



Introduction to Early Years Foundation Stage

Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in your child's life between birth and age 5. This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun, and secure; and support their development, care and learning needs.

The EYFS sets the standards that schools must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good progress through school and life.

The children are given opportunities to play and explore, to investigate and experience things and to 'have a go'. They are active and develop their own ideas. They are all unique and will have different interests and abilities.

At Homer First School and Nursery, we use the [Development Matters](#) guidance to support the learning and teaching that takes place within our Reception and Nursery classrooms. Within our setting, we plan activities within the seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

Introduction -Key Features of Effective Practice

The Development Matters guidance proposes seven key features of effective practice within Early Years:

1. The best for every child	2. High-quality care	3. The curriculum	4. Pedagogy	5. Assessment	6. Self-Regulation	7. Partnership with parents
• All children deserve to have an equal chance of success. • High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds. • When they start school, children from disadvantaged backgrounds are, on average, 4 months (footnote 1) behind their peers. We need to do more to narrow that gap. • Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care. • High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.	• The child's experience must always be central to the thinking of every practitioner. • Babies, toddlers and young children thrive when they are loved and well cared for. • High-quality care is consistent. Every practitioner needs to enjoy spending time with young children. • Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure. • Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated. • Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.	• The curriculum is a top-level plan of everything the early years setting wants the children to learn. • Planning to help every child to develop their language is vital. • The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time. • Young children's learning is often driven by their interests. Plans need to be flexible. • Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line. • Depth in early learning is much more important than covering lots of things in a superficial way.	• Children are powerful learners. Every child can make progress in their learning, with the right help. • Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. • Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning. • Children in the early years also learn through group work, when practitioners guide their learning. • Older children need more of this guided learning. • A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.	• Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. • Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. • Accurate assessment can highlight whether a child has a special educational need and needs extra help. • Before assessing children, it's a good idea to think about whether the assessments will be useful. • Assessment should not take practitioners away from the children for long periods of time.	• Executive function includes the child's ability to: • hold information in mind • focus their attention • think flexibly • inhibit impulsive behaviour • These abilities contribute to the child's growing ability to self-regulate: • concentrate their thinking • plan what to do next • monitor what they are doing and adapt • regulate strong feelings • be patient for what they want • bounce back when things get difficult. • Language development is central to self-regulation: children use language to guide their actions and plans. • Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.	• It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. • This includes listening regularly to parents and giving parents clear information about their children's progress. • The help that parents give their children at home has a very significant impact on their learning. • Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most. • It is important to encourage all parents to chat, play and read with their children.

Introduction - Characteristics of Effective Teaching and Learning

In planning and guiding what our children learn, we continually reflect on the different rates at which children are developing and adjust their practice appropriately. Throughout this monitoring, we continually refer to an plan opportunities for children to develop the three characteristics of effective teaching and learning:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and Exploring – we will support children with learning to:

- realise that their actions have an effect on the world, so they want to keep repeating them
- plan and think ahead about how they will explore or play with objects
- guide their own thinking and actions by referring to visual aids or by talking to themselves while playing, for example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”
- make independent choices
- bring their own interests and fascinations into our classroom- this helps them to develop their learning
- respond to new experiences that we offer them

Active Learning– we will support children with learning to:

- participate in routines, such as taking the register or getting ready for home time
- begin to predict sequences because they know routines, for example, they may anticipate lunch when they see the table is set, or get their coat when the door to the outdoor area opens
- begin to correct their mistakes themselves, for example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit
- keep on trying when things are difficult

Creating and Thinking Critically – we will support children with learning to:

- Take part in simple pretend play, for example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup
- sort materials, for example, at tidy-up time, children know how to put different construction materials in separate baskets

- use pretend play to think beyond the 'here and now' and to understand another perspective, for example, a child roleplaying the Billy Goats Gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- know more, so feel confident about coming up with their own ideas
- make more links between those ideas
- concentrate on achieving something that's important to them - they are increasingly able to control their attention and ignore distractions

Introduction EYFS Intent

At Homer First School and Nursery 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 years 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.

Introduction - EYFS Implementation

At Homer First School and Nursery 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 focus on child-initiated learning and support the children to develop their learning during 'free learning time' by providing activities within our continuous provision. Throughout the day the children will join whole class and small group teaching sessions.

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 ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. We use ECaT and Wellcomm Assessments alongside in school Ekklan trained professionals to assess children's language and communication development and implement activities/interventions as appropriate. These approaches are chosen carefully to encourage children's speech, language and communication development.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics using the Little Wandle Scheme of Work. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts and writing through the Talk for Writing approach.

We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We follow the National Centre for Excellence in the Teaching of Mathematics (NCETM) Mastering Number approach. The children learn and develop their mathematical thinking through direct teaching and exploration. To support the children's learning of shape, space and measure we follow units from White Rose Maths.

To further enhance the children's Understanding of the World we deliver direct teaching from Plymouth Science and activities linked to the taught sessions for the children to explore in their 'free learning time'. We also teach the children about special religious events throughout the year, so they develop their understanding of similarities and differences between different religious and cultural communities. We will deliver taught sessions through discussions, videos and visuals to promote their understanding. We will also join whole school celebrations throughout the year.

To promote the children's Expressive Art and Design we provide taught sessions from Kapow Art & Design Primary and Sing Up Music. Where possible this are linked to our current topics and children's interests.

To develop the children's Personal, Social and Emotional development we use 1Decision. The resources help to promote discussions and learning so the children are able to recognise and understand their emotions and express themselves appropriately. We also raise awareness through promoting special days/week and events such as Children's Mental Health awareness week.

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, sandpit, water and construction area and taking part in outdoor taught sessions.

We also deliver a weekly taught sessions from Real PE Foundations, which focusses on a child led approach to deliver physical activity. It use game, songs, adventure and skills to focus on fundamental movement skills. In the summer term we deliver the Balance Ability programme to support the children to learn to cycle.

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.

Within our Nursery, children have daily rhyme time and story sessions. Often rhyme time and stories will be linked to current topic, themes or events. Children in Nursery are taught the foundation of phonics through the Foundations for Phonics Little Wandle programme. Their mathematical knowledge is developed through exploration and direct teaching by following [Early Childhood Maths group](#) guidance.

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 curriculum updates every week to inform them of what their child is learning and to explain how they can support this at home via Evidence Me. Parents enjoy using Evidence Me to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards 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 and termly data points. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

EYFS Impact

- Children develop detailed knowledge and skills across the 7 Areas of Learning and use these in an age-appropriate way.
- Children develop their vocabulary and understanding of language across the EYFS curriculum.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.
- Children understand securely the early mathematical concepts appropriate to their age and stage that will enable them to move on to the next stage of learning.
- Children articulate what they know, understand and can do in an age-appropriate way, holding thoughtful conversations with adults and their friends.
- Children are physically active in their play, developing their physiological, cardiovascular and motor skills. They show good control and coordination in both large and small movements appropriate for their stage of development.
- Children have a sense of belonging and community. They are respectful towards the beliefs of others and recognise themselves as valuable individuals.
- Children can observe the changes around them and ask questions to further their understanding. They know how to care for themselves and the environment around them.
- Children are ready for the next stage of education, especially school, where applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.

EYFS Progression of Skills & Knowledge

Prime Areas

Progression of Skills & Knowledge – Communication & Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	To sing rhymes and look at pictures books. To talk about the different characters and what they are doing. To talk about themselves and families. Develop communication that can be understood by others. To enjoy listening to interactive stories in a small group.	Increased listening and attention-pay attention. To listen and follow instructions. Use phrases such as ‘can you help me open’ Answer my name clearly for the register. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat Understand simple questions about ‘who’, ‘what’ and ‘where	Understand two-part instructions. Can answer ‘why’ questions. Use phrases to join play. To begin to use a wide range of vocabulary in the correct context. To talk in short sentences that others can understand. To listen and follow simple instructions and respond to questions appropriately. Sing a large repertoire of songs Ask before taking something.	Enjoy listening to longer stories and can remember much of what happens. Use a variety of questions. Uses adult as a source of knowledge. To listen to traditional stories and retain key vocabulary. To be able to talk about the setting characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then. To listen and follow simple instructions and respond to questions appropriately. Know many rhymes, be able to talk about familiar books, and be able to tell a long story	To use sentences of four to six words. Can use the correct pronouns for he/she. Use a wider range of vocabulary. To listen to traditional stories and retain key information. To be able to answer questions and share opinions using relevant vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to sue connectives e.g Once upon a time and then. Use language of past and present tense	Able to express an opinion. Use talk to organise play. Can use functional and expressive language skills. Use language for imaginative play-based interactions. Starting to introduce story into play. Starting to use the correct verbs. To listen to different Nursery rhymes and be able to join, singing words confidently and clearly. To be able to answer questions and share opinions using the relevant vocabulary.
Reception	Develop their communication, and tenses Develop their pronunciation Sing a large repertoire of songs. Engage in story times. Talk about themselves and those who are important to them. Start a conversation with an adult or a friend and continue it for many turns.	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. Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Learn new vocabulary and use this throughout the day. Describe events in some detail- To describe different festivals.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. To know different traditional tales and recall events. Describe events in some detail, based on their experiences. Listen carefully to rhymes and songs, paying attention to how they sound.	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To talk about people who help us. To talk about why things happen and comment on observations	Listen attentively and respond to what they hear with relevant questions To be able to talk about different habitats To know different life cycles To engage in meaningful conversations with others. 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	To name and sort a range of living things To recall a range of facts To engage in meaningful conversations with others Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions

Progression of Skills & Knowledge – Personal, Social & Emotional Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	To separate from main carer and learn to adapt to the Nursey environment. To select and use activities and resources with some support if needed. To wash hands after using the toilet. Find own bag and coat. Notice if another child is upset. Play alongside other children.	To learn about daily routines and classroom rules. Respond and use key phrases. Develop sense of community and belonging. To be aware of behavioural expectations in Nursery. To take turns Put on own coat	To learn how to share resources and play in a group. To learn to look after resources and to these back in the right place. To listen to and follow rules. To talk turns whilst playing and wait patiently to have a go. Uses phrases to join play	To show independence in accessing and exploring the environment. To independently put on coat and use the toilet. Develop sways of being assertive. To listen to and follow rules set. To learn to look after resources with the classroom. To name and label emotions. Respond to others' ideas and suggestions.	To be able to initiate play with peers and keep play going by giving ideas. To become more outgoing with unfamiliar people. Aware of how others feel. Tries to solve conflict. To show more confidence in new social situations Talk about what makes you feel happy, sad, angry or worried. To do up own zip.	To gain confidence to talk to adults and peers. To begin to be assertive towards others where necessary. To show awareness of keeping health Follow rules independently without adult intervention. Make healthy food choices. Play with one or more peer, elaborating on play ideas.
Reception	To adapt to the classroom rules & routines To manage self-care needs To describe a friend. To know and demonstrate friendly behaviour. To understand how to be a good friend To learn and join in with whole group activities. To choose an activity independently	To learn about a range of different festivals and celebrations. To learn about important dates in their lives. To recognise ways of keeping safe 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. Know and talk about the different factors that support their overall health and wellbeing.	Identify and moderate their own feelings socially and emotionally. Build constructive and respectful relationships. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing.	Show an understanding of their own feelings and those of others and begin to regulate their behaviour. Set and work towards simple goals. Give focused attention to what the teacher says, responding appropriately.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Explain the reasons for rules, know right from wrong and try to behave accordingly. Form positive attachments to adults and friendships with peers. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To develop confidence with transition to Year 1

Progression of Skills & Knowledge – Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	To take care of toilet and needs independently. to begin to show preference for a dominant hand. To find down boots coat and water bottle. To climb apparatus safely Use large muscle movements to wave streamers and flags. To begin to show awareness of moving equipment safely with peers to draw circles and radials.	To independently put on their coat with some support for the zip and buttons. To copy dance moves to move to different kinds of rhythms. To use mark making resources with increasing independence Use finger isolation in finger rhymes. To remember sequence of movement.	To use scissors with one hand To mark make in sensory trays and also copy different patterns. To mark make using a comfortable grip when using a pencil or pen. To move in different ways e.g. climbing running jumping etc in order to develop gross motor skills. To hold jugs and containers confidently and pour from one container into another. Trace over letters of name.	To hold the pencil correctly using a tripod grip to begin to form numbers and familiar letters e.g. letters in their name. Use balancing apparatus. To mark make using a comfortable group when using pencils and pens. Use alternate feet when using stepping stones or climbing steps.	To run skilfully and to be able to negotiate space, To copy some letters of their name independently to jump and land with two feet together and both knees bent. To show awareness of healthy food choices and impact on our body	To be secure in holding the pencil using the tripod grip and forming letters and numbers mostly independently. To independently write their name To confidently use scissors and other tools safely. To show awareness of good self-care and hygiene.
Reception	to use a dominant hand. To begin to form recognisable letters which are mostly formed correctly. To use climbing equipment safely and competently. To begin to negotiate space effectively.	To begin to use anti clockwise movement and retrace over vertical lines. To use climbing equipment safely and competently. To negotiate space effectively.	To show good practise with regards to exercise eating sleeping and hygiene. To be able to balance and coordinate safely. To negotiate space effectively.	To handle tools objects construction and malleable materials safely with increasing control. Go	To use a pencil effectively to form recognisable letters most of which are formed correctly.	To show good control and coordination in large and small movements.

Specific Areas

Progression of Skills & Knowledge – Understanding the World						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	To be able to talk about their body parts and what the function of each is.	To know that everyone has a birthday, and they are usually celebrated in a similar manner around the world.	Talk about what they see using a wider range of vocabulary.	Explore different forces they can feel.	Make comparisons between habitats of farm animals and wild animals.	To know where some different products and produce come from.
	To be able to identify similarities and differences between themselves and peers.	Explore collections of materials with similar or different properties.	To explore the different jobs that people in our families do how do these people help us?	To learn about different modes of transportation local area and natural environment.	Talk about the life cycle of a plant and animals.	Talk about where food comes from a bake a range of things.
	To use sensors to explore the world around them.	Choose correct resources to carry out a plan.	Talk about seasons and weather.	Begin to make sense of their own life story and family history.	Plant seeds and care for growing plants.	Use terms such as mountain river ocean land and hills.
	To make self-portraits.	Start to create imaginary worlds with resources.	Develop positive attitudes about the differences between different people and cultures.	Show an interest in different occupations.	Understand the need to show care and respect for the environment and all living things.	Talk about changes from solid to liquid melting and freezing.
Reception	To talk about how they have changed since they were a baby.	To to talk about how Hindu celebrates Diwali.	To identify and sort healthy and unhealthy food choices.	To talk about where food comes from.	Talk about the life cycle of plants animals and what they need to survive.	Making direct friends to a goal.
	To talk about the changes, they observe in their environment linked to seasons.	To talk about the nativity story and Christianity.	To identify and Group A range of fruit and vegetables.		Explore a range of habitats looking at why the animal lives in that way.	Exploring maps of the world.
		To be able to talk about the different jobs that adults can do and how they can help us.	To talk about a special event in their life.			To talk about the changes in water to explore and discuss objects floating and sinking.
			To talk about religious events that take place this time of year.			

Progression of Skills & Knowledge – Expressive Art & Design						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Listen two and joining with nursery rhymes and use musical instruments to tap out a rhythm. use various constructions materials. Play alongside others engaged in the same theme of play based learning. Enjoy small world play. Draw shapes that represent objects.	Sing familiar nursery rhymes. To make Christmas cards and decorations using a mixture of media. To make patterns with paint and different objects exploring what happens when you mix colours. Join construction pieces together to build on balance. Construct with a purpose. Engage in different sensory play.	To to use scissors to make snips in paper. To begin to act out different scenarios using props to enhance imaginative play. Sing familiar songs or make up own songs. Beginning to construct stacking blocks vertically and horizontally making enclosures and creating spaces to play instruments with increase in control. Build with symmetry. Understands buildings need a wide firm base.	To learn about different textures and talk about them. To engage in role-play by making stick puppets of different story characters sing familiar nursery rhymes. Realise tools can be used for a purpose. To create close shapes with continuous lines which represent objects that can be spoken about or identified.	To use puppets and props to act up different stories. Sing familiar songs in the correct tone changing melody if appropriate. To use available props to develop stories and make imaginative play more purposeful. to show different emotions and pictures clearly. To draw with increased control representing features in detail clearly. Represent emotions in different ways through different media.	Sing familiar nursery rhymes alongside playing instruments on following rhythm. To listen to music and create movements to different beats. Sing songs using correct picture melody. To construct with bricks and blocks to make an enclosure. Explore different materials freely using them with a purpose. Start to choose colours for purpose. to give voices to characters and develop imaginative play.
Reception	To remember the words to a range of songs. To give meaning to the marks that are made.	To to design A rangoli pattern. To use role play to show us how people help us do you simple tools and techniques competently inappropriately. To make Christmas cards and decorations.	To use resources to create and props. Construct with the purpose in mind using a variety of resources.	To use a range of resources to create own props to enhance role play. Manipulates material to achieve a planned effect.	To use what they have learned about media materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work when necessary.	They safely use an explorer a variety of materials tools and techniques experimenting with colour design texture form and function.

Progression of Skills & Knowledge – Mathematics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Recognising two, three or four things without counting and showing 'finger numbers' Recognising number symbols to 5, and those related to their lives, e.g. bus or door numbers and ages of siblings. Use language such as bigger smaller. Creating and building towers and enclosures. Doing things for themselves	Giving two, three or four things when asked. Collecting things that are alike (or different!). Lining up or arranging objects in a pattern. Use language such as taller, shorter. Use number ins sequence to five in songs and play. To show an understanding of 1-1 correspondence.	Counting out loud as far as they can. Checking whether small amounts have been shared fairly. Count in sequence 1-10. Match quantity to numeral 1-5. Subitise to 3. Repeat an A-B-A repeating pattern. To select and use shapes appropriately in play and combine them to make models.	Use once one correspondence to 10. Use shapes purposefully. Use positional language. Name triangle circle square and rectangle. To identify describe compare groups of objects.	Use use vocabulary such as more than less than altogether. Calculate one more than five. Use the terms flat and solid to describe 2D and 3D shapes. Practical problem solving with numbers up to five. To develop false recognition of numbers. To begin to make sensible comparisons between objects relating to size length weight and capacity. To begin to describe a sequence of events accurately.	Use ordinal numbers. Understand the cardinal principle. Use vocabulary such as taller and shorter, long longest light heavy full empty. To use relevant mathematical vocabulary when talking about learning. To describe a sequence of events accurately.
Reception	Term 1- Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than. Recognise 2D shapes and describe their properties.	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20. Recognise 3D Shapes and describe their properties.	Term 2- Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal. Compare, mass, length and capacity using correct mathematical vocabulary.	Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers. Manipulate, compose, and decompose shapes.	Term 3- Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games. Visualise, build & map – describe familiar routes using correct vocabulary.	Continue to identify when sets can be subitised and when counting is necessary. Automatic recall of bonds to 5 Composition of numbers to 10 explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Develop conceptual subitising skills including when using a rekenrek.

Progression of Skills & Knowledge - Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Repeat words and phrases from familiar stories. Enjoy sharing stories. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Find their peg and tray. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	To find and identify familiar letters, e.g. letters in their name. To talk about and retell a range of familiar stories. To clap syllables in name. Understand the principles of reading-print has meaning. Hold books correctly- turning pages from left to right. Join in with repeated refrains. Phonemic awareness focus To hear the same initial sound for words and names of objects. Oral blending focus To blend CVC words using oral blending and objects.	To begin to attempt writing familiar letters e.g. letters in their name. To find and identify familiar letters e.g. letters in their name. To talk about and retell a range of familiar stories. To begin to explore initial sounds in familiar words. To sequence familiar stories Phonemic awareness focus To identify initial sounds of words and names of objects. To distinguish different sounds. Oral blending focus To blend CVC words using oral blending and objects.	To be able to mark make and give meaning to their marks. To begin to form some letters correctly e.g. letters in their name. To talk about what might happen next in a story. Use questions in discussions, give opinions. Phonemic awareness focus To identify initial sounds of words and names of objects. To articulate sounds correctly – including playing with voice sounds. Oral blending focus To blend CVC words using oral blending and objects.	To identify the pictures linked to LW sound. Children will begin to identify some sounds during oral blending games. To begin to make predictions about a story, sometimes supported by an adult with vocabulary. Use story map to talk about the beginning, middle and end of a story. Phonemic awareness focus To identify initial sounds of words and objects. Oral blending focus To blend CVC words using oral blending and objects.	Improved oral blending through lots of games. Make predictions about a story using the relevant vocabulary with independence. To mark make for a purpose and be able to talk about the marks. Phonemic awareness focus To identify the final sounds of words and objects. Oral blending focus To blend a wide range of words using oral blending when playing.
Reception	Engage in extended conversations about stories, learning new vocabulary. Read individual letters by saying the sounds for them. Children are able to identify initial sounds and blend familiar CVC words. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. Little Wandle- Phase 2 graphemes s a t p i n m d g o c k e u r h b f l Common Exception words is l the	Engage in extended conversations about stories, learning new vocabulary. 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. Write their name correctly. Little Wandle- phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk -words with -s /s/ added at the end -words ending -s /z/ Common Exception words put pull full as and has his her go no to into she push he of we me be	Listen to stories and recall and discuss events. Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Little Wandle- phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Common Exception words was you they my by all are sure pure	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Read what they have written to check it makes sense. Little Wandle- phase 3 Review Phase 3 • longer words, incl. double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end Common Exception words Review all taught so far	Anticipate – where appropriate – key events in stories. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write recognisable letters, most of which are correctly formed. Read words consistent with their phonic knowledge by sound-blending. Little Wandle- phase 4 graphemes Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Common Exception words said so have like some come love do were here little says there when what one out today	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge. Write simple phrases and sentences that can be read by others. Little Wandle- phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ er, -est • longer words and compound words Common Exception words Review all taught so far

Early Years Foundation Stage Yearly Overview Master

Term/Subject	Autumn Term		Spring Term		Summer Term	
Characteristics of Learning	Playing & Exploring, Active Learning & Creating & Thinking Critically					
Development Matters- Nursery	Rubies 3 & 4 years		Rubies 3 & 4 years		Rubies 3 & 4 years	
Development Matters- Diamonds	Development matters Reception Prime Areas Development matters Reception Specific Areas		Development matters Reception Prime Areas Development matters Reception Specific Areas		Focus on Early Learning Goals	
English Focus Books linked to Topics, Science & Special Events	Nursery		Nursery		Nursery	
	Daily, song, rhyme & story time- have core books, rhymes & songs you want the children to learn Book Trust & Reading list fiction & non-fiction		Daily, song, rhyme & story time- have core books, rhymes & songs you want the children to learn Book Trust & Reading list fiction & non-fiction		Daily, song, rhyme & story time- have core books, rhymes & songs you want the children to learn Book Trust & Reading list fiction & non-fiction	
	Reception		Reception		Reception	
	Nursery Rhymes		Nursery Rhymes		Nursery Rhymes	
	Colour Monster starts School Books about Starting School What I Like About Me My Family Dogger Stories in Familiar Settings The Tiger Who Came To Tea Peace at Last Super Duper You Meesha Makes Friends Dipla’s Diwali Creepy Crawly Halloween Pattan’s Pumpkin Jolly Christmas Postman The Tiny Seed Owl Babies Tree		The Gingerbread Man The Three Little Pigs Three Billy Goats Gruff Stick Man Non-Fiction books linked to Police, Dentist, Fire-fighters etc Skip Through the seasons & other books linked to seasons Oliver’s Vegetables Oliver’s Fruit Salad		The Very Hungry Caterpillar We’re Going on a Bear Hunt Bear Snores On Over & Under the Waves Rainbow Fish Skip Through the seasons & other books linked to seasons That’s Not My... books to focus on sentence writing	
	Nursery		Nursery		Nursery	
	Little Wandle Foundations	Autumn 2 s a t p i n	Spring 1 m d g o c k e	Spring 2 u r h b f l j	Summer 1 v w y z q u c h	Summer 2 c k x s h t h n g n k

	Reception	Reception	Reception
	Little Wandle Phase 2	Little Wandle Phase 3	Little Wandle Phase 4
Handwriting	Nursery & Reception	Reception	Reception
	Name writing s a t p i n	m d g o c k e u r h b f l j Nursery- writing for purpose	v w y z q u c h c k x s h t h n g n k Nursery- letter & Name writing
Maths	Nursery	Nursery	Nursery
	Foundations in Maths, 3, 4 & 5 year old guidance (ECMG Guidance)	Foundations in Maths, 3, 4 & 5 year old guidance	Foundations in Maths, 3, 4 & 5 year old guidance
	Reception	Reception	Reception
	NCETM Mastering Numbers Week 1-5	NCETM Mastering Numbers Week 11-15	NCETM Mastering Numbers Week 21-25
	NCETM Mastering Numbers Week 6-10	NCETM Mastering Numbers Week 16-20	NCETM Mastering Numbers Week 26 & Review & assess
	Autumn – White Rose Talk about measure & patterns- 1 Week Unit Circles & Triangles - 1 Week Unit Shapes with 4 sides - 1 Week Unit	Spring Term - White Rose Mass & Capacity - 1 Week Unit Length, Height & Time - 1 Week Unit Explore 3D Shapes – 1 week	Summer Term- White Rose Manipulate, compose and decompose 1 week Sharing & Grouping 1 week unit Visualise, build & map 1 week unit
Topic- UTW	Reception & Nursery	Reception & Nursery	Reception & Nursery
	Plymouth Science Units All About Me Celebrations Seasons Autumn Colour (an additional option)	Plymouth Science Units Traditional Tales People Who Help Us Keeping Healthy – Dentist Seasons Winter/Spring	Plymouth Science Units Animals Minibeasts & Growing Under the Sea Seasons - Summer
	All About Me & my local area (Kapow) Exploring Maps (Kapow) Season focus Autumn Nocturnal animals /Hibernation (Owl Babies)	Outdoor Adventures (Kapow) Peek into the Past (Kapow) New Year People who help us (Superheroes) Season focus- Spring Planting – Potatoes, carrots & parsnips (Oliver's Vegetables)	Around the World (Kapow) Adventures through time (Kapow) Life Cycles Bug hotels Season focus- Summer

	Planting September/October (tulips & daffodils) for Spring bloom (The Tiny Seed & Skip through the Seasons)		
	Trips & Visits - Walk round school grounds & local area - Welly Walks	Trips & Visits - Perform- linked to Traditional Tale - Visit from Police, Fire Crew - Little City	Trips & Visits - Zoolab - Farm
	Reception & Nursery	Reception & Nursery	Reception & Nursery
Events Special Days etc.	Harvest Festival Diwali Remembrance Day Fireworks Night Halloween St. Andrew's Day 30 th November Christingle Christmas	Chinese New Year Valentine's Day 14 th February St Patrick's Day 17 th March Mother's Day 10 th March Science week St David's Day 1 st March Shrove Tuesday 13 th Feb Easter Good Friday Start of Ramadan	St George's Day 23 rd April Father's Day Healthy Eating Week End of Ramadan
Expressive Art/UTW/PD	Kapow D&T Hibernation Boxes Kapow Art- Drawing Marvellous Marks & Winter Craft – Threaded snowflakes (may also be covered in Jan/Feb) Salt dough Decorations	Kapow D&T - Structure Boats Kapow Art Craft & Design- Let's get crafty & Spring craft: Petal mandala suncatchers	Kapow D&T Design & Make a Rainbow salad Kapow Art Sculpture & 3D & Summer Craft Salt Painting
PSHE 1 Decision	Reception	Reception	Reception
	myHappyminds Meet your brain Celebrate	myHappyminds Appreciate Relate	myHappymindds Engage My body and Being Safe
PSHE Themes Special weeks/days	Jeans for genes Road Safety	Internet Safety Mental Health Week	Deaf awareness week Sports day- Keeping Healthy
Music Sing Up	Nursery	Nursery	Nursery
	Year A- Let's be Friends, Travel and Movement	Year A- This is Me, Animal Tea Party	Year A- I've got Feelings, Lets Jam

	Reception		Reception		Reception	
	Year A- I've got a grumpy face, The sorcerer's apprentice	Witch, Witch, Row, Row, Row Your Boat	Bird Spotting, Shake my sillies out	Up and Down, Five Fine Bumblebees	Down there Under the Sea, It's oh so quite	Slap Clap Clap, Bow, Bow, Bow Belinda
PE Get Set 4 Education	Nursery		Nursery		Nursery	
	Introduction to PE: Unit 1 & 2	Fundamentals: Unit 1 & 2	Ball Skills: Unit 1 Dance: Unit 1	Ball Skills: Unit 2 Dance: Unit 2	Games: Unit 1 Gymnastics: Unit 1	Games: Unit 2 Gymnastics: Unit 2
	Reception		Reception		Reception	
	Introduction to PE: Unit 1 & 2	Fundamentals: Unit 1 & 2	Ball Skills: Unit 1 Dance: Unit 1	Ball Skills: Unit 2 Dance: Unit 2	Games: Unit 1 Gymnastics: Unit 1	Games: Unit 2 Gymnastics: Unit 2