



Early Years Foundation Stage Policy & Curriculum

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Early Years Foundation Stage Policy

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Preschool and Reception classes.

1. Aims

At Chestnut Lane School (CLS) we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

This policy aims to ensure:

- That all children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents / guardians
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework](#) for the Early Years Foundation Stage (EYFS) (updated Nov 2024).

3. Structure of the EYFS

Chestnut Lane's Preschool, Little Chestnuts, is open to children who turn four during the academic year. Little Chestnuts runs Monday to Friday during term time and parents may choose to book morning, afternoon or all day sessions. All information can be found in our Little Chestnuts terms and conditions. Reception is for children who turn 5 during the academic year.

Key Person Approach - At CLS, the class teacher is responsible for every child and acts as their key person and helps to ensure that their learning and care is tailored to meet their needs. The key person supports guardians in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. Where necessary, a child may be assigned an LSA as a key person as well as the class teacher. This will allow them to always have a key member of staff who can be with them and support their specific needs.

At CLS, we embed the 7 Features of Effective Practice and have demonstrated what it looks like across our school ([Appendix A](#)).

As a school, we used evidence-based research to inform best practice [Hyperlinked examples]. In Early Years we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the main base for learning. [[Play based learning](#) [EEF research](#)]
- There is a careful balance between adult-initiated experiences (adult led) and child-initiated learning. [[Best Start in Life](#), [Ofsted Research Review](#)] [[Early Years Pedagogical Continuum](#)]
- Adults use the [ShREC](#) approach to high-quality interactions and take children's interests and strengths as a starting point, seeing each child as a competent learner. [[EEF High-quality Interactions](#)]
- Work in partnership with parents / guardians and within the wider context of the school. [[Parental engagement](#)]
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide a secure and safe learning environment indoors and outdoors.

4. EYFS Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the [EYFS statutory framework](#) with guidance from [Development Matters 2023](#).

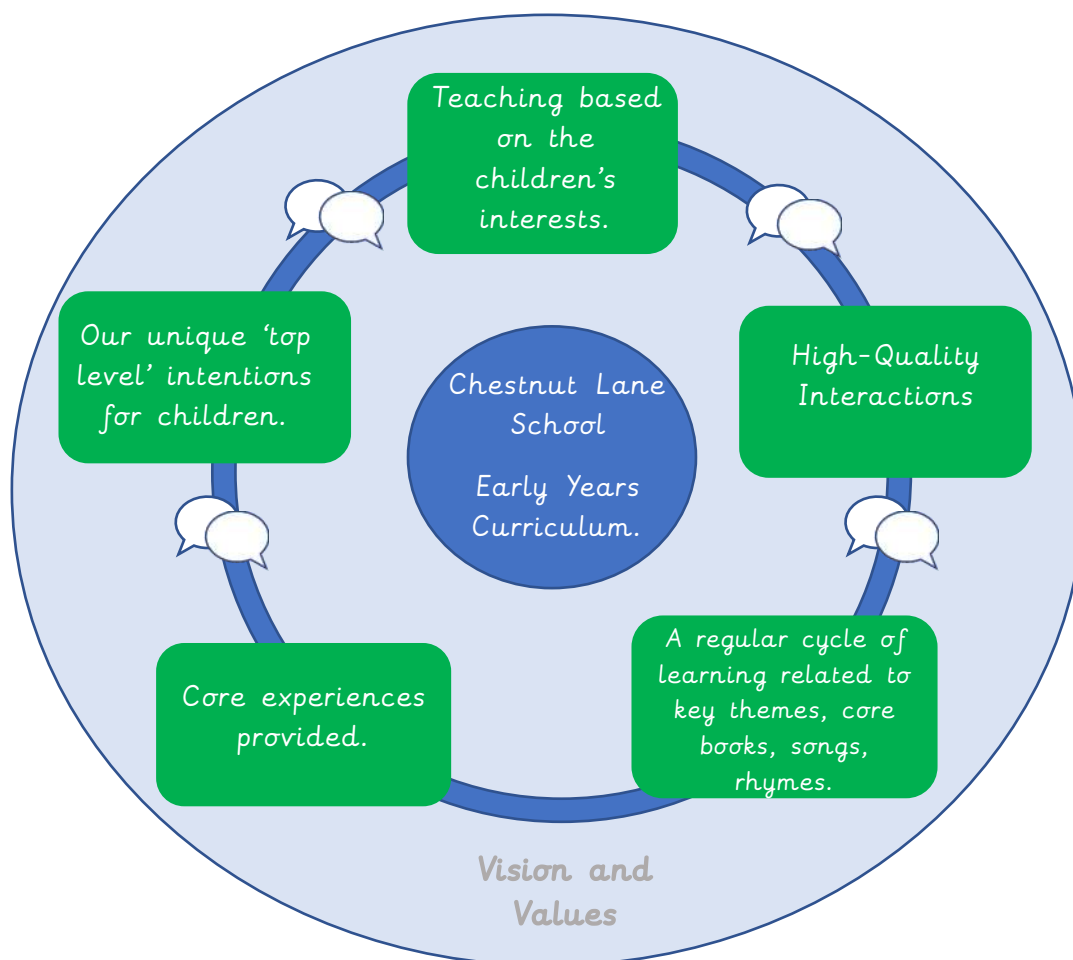
'Curriculum' at CLS means all the things that we want children to know, experience and be able to do as a result of their time at in our setting. The top priority in our curriculum is communication and vocabulary. Through teaching and enhanced provision we provide support for all seven areas of learning equally. Three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Everything is underpinned by support for children's confidence and emotional wellbeing.

The three **prime** areas; Communication and Language, Physical Development and Personal, Social and Emotional Development.

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied. The **specific** areas are; Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

4.1 Chestnut Lane School Unique Curriculum Overview

At Chestnut Lane School, we offer a high-quality broad and balanced curriculum which has five main elements:



1. Teaching based on the children's interests.	All aspects of our curriculum require practitioners to be flexible and take account of children's interests. When we build on children's interests, we plan to broaden or deepen those interests through a mixture of adult-led and child-led activities. Appendix B
2. High-quality Interactions	Enhanced provision to support and encourage different opportunities for learning through high-quality interactions. Appendix C
3. A regular cycle of learning related to key themes, core books, songs, rhymes.	Our cycle of 'Core Books' Appendix D begins with very simple, repetitive texts. Over time, children progress onto texts with more complex vocabulary and structures. The books also reflect the key themes which are covered and in turn link to the core experiences. The rhymes and songs which increase from short traditional rhymes, to number rhymes and 'verses'. Key themes covered and displayed through CL 'Learning Organisers' include; People Who Help Us, Minibeasts, Traditional Tales, Transport and All About Me. Appendix E
4. Core experiences provided.	Core experiences such as planting and growing, muddy puddle, cooking, balance bikes are provided to build on skills. The experiences reflect our cultural capital and needs of our current cohort of children. Appendix F
5. Our unique 'top level' intentions for children	All aspects of our curriculum have a 'progress model'. The goals reflect our cultural capital and are ambitious but can be accessed by all learners. Appendix G

We regularly review our curriculum and the resources we use. We want a curriculum that includes 'meaningful and culturally diverse material' and which 'usualises and commemorates diversity' (Bennie Kara, 2020).

4.2 Chestnut Lane School ‘top level’ intentions for children.

We designed our curriculum and ‘top level’ intentions with the particular strengths and needs of the children at CLS in mind, using our data trends and knowledge about our school context. For example, many children in our Early Years are multilingual, with 45% of children in Early Years learning English as an additional language and 43% of children from ethnic minority backgrounds (based on our September 2024 cohort data). We offer lots of learning outdoors to build children’s confidence, communication skills and develop language, for example through muddy puddles sessions.

The ‘top level’ intentions are ambitious and reflect the culture of our school. They are not the only thing the children will work towards, but they aim to provide an overview of many of the different things we would like the children to know and be able to do. They were developed in partnership with parents, children and the staffing team (see [Appendix H](#)) to ensure they accurately reflect the needs and wants of children at CLS.

The goals are adaptable to the particular children on roll. We offer scaffolding and extra support to help every child access the curriculum and to ensure they make progress through it. Practitioners sensitively reduce their support so that children become more independent in their learning. It is important that a child’s learning is secure before moving onto new concepts or skills. Secure learning is more important than covering lots of things superficially. We have adopted the definition of progress as ‘knowing more and remembering more’ to ensure they can retrieve what they have learnt.

Children learn to...

Share	Share what makes them special and make links to celebrate everyone.
Explore	Explore the environment and investigate by asking purposeful questions.
Imagine	Demonstrate imaginative thinking through storytelling and role play.
Adapt	Understand boundaries and adapt behaviour to meet the situation.
Challenge	Have the confidence to embrace new challenges independently.
Engage	Develop relationships and engage in meaningful two-way communication.
Apply	Apply physical skills and phonics knowledge to record their ideas.

5. Assessment

At CLS ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. As part of our daily practice we observe and assess children’s development and learning to inform our future plans.

The majority of our assessment of children’s learning is done through feedback in the here-and-now. Feedback is a powerful minute by minute assessment tool. Feedback can be seen as giving information to the learner, about their progress towards a goal or outcome, to help them improve (EEF, 2021). The curriculum (key skills, attitudes or concepts) gives the scaffold for the feedback we want to give.

Through high-quality interactions a child and an adult work together to find a solution for a problem, clarify a concept, extend a narrative, evaluate activities, etc. Both parties should ‘contribute to the thinking, and it must develop and extend the understanding.’ (Siraj-Blatchford et al., 2002).

We record our observations through an online journal, which is shared with parents. Parents are invited to attend parent consultations termly to discuss pupil progress updates and formal end of year reports are written at the end of the summer term.

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

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the Early Learning Goals, indicating whether they are:

- Meeting expected levels of development or not yet reaching expected levels (‘emerging’)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with guardians and the local authority. The profile is moderated internally (referring to the [Development Matters guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements.

6. Working with Parents

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education through an online learning journal. We provide support to parents through the use of the DfE guidance '[What to expect in the early years foundation stage: a guide for parents](#)'. We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Working with other services and organisations is integral to our practice in order to meet the needs of our children.

7. Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and child-minders.

For children new to the Preschool we also always offer home visits. Children attend introductory sessions to Preschool/Reception to develop familiarity with the setting and practitioners. Parents/carers are invited to several meetings to find out more about beginning school. Parents are asked to complete an 'All About Me' sheet which enables practitioners to be fully informed about each individual child.

During the transition period, we offer a phased start for Reception which increases from mornings, to lunch times and then full days. For Preschool, we offer an adaptation to individual hours during the transition period. We liaise with parents on an individual basis to ensure the increase to regular hours is timed right for each individual child.

Chestnut Lane School's 7 Features of Effective Practice

1 The best for every child

- Equal opportunities**
- Personalised and differentiated experiences & teaching
 - Characteristics celebrated and shared
 - Frequent opportunities and incentives for children to develop language skills
 - Opportunities for children to share personal 'proud' moments - all celebrated
- High-quality early education**
- Range of teaching and learning strategies used daily
 - Lesson studies / intensive teaching / focus tasks allow for small groups teaching
 - Highly trained and motivated staff
 - Use of expertise across year groups
- Closing the gap**
- Listening and assessing, then using it to plan
 - Interventions and 1:1 support
 - Specific time allocated for targeted interventions
- Knowing the child**
- Allocated time for PPd children and relationships built with families
 - Emotional 'check-in' with children
 - Slower starts (transition) allows more time to listen and get to know children
 - Taking time out for children going through difficulties / challenges—walk & talk time to express
 - All staff know all children
 - Home visits and stay and plays
- Inclusion**
- Supportive environment
 - Knowledge of different SEND needs
 - A wide range of resources and strategies used

2 High-quality care

- Child-centred**
- Giving children time to talk—sharing ideas, opinions
 - Knowing children's confidence level and tracking wellbeing
 - Providing time to build own character / independence
 - Understand interests to target motivation
 - Planning based around interests
 - Child's voice (i.e. opportunities for voting)
 - Building on prior experiences
- Consistent high-quality care**
- Personalised tailored care school
 - All staff aware of all needs in interventions
- Responsive practitioners**
- Flexible and responsive groups—proactive teaching
 - Whole school consistency—all staff responsible for all children
 - Nurturing care—having time to listen
- Understand child development**
- Nurture groups (small and focused)
 - Clear communication
 - Language of choice
 - Circle time and assemblies
 - Age appropriate strategies and resources
 - Small steps for individual progress
- Supportive transitions**
- Boundaries set throughout class charters
 - Transitions supported - gradual build up and working with new teacher
 - Support for new families (photobooks)

3 Curriculum (what we want children to learn)

- Top level plan**
- Diversity celebrated
 - Collaborative learning
 - Age appropriate life skills
 - Characteristics of effective learning—i.e. Build resilience morning
 - Experiences (Gardening /nature)
 - Timetable reflective of cohorts needs (i.e. cooking for 5&L)
 - Opportunities to explore
- Language and communication**
- Current events reflected and responsive to outside world (Newsletters / discuss current affairs)
 - Encourage sharing with peers
 - Speaking opportunities priority in range of ways
 - School council / Eco committee
 - Learning in all areas (garden, shared spaces etc)
- Ambitious and sequenced**
- Build up skills in lessons (role play, fine motor, story writing)
 - Open ended curriculum - (HOT tasks, trial and error)
 - Plan based on interests / assessments
 - Plans are sequenced (learn and apply)
- Child's interests and flexibility**
- Outdoor learning priority
 - Individual interest in topics, flexible
 - Driven by children's interests
- Depth and breadth**
- Use of staff and parents expertise across year groups
 - Workshops
 - Clubs
- Child development**
- Feed confident to learn together
 - Tailored to individual needs
 - Built in time for managing emotions, personal skills, social

4 Pedagogy (helping children to learn)

- Supporting learning**
- Inclusive and respectful environment
 - Opportunities for all learners
 - Catering to different ways of learning
 - Values celebrated through characteristics
 - Children taught strategies to develop independence
 - Give children time to show what they can do
- Range of strategies**
- Hands on / active lessons
 - Workshops / external visitors
 - Whole school topics
 - Wide range of resources for children to access
 - Thips
 - Resources for independence (word banks, sound mats)
 - Various strategies used in teaching (ICT, physical resources)
 - Modelling
 - Encouraging questions
 - Quality interactions
- Enabling environments**
- Classroom layout for children needs (i.e. sensory corner, calm corner, quiet station)
 - Rotating interactive displays
 - Indoor and outdoor learning environment - equally important
 - High quality resources
- Balanced approaches**
- Assemblies include PEED / RHE
 - Mix of child led / adult directed teaching
 - Both guided and independent opportunities available
 - Flexible approach—adapted to children needs
- Collaboration**
- Time for children to talk
 - Opportunities for children to learn together
 - Staff and parent expertise's built into learning

5 Assessment (checking what children have learnt)

- Know the children well**
- Capturing observations (photos, sticky labels)
 - Tracking wellbeing
 - Responding to children needs
- Clear intentions**
- Children taught strategies to develop independence
 - Give children time to show what they can do
- Child development**
- Skills (CoC) development a priority
 - Acknowledging and building on previous learning
 - Personalising assessments
- Early identification**
- Baseline and impact intervention assessments
 - SEND identified early
 - Liaison with outside agencies
- Gather relevant information**
- Children's self assessment
 - Benchmarking readers
 - Independent mornings to show application
 - SATS and phonics screening (use of statutory information)
- High quality interactions**
- Quality time with children to get to know the child
 - Questioning
 - Developing relationships

6 Self-regulation and executive function

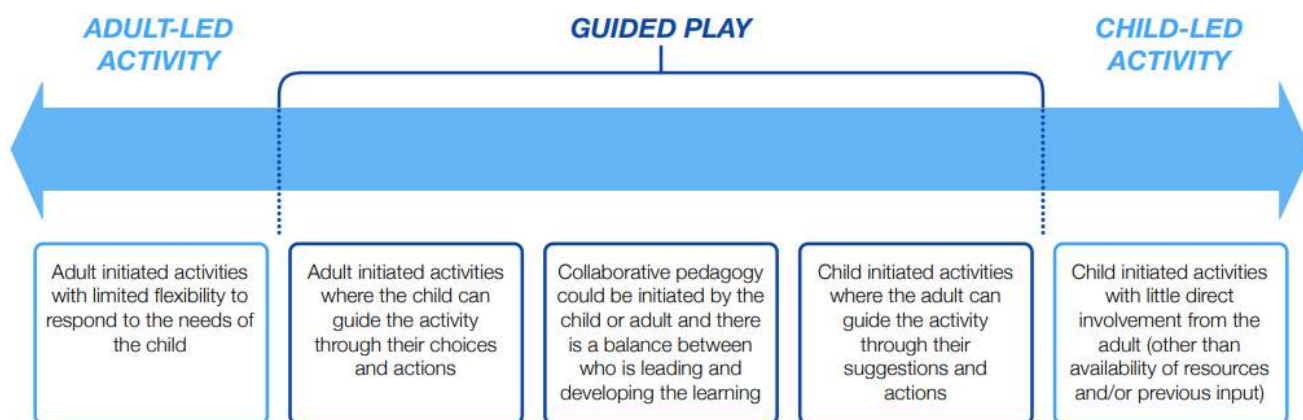
- Focus and attention**
- Children talking ownership / responsibility
 - Consistent behaviour policy and whole school expectation
 - Different approaches / teaching strategies
 - Use interests to make personal
- Self regulation**
- Zones of regulation taught to help children identify emotions / feelings
 - Whole school resources such as 'colour monster'
 - Charters / behaviour charts to reinforce school rules
 - Quiet zone / Calm corner
- Language development**
- Show and tell - celebrating sharing
 - Regular opportunities to share
- Retaining information**
- Interventions throughout key stages (including memory support)
 - One to one support
 - Application in different contexts
- Wellbeing**
- Wellbeing sessions and PSHE lessons
 - Growth mindset—it's ok to make mistakes
 - Dancing / music for confidence and wellbeing
 - Team sports (girls football)
 - Painting / art creative (mindfulness) sessions
 - Wellbeing library with resources

7 Partnership with parents

- Relationships**
- Communication book / logs with space for questions / comments
 - Greet at gate—time to chat
 - Events throughout the year (i.e. sports day)
 - Read-ins weekly
 - Transition videos for new starters
 - Stay and plays with parents for nursery
 - Parent tours
 - Parent helpers
- Communication**
- Topic meetings to explain current learning and key approaches (i.e. CoE)
 - Parents evenings and looking at books termly
 - Tapestry - sharing learning in EY
 - Newsletters
 - Listening to parents and sharing with relevant staff
- Support**
- Information evenings
 - Videos during lockdown
 - School website with resources (including previous workshops) meetings with SENCO
 - Signposting to external support
 - Activities to encourage parents to talk to child
 - Newsletter signposts wellbeing support
- Understanding families**
- Nursery home visits, building relationships
 - Questionnaires sent home when necessary
 - Open door policy to encourage open communication

Appendix B

Figure 1: The Early Years Pedagogical Continuum



Appendix C

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS The 'ShREC' approach

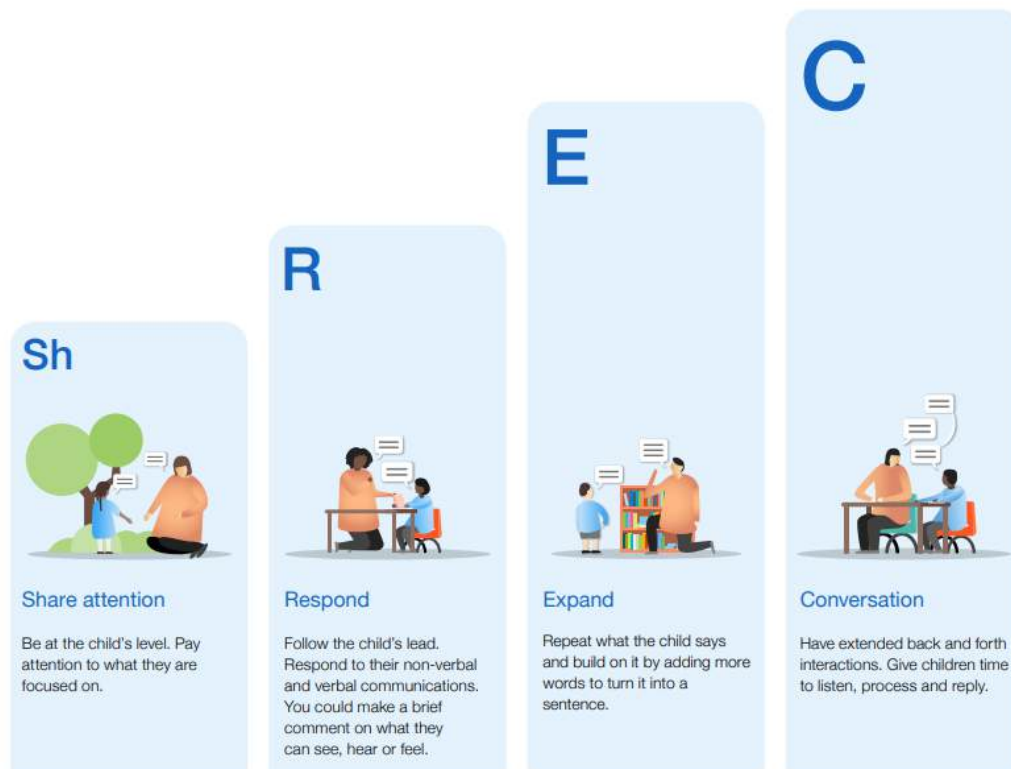
The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

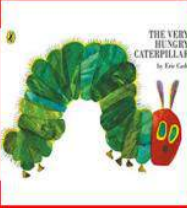



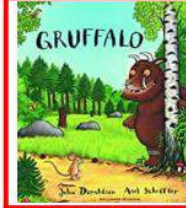
“When done well, high quality interactions often look effortless but they are not easy to do well.”

EEF Guidance Report,
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

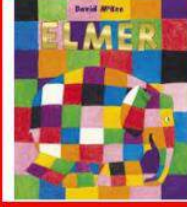
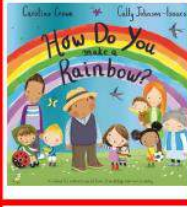
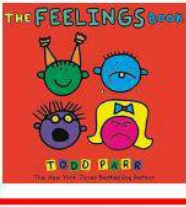

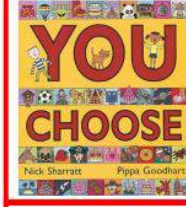


<p>Changes / Understanding the World</p>  <p>The Very Hungry Caterpillar By Eric Carle</p>	<p>Belonging</p>  <p>Our Class is a Family By Shannon Olsen</p>	<p>Descriptive language / Adventure</p>  <p>We're Going on a Bear Hunt By Michel Rosen</p>	<p>Traditional Tales</p>  <p>Three Little Pigs / Goldilocks and the Three Bears</p>	<p>Story Telling / Rhyme</p>  <p>The Gruffalo By Julia Donaldson</p>
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Chestnut Lane School

Preschool Core Fiction Books

<p>Celebrating Diversity</p>  <p>Elmer By David McKee</p>	<p>Colours / Repetition</p>  <p>How do you make a rainbow? By C Crowe</p>	<p>Exploring Emotions</p>  <p>The Feelings Book By Todd Parr</p>	<p>Confidence / PSED</p>  <p>Be Brave Little Penguin By Giles Andreae</p>	<p>Imagination / Communication and Language</p>  <p>You Choose By Nick Sharratt and Pippa Goodhart</p>
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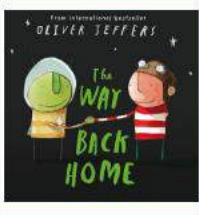
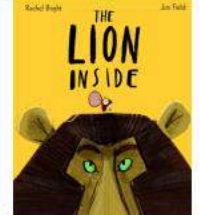
<p>Animals</p>  <p>Bug Hotel by Libby Walden Link : The Very Hungry Caterpillar</p>	<p>Colours</p>  <p>Colours, Colours Everywhere by J Donaldson Link : How Do You Make a Rainbow?</p>	<p>Nature</p>  <p>Let's Go For a Walk by Ranger Hamza Link: The Gruffalo</p>
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Chestnut Lane School

Preschool Core Non-Fiction and Poetry Books

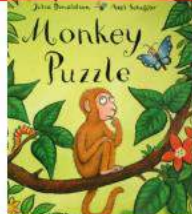


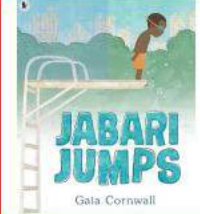
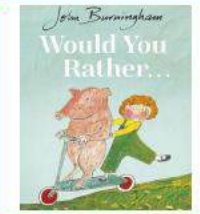
<p>Poetry Basket</p>  <p>Children explore a range of rhymes and poems through Poetry Basket.</p>	<p>Nursery Rhymes</p>  <p>Children learn nursery rhymes with actions by heart throughout the year.</p>
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<p>People and Communities</p>  <p>Luna Loves Gardening By Joseph Coelho</p>	<p>Space / Role Play</p>  <p>The Way Back Home By Oliver Jeffers</p>	<p>Story Telling / Sequencing</p>  <p>Billy and the Beast By Nadia Shireen</p>	<p>Traditional Tales</p>  <p>Little Red Riding Hood / Jack and the Beanstalk</p>	<p>Exploring Emotions / Wellbeing</p>  <p>The Lion Inside By Rachel Bright</p>
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Chestnut Lane School

Reception Core Fiction Books

<p>Animals and Habitats</p>  <p>Monkey Puzzle By Julia Donaldson</p>	<p>Rhythm and Rhyme</p>  <p>Oi Frog! By Kes Gray & Jim Field</p>	<p>Celebrating Diversity / Inclusion</p>  <p>All Are Welcome By Alexandra Penfold and Suzanne Kaurman</p>	<p>Resilience / PSED</p>  <p>Jabari Jumps By Gaia Cornwall</p>	<p>Imagination / Communication and Language</p>  <p>Would You Rather... By Jon Burningham</p>
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Chestnut Lane School

Reception Core Non-Fiction and Poetry Books


<p>Animals and Habitats</p>  <p>Do You Love Exploring? By Matt Robertson Link : Monkey Puzzle</p>	<p>Festivals and Communities</p>  <p>Let's Celebrate by K DePalma and M Peluso Link : Luna Loves Gardening</p>	<p>Celebrating Diversity</p>  <p>Just Ask! By Sonia Sotomayor Link: All Are Welcome</p>
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Poetry Basket



Children explore a range of rhymes and poems through Poetry Basket. They learn the poems with actions to recite by heart.

Nursery Rhymes







Children learn a wide range of nursery rhymes by heart throughout the year, including number rhymes, and think about the rhythm and rhyme.

Appendix E (Example of a CLS Learning Organiser)



Chestnut Lane School's Learning Organiser

Year Group:	Reception	Theme:	Cultures and Communities	Subject:	RE / PSED
The Big Picture		Key Words		Learning Bricks	
		<p>Special Similar Celebration Culture Religion Festival Important Respect community</p> <p>Unique Belief</p>		<p>Prior Knowledge: same different you me them / they us / we together people</p> <p><i>Knowledge/skills I am learning...</i></p> <ul style="list-style-type: none"> I know what is important to me I can talk about what is special to me and my family I can make links between <i>myself and others</i> I know that people enjoy different things I can ask questions and listen to other people 	
Curiosity Questions and Fascinating Facts		Learning Links		Why Wall (Main Focus)	
<ul style="list-style-type: none"> What is special about you? What is something <i>really important</i> to your friend? The word <i>community</i> means a group of people with similar interests. Although each festival or celebration has a different purpose, <i>they</i> usually have things in common. What kinds of music can you hear at special celebrations and festivals? The word <i>festival</i> comes from the word <i>feast</i>. 		 <p>Books:</p> <ul style="list-style-type: none"> Luna Loves Gardening & 'Luna Loves ...' series Let's Celebrate 		<p><i>Why I am learning this...</i></p> <ul style="list-style-type: none"> To learn how to show respect To show an interest in other people's lives. To understand that everyone has similarities and differences To understand that people have different beliefs and celebrate in different ways. 	

Appendix F (Example of Early Years Core Experiences)

All	<ul style="list-style-type: none"> Muddy Puddles (in field and cabin) Cooking mornings Zones of Regulation and strategies/resources such as 'calm areas' Workshops (i.e Drama – Perform) Planting and harvesting fruit/veg/flowers Whole school projects and topics Themed days (ie. World Book Day) Transition experiences Helicopter stories, including performing to the group Shared outdoor space to develop social skills across EYs Access to climbing equipment including the adventure playground Regular use of bikes and scooters
Preschool	<ol style="list-style-type: none"> Trip - local walk (i.e walk to market, picnic on common) Sports - Preschool sports morning with parents Celebrations - Christmas activity morning PE – Balance bikes Speech - Early Talk Boost activities Lunch – Preschool dining experience in calm lunch room just for preschool
Reception	<ol style="list-style-type: none"> Trip - local walk to post-box to send letter - coach trip to venue linked to topic (i.e Bekonscot) Sports - Whole school sports day Celebrations - Whole school Christmas nativity PE – Dance specialist Speech – Speech and Language Link activities Lunch – Reception join the whole school dining room and increase independence by collecting their own lunches from the server. Transition – Phased in whole school experiences such as playground with KS1 and whole school assemblies

See CLS opportunities listed in line with Development Matters – Appendix I

Appendix G

Our unique 'top level' intentions for children.

<u>Intention</u>	<u>Milestones</u>
<p>Share</p> <p>Share what makes them special and make links to celebrate everyone.</p>	<ol style="list-style-type: none"> 1. Children to establish their sense of self through drawing portraits and looking at personal photographs. Children begin to identify what is special to them and what they like and dislike. They begin to talk about their family and where they live. 2. Children start to develop an awareness of the diversity in their class. They become more confident to share information about their home life and community. Children engage in stories from different cultures and explore resources in their play. 3. Children accept that everyone learns differently and that everyone is unique. Children recognise their own strengths and abilities. Children are interested in learning about cultural celebrations and ask questions to develop their understanding, listening and speaking. Children make links between themselves and others. 4. Children learn the language of respect and how to demonstrate an interest in others. They show respect for other cultures and religions within their setting and celebrate diversity in their class. They are inclusive of all children and understand that everyone has similarities and differences. Children use their strengths to help others as well as recognise each other's strengths.
<p>Explore</p> <p>Explore the environment and investigate by asking purposeful questions.</p>	<ol style="list-style-type: none"> 1. Children explore their immediate environment with adult support and guidance. Children play with what they know. They become comfortable with familiar environment. Their interest and attention is limited. 2. Children ask 'what' questions. They start to explore surroundings with less adult support. Encourage children's curiosity so they <i>want</i> to find things out. Children comment on what they notice and are beginning to share their opinions. They start making links with personal experiences. 3. Children talk about what they find, can see hear and feel. They ask 'why' and 'how' questions. They are curious about their surroundings. They can independently explore and choose what to do/how to do things. 4. They can explain why/how things happen, making links in learning with increasing independence. Children want to find out more and know <i>how</i> to find out more. Children can explain their findings and what they know to others. They have sustained attention.

<p>Imagine</p> <p>Demonstrate imaginative thinking through storytelling and role play.</p>	<ol style="list-style-type: none"> 1. Children play in the home corner, acting out what they have seen at home. They use familiar objects and key words. Children observe others in imaginative play and begin to play alongside. They enjoy listening to nursery rhymes and well-known stories. 2. Children act out familiar stories. They use objects for different, imaginative purposes. They follow adult led imaginative play and use simple language. They are able to independently use nursery rhymes and join in with repeated refrains. Children begin to show an interest in others' imaginative play. 3. Children expand and develop familiar stories. They create simple storylines with their peers, and use topic based resources and recently learnt vocabulary. Children draw on information from other stories and incorporate it in to their own stories. They incorporate different learning into their role play (such as Maths and Literacy skills). 4. Children independently develop storylines using their own imagination. In their pretend play they are able to incorporate others' ideas in play. Children create ideas collaboratively and share resources and skills. Their language has developed and children independently apply expressive language.
<p>Adapt</p> <p>Understand boundaries and adapt behaviour to meet the situation.</p>	<ol style="list-style-type: none"> 1. Children are aware of routines in their classroom. They can identify and express their emotions. Children respond to simple commands. 2. Children are aware of boundaries and rules and show some understanding of the importance of rules. They develop appropriate ways to be assertive. Children can verbalise how they are feeling and are aware that they can manage and change their feelings. They are becoming aware of their actions. 3. Children are aware of other people and their feelings. Children demonstrate understanding of rules outside of the classroom with limited adult support. They are learning to compromise and know their actions have consequences. They are showing increasing independence in their choices. 4. Children can independently self-regulate their emotions. They will have a range of strategies they can use to support self-regulation. They show resilience and perseverance in the face of challenge. Children are aware and can respond to the feelings of others and show sensitivity to other's needs. They support other children to follow rules.

<p>Challenge</p> <p>Have the confidence to embrace new challenges independently</p>	<ol style="list-style-type: none"> 1. Children stick to what they know. They are beginning to observe new activities and will have a go with adult guidance. Children may have a go at new activities but might be easily frustrated. Children are curious to explore, with hesitation. 2. Children start using simple trial and error but adult reassurance is needed. Children try new things and start to explore their wider environment with less adult guidance. Children become independent to complete things that they know. They can talk about the activities they have had a go at and make choices of their own. They often guide their own thinking and actions by talking to themselves. 3. With less adult support, children are able to use trial and error. Children are confident to explore the whole environment independently and try new activities. Children independently approach tasks and can reflect on what they have had a go at. Children have developed emotional resilience and are able to regulate their feelings if things don't work out. They are starting to plan ahead and make links to different approaches. 4. Children have developed stamina and resilience. They can carry out their own risk assessments and act on it. Children can evaluate what they have done and can give reasons. They set their own goals and use a range of resources/methods to get there. They are able to review range of strategies they have used and are starting to their learning to real life problems.
<p>Engage</p> <p>Develop relationships and engage in meaningful two-way communication</p>	<ol style="list-style-type: none"> 1. Children separate from parents well and form relationships with key adults as a 'secure base'. They beginning to communicate with familiar adults about their own interests. They play alongside familiar children and observe others in play. 2. Children form a special friendship with another child and talk about familiar experiences, or common interests. They begin to join in with small group activities and start to offer their ideas and opinions with adult support. 3. Children become more confident in approaching new children/ adults, who they are not familiar with. Children engage in conversations and begin to ask relevant questions. They take part in back and forth communication whilst in play and build on ideas. Children are more confident to engage with larger groups and wait to share their ideas, or have their turn. 4. Children confidently initiate conversations with adults and children in the setting, asking questions and responding to answers. Children articulate their ideas and are aware of the listeners needs. Children independently resolve conflicts and understand how other people are feeling. Children elaborate and extend on each other's ideas in play and problem solve to find solutions.

Apply

Apply physical skills and phonics knowledge to record their ideas.

1. Children make marks and are beginning to give meaning to marks. They develop large muscle movements. Children begin to tune into different sounds around them and develop their mouth muscle movements, e.g. making voice sounds.
2. Children start to apply listening skills to share their knowledge. They can cross the midline to make marks, maybe using both/either hand. They are aware of their physical skills and develop core strength. Children are confident to give meanings to their marks and can verbalise their ideas and have a go at recording them.
3. Children develop a preference for a dominant hand and can use a range of tools effectively. They use their core strength and can sit with correct posture. Children can write their ideas with recognisable letters, with increasing independence. Children write for a reason, for example will write a shopping list, and apply phonic knowledge learned so far.
4. Children revise and refine their movements and develop overall body strength, coordination and balance. They are aware of safety when using a range of tools. Children have developed their fine motor skills. They can hold a pencil effectively and use it to form letters correctly. Children can independently write a sentence which can be read by themselves and others.

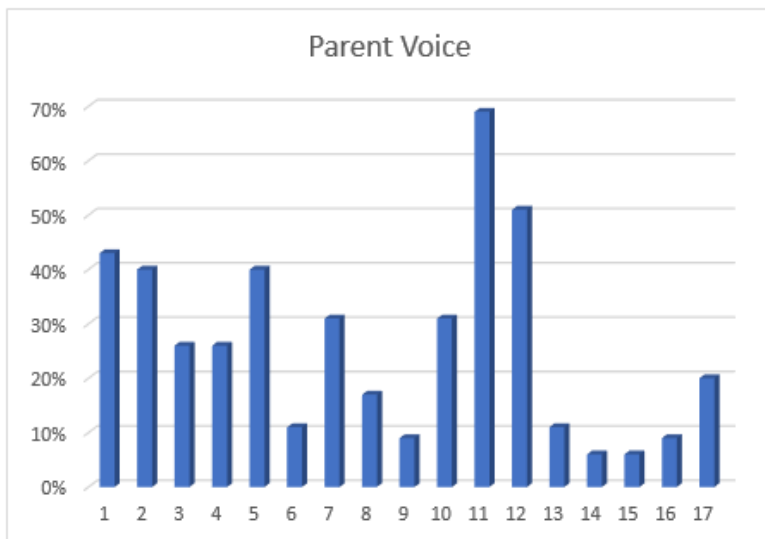
Appendix H

Parent survey analysis - Survey completed in summer term 2022

Parents Voice:

What do you feel are the 3 most important things for your child to develop, achieve or experience whilst they are in Early Years?

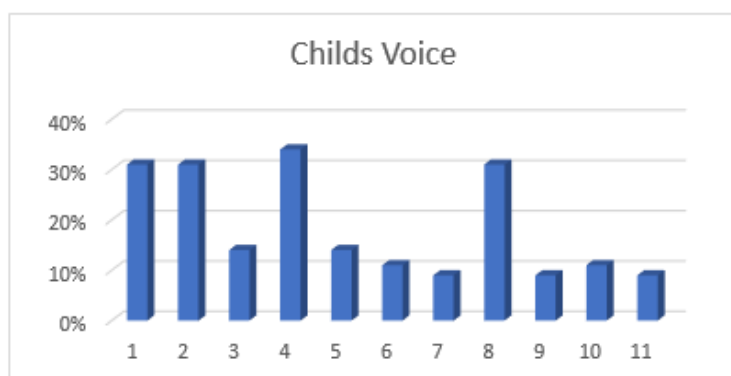
	Key Words Used:	%
1	Happiness / fun	43%
2	Preparing for school /routines	40%
3	Develop curiosity / new experiences	26%
4	Communication skills	26%
5	Love for learning	40%
6	Develop concentration	11%
7	Learning through play / range of activities	31%
8	Love of reading and stories	17%
9	Exploring nature	9%
10	Basic foundation of English & Maths skills	31%
11	Build friendships (Inc. learning social skills)	69%
12	Confidence	51%
13	Independence	11%
14	Imagination / creativity	6%
15	Physical development	6%
16	Managing emotions	9%
17	Understanding diversity and respect for others	20%



Childs Voice:

What are you favourite things to do in Early Years?

	Key Words Used:	%
1	Being outside / exploring nature	31%
2	Playing with friends	31%
3	Sharing books / having story time	14%
4	Being physical (PE)	34%
5	Building / constructing	14%
6	Drawing	11%
7	Singing songs	9%
8	Being imaginative / creative (e.g. role play)	31%
9	Cooking	9%
10	Talking and sharing (e.g. show and tell)	11%
11	Learning (including phonics, new topics)	9%



What do you hope that an Early Years setting offers your child?

Key Words Used:

- Explore and develop curiosity through play
- thirst for knowledge
- happy, safe, welcoming environment for all to achieve potential
- develop friendships and social skills
- communication skills
- have fun with friends
- learn about the world around them
- build confidence
- enthusiasm towards learning
- understand diversity and inclusivity
- manage emotions
- listen to others
- kindness and nurturing
- develop problem solving
- build independence and understanding of routines

Appendix I - CLS opportunities listed in line with Development Matters

The year group guidance listed in **black** is taken from Development Matters 2021. These should not be taught as a 'tick list' but a general guide of expectations. Opportunities listed in **red** are examples of how CLS provide experiences and enhanced provision to ensure all areas of learning are accessed, at all times.

Physical Development

Three and Four-Year-Olds	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	
Children in Reception	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> – rolling – crawling – walking – jumping – running – hopping – skipping – climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> – lining up and queuing – mealtimes 	
ELGs	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Opportunities for PD at CLS	<ul style="list-style-type: none"> • All day access to stimulating outdoor areas in which pupils can explore different ways of moving on a large and small scale. • Daily opportunities to visit the large playground/adventure playground in order to build up core strength, develop balancing and climbing skills. Targeted children to visit more regularly. • Timetabled opportunities to develop cycling skills and develop core balance through balance bikes. • Regular access to scooters, bikes, trikes and body boards. • PE sessions to develop targeted skills. • Daily fine motor activities during child initiated learning and focused sessions for fine motor. • Opportunities to handle equipment and tools through preparing fruit for the snack table and cooking. • Regular practise of using tools for preparing food and feeding self, e.g. spoon, fork, knife. • Sports day celebration and activities. • Weekly nature mornings on the field and regular gardening opportunities. • Weekly dance lessons with specialist teacher for reception. • Mark making opportunities throughout continuous provision. e.g. chalk, pens, sensory writing • Outside provision in all weathers where children develop understanding of assessing risk factors. • Regular opportunities for cutting with appropriate scissors. • Frequent use of playdough and malleable materials to develop fine motor strength and manipulation. 	

Communication and Language

Three and Four-Year-Olds	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> – some sounds: r, j, th, ch, and sh – multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	
Children in Reception	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	
ELGs	<p style="text-align: center;">Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Opportunities for C&L at CLS	<ul style="list-style-type: none"> • Sustained shared thinking between practitioner and pupils to support to extend language in all areas of the setting. • Key vocabulary displayed and modelled by practitioners in all areas of the environment. • Daily story time with quality texts to engage all children, encourage new vocabulary, retell with familiar phrases and share conversations. • High quality wordless picture books for children to develop confidence telling their own stories at an appropriate level. • Relevant books placed in all areas of learning to stimulate discussions and extend learning. • Curiosity stations/ table top displays to children to interact with and ask questions. • Library visits and weekly books to take home and share with families and encourage conversations, imagination and retelling. • Early Talk Boost / Language Link programme to develop language skills. • Weekly cooking sessions to follow instructions, express likes/dislikes, make comparisons and encourage new vocabulary. • Exploration of fruit and vegetables, planting, growing, harvesting to encourage new vocabulary and ask questions. • Regular nature walks and weekly nature mornings to engage in different interactions and conversations and expand vocabulary and questioning. • Age appropriate resources displayed to stimulate curiosity and questioning about the wider world. • Daily singing time for all children in Early Years with familiar songs. • Literacy inputs based round a high quality text. • Drama workshops to develop confidence, engagement and use of song/language in different contexts. • Organisation of visits from ‘People Who Help Us’ in the local community to develop interests, understanding and questioning. • ‘Real life’ experiences including after school clubs, local area walks (post box, pond), coach trips. • Parent workshops to aid parents in supporting with phonics, reading and maths. • Role play areas updated regularly and linked to topics in order to give children opportunities to learn new vocabulary and apply vocabulary they have learned. • Opportunities to experience living creatures to stimulate conversation and develop vocabulary (life cycle of Caterpillar > Butterfly, observation of Wormery). • Tapestry used to encourage further communication between home and school + parent and child • Regular use of helicopter stories for children to develop story telling, vocabulary and confidence. • Children develop confidence through Show and Tell and sharing achievements or speaking about a personal interest. • Developing shared interests between children such as discussions working with the interactive screens. • Areas well resources and reflect current theme to stimulate conversations and interactions. 	

Personal, Social and Emotional Development

Three and Four-Year-Olds	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. 		
Children in Reception	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 		
ELGs	Self-Regulation	Managing Self	Building Relationships
	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
Opportunities PSED at CLS	<ul style="list-style-type: none"> Smooth transitions (e.g. home visits, staggered start to develop confidence in getting to know adults/environment, visits to previous nursery). Plentiful child initiated learning (CIL) opportunities for pupils to play alongside others and cooperative games with familiar adults and peers. 'Zones of Regulation' developed across Early Years with visual resources to support daily reflections Strategies and resources developed to support Zones of Regulation. E.g. calm tent, breathing activities, sensory toys, dark den. High quality interactions through small group learning. Whole class circle times to discuss social skills. Creation of zones designed to encourage social interactions e.g. role play areas / reading den / small world area. Provision and scaffolding of interactive games e.g. ball games, turn taking games. Collaborative larger group activities e.g. PE activities, parachute games. Home corner / cooking sessions are inclusive of all backgrounds. Provision of books, puppets, dolls and small world resources to enable pupils to explore and act out social scenarios. Literature, social stories and picture prompts about friends, friendship and understanding differing feelings and emotions. Pupil input into setting and agreeing class charter. Setting of clear rules and behavioural expectations – Consistency demonstrated with rewards and sanctions. Opportunities to work in a range of small groups with different peers. Pupils encouraged to make their own choices regarding activities in CIL. Activities varied regularly to ensure pupils have new experiences. Pupils are provided with plentiful time to fully engage in activities and explore their personal interests. 'Wow Moments' shared and celebrated with peers. Enrichment activities planned to support personal, social and emotional skills e.g. trips independent of a parent / den building day – collaborative activity Development of independence from the beginning and encouraging children to take responsibility for their belongings. Pupils are taught about respect for the environment through nature mornings and daily interactions in the garden. All children learn about festivals from different cultures and develop respect for their peers. Children are encouraged to celebrate each other's successes and achievements as well as their own through show & tell / assembly. Social stories are used on a 1 to 1 basis to develop an individual understanding of a situation and support their development. Wellbeing is promoted through daily activities and mindful resources, such as yoga, breathing, calm tents. 		

Literacy

Three and Four-Year-Olds	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning - the names of the different parts of a book print can have different purposes - page sequencing we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 		
Children in Reception	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 		
ELGs	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p style="text-align: center;">Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Opportunities for Literacy at CLS	<ul style="list-style-type: none"> Interactive ways to encourage mark marking in different areas of the Early Years setting. Engaging topics for children to respond to and develop interests. Sustained shared thinking and quality interactions between practitioners and pupils to develop language, a love of books, reading and writing skills. Weekly Helicopter stories to develop storytelling, imagination, confidence and language. Daily story time and regular reading opportunities (reading for pleasure) throughout the day. Core books in reception and preschool for children to become familiar with and deepen their understanding. Library visits and weekly book swaps. Reading records to encourage children to share stories with their families. All pupils utilising high quality wordless picture books. Daily phonics sessions for all pupils. Applicable texts in all areas to support interest and learning. Provision of writing opportunities in all areas, both inside and outside. Well planned Literacy focus tasks in line with topics and next step learning. Stories used to develop new vocabulary Visual resources for children to refer to during focus activities and in child initiated learning e.g. – Alphabet, Phonics display, Tricky words displayed, Area vocabulary. 'Print Rich' environment – Plenty of posters, labels, signs, in familiar ways. Engaging opportunities in every topic for children to develop new experiences and new vocabulary. . Frequent singing time - all children in Early Years spend minimum of 10 minutes a day singing songs and nursery rhymes. Literacy input based around quality texts in order to develop language skills. Enrichment activities and events e.g. –workshop, trips, butterflies, visitors, local walks Visit from 'People who help us' in the community – Police, Firefighters Real life experiences including walking to the post box to post a letter, visit to the market Parent videos/workshops to develop parents' ability and confidence in supporting their child at home - phonics, reading Weekly nature mornings and cooking sessions to develop following instructions in order, opportunities to write for a purpose. Role play areas updated regularly and linked to topics in order to give children opportunities to apply new vocabulary they have learnt. Interactive screens used in child initiated learning. Puppets and small world resources used to retell stories and create stories during child initiated learning. 		

Mathematics

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Three and Four-Year-Olds</p>	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Children in Reception</p>	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ELGs</p>	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p style="text-align: center;">Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Opportunities for Maths at CLS</p>	<ul style="list-style-type: none"> • Sing counting songs and rhymes. Provide props to aid understanding of number. • Share stories that relate to addition and subtraction e.g. The Shopping Basket, How Many Legs? 10 Little Dinosaurs. • Play games which relate to number bonds, order, addition and subtraction, such as skittles and target games. • Develop opportunities for counting for a purpose throughout continuous provision. • Incorporate mathematical components to different areas of the setting e.g. sand, water. • Frequently incorporate count actions, such as hops, jumps, clicks or claps, into everyday routines. • Create interactive displays that prompt children to investigate the 'properties' / 'meaning' of numbers. • Talk with children about strategies they are using e.g. to work out a solution to a simple problem by using fingers or counting aloud. • Provide number labels for children to use in different • Create opportunities for children to separate objects into unequal groups as well as equal groups. • Provide role play opportunities / real life experiences which include the handling of money. • Encourage children to record what they have done, e.g. by drawing or tallying. • Make number lines available for reference and encourage children to use them in their own play. • Go on 'number hunts' and encourage pupils to look for, and identify, numerals in everyday situations / familiar environments. • Provide number tracks and basic tens frames available to support with counting and understanding of part/whole models. • Provide opportunities to support pupils subitise e.g. – playing with dice, dominoes, numicon. • Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: "Seven went in the tent and 2 came out. I wonder how many are still in there?" • Provide pictures that illustrate the use of shapes and patterns from a variety of cultures e.g. Diwali patterns • Provide opportunities for children to measure time (e.g. sand timers), weight (e.g. balance scales) and length (with non-standard units). • Vary the volume and capacity equipment in sand, water and other play areas. • Invite pupils to help measure for a purpose • Demonstrate language for shape, position and measures in discussions. • Play 'descriptive' games to allow pupils to hear and use properties of shape e.g. 'Shape Shop' • Play games involving children positioning themselves, or an object, inside, behind, on top and so on. • Use stories to talk about position and direction e.g. Rosie's Walk • Tell stories that relate to time / seasons / night and day / days of the week etc. e.g. The Very Hungry Caterpillar • Encourage children to use everyday words to describe routes taken and position, e.g. when following pathways / playing on the adventure playground / climbing equipment. 	



Understanding the World

Three and Four-Year-Olds	<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. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 		
Children in Reception	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • 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. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 		
ELGs	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Opportunities for UW at CLS	<ul style="list-style-type: none"> • Regular opportunities provided for children to plant and grow in the garden. • Children harvest the vegetables grown and cook them to taste. • Encourage pupils to upkeep environments, e.g. taking care of the growing areas outdoors. • Children develop curiosity around scientific concepts using familiar resources such as magnets and torches. • Provide enrichment opportunities for pupils to experience e.g. to hatch butterflies, to observe worms living process • Provide a range of materials and objects to play with that work in different ways for different purposes e.g. friction cars, make and go cars. • Support children to use technologies which support learning e.g. Interactive screens • Children use technology for a purpose such as cameras to take photos, talking pegs to record ideas, story headphones. • Use props such as puppets to tell stories about diverse experiences, ensuring that stereotyping is avoided. • Provide opportunities for children to share experiences and knowledge from different parts of their lives. • Share a range of non-fiction books which present realistic representations of places around the world. • Share stories that help children to make sense of different environments. • Invite children and families with experiences of living in other countries to bring in photographs and objects representative of experiences. • Use EYs friendly 'map' books to look at similarities and differences in the world and highlight family connections. • Aid children in developing positive attitudes towards all by challenging stereotypes through books, displays, visitors etc. • Celebrate and find out about festivals and special occasions as a class. • Provide role-play areas with a variety of resources reflecting diversity. • Display photos showing all the people who make up the community of the setting. • Share stories that reflect the diversity of children's experiences and backgrounds. • Share photographs of children's families • Regular opportunities to explore and observe the natural world and changes around us. • Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs. • Provide play maps and small world equipment for children to create their own environments. • Ensure there are opportunities for looking at local maps, aerial view photographs. • Plan and implement practical activities that develop skills and knowledge e.g. learning about the characteristics of liquids and solids by involving children in melting ice cubes, investigating waterproofing. • Use the local area for exploring both the man-made and natural environment. • Provide opportunities to record findings by e.g. drawing, writing, making a model or photographing. 		

Expressive Arts and Design

Three and Four-Year-Olds	<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. • 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • 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. 	
Children in Reception	<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. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	
ELGs	<p style="text-align: center;">Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<p style="text-align: center;">Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Opportunities for EAD at CLS	<ul style="list-style-type: none"> • Use visual aids when singing nursery rhymes • Daily opportunities for sensory and malleable play • Wide range of creative resources available through continuous provision. e.g. junk modelling, paints, collage materials. • Children have regular access to resources to extend their imagination such as mud kitchen, construction equipment. • Invite drama groups to visit so that children begin to experience live performances. • Children have to opportunity to perform regularly through helicopter stories or dance performances. • Provide opportunities to explore art in nature and create art with natural materials. • Draw on a wide range of music / stories from a variety of cultural backgrounds to extend experiences • Provide a wide range of interesting materials and inspire exploration e.g den making. • Opportunities for imaginative movement sessions based on children's interests e.g. moving like different types of animal. • Share with children professions that require creativity e.g. architects, and read stories to share their skills. • Model and teach skills and techniques associated with tasks children are involved in e.g. how to join pieces of a model together most effectively. • Introduce children to a wide range of music, painting and sculpture. • Encourage children to express an opinions. • Support children to think about what they want to make, the processes that may be involved and the materials and resources they might need. • Introduce vocabulary to enable children to talk about their observations and experiences. • Provide resources for mixing colours, joining things together and combining materials. • Frequently tell stories with actions, puppets and small world items. • Regularly update props for role play and imaginative play to reflect current interests. • Provide stimuli for EAD through use of an imaginary event or set of circumstances • Ensure there are well resourced, inviting, music areas within the setting. • Utilise online resources to visually support with singing and dancing. • Plan for rhyming activities and poem reading. 	