-powered devices such as torches, Beebots 	Forces: <ul style="list-style-type: none"> Explore and talk about different forces they can feel Explore how things work e.g. pulleys, wind-up toys, spinning tops Talk about difference and things they notice when exploring how objects/materials are affected by forces (e.g. snap, stretch, bend, push/pull, roll/fall down, float/sink, magnetic attraction/repulsion)
Light: <ul style="list-style-type: none"> Explore how things work - light sources such as torches, glow sticks, light boxes, lamps Repeat actions that have an effect Shine light on or through different materials Explore shadows, indoors and whilst outside Observe rainbows when there is sunshine and rain 		Sound: <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside Listen to sounds Repeat actions that have an effect - Make sounds Explore how things work - Make sounds with different objects and instruments Listen to sounds outside and identify the source
Earth and space: <ul style="list-style-type: none"> Explore how things work (see 'Materials' for an appropriate learning focus for links with Space) 		

LPDS Key Learning Linked to Working Scientifically / Working Like a Scientist:			
Using vocabulary		Curiosity and asking questions	
<ul style="list-style-type: none"> Use appropriate vocabulary to talk about what they see, hear and feel whilst in the natural world and beyond Use simple vocabulary to name and describe objects, events, materials, living things and environments 	Explore / observe: <ul style="list-style-type: none"> Look closely at and talk about what they notice whilst exploring the world around them. 	Questioning: <ul style="list-style-type: none"> Show an interest in and be curious about the world around them Whilst playing and exploring, ask questions such as 'I wonder...?' and 'What would happen if...?' and 'How can we...?' 	
Gathering data			
Make observations using equipment: <ul style="list-style-type: none"> Use senses or simple equipment to make observations and develop their small motor skills, (e.g. magnifiers, pipettes, egg timers, simple digital microscopes, etc.) Collect a series of observations over longer periods of time (e.g. ice changing over a day, a tree changing through the seasons, a plant growing over a few weeks) 	Compare, identify, sort and group: <ul style="list-style-type: none"> Make direct comparisons and notice similarities and differences in the natural world, including themselves and others, plants and animals, weather, seasons and materials Sort / group collections of things using their own criteria Begin to identify and name objects/living things (and some of their features) by matching them with pictures 	Test: <ul style="list-style-type: none"> Test things out to make comparisons and to answer questions during play or exploration Show resilience, when trying to find things out Work with others when testing their ideas or the ideas of others Use talk to help work out problems, organise thinking and activities, and to explain how things work and why they might happen 	Research: <ul style="list-style-type: none"> Talk to people (visitors/family) to find things out and answer questions Think of questions to ask to find out about ... Use first hand experiences and secondary sources, (e.g. books, photographs, internet) to find things out and answer questions

Recording data	Drawing conclusions (Answering the question)
<p>Describe experiences and events in some detail:</p> <ul style="list-style-type: none"> • Talk about and describe the changes they notice and things that happen, based on real experiences or books read to them. 	<p>Record:</p> <ul style="list-style-type: none"> • Draw pictures, take photographs, make models or use music, dance and role-play to represent their observations • Record in scrapbooks, as part of a display or using digital media • Add or write simple labels to annotate drawings, photographs, models, images • With support, use sorting rings/boxes, simple prepared tick sheets/tables to record observations and comparisons. • Count objects, actions and sounds • With support, make comparisons using hands and feet and other non-standard measures such as building blocks, pieces of string, small straws <p>Explaining and understanding (what has happened / changed):</p> <ul style="list-style-type: none"> • Use their observations to help them to answer their questions • Talk about they have done and noticed • Talk about what they have observed and found out e.g., "The big block of ice changed/became to water. It took a long time." "The blue car was the best. It went [down the ramp] the fastest." • Use measurement vocabulary to express simple comparisons between things e.g., "My mummy's feet are bigger than mine", "Sam's plant is taller than mine", "My stone is heavier than Sophie's." • Talk about how their actions changed an outcome e.g. "I pushed the car really hard, and it went a long way." • Make direct comparisons or use their recorded observations to talk about what they found out and answer the question, where appropriate • Use appropriate vocabulary to express their understanding (relevant to EY experiences and context)

Development Matters: Scientific Development within Understanding the World		
Animals - Humans <p>Birth to Three:</p> <ul style="list-style-type: none"> • Repeat actions that have an effect e.g. exploration and movement using different body parts such as kicking, waving, touching/exploring with their fingers, feet, whole body • Make connections between the features of their family and other families (point out similarities between different families as well as differences). E.g. "you both have hair but your hair feels different to mine" • Notice differences between people 	<p>3 and 4-year-olds:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history e.g. using photos and memories • Continue developing positive attitudes about the differences between people e.g. talk positively about different appearances, skin colours and hair types. Use a diverse range of props, puppets and dolls and books to encourage children to talk about each other's families • Understand the key features of the life cycle of an animal e.g. first-hand exploration such as caterpillars-butterflies or chick eggs - hens 	<p>Children in Reception:</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them • Talk about members of their immediate family and community, e.g. share pictures, use books and provide dedicated talk time, listen to other children and give time for children to ask questions or make comments
Animals in addition to humans <ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips e.g. looking for worms and minibeasts • Notice differences between people 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of an animal 	<ul style="list-style-type: none"> • Describe what they see, hear, and feel whilst outside, e.g. name and describe some animals, recognising familiar animals • Explore the natural world around them e.g. caring for animals, observe and draw pictures of animals

	Birth to Three:	3 and 4-year-olds:	Children in Reception:
Plants	<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips e.g., walking through tall grass, seeing spring daffodils and blossom, carefully planting, watering and looking after plants they have grown from seeds Explore natural materials, indoors and outside e.g. collecting leaves or picking up conkers on an autumn walk 	<ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties e.g. different types of leaves and seeds Begin to understand the need to respect and care for the natural environment and all living things Understand the key features of the life cycle of a plant Plant seeds and care for growing plants (and observe changes during growth and decay) 	<ul style="list-style-type: none"> Describe what they see, hear, and feel whilst outside. E.g. name and describe some plants, recognising familiar plants Explore the natural world around them e.g. caring for plants, observing and drawing pictures of plants
Seasons	<ul style="list-style-type: none"> Explore natural materials, indoors and outside (and through the seasons), e.g. collecting leaves or picking up conkers on an autumn walk, sharing the fascination of a child who finds ice or frost outside on a cold winter's day 	<ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties e.g. make collections of natural materials such as seeds/leaves through the seasons 	<ul style="list-style-type: none"> Understanding the effect of changing seasons on the natural world around them e.g. draw attention to the weather and seasonal features, provide opportunities to note and record the weather, observe how animals behave differently as the seasons change Recognise some environments that are different from the one in which they live

	Birth to Three:	3 and 4-year-olds:	Children in Reception:
Living things and their habitats	<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips e.g. looking for worms and minibeasts 	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they have experience or seen in photographs e.g. encourage children to notice and talk about similarities and differences 	<ul style="list-style-type: none"> Explore the natural world around them e.g. caring for, observing and drawing pictures of plants and animals Recognise some environments that are different from the one in which they live e.g. teach children about a range of contrasting environments locally and nationally, model vocabulary needed to name specific features of the world Draw information from a simple map e.g. recognising simple features of their immediate environment
Materials	<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips e.g. splashing in puddles, exploring sand, etc. Explore natural materials, indoors and outside Explore materials with different properties e.g. treasure boxes for repeated exploration of textures, sounds, smells and tastes e.g. offer lots of different textures for exploration with fingers, feet, whole body 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials, e.g. provide magnifying glasses or magnifying app to support these observations, provide interesting natural environments for children to explore freely outdoors Explore collections of materials with similar and/or different properties e.g. collections of rocks and pebbles, shells, leaves and seeds, pieces of bark Talk about the differences between materials and changes they notice e.g. mixing, cooking, melting ice 	<ul style="list-style-type: none"> Explore the natural world around them e.g. foster curiosity and give children the freedom to touch, smell and hear the natural world around them, observe and interact with natural processes such as, ice melting

Lancashire LPDS Reception Key Learning Linked to Artistic Development:

Drawing:	Painting:	Collage:	Textiles:
<ul style="list-style-type: none"> Draw things they like and learn to draw for pleasure and relaxation Draw from imagination and observation Record ideas, thoughts, feelings and draw for narrative reasons Draw in different ways to create different effects Develop control and confidence when drawing using a range of materials. Draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Learn to tonally shade areas and shapes as neatly and carefully as they can. 	<ul style="list-style-type: none"> Learn how to hold and control a paintbrush Learn to blend colours in a palette or on the painting surface Learn how to look after brushes and equipment Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. Learn fundamental colour mixing using primary colours Play with colours, experimenting to 'discover' new colours Try to mix colours to match images from paintings or books etc. Learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment Use a range of paints including ready mix, water colours and powder paint. Paint patterns & add things to paint to make textures such as sand, grit, salt. 	<ul style="list-style-type: none"> Handle and manipulate a variety of materials Tear paper to make a collage Start to layer materials so there are no gaps 	<ul style="list-style-type: none"> Explore and create using different fabrics Use glue to add fabrics together Decorate a piece of fabric <p>Demonstrate a simple stitch</p>
<p>Printing:</p> <ul style="list-style-type: none"> Experiment with tools and techniques: <ul style="list-style-type: none"> Create prints using everyday or natural items like: Leaves, sponges, corks, building blocks, my hands and feet. Try different methods like stamping, rolling, pressing, and rubbing. Understand properties of materials: <ul style="list-style-type: none"> Observe how different textures and surfaces affect the print outcome. learn how paint behaves on different materials (e.g. thick vs. thin) 		<p>Digital Media:</p> <ul style="list-style-type: none"> Take photographs with digital cameras, learning to focus & position what they see then apply filters to the results 	<p>3-D:</p> <ul style="list-style-type: none"> Learn to create form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects Simple shapes and forms are made from pliable materials such as modelling dough/plasticine and clay

Lancashire LPDS Reception Key Learning Linked to Artistic Development - Creating with Materials:

- Aesthetic awareness** – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli.
- Observation** – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.
- Communication** – talk about what they are creating, can explain the processes, techniques and materials/ media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others.
- Physical skill** – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely.
- Art processes and techniques** – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials.
- Evaluation** – Share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.

Development Matters: Artistic Development within Expressive Arts and Design		
Birth to Three:	3 and 4-year-olds:	Children in Reception:
<ul style="list-style-type: none"> Notice patterns with strong contrast and be attracted by patterns resembling the human face Start to make marks intentionally Explore paint, using fingers and other parts of their bodies as well as brushes and other tools Express ideas and feelings through making marks and sometimes give a meaning to the marks they make 	<ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources and skills

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Lancashire LPDS Reception Key Learning Linked to DT Development:					
Explore:	Design:	Make:	Evaluate:	Tools and equipment:	Safety:
<ul style="list-style-type: none"> Experiment and build with a range of construction resources, and find out about the properties and functions of different construction materials 	<ul style="list-style-type: none"> Talk about their ideas, choose resources, tools and techniques with a purpose in mind 	<ul style="list-style-type: none"> Make models and props using different construction materials, e.g. construction kits, reclaimed materials Experiment with different ways to build, construct and join resources Make props to use in their play /role play/ when acting out stories/taking on story characters 	<ul style="list-style-type: none"> Talk about what they like / dislike about their models / constructions / props say why, and how they would change them 	<ul style="list-style-type: none"> Use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation 	<ul style="list-style-type: none"> Handle and use equipment appropriately and safely.

Development Matters: DT Development within Expressive Arts and Design		
Birth to Three:	3 and 4-year-olds:	Children in Reception:
<ul style="list-style-type: none"> Explore a range of sound makers and instruments and play them in different ways Start to make marks intentionally Explore paint, using fingers and other parts of their bodies as well as brushes and other tools Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone Explore different materials, using all their senses to investigate them. Manipulate and play with different materials Use their imagination as they consider what they can do with different materials Make simple models which express their ideas 	<ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Explore different materials freely, to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Create closed shapes with continuous lines and begin to use these shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details Use drawing to represent ideas like movement or loud noises 	<ul style="list-style-type: none"> Develop storylines in their pretend play Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills

Lancashire LPDS Reception Key Learning Linked to Musical Development:		
Singing:	Making Music:	Performing:
<ul style="list-style-type: none"> Sings known songs Pitch matches confidently at one pitch Begins to pitch match over several pitches (so-mi; do-re-mi) Enjoys exploring and experimenting with songs (e.g. changes tempo and pitch) 	<ul style="list-style-type: none"> Explores different ways of using voice (vocal play) Explores different ways of using instruments (both made and traditional instruments) 	<ul style="list-style-type: none"> Begins to change known songs (e.g. changing a word/ phrase, making up own verse of song) Engages in exploring instruments and vocal sounds and shares with a group
Movement: <ul style="list-style-type: none"> Moves to music Begins to keep the beat using different parts of their body (e.g. patting knees, clapping hands, stamping) When listening to music, begins to express how it makes them feel through their movements 	Communication: <ul style="list-style-type: none"> Starts to use a range of musical terms linked to music Can name simple instruments Listens carefully to a range of songs, rhymes and music 	Collaboration: <ul style="list-style-type: none"> Can make music with friends in a small group

Development Matters: Musical Development within Expressive Arts and Design		
Birth to Three:	3 and 4-year-olds:	Children in Reception:
<ul style="list-style-type: none"> Show attention to sounds and music Respond emotionally and physically to music when it changes Move and dance to music Anticipate phrases and actions in rhymes and songs, like 'Peepo' Explore their voices and enjoy making sounds Join in with songs and rhymes, making some sounds Make rhythmical and repetitive sounds Explore a range of sound-makers and instruments and play them in different ways Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' 	<ul style="list-style-type: none"> Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch, match) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups

Development Matters: Being Imaginative within Expressive Arts and Design		
Birth to Three:	3 and 4-year-olds:	Children in Reception:
Music <ul style="list-style-type: none"> Show attention to sounds and music Respond emotionally and physically to music when it changes Move and dance to music Anticipate phrases and actions in rhymes and songs, like 'Peepo' Join in with songs and rhymes, making some sounds Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' Explore their voices and enjoy making sounds Make rhythmical and repetitive sounds 	<ul style="list-style-type: none"> Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Play instruments with increasing control to express their feelings and ideas Create their own songs or improvise a song around one they know 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills Listen attentively, move to and talk about music, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups
Art <ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. Manipulate and play with different materials Use their imaginations as they consider what they can do with different materials Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Create closed shapes with continuous lines and begin to use these shapes to represent objects Use drawing to represent ideas like movement or loud noises Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing like happiness, sadness, fear, etc 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills

Dance	<ul style="list-style-type: none"> Respond emotionally and physically to music when it changes Move and dance to music. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	<ul style="list-style-type: none"> Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses
Drama and role play	<ul style="list-style-type: none"> Start to develop pretend play, pretending that one object represents another. For example, a child holds a block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imaginations as they consider what they can do with different materials 	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. Develop storylines in their pretend play
DT	<ul style="list-style-type: none"> Make simple models which express their ideas. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imaginations as they consider what they can do with different materials 	<ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills

RE

Reception children also take part in RE lessons and daily collective worship. The children go to worship each day in Reception class (sometimes class worship on a Wednesday) and have one specific taught RE lesson each week through the scheme Questful RE. The values of our school Christian ethos is embedded into everything we do daily.

Nursery children have class worship and weekly RE sessions. The children start coming into the hall for celebration assembly every Friday during the Summer term.

Implementation

In line with the principles of the EYFS (***unique child, positive relationships, enabling environments, learning and development, safeguarding, assessment***) our practice starts with the child and their individual/cognitive development. We observe and assess children on-entry to determine their needs, interests, abilities and skills which we use to develop our curriculum. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to develop knowledge and skills through a wide range of opportunities and

experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

We use the Development matters **Unique child, Positive Relationships and Enabling Environments**, and Lancs EYFS Curriculum Framework when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning. Our high quality curriculum results from considering the sequence of content necessary for children to make progress.

Our pedagogy is founded on the needs and interests of the children. We want our children to be '**curious learners**'.

Our aim is to create 'wonder and awe' so children do ask questions, want to find out more, work as a team to find the answer, think critically etc. Our children need to be excited about learning and when this happens, it is then we are providing the skills they need in order to be successful for their future. We want our children to leave the early years with a good foundation of life- long skills. It is our job to let the children practice and revisit and to allow them to have experiences that they can only get in early years.

In Literacy we think carefully about our focus books. We aim to give all children a love of reading and a wide vocabulary. In order to do this we have to provide children with the experiences they often do not get at home which is getting comfy with a book and feeling safe and secure. In September we plan to have a member of staff in our reading area to provide that experience for children who have not had it. Then we aim to ensure children's access to a diverse and appropriate range of books containing exciting and gripping stories, evocative and fascinating language, thought provoking imagery and situations which will develop their imagination, understanding of the world, emotional resilience and empathy. The children will often be introduced to a book in a fun and engaging way such as following footprints to find the book, unveiling the book from some material, suitcase, tree or clues to solve etc

Our nursery focus heavily on communication and language.

Our curriculum is implemented in a considered structured way, by staff modelling and teaching in continuous provision using activities which develop children's skills, knowledge and understanding. This adult led/adult guided learning enables them to learn independently in continuous provision, building on, practising and developing what they have been working on. Children's interests are developed through areas/stations

created in tuff spot trays, on cable reel tables, planned or deconstructed role play experiences in the indoor and outdoor environment. Staff organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment.

Forest school is very important to us and we have recently developed an area of our field into a forest school area. We aim to develop:

- Self Awareness
- Self Regulation
- Intrinsic motivation
- Empathy
- Good social communication skills
- Independence
- A positive mental attitude, self-esteem and confidence

We believe forest school is beneficial to not only the children's well being but the staffs too. Forest school provides our children with so many benefits that can be transferred into other areas of their life or learning.

Key learning is developed through children's interests, topics and themes in continuous provision, adult led and adult guided learning and is sequenced through observation, assessment and planning. The skill the children need to learn is always at the forefront of our thinking.

The curriculum at has been developed in line with the EYFS requirements for observation, assessment and planning. During our feeding forward weekly meetings we discuss which characteristic of learning needs planning for that week and what opportunities we can provide so children can develop that characteristic. We have long term plans of the skills we want the children to cover and then weekly plans adapting those to meet the children's interests and needs.

Wider curriculum

- Educational visits and visitors, e.g. family members, members of the local community sometimes visit during key worker times.
- Opportunities to access the local and wider environment including shops, parks, countryside, libraries, forest school, beach school
- British values and cultural capital are promoted and developed through:-

- Democracy-P4C children feeling comfortable with questions and providing an environment that allows enquiring minds.
- Links with local community organisations, e.g. Tea and 2 church group on a Thursday

EYFS Planning

Long Term Planning: this forms an overview of learning, predictable themes, topics and core texts and helps us focus on our medium term planning:

- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework, Lancashire's planning framework & whole school initiatives
- ❖ We follow the requirements for the locally agreed syllabus for RE as appropriate
- ❖ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation

Medium Term Planning: this informs the sequencing and teaching of content, knowledge, understanding and skills.

- ❖ Half termly focus skills
- ❖ We include a range of learning experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using Lancs curriculum framework/development matters positive relationships/enabling environments to support planning effective provision
- ❖ Key worker time
- ❖ Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes for nursery, reception and KS1 children, e.g. ourselves, seasons, change and growth, etc
- ❖ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- ❖ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- ❖ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

Short Term Planning: We continually use the observation, assessment and planning cycle to determine the children's starting points, needs and interests. Short term planning is responsive to the children's needs/fascinations and provides a weekly overview of the implementation of the curriculum through teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

At St Leonards Primary school prior learning is built upon discussions with previous teacher to develop knowledge, skills etc, specific planning to meet the requirements of the seven areas of learning and development, mental maths, phonics and the locally agreed RE syllabus.

Many of our discussions for short term planning take place in a weekly feeding forward meeting where the team evaluate where the gaps in learning and curriculum coverage are.

For nursery feeding forward meetings discussing short term planning involve_specific planning to meet the requirements of the seven areas of learning and development, the characteristics of effective learning, a specific focus on the prime areas and opportunities for phase one phonics. Planning for Continuous

provision and enhancements. Identify large and small group learning, and how the needs and interests of individual are met. Evaluation of provision.

The learning environment starts off with basic provision linked to expected ages. These do not link to assessments but contain familiar resources which aids transition. Once baseline assessments are carried out we move onto continuous provision as the provision is linked to the baseline assessments. When planning for CP we think what am I adding and why am I adding it? We aim to show a progression of skills in each of our areas to meet the needs of all the children.

Intervention

Children are highlighted straight away when we feel there are significant gaps in their learning. Staff carry out intervention a few times each week to try and narrow the gap. This will be done through continuous provision where necessary.

Impact

At St Leonards we are working towards all children achieving the early learning goals by the end of the reception year. Development Matters age related bands (***Unique Child***) help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage.

Observation and Assessment

On Entry Assessment

Staff carry out a starting school or starting nursery booklet to gather information for baseline assessment as well as spending lots of time playing with the children. Information is also gathered from induction, previous settings, parents and other professionals, e.g. transition documents from previous settings, observations during induction sessions/home visits and discussions with parents

This learning is then collated and inputted onto INSIGHT

Formative Assessment

Assessments are made either through interactions or adult directed activities. Each area of learning has a floor book where assessments are recorded. The TA's base this assessment from the key learning of the lesson during input times. Staff are aware of the intended learning outcomes in Continuous provision and we have a document that states which children are on track and why they are not on track.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.
- The quality of provision is monitored, and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

Parents are informed of their child's attainment and receive regular updates that states their attainment, targets and next steps.

Statutory assessment for reception until end of Summer term 2020 is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority. Consultation/trials on changes to Early Learning Goals are currently underway. In September 2020 Statutory baseline will begin, following a trial period undertaken by many schools in 2019.

'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile' Statutory Framework (2.7)

Monitoring

We use the use of the LA & EYFSP exemplification materials, internal and external procedures for moderation of judgements in relation to the 17 ELG'S in each of the seven areas of learning and development.

Target Tracker is used to complete the EYFSP for each child, e.g. we use information collected in learning journals and trackers each term .

Target Tracker is used in nursery setting to pass on information on transition to reception, e.g. in nursery we complete a transition profile at the end of the year to provide a picture of the child's progress in all seven areas of learning and development.

To ensure effective transition into year 1 they have the profile and a '***short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning'***

Reporting to Parents

At the end of the reception year, currently, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.

We report to parents in various ways:

- interactions at the beginning and end of the day, sharing Learning Journals, stay and play, class dojo, parents evenings, targets given out to parents and workshops to help the parents help their child at home.

Induction/Parental Engagement & Involvement

Both Nursery teacher and Reception teachers provide a welcome meeting for parents containing important information to help them settle into our school.

Reception children take part in 3 transition afternoons plus staff visiting them at current setting and Nursery children have home visits and stay and play sessions.

Parents are welcomed into school, - displays, meetings, workshops, newsletters, activity sheets, diaries, phone contacts, class dojo. Staff in the EYFS regularly give out aids such as flash cards, nursery rhymes, HFW etc to help parents support their child at home.

Transition Procedures

Information to be transferred:

Home /Pre-School to Nursery

- Personal information from parent about child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits
- Portfolios, Record of achievement / learning stories journal

Nursery to Reception

- Personal information from parent / nursery about child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits
- Record of achievement / learning journal
- Information about progress in relation to EYFS

Reception to Y1

- EYFS Assessment data, characteristics of effective learning information and how this is used to plan for teaching & learning in Y1
- Record of achievement / learning journal
- On-going assessment documents e.g. reading records, writing assessments, behaviour programmes, care programmes

Staff Development

All staff working in foundation stage are conversant with EYFS 2017, and procedures for observation, assessment, record keeping and planning.

All staff will have understanding of early years pedagogy, attachment theory and key person role. Each child has a key person in the setting. '***Their role is to help ensure that every child's care is tailored to meet their individual needs ... to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.***' The class teacher is usually the main point of contact for curriculum matters.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management /supervision, in house training, courses and cluster meetings.

The Early Years Lead will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ a record of INSET activities is maintained.
- ◆ teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support,.....
- ◆ there is an assessment of the impact of INSET etc on the quality of teaching & learning.

Review Date	Signature	Position
March 2025		Head EYFS Governor EY co-ordinator

