

St Cuthbert's Primary School



Our Curriculum Goals

<p>To become a</p> <p>Confident Communicator</p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an</p> <p>Independent Individual</p> <p>who can follow the rules and routines, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p>Fantastic Friend</p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>To become an</p> <p>Amazing Athlete</p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment independently</p>
<p>To become a</p> <p>Talented Tool User</p> <p>who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a</p> <p>Brilliant Bookworm</p> <p>who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds, digraphs and words they have learnt)</p>	<p>To become a</p> <p>Wonderful Writer</p> <p>who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a</p> <p>Maths Master</p> <p>who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5 and some to 10</p>
<p>To become an</p> <p>Exceptional Explorer</p> <p>who can show curiosity about the world around them, understand how to read and draw a simple map,</p>	<p>To become a</p> <p>Compassionate Citizen</p> <p>who can help to look after their community and care for the environment, know some reasons why Leicester is special, have an</p>	<p>To become a</p> <p>Proud Performer</p> <p>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of</p>	<p>To become a</p> <p>Dynamic Designer</p> <p>who can choose and safely use the resources they need to make their</p>

understand some differences between times and places	awareness of other people's cultures and beliefs	percussion instruments correctly and with good rhythm	creations, talk about what they have made and how they have made it
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Our progression map and Long term plan

At St Cuthbert's children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	With Families
Learning and teaching in EYFS will carefully follow the statutory and non-statutory guidance provided by the DfE. This is a guide to show how learning may emerge across the year. However, as it is a requirement that learning and development opportunities are planned around the needs and interests of each individual child, it should be noted that it is likely to transform throughout the year in response to our children and the enabling environment we provide for them.							
Topics	All About Me Fairy Tales Bears are Everywhere! Celebrations - Let's Party	Arctic Adventures Super Hero Super Senses Deadly Dinosaurs Perfect Pirates			Keeping Healthy Our Amazing World - Habitats Outer Space Transition into Year 1 Year 1 readiness		Our Class YOUTUBE channel: https://youtube.com/channel/UC-RSAopp3hGqDPHcVPmhFnw
Celebrations	Christmas Activity Day Diwali Remembrance Day Bonfire Night Hanukkah Christmas nativity	Chinese New Year Shrove Tuesday Holi (Hindu)			Father's Day Ramadan Eid		Reading Café [weekly with families] Funky Fingers Song times Bedtime Buddies Parents Evening Family Picnic Easter Bonnet Parade Egg Rolling Lunch Learning Journeys All About Me Proud Clouds

Possible books	<p> Please Mr Panda Thank You Mr Panda I'll Wait Mr Panda Dogger Fairy Tales Noah's Ark The Three Little pigs Jack and the Beanstalk Goldilocks Stickman Owl Babies Rama and Sita Nativity My Amazing Body Why do I ...? Collection Families Celebrations - Diwali, Hanukah Leaf Man The Leaf Thief Sweep Noah Talk for Writing </p>	<p> Mr Wolf's Pancake Tom and the Island of Dinosaurs Chinese New Year Arctic Animals Pirate Books 10 Little Pirates and others I Love My Mummy Bird watching books Easter story Senses When I Grow Up People Who Help Us Tree The Tree People Love Prayers Mary Anning Peepo Talk for Writing </p>	<p> Other Julia Donaldson stories. Life cycle- Information books People Who Help Us I Love My Daddy Ramadan and Eid stories Minibeasts facts Rumble in the Jungle Walking Through the Jungle Creation How to Catch a Star Whatever Next Talk for Writing </p>	<p> My favourite bed time story My favourite book My favourite facts My favourite words My 'Wonders' Rhyming books </p>
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Storytime books	Diversity	Cultural diversity	Neurodiversity	physical disabilities	Families
	So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski. I think I have the wiggly fidgets Because What makes me a me? The unbudgable curmudgeon	It's ok to be different When Charlie met emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

The Areas of Learning

Reception Skills LITERACY	Listening to and identifying sounds in the environments. (Au1)	Listening to and hearing sounds in CVC words. (Au2)	To think of and write a short, simple sentence. (Sp1)	To think of and write a short, simple sentence. (Sp2)	To think of and write a short, simple sentence. (Su1)	To think of and write a short, simple sentence. (Su2)	<p style="text-align: center;">Early Learning Goals.</p> <p style="text-align: center;"><u>Comprehension</u></p> <p style="text-align: center;">*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p style="text-align: center;">*Anticipate - where appropriate - key events in stories.</p> <p style="text-align: center;">*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p style="text-align: center;"><u>Word Reading.</u></p>
	Listening to and hearing initial sounds in familiar words. (Au1)	To identify sounds on a sound mat and to use this when writing. (Au2)	Listening to and hearing sounds in CVC and CVCC words. (Sp1)	Listening to and hearing sounds in CVC and CVCC words. (Sp2)	Listening to and hearing sounds in CVC and CVCC words. (Su1)	Listening to and hearing sounds in CVC and CVCC words. (Su2)	
To identify sounds on a sound mat. (Au1)	Begin to segment and blend (Au2)	Identifying sounds on a sound mat. (Sp1)	Identifying sounds,	Identifying sounds,	Identifying sounds, including phonemes and other digraphs	Identifying sounds, including phonemes and other digraphs	
Listens to familiar stories and able to answer/recall showing comprehension (Au1)							
Retell stories using story language and structure							

	(Au1)	<p>Listens to familiar stories and able to recall facts. (Au2)</p> <p>Show preference of books and say why. (Au2)</p> <p>Retell stories using story language and structure (Au2)</p>	<p>Listens to stories and is beginning to anticipate what may happen next. (Sp1)</p> <p>Show preference of books and say why. (Sp1)</p> <p>Retell stories using story language and structure (Sp1)</p>	<p>including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p> <p>Retell stories using story language and structure (Sp1)</p>	<p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1)</p> <p>Checking written work and making any changes where necessary. (Su1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Su1)</p>	<p>on a sound mat. (Su2)</p> <p>Checking written work and making any changes where necessary. (Su2)</p>	<p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing.</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
Reception Knowledge	<p>Knowing that words can be read and written. (Au1)</p> <p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p>	<p>Knowing that words can be read and written. (Au2)</p> <p>Knowing the sounds that the taught</p>	<p>Knowing that words can be read and written. (Sp1)</p> <p>Knowing the sounds that the taught</p>	<p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the</p>	<p>Knowing the sounds that the taught phonemes make. (Su1)</p> <p>Knowing what the</p>	<p>Knowing the sounds that the taught phonemes make. (Su2)</p> <p>Knowing what the taught</p>	

	<p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p> <p>Know how to handle books and identify early key features (Au1)</p> <p>Know how to hold a pencil correctly (Au1)</p>	<p>letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters with correct formation. (Au2)</p> <p>Recognising taught HFW in text. [TW and CEW] (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p> <p>Know facts can be retrieved from information books</p>	<p>letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. (Sp2)</p> <p>Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p>	<p>taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be extended by using a connective. (Su1)</p>	<p>phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be extended by using a connective. (Su2)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role-play. (Su2)</p>	
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		(Au2) Know how to read a simple caption (Au2)			Uses learnt words and phrases to discuss familiar stories or during role play. (Su1) Knows how to spell some familiar words. (Su1)		
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> <p>See phonic assessment sheets See Phonic & Reading Progression Map See Writing Progression Map</p>							<p>Weekly library book Twice weekly phonic matched reading book 4 new sounds added weekly to Red Book [Twinkl] Tricky words added weekly to Red Book Bedtime Buddy Reading Café</p>
Areas of learning covered.	1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.		Weight and Capacity. Length. Money. Number bonds to 5. Counting to 20. Addition and subtraction. 3D Shapes.		Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20.		WRM NCETM Numberblocks support material
Reception Skills MATHS	To count up to 10 objects with 1:1 correspondence. (Au1)	To find the total of 2 groups of objects.	To use non-standard units to measure	To use objects to solve addition	To know that addition and	To know addition and subtraction problems can	<u>Number</u> *Have a deep understanding of number to 10, including the composition of each

	<p>To match quantities to numeral. (Au1)</p> <p>To begin to recognise numbers automatically to 5 Super Subitising. (Au1)</p>	<p>To order numbers to 10. (Au2)</p> <p>To identify 2D shapes and talk about their properties. (Au2)</p> <p>To begin to recognise numbers automatically on a dice/card to 5. (Au2)</p> <p>To be able to count to 10 independently. (Au2)</p>	<p>length, weight and capacity. (Sp1)</p> <p>To use money during role play activities to buy items. (Sp1)</p> <p>To begin to explore number bonds to 5. (Sp1)</p> <p>To be able to count to 20 independently. (Sp1)</p>	<p>and subtraction problems. (Sp2)</p> <p>To share objects between a group of people equally. (Sp2)</p> <p>To explore number bonds to 5 and 10. (Sp2)</p>	<p>subtraction problems can be solved by counting forwards or backwards on a number line. (Su1)</p> <p>To read the time to O'clock. (Su1)</p>	<p>be solved by counting forwards or backwards on a number line. (Su2)</p> <p>To measure length, weight and capacity. (Su2)</p> <p>To make observations of and compare length, weight and capacity. (Su2)</p>	<p>number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns.</u></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Reception Knowledge	<p>To say the number names to 10 in order. (Au1)</p> <p>To recognise number to 10. (Au1)</p> <p>To write numbers to 10, forming them correctly. (Au1)</p>	<p>To know that addition involves combining two or more groups of objects. (Au2)</p> <p>To begin to read addition</p>	<p>To know the names of basic 2D shapes. (Sp1)</p> <p>To know the names of basic 3D shapes. (Sp1)</p>	<p>To know that addition involves combining two or more groups of objects. (Sp2)</p>	<p>To know that the word 'more' indicates that the group is getting larger. (Su1)</p> <p>To know that the word 'less'</p>	<p>To know the names of some 3D shapes. (Su2)</p> <p>To know that 3D shapes can have faces, vertices and edges. (Su2)</p>	

		<p>number sentences. (Au2)</p> <p>To say number names to 10 in order. (Au2)</p> <p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners. (Au2)</p> <p>To say the days of the week in order. To begin to say the months of the year in order. (Au2)</p> <p>To know that patterns are repeated designs. (Au2)</p>	<p>To know that 2D shapes can have corners and side. (Sp1)</p> <p>To know that length, capacity and weight can all be measured. (Sp1)</p> <p>To know that money can be used to buy items. (Sp1)</p> <p>To understand and use a range of prepositions in everyday contexts. (Sp1)</p> <p>To know the difference between odd and even. (Sp1)</p>	<p>To read addition number sentences. (Sp2)</p> <p>To know that subtraction involves removing an object from a group. (Sp2)</p> <p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that 3D shapes have faces, vertices and edges. (Sp2)</p> <p>To be able to count, order and recognise numbers to 20. (Sp2)</p>	<p>indicates that a group is getting smaller. (Su1)</p> <p>To be able to count, order and recognise numbers to 20. (Su1)</p> <p>To count forwards and backwards to 20. (Su1)</p> <p>To know that length, weight and capacity can be measured using standard units. (Su1)</p> <p>To know that halving means</p>	<p>To know that addition involves combining groups of objects. (Su2)</p> <p>To read number addition sentences. (Su2)</p> <p>To be able to count, order and recognise numbers to 20. (Su2)</p>	
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To use a number line to help solve simple addition and subtraction number problems . (Sp2)

splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1)

To know that sharing equally means everyone has the same amount of an object. (Su1)

To know that the long hand represents the minutes and the short hand represents hours. (Su1)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing

frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p>Reception Skills Physical Development</p>	<p>To use a dominant hand. (Au1)</p> <p>To begin to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>To use climbing equipment safely and competently. (Au1)</p> <p>To begin to negotiate space effectively. (Au1)</p> <p>To jump and land safely To use a variety of large apparatus (Au1)</p>	<p>To begin to use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To use climbing equipment safely and competently. (Au2)</p> <p>To balance for 3 seconds. (Au2)</p> <p>To negotiate space effectively. (Au2)</p> <p>Move to music (Au2)</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>To be able to balance and coordinate safely. (Sp1)</p> <p>To travel in different ways of moving To negotiate space travelling with confidence (Sp1)</p> <p>Build mindfulness</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p> <p>Ball Skills To throw, catch, kick with growing control (Sp2)</p> <p>Follow the rules of a game (SP2)</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p>	<p>To show good control and co-ordination in large and small movements. (Su2)</p> <p>To learn/consolidate several sports day race skills (Su2)</p>	<p><u>Gross Motor Skills.</u></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills.</u></p> <p>*Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>
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			and yoga skills (Sp1)				
Reception Knowledge	<p>To know which hand to write/cut with. (Au1)</p> <p>To know how to use the outdoor area safely. (Au1)</p> <p>To know how to use scissors effectively. (Au1)</p>	<p>To know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To know how to use scissors effectively. (Au2)</p>	<p>To know how to use scissors effectively. (Sp1)</p> <p>To know why it is important to handle different apparatus safely. (Sp1/2)</p>	<p>To know how to use scissors effectively. (Sp2)</p>	<p>To know how to form letters correctly. (Su1)</p> <p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Su1)</p>	<p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively. (Su2)</p>	
<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>							<p>Continuously check the process of children's handwriting (pencil grip and letter formation). Provide extra help and guidance when needed.</p>
Religious Education SOW	Which stories are special and why? Noah	Why do Christians perform	Why is the word of God so	Why do Christians put a cross	What places are	What is special about our world?	<p><u>Listening and Understanding.</u></p> <p>*Listen attentively and respond to what they hear with relevant questions,</p>

	Jonah	nativity plays at Christmas? A Miracle in Town performance	important to Christians? Writing prayers	in an Easter garden? Family crosses	special and why? Visit the church	Creation	<p>comments and actions when being read to and during whole class discussions and small group interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking.</u></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Reception Knowledge	<p>To know about others. (Au1)</p> <p>To know familiar songs. (Au1)</p> <p>To describe different story and non-fiction texts. (Au1)</p> <p>To know different traditional stories. (Au1)</p>	<p>To know about different festivals. (Au2)</p> <p>To be able to talk about how different people help us. (Au2)</p> <p>To begin to talk about why things happen using new vocabulary learnt. (Au2)</p>	<p>Retell different traditional stories. (Sp1)</p> <p>Express their ideas and feelings about their experiences. (Sp1)</p>	<p>To know different features of texts. (Sp2)</p> <p>To talk confidently about why things happen using new vocabulary learnt. (Sp2)</p> <p>To engage in meaningful conversations with others. (Sp2)</p>	<p>To name and sort a range of living things. (Su1)</p> <p>To be able to talk about different habitats. (Su1)</p> <p>To engage in meaningful conversations with others. (Su1)</p> <p>To know a range of healthy food and exercise. (Su1)</p>	<p>To know different life cycles. (Su2)</p> <p>To know a range of facts. (Su2)</p> <p>To engage in meaningful conversations with others. (Su2)</p>	<p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number							Whole EYFS Focus - C&L is developed throughout the year through high quality

<p>and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>							<p>interactions, daily group discussions, circle times, PSHE times, stories, singing, Pie Corbett T4W actions, EYFS productions, ECAT interventions and joke time.</p>
<p>Reception Skills PSED</p>	<p>To describe a friend. (Au1) To know and demonstrate friendly behaviour. (Au1) To understand how to be a good friend. (Au1) To learn to join in with whole group activities. (Au1) To choose an activity independently. (Au1)</p>	<p>To learn about a range of different festivals. (Au2) To learn about important dates in their lives. (Au2) To show active listening behaviour (Au 20)</p>	<p>To understand how to make the right choices and the consequences of not making the right ones. (Sp1)</p>	<p>To understand that people need help. (Sp2) To identify ways of being helpful to others and how this will make them feel. (Sp2)</p>	<p>To describe a range of different habitats around the world. (Su1)</p>	<p>To learn about the different family structures. (Su2)</p>	<p><u>Self-Regulation.</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self.</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
<p>Reception Knowledge</p>	<p>To describe and show friendly behaviour. (Au1) To begin taking turns with their friends. (Au1) Know class rules and routines and understand why we follow them. (Au1)</p>	<p>To be able to talk about different festivals. (Au2) To understand why different people celebrate different things. (Au2) To be able to talk about why a character has made a choice and what the consequences are. (Sp1)</p>	<p>To talk about the effect my behaviour has on others. (Sp2) To begin to resolve</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p>	<p><u>Managing Self.</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>

			minor conflicts (Sp2)	different aspects. (Su1)		<p><u>Building Relationships.</u> Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
Areas of Learning Covered	Exploring the school ground/environment - naming trees, animal prints, pine cones, conkers, acorns... Changes - Freezing and melting Magnets		Materials Potions, mixtures and experiments - e.g. volcano. Dinosaurs -Fossils Floating and Sinking	Growing Our bodies - name body parts Senses Look at life cycles and how animals change. Habitats and Landscapes		
Reception Skills UTW RE	<p>To talk about the changes they observe in their environment - Seasons link. (Au1)</p> <p>To identify and group/taste peel/cut a range of fruits and vegetables and how they are grown (Au1)</p> <p>Make a map to direct friends.</p>	<p>To talk about how Hindus celebrate Diwali. (Au2)</p> <p>Explore globes and maps in play. (Au 2)</p>	<p>Exploring maps of the world identifying places we find out about e.g. India, china (Sp1/2)</p> <p>To talk about a special event in their life - ongoing All About Me (Sp1/2)</p>	<p>To identify and sort healthy/unhealthy foods. To talk about how they have changed since they were a baby. (Su1)</p> <p>(Su1/2)</p> <p>Talking about the life cycle of plants and animals and what they need to survive. (Su1/2)</p>		<p><u>Past and Present.</u> Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

	(Au1)	Talk about bonfire night and remembrance day	To talk about how CNY is celebrated (Sp1) 1 st Feb	Exploring a range of habitats, looking at why the animal lives like that. (Su1/2) To talk about how Muslim families celebrate Eid. (su1) 3 rd May	<u>People, Culture and Communities.</u> 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.
Reception Knowledge	To know that there are many countries around the world. (Au1) To know the names of common fruits and vegetables and how they are grown. (Au1) To know that some animals are nocturnal. (Au1) Know maps show locations (Au1) Celebrate Black History Month See book list Learn about Bob Marley Mae Jemison Jo Jo and Gran Gran https://www.youtube.com/watch?v=nWBrAtkfyfM	To know that people around the world have different religions. (Au2) To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2) To know that people in other countries may speak different languages. (Au2)	To select appropriate materials according to their properties. (Sp1/2) To name and identify a range of different materials and to know how they are used in familiar environments. To know about recycling and learn about Greta Thunberg. (Sp1/2) To understand and use positional language. (Sp1/2) To know that Christians celebrate Easter. (Sp1/2) To know simple facts about dinosaurs using correct vocabulary. (Sp1/2)	To know the names of different body parts. (Sum 1/2) To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Su1/2) To know that human and other animals can grow. Know that animal have a lifecycle (Su1/2)	*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. <u>The Natural World.</u> 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.

		<p>To know that bears live in different habitats. (Au2)</p> <p>To know simple facts about bears and use correct vocabulary e.g. den, cubs, nocturnal, carnivore... (Au2)</p> <p>To know about Guy Fawkes. (Au2)</p> <p>To know the reason we wear poppies Remembrance. (Au2)</p>	<p>To Know how Mary Anning discovered Fossils in England by the coast. (Sp1/2)</p>		
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					<p>Understanding the world RE / Festivals</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value</p>

	<p>the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">British Values</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mini topic linked to the Queen Elizabeth II and London</p>	<p style="text-align: center;">Mutual respect</p> <p style="text-align: center;">We are all unique.</p> <p style="text-align: center;">We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p style="text-align: center;">All cultures are learned, respected, and celebrated.</p> <p style="text-align: center;">Mutual Tolerance</p> <p style="text-align: center;">Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p style="text-align: center;">Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p style="text-align: center;">Rule of law</p> <p style="text-align: center;">We all know that we have rules at school that we must follow.</p> <p style="text-align: center;">We know who to talk to if we do not feel safe.</p> <p style="text-align: center;">We know right from wrong.</p> <p style="text-align: center;">We recognise that we are accountable for our actions.</p> <p style="text-align: center;">We must work together as a team when it is necessary.</p> <p style="text-align: center;">Class rules</p> <p style="text-align: center;">Individual liberty</p> <p style="text-align: center;">We all have the right to have our own views.</p> <p style="text-align: center;">We are all respected as individuals.</p> <p style="text-align: center;">We feel safe to have a go at new activities.</p> <p style="text-align: center;">We understand and celebrate the fact that everyone is different.</p>	<p style="text-align: center;">Democracy</p> <p style="text-align: center;">We all have the right to be listened to.</p> <p style="text-align: center;">We respect everyone and we value their different ideas and opinions.</p> <p style="text-align: center;">We have the opportunity to play with who we want to play with.</p> <p style="text-align: center;">We listen with intrigue and value and respect the opinions of others.</p> <p style="text-align: center;">Recap all British Values</p> <p style="text-align: center;">Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p style="text-align: center;">Fundamental British Values are not exclusive to being British and are shared by other democratic countries</p>
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<p>Reception Skills Use of Charanga Music SOW Drawing, painting, collage, box modelling, clay, construction materials e.g. Lego, Songs, rhymes, instruments, dance sessions including Maypole</p>	<p>To remember the words to a range of songs. (Au1)</p> <p>To give meaning to the marks that are made. (Au1)</p>	<p>To design a Mehndi pattern, firework display and simple collage (Au2)</p> <p>To use role play to show things we have learnt e.g. Billy Goat story, Diwali celebration (Au2)</p> <p>Uses simple tools and techniques safely, competently and appropriately. (Au2)</p>	<p>To explore and recreate art e.g. Jackson Pollock To draw a range of simple images (Sp1)</p> <p>To use resources to create own props. (Sp1)</p> <p>Constructs with a purpose in mind, using a variety of resources. (Sp1)</p>	<p>To use a range of resources to create own props to aid role play. (Sp2)</p> <p>To plan, carry out and evaluate and change where necessary. (Sp2)</p> <p>Manipulates materials to achieve a planned effect. (Sp2)</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1)</p> <p>Selects appropriate resources and adapts work where necessary. (Su1)</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2)</p>	<p><u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>
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<p>Reception Knowledge</p>	<p>To learn a range of songs, poems and rhymes. (Au1)</p> <p>To know that people from different countries may have different traditions. (Au1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Au1)</p>	<p>To learn the names of different tools and techniques that can be used to create. (Au2)</p> <p>To experiment with creating different things and to be able to talk about their process/result and use (Au2)</p>	<p>To understand that pictures can be created by making observations or by using imagination. (Sp1)</p> <p>To use paints, pastels and other resources to create observational drawings (Sp1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)</p>	<p>To use a range of props to support and enhance role play. (Sp2)</p> <p>To identify and select resources and tools to achieve a particular outcome. (Sp2)</p>	<p>To know the different uses and purposes of a range of media and materials. (Su1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Su1)</p>	<p>To describe ways of safely using and exploring a variety of tools and materials. (Su2)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2)</p>	
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The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

[Use our own musicians with Sam Haigh]

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.
 Work will be displayed in the classroom Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

Forest School	Exploring the school ground - naming trees, pine cones, conkers, acorns etc. Seasonal changes. Hedgerow animals in Autumn.	Weather and seasonal changes. Winter time. Where have all the leaves and animals gone? Stickman	How can we help animals in winter time? Investigating changes - frost and ice. [Snow?]	Bird watching, attracting wildlife and dens.	Gruffalo Tree People - story telling/messaging in the woods.	Cooking- fire building, flint and steel... popcorn. Family Picnic
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</p> <ul style="list-style-type: none"> - use a package to produce a picture on screen - understand that 'output' is the result of a trigger (pressing the play button) - control a programmable toy <ul style="list-style-type: none"> - talk about how everyday technology is controlled <p>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p>	<p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Interact with multimedia software: children to record video e.g. puppet show, photograph for LJ</p> <p>identify how technology is used to find/share information (Google Maps)</p>	<p>To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc.):</p> <p>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> - explore a website - collect and sort information using ict - produce a simple program
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Overarching Principles of the EYFS

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

PLAY: we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. PLAY builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

Characteristics of Effective Learning and Learning Values

	Playing and Exploring	Active Learning	Creating and thinking critically
Responsible	<ul style="list-style-type: none"> • What areas / activities are they drawn to? • Do they prefer to work in a group / alone? • Do they initiate activities themselves or join in an existing one with a group? • Do they think aloud describing what they do? 	<ul style="list-style-type: none"> • Do the children keep focused on a self-initiated activity for a long period of time? • Are they concentrating and involved in the activity without being distracted? • Do they show care with what they're doing? 	<ul style="list-style-type: none"> • Do they try something different rather than follow what someone else has done? <ul style="list-style-type: none"> • Do they address a problem with a strategy? • Retaining independence - not asking for support even if it takes longer to achieve the outcome • <u>Using what they already know to learn new things</u> • Do they understand patterns and predictability of events?
Resilient			
Risk taker			
Reflective			
Resourceful			

Using what they know in their play

- In play do they draw on experiences from home / outside school?
- Do they act out situations in the role play area?
- Are they confident in finding tools, materials and resources they need for a particular project or idea?

Being willing to have a go

- Levels of persistence - do they give up at first hurdle or keep trying?
- Are they eager to try new ideas or do they stay with what they are familiar with?
- Are they able to talk about / review what they've done if things haven't

- Do they demonstrate concentration through silence or thinking aloud?

Keeping on trying

- Do children show persistence - not giving up even if it means starting again?
- Do they ask for help / support if they need it?
- Do they discuss solutions for challenges with peers / adults or work things through themselves?

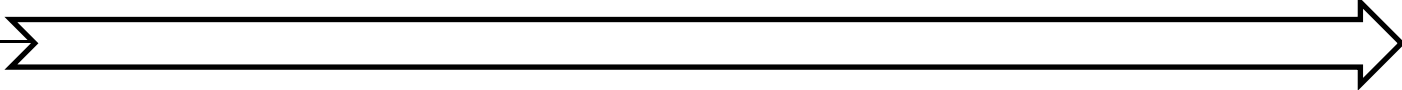
Enjoying achieving what they set out to do

- Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people?
- Do they relish challenges and continually try to make things better?
- Do they evaluate themselves and try different things as a result?

- Talks about / explains how their process links to a previous experience
- Do they draw upon knowledge or experiences not immediately related to their activity?
Choosing ways to do things and finding new ways
- Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work
- Choosing different ways of approaching activities and adapting if it doesn't work

<p>Assessment opportunities</p>	<p>Baseline data on entry National Baseline data by end of half term Phonics assessments Key word assessments EYFS team meetings</p>	<p>Pupil progress meetings Parents evening EYFS team meetings Phase moderation End of term Assessments Phonics assessments Key word assessments</p>	<p>GLD Projections Phase moderation EYFS team meetings Phase meetings Subject lead meetings</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments</p>	<p>Phase moderation EYFS team meetings Pupil progress meetings</p>	<p>Reports Phonics assessments Key word assessments EYFS team meetings</p>
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On-going assessments



Early Year's Intent, Implementation and Impact

September 2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

AREAS OF LEARNING

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

PRIME AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
PHYSICAL DEVELOPMENT
COMMUNICATION and LANGUAGE

SPECIFIC AREAS

LITERACY
MATHEMATICS
UNDERSTANDING THE WORLD
EXPRESSIVE ARTS and DESIGN

INTENT

At St Cuthbert's Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our

children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

IMPLEMENTATION

At St Cuthbert's Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensures that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration.

We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, secret garden and well-resourced outdoor area. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. In early years our environment and all our interactions and routines are intentional. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive knowledge organisers to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy contributing to their child's Learning Journey play sessions and our weekly fine motor and reading cafe are consistently well attended.

As part of the learning and teaching process, children are assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

IMPACT

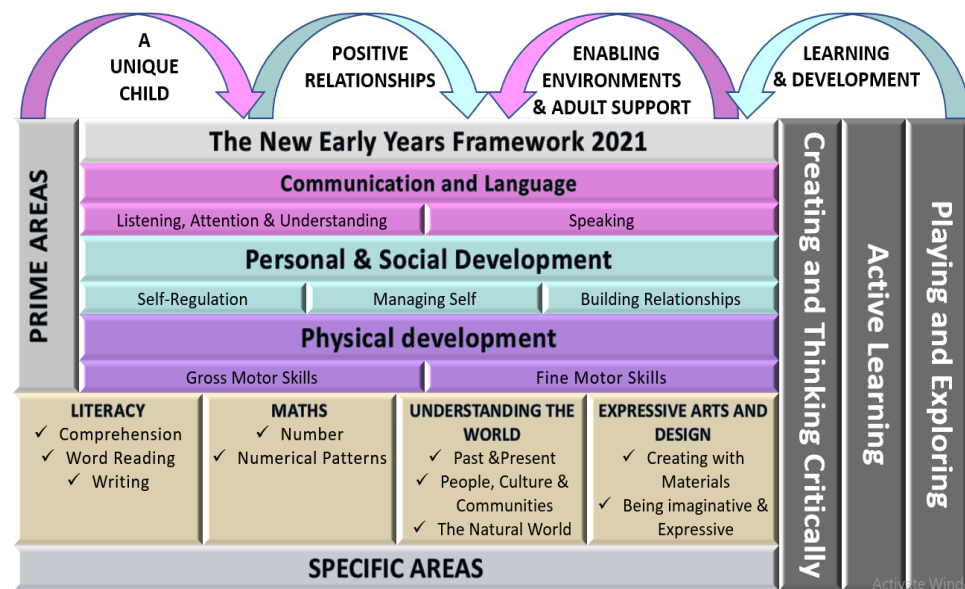
our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-

related expectations both academically and socially, developing a sense of them before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Our curriculum is reviewed annually to ensure relevance and to ensure the voices of our pupils, parents, staff and governors are heard.



The Quality of Early Years Education

All groups of learners demonstrate strong progress from starting points because of the high expectations of all adults. The percentage of children attaining or exceeding GLD has been in line or above national percentages for several years with all pupils making good progress from their starting points.

Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities that stimulate interest and a well-resourced and highly engaging environment that supports curiosity in all areas of learning. We plan and deliver child centred learning experiences which meet the

needs of all pupils from all backgrounds and circumstances. This has resulted in pupils who quickly develop learning approaches that are collaborative and sustain high levels of concentration and engagement. Children move confidently between the classroom and outdoor areas, enabling them to learn through a variety of well-planned activities.

The quality of teaching from teachers and support staff is of a consistently high standard with much outstanding practice and as a result all groups of children make rapid progress. We believe that good teaching and learning based on individual children's needs and interests ensures high quality outcomes for our pupils.

By the end of Reception our children have the personal, physical and social skills they need to succeed in the next stage of their education. Our children are developing their resilience to setbacks and take pride in their achievements. Our children are beginning to independently manage their own feelings and behaviour, understanding how these have an impact on others.

We equip them with the knowledge, skills and characteristics of effective learning they need to benefit from all that school has to offer when it's time to move on. As a result by the end of Reception our children achieve well, particularly those children with lower starting points. The transition to Year 1 is carefully planned and sensitively managed and this particularly benefits our most vulnerable learners.

Children demonstrate independent and safe learning behaviours and are keen to take part because of the clear structures and adult guidance embedded in daily practice. They are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour because of the skilled intervention of adults. Children with particular need are well supported and in partnership with their parents.

Phonic teaching is a key strength children read, write and share books every day. The book corner is well resourced and children have free access to books that are decodable. We use the Jolly Phonics synthetic scheme and reading books, which children take home, are carefully tailored to their ability level. We read to children regularly so that they have a love of reading and listening and this in turn means that they comprehend well. Children acquire a wide vocabulary in a planned way through the interactions with staff and other children so that they can communicate effectively. We pay close attention to the quality of children's speech and diction; intervening with specialist speech and language support where necessary and thereby removing as many barriers to reading success and enjoyment as possible. Our children delight in expanding their vocabulary and comprehension skills and by the end of the Reception year our children use their knowledge of phonics to read accurately and with increasing speed

and fluency. Developing a love of reading and the ability to communicate clearly is at the heart of all we do we share this passion in enthusiasm with our parents.

We are knowledgeable about the teaching of early mathematics. We ensure that children have sufficient practice to be confident in using and understanding numbers. Our mathematics curriculum provides a strong basis for more complex learning later on.

Disadvantaged children access cultural capital by the huge variety of books that are available, songs and rhymes that are shared, British Values that are shared, activities that come from different cultural backgrounds and a wide range of exploratory experiences inside and outside. Staff adapt learning well for children with SEND and regularly liaise with outside agencies to better meet the children's needs tolerance. This personalised focus ensures that these children make strong progress from their starting points. Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice.

Children are emotionally secure and are actively taught resilience and self-regulation through direct sessions and throughout our daily practice. They are resilient because the staff are knowledgeable about the Characteristics of Effective Learning and work well to devise activities that include some challenge and risk and children are encouraged not to give up. Children develop well physically, socially and personally. They participate in a full and varied PE curriculum and take part in balance bike sessions and Big Moves. The outdoor environment provides opportunities to develop physical skill.

Children are taught to manage their own behaviour and in so doing, we are particularly attentive to our youngest children's needs. Our children are highly motivated and eager to join in. They share and co-operate well, demonstrating high levels of self-control and respect for others. Our children consistently keep on trying hard, particularly if they encounter difficulties

Parents are actively engaged in supporting children in learning through a variety of well attended activities, workshops and celebrations. We provide information to parents about supporting their child's learning at home and have a class BlendSpace/YouTube that shares information with parents

about our methods for teaching reading and how parents can help their child to learn to read, write and develop early number sense. Harder to reach parents are targeted by staff to support their engagement.

Moderation is robust and results in a high level of consistency of judgments both in school and virtually with EYFS colleagues.

Action Points:

- To continue to provide high quality provision and resources.
- To work within the statutory requirements to ensure rapid and sustained progress for all groups to attain at or above national levels at the of the Reception year, particularly for Summer Born starters.