



**Be courageous; be strong.
Do everything in love.**

1 Corinthians 16:13-14

Introduction

Archbishop Runcie First School is a Church of England Voluntary Aided school which caters for children between the ages of three and nine years, drawing its pupils from a broad spectrum of society. In harmony with the Christian ethos of the school we offer all pupils an unconditional welcome, valuing and celebrating their uniqueness as created beings. We offer the opportunity to experience the richness and diversity of God's creation through the curriculum we offer, as well as celebrating their God-given gifts and talents. In this way the children are encouraged to explore values and beliefs and to identify with, and empathise with, those of other cultures and beliefs. We are firm in our belief that we have all been given different talents, gifts and abilities. God works in different ways through each of us, and we all serve him faithfully as we use our gifts to glorify him. We should invest the gifts that God has blessed us with wisely.

Rationale

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

(EYFS Statutory Framework for the Early Years Foundation Stage 2024)

Early childhood is the foundation upon which children build the rest of their lives. At Archbishop Runcie CE First School, we believe that all children should be given the opportunity to experience the best possible start to their education to set in place solid foundations which will enable them to flourish throughout their school life and into adulthood. This policy sets out all aspects of the Early Years Foundation Stage curriculum and how it is managed on a daily basis.

Vision

Our vision is to be a school which transforms and inspires the minds and hearts of those we teach, and through these young people, transform the wider world. We want everyone associated with our school to find inspiration and encouragement to grow in knowledge and wellbeing, to experience the 'abundant life' promised by Jesus and grow in the love of learning.

We are a small and nurturing family school with a strong Christian ethos. Within our Early Years, we believe that every child is unique and should be treated so allowing them the opportunity to develop and learn in a safe and nurturing environment where play and learning is paramount. We pride ourselves on listening to children and those who care for them and using this to personalise each child's learning experiences. We provide children with a safe and stimulating environment where they can flourish and develop. We are committed to giving our children the best possible start to their school life as we believe that it is essential to create an environment of emotional warmth and compassion with consistent praise and encouragement. We want every child to feel individually valued, well-motivated and confident to meet new challenges and reach our high expectations with a sense of achievement.

Aims

- To provide a caring, inclusive and safe learning environment which is responsive to individual needs, where children can flourish as they engage in first hand, high quality learning experiences.
- To ensure that all children are valued as individuals.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry and active exploration.

- To encourage independence and confidence.
- To develop positive, supportive relationships with parents and carers who are actively involved in their child's learning.
- To reflecting on our practice and continue to develop our knowledge and evolving understanding of our pedagogy.

Objectives

These aims are to be achieved in accordance with the requirements of the '*Statutory framework for the early years foundation stage*' September 2024 through the following objectives:

- Children to be engaged in the learning process
- Learning to be relevant, purposeful and challenging.
- To learn through play, both indoors and outdoors.
- To explore, investigate and make sense of the world around them.
- To be challenged in their thinking and build upon key skills
- To be motivated in their learning
- To encourage children to be inquisitive and curious.

Curriculum

At Archbishop Runcie First School, we follow the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2024. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support children's personal development, prepare children for their next stage of education and develop the whole child. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. Three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These are also underpinned by the characteristics of Effective Teaching and Learning, as detailed in the framework

Planning

Planning is supported using *Development Matters Non-statutory curriculum guidance for the early years foundation stage (2023)*. We have a yearly program of learning and plan learning experiences from this, as well as taking into account the children's interests, believing they should play an active role in generating ideas for the curriculum. Staff plan activities, weekly, based around all prime and specific areas. Activities range from whole class adult directed activities to small groups, ensuring breadth, balance and challenge.

Assessment

Children entering school are observed during their first weeks to provide baseline information. Baseline assessments are moderated in the first instance in house and then within the Gosforth School Trust whenever possible.

Monitoring of each child takes place through daily observations, discussions, photographs, record keeping and planned assessment. Progress is recorded for each child in their online Learning Journal and a summative assessment is made at the end of each term and recorded on our school assessment system. We use a computer based programme for Learning Journals called Tapestry which parents can access and respond to observations on their child as well as contributing to their child's learning journey. Cross moderation continues throughout the year with all staff in the Early Years Foundation Stage as well as the Year 1 teacher. Cross moderation also continues with colleagues within the Gosforth School Trust. At the end of reception year children's final assessment results are recorded on the Early Years Profile and results are reported to the local authority (Newcastle City Council).

Parental Involvement

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible through a range of activities. Parents are encouraged to contribute to their child's Learning Journal through the Tapestry programme. All parents are offered consultation appointments in autumn, spring and summer term. Nursery and Reception parents receive an end of year report. In addition to this, Reception parents also receive a summary of the achievements from the Early Years Profile. The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the KS1 curriculum.

Transition

The Early Years team work closely with professionals within school and other settings ensuring the children have the opportunity to visit in the summer term before they are admitted to our school. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We aim to meet with the parents of new admits before they start in nursery or reception. During transition of either Nursery to Reception or Reception to Year 1, children are given the opportunity to visit their new class and their new teacher in the summer term. Staff hold handover meetings to share and pass on relevant information about children and their development.

Admissions

Please see the Admissions Policy. This also contains information about the short, staggered start completed by Nursery and Reception children.

Equal Opportunities

Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability (see also Equality of Opportunity policy). Each child's needs are considered on an individual basis and, for those children that need a higher level of support, the SENCo will work with the class teacher and support staff to provide an appropriate level of support. Resources are monitored for gender or race stereotyping and selected to ensure a balance of cultural experience.

Early Years Leader

The Leader will:

- Support colleagues in their planning, assessment and record keeping
- Keep up to date with developments within Early Years pedagogy and disseminate information to colleagues as appropriate
- Monitor progress in teaching and learning (through work scrutiny, lesson observations etc) and advise on resource needs and planning and development
- Analyse pupil work and data in order to set targets
- Take responsibility for organisation, ordering and maintenance of resources
- Prepare, organise and lead INSET and support teaching where necessary
- Be aware of the CPD needs of staff
- Liaise with other schools in the Gosforth Schools Trust, the LA Advisory Service, Headteacher and TLA committee.
- Lead staff in the review and development of policy and guidelines
- Review and update positional statements.

Conclusion

The way in which we approach learning and teaching has a direct impact on the development of the whole child. The methods we employ and the attitudes we foster are crucial to well-being and therefore to the potential achievement of each child.

This Policy is reviewed annually by the TLA Committee and staff, or more frequently if deemed necessary. In addition to this it should be shared with new or temporary staff.

Appendix 1 – Early Years curriculum intent and implementation

Appendix 2 – Steps to Progression Document – (Expectations for attainment at different points in the school year for Nursery and Reception)

Date	Reviewed/updated	Staff involved
July 2015	New policy developed	BA for consultation with EYFS Staff
February 2016	Reviewed	BA and all new and existing EYFS staff
October 2018	Reviewed and updated	TG and all EYFS staff
Jan 2019	Updated to include Bold Beginnings principles /ARFS vision	KM/LC/LB/SS
September 2019	Reviewed and updated	KM/KW/KF
November 2020	Updated in line with new Development Matters and early adopter status	KF/KW with KM/JB
October 2021	Updated to reflect changes to the Statutory Framework and Development Matters	KF with KM/JB
October 2022	Updated	KF/KM
Jan 24	Updated to reflect updated statutory guidance	KF/KM
Sept 24	Reviewed and updated	KF
23.10.24	Reviewed by TLA	



Early Years Foundation Stage Policy- Appendix 1 Early Years Curriculum Intent, Implementation and Impact

Curriculum Intent

At Archbishop Runcie, we recognise the need for a well- planned Early Years curriculum so that children’s experiences build seamlessly and consistently on previous learning. Our Early Years curriculum ensures that strong foundations are laid in Nursery where there is a clear focus on the prime areas of learning. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration and a love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment that is built on respect for all people, cultures and communities. Across Early Years children develop their skills and knowledge through engaging topics support through high quality texts. We recognise the importance of children contributing to their learning and their regular contributions shape the focus of topics which extends learning opportunities further. Topics are flexible and adaptable to consider the needs and interests of the children. We place high importance on quality texts which are at the heart of our Early Years curriculum and further enrich topics and develop language. We believe that the correct mix of adult directed and child initiated play ensures the best outcomes for our children. We also value the importance of visits, visitors and real-life experiences.

Our Early Years use Development Matters to construct a curriculum which supports the needs of our children. We have set clear milestones throughout Early Years to assess learning and ensure children are given additional support if needed. Throughout Early Years we place a high focus on early language development, reading, writing, phonics and maths as well as social and emotional development.

Curriculum Implementation

We have high expectations of our children and we are consistent in our approach to behavioural expectations. Throughout Early Years we have considered carefully the structure and routines of the day so that children feel safe, secure and happy.

We prioritise creating a ‘language rich’ environment through the use of songs, nursery rhymes, stories and quality interactions between adults and peers. Reading is at the heart of our curriculum and story time is a valued part of our routine. Stories are chosen to develop the love of reading as well as to enhance the curriculum. All of our topics are supported by quality key texts. Children are given a book to take home to share with families. In Reception, children are also given a reading book which links to their phonic phase. Across Early Years children will have a discreet phonic session following the Read, Write Inc Phonics programme.

We are aware of utilising all opportunities to support children’s development e.g. independence through changing for PE, teaching self- care through recognising healthy snacks etc. We ensure that children understand what it is to be a good friend through caring for others, taking turns and listening to the ideas of others. We know how important it is for children to be confident and independent and we promote and support this across the setting from fastening coats to choosing their own activities.

We recognise the importance of play and children will have access to both indoor and outdoor provision. We value the importance of outdoor provision to explore the natural world as well as develop their physical skills. Continuous provision is planned for to ensure a range of different activities, challenges and experiences. Gender stereotyping will be challenged within play to ensure that every child experience a range of learning activities. Each area has a long term plan with key learning, language and suitable resources for that age and stage. The provision is enhanced with resources which develop interest, curiosity and

promote challenge. Play will always be purposeful and will either be child initiated, adult directed or adult led depending on what is deemed most effective by the teacher. Across Early Years importance is placed on role-play to support language development as well opportunities to extend a child's imagination. Within reception this includes opportunities beyond those of everyday contexts.

The outdoor areas is well organised with resources stored in themed sheds e.g. role play shed, construction shed, which children can select from. All resources are put away at the end of each day.

We understand the importance of parental engagement and believe that parents have a crucial part to play in their child's education. Parents receive half termly knowledge organisers to inform them of what their child will be learning and how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home.

Curriculum Impact

At Archbishop Runcie First School, our curriculum and its delivery ensure children make good progress. Our children leave Reception in line, or above, what is expected of them at the end of the Early Years Foundation Stage and are full equipped to start Year 1. We lay strong foundations within the prime areas and specific areas of learning which enable children to enter Year 1 able to apply knowledge to a range of situations, make links and explain their ideas and understanding. The impact of our curriculum can be measured by the way our children develop into confident, resilient and positive learners who are excited by challenge and ready to continue their learning journey into KS1.



Appendix 2
Steps to School Readiness – Development Matters
EYFS Progression of Skills – Development Matters

Communication and Language

Aspect	Statement	When Expected
	I can listen to simple stories and understand what is happening.	Nursery Baseline
	I can listen to an adult when I am actively involved in an interactive adult-led activity, in a small group.	Nursery Autumn
	I listen in a small group with visual support.	Nursery Easter
	I listen to others in one-to-one or small group situations even if the topic is not following my own interests. I am able to follow directions when I am not focused on another task. I enjoy listening to longer stories and can remember much of what has happened.	Nursery Summer Reception Baseline
	I listen in larger groups when distractions are minimised. I can listen to instructions without having to stop what I am doing.	Reception Autumn
	I listen and attend well in a classroom environment even with distractions.	Reception Easter
Listening and Attention	I understand how to listen carefully and why this is important. I listen attentively and respond to what I hear during whole class discussions and small group interactions.	Reception Summer
	Understanding	
	I understand simple questions like “where is your hat?”	Nursery Baseline
	With familiar vocabulary, I can follow instructions containing three key words e.g. Put your shoes under the table. I select a familiar object based upon how it’s used when you ask e.g. give me the one you use to eat with/cut with/read etc.	Nursery Autumn
	I can follow instructions which includes holding a list of three items in mind before going to get them from another room e.g. can you get me a plate, a banana, and a knife from the kitchen please? I can answer simple ‘how’ and ‘why’ questions in relation to my experiences, that require no inference	Nursery Easter
	I can answer simple problem solving questions, for example "What do you do when you're hungry/cold?" I understand why questions.	Nursery Summer Reception Baseline
	I understand and follow instructions containing words related to time such as ‘before,’ ‘after,’ ‘first,’ ‘last’ and ‘later.’	Reception Autumn

	I understand and follow more complicated instructions e.g. roll up your sleeves, put on an apron and go to the painting area. I offer reasons and explanations when answering 'how' and 'why' questions.	Reception Easter
	I understand time and sequence concepts and use terms such as first, then, last. I constantly ask the meaning of abstract words and ask questions to clarify my understanding. I usually understand jokes and riddles and have a definite sense of humour. I understand and use positional language. I understand and use a range of adjectives to describe objects and situations. I can think of and list objects when they are linked e.g. tell me an animal that is fluffy and lives underground or tell me five things that have wings.	Reception Summer
Speaking	I can link at least 5 words together and frequently ask questions.	Nursery Baseline
	I ask a variety of questions - what, who, where. I use plurals e.g. "I can see cats". I talk about what I am doing and what I have done beyond the here-and-now. I add the consonants 'k/c,' 'g,' 'f,' 's' and 'y' to my consonant range.	Nursery Autumn
	Unfamiliar adults are able to understand most of what I say. I use more complex sentence structure and link thoughts, ideas and events with 'and', 'because' and 'so'.	Nursery Easter
	I use a range of word endings to describe the present tense e.g. -ing, -n't. I add the consonants 'z,' 'v,' 'sh,' 'ch,' 'j' and 'ng. I use a variety of tenses and understand grammatical rules but still sometimes make errors e.g. runned instead of ran.	Nursery Summer Reception Baseline
	I use language to describe what I am going to do and how I am going to do it. I recount simple, past events in the right order e.g. "I goed to the shop with Granny and then we goed to the park." I use most consonants consistently but 'l,' 'r' and 'th' may be still developing.	Reception Autumn
	I link sentences and generally stick to the topic of conversation. I give a more detailed account of recent events and experiences. I clarify my ideas by thinking out loud e.g. talking with a friend I repeat back new vocabulary correctly even if these are longer words.	Reception Easter
	I speak confidently to peers and adults taking part in longer conversations, staying on topic, showing an awareness of who is listening, expressing and listening to views and opinions. I speak fluently, grammatically correct and only make errors occasionally with the following phonemes - f and th; r and w. I talk about things that have happened accurately as well as things that are to happen in the future in detail. I can talk about things that are imaginary or abstract. I describe events in some detail and use talk to work out problems and organise my thinking, using full sentences and making use of conjunctions.	Reception Summer
Pretend Play	I am developing pretend play: putting the baby to sleep or driving the car to the shops.	Nursery Baseline
	I use less familiar themes within my pretend play but still based upon my first hand experiences e.g. pretending to go to the doctor or pretending to be a waiter at a restaurant. I can pretend without an object e.g. pretending my hand is a cup and drinking from it. I can substitute objects that do not resemble the real thing e.g. pretending a block is a bus on its way to the bus station.	Nursery Autumn
	I give my puppets, role play characters and small world characters a 'voice' so that they can 'talk' to	Nursery

	each other. I play alongside other children who are engaged in the same pretend play theme as me, often in the same role.	Easter
	I pretend using gestures, mime and unrealistic objects. I can play imaginatively within themes I have not had first-hand experience of but are often based upon favourite stories e.g. flying to the moon or being a pirate on a ship.	Nursery Summer Reception Baseline
	I pretend with other children, each of us taking on different roles. I use gestures and expression within my voice to bring my imaginary characters to life.	Reception Autumn
	I can explain the role I am taking on and use language to act out the role e.g. "The vets are open... bring your poorly pets in... "Oh dear, tell me what's happened".	Reception Easter
	I invent, adapt and recount out in detail stories I have been read or told in both imaginary play and with puppets, small world play or through actions e.g. Talk for Writing actions and retelling. I make up new stories with others which are increasingly detailed in their structure and understanding of characters and act them out in play.	Reception Summer

Physical Development

Aspect	Statement	When Expected
	I am developing manipulation and control.	Nursery Baseline
	I draw a person with a head and usually one or two other features e.g. eyes and mouth. I can roll dough into balls and sausage shapes. I can stack ten wooden blocks. I can snip with scissors. I show preference for a dominant hand	Nursery Autumn
	I can thread smaller beads and cotton reels onto a shoelace. I hold a pencil between my first two fingers and thumb to copy a circle and a cross. I use a comfortable grip when using pens and pencils.	Nursery Easter
	I can draw a person with a head and legs. I can copy a 'V' shape. I cut with scissors. I hold my pencil with a pincer grip.	Nursery Summer Reception Baseline
	I can draw a person with a head, body and legs and, usually, arms and fingers. I can draw a recognisable house. I cut along a straight line.	Reception Autumn
	I hold a pencil in a dynamic tripod grasp with good control. I can cut out shapes with curved lines. I can use range of everyday tools effectively, safely and confidently e.g. using a hammer at the woodwork bench.	Reception Easter
Fine Motor Skills	I build elaborate models. I can hold my pencil effectively in preparation for fluent writing. I can coordinate my shoulder, wrist and finger movements to write comfortably, moving across and down the page, holding the paper in place to correctly form most letters. I produce more detailed drawings with accuracy and care containing several objects and usually an indication of the background environment.	Reception Summer

Gross Motor Skills	I walk, run, jump and climb. I can use the toilet with help.	Nursery Baseline
	I move freely in a range of ways, e.g. rolling, crawling, sliding, shuffling. I can run skilfully with wheeled toys, turning around obstacles and corners. I can use the toilet independently. I can put on my own coat.	Nursery Autumn
	I can hop on one foot. I can jump over low level obstacles. I am increasingly independent with dressing.	Nursery Easter
	I can walk up 10 steps, right, left, right, left, without holding rail. I can jump off an object and land appropriately. I can use a knife and fork.	Nursery Summer Reception Baseline
	I can run smoothly with changes in speed, negotiating space successfully. I travel with increasing confidence and skill over, under, around and through equipment. I can climb low level ladders and trees using alternate hands and feet. I have developed overall body strength.	Reception Autumn
	I navigate movement from one place to another skilfully, turning sharp corners, running, pushing and pulling themselves. I can skip using alternate feet rather than galloping. I can bounce and throw a large ball catch it using my arms and body and strike it using my foot or a bat. I use my core muscles to achieve a good posture when sitting at a table or on the floor	Reception Easter
	I can jump forward a number of times without falling. I can throw and catch a ball well with two hands. I can walk easily along a narrow line or on a balance beam. I can hop on one leg over longer distances. I demonstrate strength, balance and coordination when using P.E. equipment.	Reception Summer

Personal, Social and Emotional Development

Aspect	Statement	When Expected
Self - Regulation	I grow in independence and do things for myself.	Nursery Baseline
	I can wait my turn, when an adult is there to remind me, when I want to play on equipment e.g. going down the slide. I can choose what I want to do and find resources I need when playing. I select and use resources with support.	Nursery Autumn
	I can take turns when I play simple games in a small group with an adult e.g. snap or a game of skittles. I can tolerate delay when my needs are not immediately met. I can tell you how I am feeling.	Nursery Easter

	<p>I usually adapt my behaviour to changes in routine or different social situations. I am willing to participate in a wide range of activities. I select and use resources independently. I follow rules and understand why they are important.</p>	<p>Nursery Summer Reception Baseline</p>
	<p>I enjoy the company of other children. I use words to negotiate rather than actions. I understand that my actions affect others. I am aware of my daily routine and what is expected of me.</p>	<p>Reception Autumn</p>
	<p>I can transition to a new environment or activity. I can regulate my feelings by drawing on a range of strategies I know, to calm myself down after an upsetting event, e.g. seeking an adult or distracting myself by going to play in my favourite area. I can identify and moderate my own feelings socially and emotionally. I can follow my daily routine and I know what is expected of me.</p>	<p>Reception Easter</p>
	<p>I am generally sensible, controlled and independent in my behaviour. I show an understanding of the feelings of others and I can regulate my behaviour accordingly. I can give focussed attention to my teacher, responding appropriately. I follow instructions involving several ideas or actions. I can follow tidy up routines and have a strong sense of time in relation to the daily routine.</p>	<p>Reception Summer</p>
Building Relationships	<p>I begin to develop friendships with other children.</p>	<p>Nursery Baseline</p>
	<p>When it is on my own terms, I engage in simple pretend-play and talk to others as I play. I join in play with other children and initiate play with others.</p>	<p>Nursery Autumn</p>
	<p>I actively seek out other children to play with and form friendships with other children. I keep play going by responding to what others say or do.</p>	<p>Nursery Easter</p>
	<p>I understand how to take turns as well as how to share. I play with one or more children extending and elaborating play ideas</p>	<p>Nursery Summer Reception Baseline</p>
	<p>I show care and concern for younger children and my friends if they are upset. I initiate conversations with others and take account of what they say. I can work cooperatively, sharing resources with other and taking turns.</p>	<p>Reception Autumn</p>
	<p>I show sympathy towards other children who are in distress. I have friends that I have chosen myself. I initiate conversations with familiar adults and children. I explain my own understanding to others and ask appropriate questions of others.</p>	<p>Reception Easter</p>
	<p>I am sensitive to my own and others needs. I work out how people feel, what has happened or what is wrong when 'reading' non-verbal communication or when looking at non-verbal and situational clues in pictures. I play cooperatively, taking turns and establishing and sticking to agreed rules for fair play. I form positive relationships with adults and friendships with peers.</p>	<p>Reception Summer</p>
Managing Self	<p>I can use the bathroom with support but may still have the odd toileting accident. I need help to wash my hands. I can find my coat peg with support.</p>	<p>Nursery Baseline</p>
	<p>I am beginning to use the toilet independently but may still need some support. I can wash my hands independently. I can hang my coat up independently. I need support to brush my teeth.</p>	<p>Nursery Autumn</p>

	I am independent in my toileting and understand the need to look after my own personal hygiene i.e. I can use a tissue if needed. I can put on my own coat. I am aware of the skills needed to brush my teeth.	Nursery Spring
	I can put on my socks and shoes and I am beginning to fasten my coat with some support. I can use a knife and fork. I know why I need to brush my teeth.	Nursery Summer Reception Baseline
	I can get changed for P.E. with some support. I can locate my belongings at the end of the school day with some support. I can brush my teeth independently but may need some help applying paste.	Reception Autumn
	I can get dressed and undressed independently. I can organise myself at the end of the school day and remember all of my belongings. I can independently brush my own teeth. I know which foods are not good for me.	Reception Spring
	I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. I understand the importance of looking after my teeth.	Reception Summer

Literacy

Aspect	Statement	When Expected
	I am aware that signs and symbols within the environment carry meaning. I fill in the missing words or phrases in known stories and rhymes.	Nursery Baseline
	I recognise rhythm in spoken words and can blend compound words, e.g. "snow-man". I recognise my own name.	Nursery Autumn
	I clap out one to three syllable words and blend two syllable words e.g. "ta-ble". I spot when you make a 'mistake' during a rhyming activity and I tell you what the right word should be. I recognise my own name and know what sound it starts with.	Nursery Easter
	I orally blend three syllable words e.g. 'e-le-phant.' I look at books independently and know that print carries meaning and has different purposes. I recognise words with the same initial sound. I can orally blend and segment.	Nursery Summer Reception Baseline
	I see the letters from my own name in other words. I can continue a rhyming string. I can hear and say the initial sound in words. I can orally blend CVC words, e.g. "b-a-t", "bat". I recognise some letters (graphemes) and know the sounds they make (phonemes) and can use this knowledge to read some CVC words.	Reception Autumn
Word Reading	I can blend five syllable words e.g. 'hipp-o-po-ta-mus. I recognise most graphemes including some where two letters represent one sound. I read a range of familiar, phonetic words as well as key sight vocabulary at word-level i.e. without orally blending first. I consistently hear the initial, medial and final phonemes in CVC words.	Reception Easter

	I blend phonemes in longer words to read them. I can read aloud sentences and books that are consistent with my phonic knowledge, including some common exception words.	Reception Summer
Writing	I give meaning to my marks.	Nursery Baseline
	I can copy the first letter of my own name. I tell you what the things I have written 'say' and I now know that writing and drawing are different.	Nursery Autumn
	I can copy most letters from my name. I use some clearly recognisable letters in my own writing. I use writing in my play e.g. to write a shopping list during role-play. I can tell you what I am going to draw and write before I create my marks.	Nursery Easter
	I can write my own name with most letters formed correctly. I write some letters accurately in my early writing.	Nursery Summer Reception Baseline
	I can hold three phonemes in my head to then write a CVC word. I can hold a sentence and repeat back the words in the right order. I represent some sounds in the correct order when writing words.	Reception Autumn
	I can write phase set 1 sounds. I can write some red words. I can write a phrase or short sentence which can be read by others.	Reception Easter
	I can say a sentence, write it and read it back to check it makes sense. I can use simple punctuation e.g. finger spaces, full stops and capital letters but they are not always consistently applied. The range of my writing in play is broad and includes writing names, labels, captions, lists, labelling diagrams and writing messages. I can segment more complex phonetic words to write them and can write some key sight vocabulary.	Reception Summer
Comprehension	I make comments and share ideas about stories.	Nursery Baseline
	I can talk about key features of favourite stories I have heard by stating who was in the story (character) and where they were (setting).	Nursery Autumn
	I demonstrate that I have listened and attended by answering simple questions about a story that has just been read to me e.g. "where did the rabbit go?"	Nursery Easter
	I actively listen to stories and can retell familiar stories. I can engage in extended conversations about stories.	Nursery Summer Reception Baseline
	I listen to stories from beginning to end and can answer questions based on the story.	Reception Autumn
	I use vocabulary and forms of speech that are increasingly influenced by my experiences of books. I can answer questions related to characters, settings or events within a familiar story, e.g. how do you think the family felt when they were walking towards the bear's cave?	Reception Easter

	I can orally retell a simple 5 part story e.g. Once upon a time - First / Then / Next, but, so, finally, happily ever after. I recall familiar stories by creating various representations of them e.g. story maps, role-play. I make up new stories that are often based on familiar tales. I have a clear understanding of the beginning, middle and end of stories. I can follow a story without pictures or props. I can use and understand recently introduced new vocabulary I have heard in stories, poems rhymes and non-fiction text.	Reception Summer

Mathematics

Aspect	Statement	When Expected
	I can count in everyday context, sometimes skipping numbers.	Nursery Baseline
	I verbally count to ten with some correspondence with objects - I may point to objects to count a few items but often lose track. I can compare sets of 1-3 items by subitising (recognising by sight) when the items in each set are the same or similar in size and type e.g. compare 3 bears and 2 bears.	Nursery Autumn
	I can recite numbers past 5 and link numerals and amounts. I have good 1-1 correspondence. I can show amounts on fingers to 5.	Nursery Easter
	I understand cardinal principle. I experiment with symbols and marks as well as numbers. I can count (up to 5) accurately using 1:1 correspondence when the objects are similar and placed in a line.	Nursery Summer Reception Baseline
	I can match small, same size sets of dissimilar items such as comparing 4 bears and 4 chairs and show that they are the same amount. I can non-verbally make a small collection (no more than 5), with the same number as another collection, e.g. when shown a collection of 3 I make another collection of 3. I recognise numerals of personal significance. I can show amounts on fingers to 10.	Reception Autumn
	I can accurately count a given set of objects to 10 placed in a random order and answer "how many?" with the last number counted without having to recount the objects. I can compare same and different sized sets of up to 10 objects by matching and can tell if the answer is the same. I can find the number just after or just before a given number. I can subitise numbers to 3. I can count actions and sounds. I am exploring the composition of number to 10.	Reception Easter
	I can orally count beyond 20. I can count arrangements of objects to 10 accurately. I have a deeper understanding of the composition of number to 10. I can subitise to 5. I can recall number bonds to 10, including double facts.	Reception Summer
Number		
Numerical Patterns and shape	I can compare sizes and I am beginning to notice patterns. Completes inset puzzle	Nursery Baseline
	I compare quantities using language 'more than' and 'fewer than'.	Nursery

	Selects and uses shapes appropriately in play.	Autumn
	I extend and create ABAB patterns. Uses and understands positional language	Nursery Easter
	I can correct an error in a repeating pattern. I can describe a sequence of events using first, then. Talks about and explores 2D and 3D shapes.	Nursery Summer Reception Baseline
	I know that different things can be counted, e.g. steps, jumps, and hops. I can continue, copy and create repeating patterns.	Reception Autumn
	I can solve simple number problems by adding two numbers together (with a total of no more than 10) I can share up to 10 objects between 2 or more people. I can compose and decompose shapes and recognise that a shape can have other shapes within it.	Reception Easter
	I can solve simple word problems using a part-part-whole method. When the total is 10 or less, I use my subitising skills to work out the total without using physical counting aids. For totals over 5, I use counting aids. I can also solve simple word problems relating to subtraction using physical counting aids to remove quantities and find the total. I can compare length, weight and capacity. I can verbally count beyond 20 and recognise the pattern of the counting system.	Reception Summer

Understanding the World

Aspect	Statement	When Expected
The Natural World	I can explore and respond to different natural phenomena.	Nursery Baseline
	I can use all of my senses in hands on exploration of natural materials and talk about them.	Nursery Autumn
	I can explore natural materials with similar and/or properties and talk about what I see. I understand the need to respect and care for the environment.	Nursery Easter
	I understand key features of a life cycle. I can explain how things work. I can explore and talk about different forces.	Nursery Summer Reception Baseline
	I explore the natural world around me and can talk about seasonal change I see. I describe what I see, hear and feel when outside.	Reception Autumn
	I can grow a plant from seed, caring for it appropriately and understanding the things needed for it to survive and flourish. I know some similarities and differences between the natural world around me and contrasting environments. I can draw information from a simple map.	Reception Easter

	I can explore the world around me and make observations, drawing pictures of animals and plants. I understand seasonal changes and processes in the natural world (decay, pollution etc.). I recognise that some environments are different to the one in which I live. I can describe similarities and differences between the natural environment in this country and environments in other countries.	Reception Summer
People, Culture and Communities	I notice differences between people.	Nursery Baseline
	I begin to make sense of my own life story and family history.	Nursery Autumn
	I show an interest in different occupations	Nursery Easter
	I continue to develop positive attitudes about the difference between people. I know there are different countries in the world and I can talk about the differences I have seen in photos and books.	Nursery Summer Reception Baseline
	I can talk about members of my immediate family, naming and describing the people who are familiar to me. I can name my school and the area I live.	Reception Autumn
	I know that some places are special to members of the community. I know the name of the city I live in. I recognise that people have different beliefs and celebrate special times in different ways. I enjoy taking part in celebrations.	Reception Easter
	I can describe my immediate environment and know the name of the road I live and the road my school is on. I understand some similarities and differences between religious and cultural communities in England. I can explain the differences between life in this country and how our country differs from life in other countries.	Reception Summer
Past and Present	I can talk about some familiar past experiences. What I did at the weekend etc.	Nursery Baseline
	I recognise and talk about past events in my own experiences such as Birthdays and other celebrations. I recognise that I was once a baby and can talk about how I have changed.	Nursery Autumn
	I can recount an event in the correct order. I understand there have been changes to the world over time and recognise that animals have become extinct. I question why things happen.	Nursery Easter
	I can understand vocabulary such as last night, at the weekend, this morning etc. I can talk about my past history and realise that these events took place in the past. I understand what a museum is and that some building contain historical artefacts.	Nursery Summer Reception Baseline
	I can comment on images of familiar situations from the past and say how things are different now. I can talk about my family history and understand my own family tree.	Reception Autumn
	I can compare and contrast characters from stories and historical figures from the past. I can talk about the lives of people around me and their role in society.	Reception Easter

	I know about similarities and differences between things in the past and now through experiences and books. I understand the past through settings, characters and events encountered in books read in class. I can use some historical language (linked to toys from the past)	Reception Summer

Expressive Arts and Design

Aspect	Statement	When Expected
Creating with Materials	I explore paint and express ideas through mark making.	Nursery Baseline
	I explore different materials freely. I can use pre-made paints and I am able to name them by colour. I can use a glue spatula with support and enjoy using a range of materials to collage.	Nursery Autumn
	I join different materials and explore different textures. I enjoy using my hands and fingers to paint. I am beginning to add other materials to develop my models.	Nursery Easter
	I explore different materials and can begin to talk about textures. I develop my own ideas on how to use them and what to make. I enjoy creating my own piece of art and can talk about what I have made. I explore colour and colour mixing.	Nursery Summer Reception Baseline
	I enjoy exploring resources and creating pieces of art. I can select my own materials and have an idea of what I would like to make. I am able to paint a self-portrait.	Reception Autumn
	I enjoy mixing primary colours to create secondary colours. I can independently select additional tools to improve my painting. I use thick and thin brushes for different purposes. I am able to extend by design by joining items in a variety of ways. I know how I can enhance my work.	Reception Easter
	I can safely use and explore a variety of tools, materials and techniques, experimenting with colour, design, texture, form and function. I can talk about my creations and the process I have used. I make and use props to support role playing characters in narratives and stories.	Reception Summer
Being Imaginative and Expressive	I can join in with songs and rhymes. I enjoy playing and exploring different musical instruments	Nursery Baseline
	I take part in simple pretend play. I remember and sing entire songs and can copy basic actions.	Nursery Autumn
	I can develop complex stories using small world equipment. I sing the pitch of tune sung by another person. I enjoy listening to a range of different styles of music.	Nursery Easter
	I make and use imaginative, complex small worlds and introduce a storyline into my play. I sing the melodic shape of familiar songs. I can play instruments with increasing control and can follow a simple beat.	Nursery Summer
	I participate in small world and role play and use my experiences to develop storylines. I enjoy singing as part of a group and remember songs I have learnt. I can say how a piece of music makes me feel.	Reception Autumn

	I can name a wide variety of instruments and play them in time to music. I change the tempo and dynamics whilst playing. I can sing in a group matching pitch and melody.	Reception Easter
	I listen to different genres of music and talk about how they make me feel understanding emotion. I watch and talk about dance and performing arts. I can sing as part of a group or on my own. I engage in music making and dance performing in solos or part of a group.	Reception Summer