



7 Areas of Learning



The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

The Prime Areas:

- ❖ Communication and Language
- ❖ Personal, Social and Emotional Development
- ❖ Physical Development

The Specific Areas:

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the World
- ❖ Expressive Arts and Design

Early Years Foundation Stage Intent

We use the *EYFS Framework and Development Matters*, with a focus on the **7 Areas of Learning and Characteristics of Effective Learning** to guide our provision & practice and strive to ensure that all children will reach their Early Learning Goals and Good Levels of Development.

- To work in partnership with families
- To nurture the children into an educational setting
- To strengthen their social & emotional behaviours
- To build their independence and resilience
- To develop their language and communication skills
- To encourage a curiosity, innovation, reflection, problem solving and enjoyment of their learning
- To prepare them for Key Stage 1

Characteristics of Effective Learning



We ensure our daily provision is set up in a way that weaves the CoEL through all areas of 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

Our Vision in EYFS

Roots that Strengthen: The children are introduced to new experiences (academic, emotional & social) that give them the foundations for *in the moment* and future learning

Branches that Reach: The children start to build on these early experiences through investigation and exploration by trying out the new knowledge, skills and concepts they have learnt

Fruit that Flourishes: The children find joy & success in their learning, applying it to other areas and doing so with increasing independence & confidence as they ready themselves for KS1

IMPLEMENTATION

We believe the EYFS curriculum needs to be able to combine the importance of a **child centred and led learning** as well as ensuring their experiences prepare them for the next stage of their education in Key Stage 1

During the school day, children will have an opportunity to **work and play independently, work and play collaboratively** with their friends and with members of staff. **Daily guided activities are planned** to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. A vital aspect in the development of essential knowledge and skills is the use of **Continuous Provision**. This means that children are using and developing taught skills throughout the year on a daily basis.

Through observation and professional judgement against our **7 Areas of Learning Progression document**, areas of need and next steps are identified for all children to ensure good progress is made. We use Tapestry, an online system which allows us to create an individual learning journey for every child.

We get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a **broad, balanced and progressive learning environment** and curriculum. This is laid out in our Termly Topic Map that, over the course of the year, covers all Areas of Learning and the Characteristics of Learning. See *Murphy Class page on our website*.

To ensure the teachers are preparing the children for the more formal, subject driven, approaches to learning in Key Stage 1, we have mapped out how the different Areas of Learning, aspects of Development Matters and Early Learning Goals are linked to individual subjects. This is a vital part to our **Whole School Long-Term Curriculum plan** that ensures clear progression in learning for the children, from the moment they arrive with us in Nursery or Reception to when they leave us in Year 6.

We have a **combined Nursery and Reception Class**. The Nursery children (most of whom are part-time) access the continuous provision available to the Reception children. They also receive adult led, early reading, phonics and maths learning experiences.

Early Reading, Phonics & Maths

We place a priority on reading, including the teaching of systematic, synthetic phonics. This is taught from the beginning of Reception, through our Read Write Inc programme.

*The details to **The Standlake Approach to Reading** is outlined on our Curriculum Page of the school website*

We also use the National Centre for Excellence in the teaching of Mathematics (NCETM) schemes of work to ensure good outcomes for children in Maths.

IMPACT

We measure the impact on learning by:

- Ongoing observations
- Progress Meetings
- (using their Starting Points and Baseline Assessment)*
- Summative Assessment
- (Read Write Inc Termly Assessments and GLD)*

We record the impact using:

Tapestry

Communication and Language Progression

	Listening, Attention & Understanding	Speaking
On entry to Reception (Baseline)	<p>Can sit to listen to stories and can remember much of what happens.</p> <p>Understands a question or instruction that has two parts.</p> <p>Understands 'why' questions.</p> <p>Contributes sensible comments to discussions and conversations.</p>	<p>Can use talk to organise themselves and their play.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Can use sentences of six words.</p> <p>Can use conjunctions in their sentences.</p> <p>Can correctly use the future and past tense: "I am going to the park" and "I went to the shop"?</p> <p>Can answer simple 'why' questions?</p> <p>Engages in conversation with adults and peers.</p> <p>Uses plurals.</p> <p>Can ask questions.</p>
At the end of Autumn Term (AP1)	<p>Listens carefully at story time and can retain what has been heard and recall key points.</p> <p>Responds to a series of instructions and responds to a range of questions.</p> <p>Contributes relevant comments in discussions.</p>	<p>Communicates confidently with peers and adults.</p> <p>Uses talks to communicate needs, news, feelings and ideas.</p> <p>Uses new vocabulary.</p>
At the end of Spring Term (AP2)	<p>Can switch attention from one task to another.</p> <p>Follows complex instructions.</p> <p>Responds to discussion with comments and questions.</p> <p>Is able to listen in a larger group and recall some of the themes and comments at a later stage.</p>	<p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.</p>
At the end of Reception (AP3) ELGs	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Personal, Social and Emotional Development Progression

	Self-Regulation	Managing Self	Building Relationships
On entry to Reception (Baseline)	<p>Talks about their feelings in simple terms, using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>May show some understanding of how others might be feeling.</p> <p>Can focus attention in a group situation for a short period of time and can follow a series of instructions.</p>	<p>Increasingly follows rules.</p> <p>Reliably toilet trained, mostly independently.</p> <p>Confident to access the environment with minimal support.</p> <p>May be beginning to negotiate solutions to conflicts in their play.</p>	<p>Plays with one or more other children, extending and elaborating play ideas.</p> <p>Takes part in pretend play.</p> <p>Can take turns and share sometimes with adult support.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p>
At the end of Autumn Term (AP1)	<p>Can become engrossed in an activity.</p> <p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Is willing to keep trying if something is difficult or challenging.</p>	<p>Makes independent choices and is confident to try new things (although may prefer to choose activities that are within their capability).</p> <p>Perseveres with fastenings on coats and follows instructions to dress/undress for PE/Forest School.</p> <p>Washes hands without reminders.</p>	<p>Is aware of the needs of others (but can find it hard to let others take the lead!)</p> <p>Interacts with a variety of children and is building good relationships with adults and other children.</p> <p>Is able to identify when another child is upset and respond appropriately.</p>
At the end of Spring Term (AP2)	<p>Can label and talk about own and others' emotions.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> <p>Completes set challenges/tasks independently.</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</p>	<p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance.</p> <p>Knows some ways to keep healthy.</p>	<p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p> <p>Uses words to solve conflicts.</p> <p>Takes turns in group activities.</p> <p>Identifies how others feel and responds appropriately.</p>
At the end of Reception (AP3) ELGs	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

Physical Development Progressions

	Gross Motor Skills	Fine Motor Skills
On entry to Reception (Baseline)	<p>Moves in a variety of ways e.g. crawl, walk, run, hop, climb.</p> <p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Uses trikes and scooters confidently.</p> <p>Uses brooms to brush and spades to dig in sand and soil.</p>	<p>Uses one-handed tools and equipment.</p> <p>Can use scissors to cut, holding scissors correctly in one hand.</p> <p>Can copy some recognisable letter shapes from name.</p> <p>Holds pencil in fingers rather than a whole hand grasp.</p> <p>Shows a preference for a dominant hand.</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p>
At the end of Autumn Term (AP1)	<p>Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</p>	<p>Uses pens and pencils with increasing control when drawing.</p> <p>Attempts to use a tripod grip with some consistency.</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape clay with fingers and tools.</p>
At the end of Spring Term (AP2)	<p>Can throw, kick, pass and catch a large ball.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p>	<p>Uses pens and pencils effectively to write and draw.</p> <p>Is able to use scissors with control to cut with increasing accuracy to cut around more complex shapes.</p> <p>Sits at a table to write.</p> <p>Holds a pencil in a tripod grip.</p>
At the end of Reception (AP3) ELGs	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

Literacy Skills Progression

	Comprehension	Word Reading	Writing Composition & transcription
On entry to Reception (Baseline)	<p>Enjoys listening to stories.</p> <p>Can retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.</p> <p>Joins in with familiar rhymes and songs.</p> <p>May have favourite stories.</p> <p>May join in with familiar repeated refrains.</p>	<p>Listens carefully to rhymes and songs, paying attention to how they sound.</p> <p>Knows a large repertoire of rhymes/poems/songs.</p> <p>Shows a developing phonological awareness: has a developing ability to spot rhyming words, count or clap syllables in a word, recognise words with the same initial sound.</p> <p>Is able to recognise own name.</p> <p>Can orally blend some simple CVC words.</p>	<p>Writes some or all of their first name.</p> <p>Begin to write initial sounds as captions for drawings e.g. "m" for a picture of Mummy. May use some of their print and letter knowledge in early writing such as a pretend shopping list.</p> <p>Uses some recognisable letter shapes when emergent writing.</p> <p>Can orally segment some simple CVC words and hears initial sounds in words they want to write.</p>
At the end of Autumn Term (AP1)	<p>Joins in with a discussion about stories they have just listened to.</p> <p>May act out stories they have recently heard in their play.</p> <p>Has a love of stories and listens attentively to story time.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Can orally blend a word (e.g. hears "c-a-t" and says "cat").</p> <p>Continues a rhyming string.</p> <p>Recognises most of the sounds in the alphabet (grapheme-phoneme correspondence).</p> <p>Can blend sounds to read a simple CVC word.</p>	<p>Writes CVC words, using phonic knowledge.</p> <p>Writes recognisable letters for most sounds of the alphabet, some are correctly formed.</p> <p>Writes their own name correctly.</p>
At the end of Spring Term (AP2)	<p>Answers questions about stories they have listened to.</p> <p>Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts, remembering facts.</p>	<p>Confidently reads CVC words.</p> <p>Can read a simple sentence using their phonic knowledge.</p> <p>Recognises some diagraphs.</p> <p>Reads a selection of "tricky words" (as specified in phonics scheme).</p>	<p>Writes recognisable letters, most are correctly formed.</p> <p>Writes some upper case letters correctly.</p> <p>Writes cvc words, labels and captions, using phonic knowledge.</p> <p>Is starting to write short sentences, using phonic knowledge.</p> <p>Uses finger spacing between words.</p> <p>Reads their writing back to an adult.</p>
At the end of Reception (AP3) ELGs	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

Maths Skills Progression

	Number	Numerical Patterns	Shape, Space and Measure
On entry to Reception (Baseline)	<p>Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.</p> <p>Rote counts to 10.</p> <p>Subitises to 3.</p>	<p>Compares amounts using the language of 'more' 'fewer'.</p> <p>Reads numerals to 5 and matches to an amount.</p> <p>Orders numbers to 5.</p>	<p>Uses some everyday language to talk about and compare size and shape.</p> <p>Recognises a repeated pattern and is creates own patterns and arrangements.</p>
At the end of Autumn Term (AP1)	<p>Links numerals and amounts to 5.</p> <p>Can subitise to 5.</p> <p>Is beginning to talk about the different ways that amounts of 5 can be made.</p>	<p>Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less that or more than. Recognises numbers to 10 and puts them in order.</p>	<p>Uses some shape names appropriately and understands prepositional language.</p> <p>Creates a repeated pattern with colour and shape.</p>
At the end of Spring Term (AP2)	<p>Developing sense of numbers beyond 5 and can subitise to 6.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p> <p>Recalls some double facts to 10.</p>	<p>Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10.</p> <p>Recognises patterns within number.</p>	<p>Uses mathematical language to compare and talk about shape and size.</p>
At the end of Reception (AP3) ELGs	<p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.</p>

Understanding the World Skills Progression

	Past and Present	People, Culture & Communities	The Natural World
On entry to Reception (Baseline)	<p>Recognises the difference between self now and as a baby.</p> <p>Names and talks about the people in their family.</p> <p>Sequences a simple timeline, e.g. baby, child, adult, elderly.</p> <p>Describes a personal experience from the past such as a family holiday, birth of a sibling etc.</p>	<p>Talks about the world around and the people are places that are familiar.</p> <p>Developing positive attitudes about the differences between people.</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explores the natural world and talk about out the things that are noticed.</p> <p>Recognises change and can describe what is happening.</p>
At the end of Autumn Term (AP1)	<p>Understands the difference between past and present and is beginning to build up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.</p>	<p>Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p> <p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali.</p>	<p>Describes some features of plants and animals and identifies when things are the same and different.</p> <p>Notices, observes and talks about seasonal changes.</p>
At the end of Spring Term (AP2)	<p>Talks about significant historical events and how things were different in the past.</p>	<p>Has a wider understanding of the wider world and draws comparisons between own local environment and other places.</p> <p>Looks at, and makes maps, of local environment.</p> <p>Describes a journey within the local environment.</p> <p>Talks about some features of a Christian Church and knows that the school is connected to the churches in Moseley.</p>	<p>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal, hibernation.</p>
At the end of Reception (AP3) ELGs	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Expressive Arts and Design Skills Progression

	Creating with Materials	Being Imaginative and Expressive
On entry to Reception (Baseline)	<p>Joins different materials.</p> <p>Draws with increasing complexity and detail.</p> <p>Explores colour and colour mixing.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Accesses role play and small world resources, sometimes playing with others to develop storylines.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Use drawing to represent ideas like movement, loud noises or emotions.</p> <p>Joins in singing familiar songs.</p>
At the end of Autumn Term (AP1)	<p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational drawings.</p>	<p>Plays alongside others to develop storylines in role play or small world.</p> <p>Sings familiar songs.</p> <p>Moves in response to music.</p>
At the end of Spring Term (AP2)	<p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting.</p> <p>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p>Plays a range of percussion instruments and glockenspiel.</p> <p>Uses instruments to compose own music.</p> <p>Along with others, collects resources to develop own role play storylines.</p>
At the end of Reception (AP3) ELGs	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

