

# Early Years Foundation Stage

<p><b>Intent</b> At Longford C of E Primary, we are passionate about giving our youngest pupils the best possible start to their education. We provide an inspiring, challenging and safe environment for our children to develop their learning through play based activities in our indoor classroom and outdoor learning area. Our children learn in a small nurturing group with Year 1 children working as great role models to help them settle quickly into the daily routines.</p> <p><b>Implementation</b> The children follow the Early Years Foundation Stage objectives in the seven main areas of development to become independent and confident learners. All our children are unique and learn at different rates and we add additional support to help them reach their full potential.</p> <p><b>Impact</b> Throughout the year, the children develop in confidence and their ability, enabling them to reach their Early Learning Goals. They leave Reception with the skills required for the more formal curriculum of Key Stage One.</p>		
Autumn	Spring	Summer
<b>Communication and Language</b>		
<p>To learn school routines and rules.</p> <p>To listen and join in with nursery rhymes and traditional stories.</p> <p>Listen to others in discussion and during play.</p> <p>Using language to recreate roles and experiences in play.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention—can listen and do for short span.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
<b>Physical Development</b>		
<p>Experiment with different ways of moving, such as in drama, dance and gymnastic sessions.</p> <p>Jumps off an object and lands appropriately.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting,</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools</p>

<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Uses simple tools to effect changes to materials. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely.</p>	<p>throwing, catching or kicking it. Handles tools, objects, construction and malleable materials safely and with increasing control. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. They handle equipment and tools effectively, including pencils for writing. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Follows some appropriate safety measures without direct supervision.</p>	<p>effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p>Personal, Social and Emotional development</p>		
<p>Confident to speak to others about own needs, wants, interests and opinions. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Initiates conversations, attends to and takes account of what others say.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and</p>

		form positive relationships with adults and other children.
Literacy		
<p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways, which match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Mathematics		
<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects, which cannot be moved. Subitise (recognise quantities without counting) up to 5. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. Selects a particular named shape.</p>	<p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. To use objects and ten frames for organising counting. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 5 objects, then 10 objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>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 another quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday</p>

<p>Can describe their relative position such as 'behind ' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways</p>	<p>objects and shapes and use mathematical language to describe them.</p>
<p>Understanding the World</p>		
<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer.</p> <p>Interacts with age-appropriate computer software.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p>	<p>Talk about the lives of 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, character and events encountered in books read in class and storytelling.</p>
<p>Expressive Arts and Design</p>		
<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Create simple representations of events, people and objects.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>