EYFS Policy & Philosophy

At Summercroft Primary School, all teaching staff deliver the Early Years curriculum through immersion in high quality teaching alongside an enriched environment. Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique learning journey.

Intent

The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset.

ENGAGE our pupils in a stimulating learning environment led by the children and carefully organised and managed by adults. We provide a curriculum responsive to children's individual starting points and their needs.

INNOVATE our children to take the lead in their own learning, encouraging confidence to explore new ideas, think about problems, take risks, make links and seek challenge.

DEVELOP high levels of engagement, curiosity, collaboration and cooperation. Highly adept at managing their own behaviour in the classroom and in social situations.

EXPRESS themselves with confidence in a meaningful way. Respecting the opinions and values of others and themselves.

Early Years at Summercroft Primary School

This document provides an overview of the policy, philosophy and practice in the EYFS at Summercroft Primary School.
It outlines our intentions in the EYFS and how we implement this within our provision.

Implementation

Our approach is influenced by the work of educationalists, researchers, psychologists and practitioners who have guided our knowledge of how young children learn and how adults can support their learning.

At Summercroft, our provision is underpinned by a balance between adult led, adult-initiated and child led learning. (Definitions in glossary)

We are ambitious in our approach and use a continuous cycle of observation and assessment, planning/teaching, alongside structured and systematic lessons and guided learning.

See opposite - The structure of the day.

	A typical day in Early Years
8.45 - 8.55	Welcome at the door
8.55 - 9.05	Funky Fingers (fine motor skills)
9.05- 9.30	Daiy Phonics
9.30 - 9.50	Adult led / Independent Activities
10.00 - 10.15	Snack
10.15 - 11.15	Child Initiated Learning
11.15 - 11.45	Maths
11.45 - 1.00	Lunch
1.05-1.20	Reading / Songs / Poems
1.20 - 1.40	Shared Input
1.40 - 2.40	Child Initiated Learnning
2.40 - 3.00	Story / PSHE / Circle time / Songs
3.10	Home time

Adult led focused groups

Short focused groups are planned for writing, reading and maths and follow a shared input. These sessions are planned with precision, meeting the needs of all children, using prior knowledge of the child's learning experiences and the non-statutory guidance from the EYFS document 'Development Matters', 2021.

Child Initiated Learning

Indoors and outdoors, resources are organised to develop children's skills in personal interaction and exploration and are linked to current assessment data. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are displayed to reflect children's interests – enabling discovery, investigation and exploration.

Child Initiated Learning covers all areas of learning and provides children with the opportunity to demonstrate the three characteristics of effective learning.

- Playing and exploring
- Active Learning
- Creating and thinking critically

Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning.

Funky Fingers

Short focused session developing the muscles in the hands and fingers to support with pen grip and writing.

Assessment

Within Child Initiated Learning, our assessment strategy involves 3 stages.

1. Observation
Throughout 'continuous provision' observation forms a fundamental aspect of the pedagogy of Early Years at Summercroft.

Observation and responding to children's thinking inform our planning of experiences, how we create our learning environment for thinking, the strategies the adults use to extend learning (such as modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we capitalise knowledge of children's interests to ensure high levels of engagement.

All adults record significant moments – when a child does or says something that demonstrates progress or skill in a particular area.

2. The Leuven scales

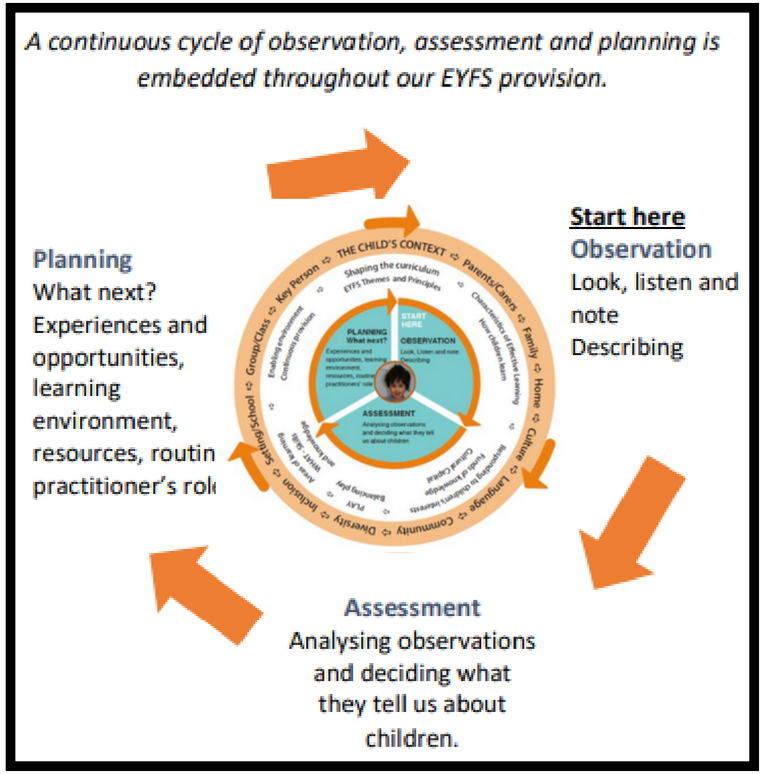
Alongside the use of observation as an assessment tool, we utilise the pioneering work of Professor Ferre Laevers (1980s) to understand how focused and comfortable the children are in our setting. The scales of well-being and involvement act as a measure of deep learning and of the effectiveness of the learning environment. This has an empowering impact on our planning and can help to develop the huge potential of the children.

The 5-point scale measures:

Well Being refers to feeling at ease, being spontaneous and free of emotional tensions and is essential to good mental health. It is linked to self-confidence, self-esteem and resilience.

Involvement refers to being intensely engaged in activities and is a necessary for deep level learning and development.

These scales can be found in the appendix



3. Summative Assessments

In addition, to the continuous cycle of observation and formative assessment which informs each child's next steps, summative assessments are carried out for phonic development, maths and an assessment of each child's stage of development for each of the 7 areas of learning. These take place termly and inform planning of subsequent teaching and learning.

The role of the adult

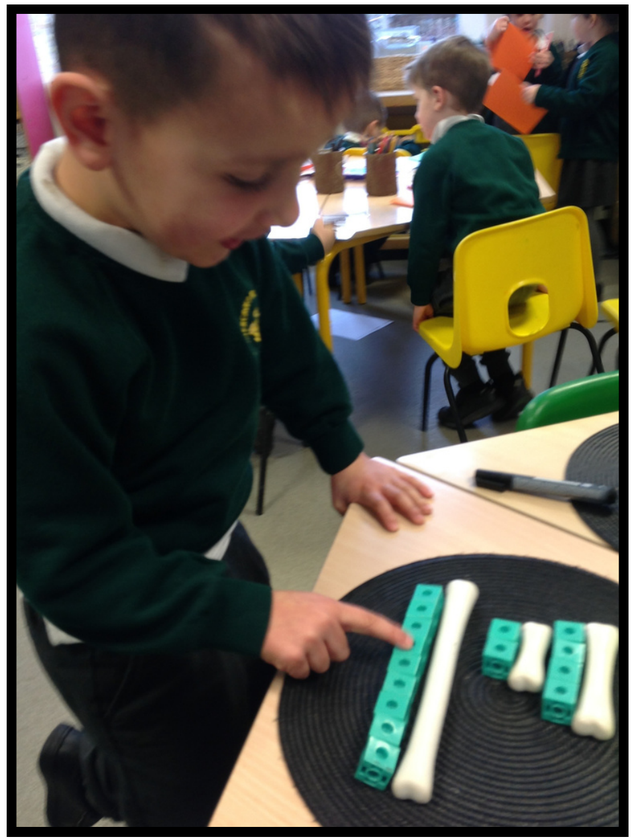
At Summercroft, the role of the adult particularly during Child Initiated Learning is based upon the work of Marion Dowling.

Within our setting interactions between children and adults look like this:

- Tuning in to what is happening or a child's thinking
- Showing genuine interest
- Respecting children's own decisions and choices
- Inviting children to elaborate
- Recapping on what has happened so far
- Offering personal experience
- Clarifying ideas
- Reminding
- Using specific praise e.g., that is a good idea because…
- Offering an alternative viewpoint
- Speculating/ using 'I wonder if…'

It takes account of the equipment provided and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.

Interact, Don't Interfere!



The role of the environment

The importance of each adult to support progression is crucial however, we equally understand that in times when a child is on their own independent learning journey the environment plays a significant role in development.

At Summercroft Primary School, each area of the classroom is informed by assessment. As the needs of the children change, as they grow and develop, so does their learning environment. Using resources that are open ended encourage creativity, imagination and high order thinking skills.

Our timetable allows for long uninterrupted periods of Child Initiated Learning that allows the children time to reach a deep level of involvement as they engage, play, investigate and talk.

Early Years Foundation Stage 2021

At Summercroft Primary, we follow the EYFS Statutory Framework (2021). Within this framework there are four guiding principles which shape our practice.
These are:
1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and carers.
4. Children develop and learn at different rates.
The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Learning in the Early Years Foundation Stage

Our curriculum encompasses seven areas of learning and development. All areas of learning are equally important and interconnected. Three of the areas are crucial for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the **prime areas**:

- communication and language
- physical development
- personal, social, and emotional development.

The other four areas help children to strengthen and apply the prime areas.

These are called the **specific areas**:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Throughout their time in the Reception Year, our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals.
These goals are defined as Early Learning Goals (ELGs)
The descriptors for these can be found in the appendix.

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching.

It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Summercroft Primary are three **Characteristics of Effective 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

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Reading at Summercroft

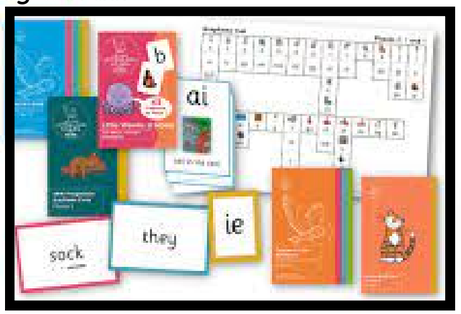
Phonics
Systematic synthetic phonics is taught using Little Wandle Letters and Sounds.
Whole class and small group teaching takes place daily. Phase 1 is taught continuously throughout EYFS.

In Phase 1 phonics, children are taught about:
- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes ‘dog’)

Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy. This phase is intended to develop children’s listening, vocabulary and speaking skills.

Phase 2 begins when all pupils start in Reception.
Pupils move through Phase 2 and 3 throughout the year.

Every phonics lesson incorporates the reading and writing of decodable words, tricky words and high frequency words.



Beginning in the EYFS children are taught how to segment words into syllables and then how to segment and blend each syllable
.
Formative assessment takes place during all phonics lessons, quickly identifying who has and has not understood a new phoneme or grapheme or common exception word, informing future planning.

Summative assessment takes place every 5/6 weeks in Reception. Knowledge of each sound is checked, as well as the child being able to apply the skill of blending when reading words.

Pupils who are making slow progress are quickly identified and catch up groups are immediately implemented, in addition to the usual phonics teaching.

Each phonics session is 20-25 minutes long and follows a teaching sequence which is implemented throughout the school ensuring transition to Key Stage 1 is seamless.

Revisit / Review	Teach	Practise	Apply
Children recall previously learnt phonics	In this part of the session, new learning takes place	This part of the session allows children to practise their new learning	The children use this part of the session to apply their skills independently

Shared exploration of language

At Summercroft, we believe the key to success in reading is communication. Research clearly shows that the level of development in language and communication is the greatest predictor of success in later life.

Within the EYFS communication and language development is a prime area of learning.
At school children use language to:
- Build strong relationships.
- Communicate their ideas and their feelings.
- Think creatively and critically.
- As a tool for learning.
- Become an efficient writer

The development of a young child's communication and language comes primarily from tuning in to conversations that are meaningful to the child.

The preparation for all aspects of written language develops through one to one conversation with a responsive adult.

Alongside quality interactions, rich and varied experiences ensure language provides the foundation of thinking and learning.

Improving young children's vocabulary is paramount.
Exploring and extending pupils' vocabulary is part of everyday teaching. Lessons are planned to enrich vocabulary and incidental opportunities are exploited. Vocabulary is discussed with the intention of building background knowledge so pupils can comprehend the content of a text.

Our EYFS classrooms have vocabulary displays which are used, referred to and added to in partnership with the children.

All staff discuss the etymology and morphology of words in reading sessions, and across the curriculum, to establish links to spelling.

Shared reading
Texts are shared as a whole class daily. 'Shared Reading' is a recognised strategy for teaching reading in which pupils and teacher read a text together with a focus on a specific aspect. Through experiencing a variety of texts, fiction and nonfiction, children will become aware of the range of strategies required when reading for different purposes

The million word gap
Young children who are read five books a day by the age of 5 have heard about 1.4 million more words than children who were never read to.
Ohio State University, 2019

Poetry Basket
At Summercroft, we have a weekly focus on poetry basket and helicopter stories (by Trisha Lee) which helps to boost the children's literacy skills. Using the poetry basket, children explore new words and sounds through poems and rhymes. The natural rhythm of poetry helps children work one syllable at a time to pick up and sound out new words.

Guided reading
Short group reading sessions takes place twice a week and texts are carefully chosen by staff to match the phonemes pupils are learning or about to learn.

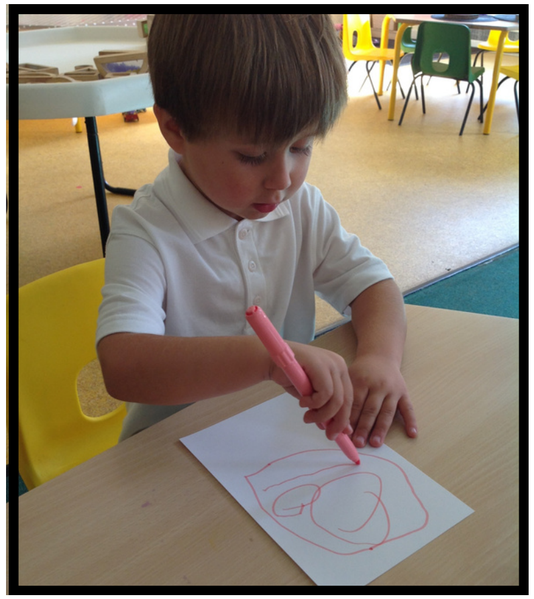
Encouraging reading for pleasure is part of our school vision to create learners with a love for reading.

All children have their own individual reading books; one phonetically decodable and one library book. Children select books from a wide range of genres including picture books, non-fiction information books and poetry. If needed, staff will guide pupils towards a suitable selection of a home reading book.

Writing at Summercroft

Mark Making

Mark making and speech provide children with powerful tools for thinking, reasoning and problem solving.
Time, space and attention is given to children's mark making, mathematical graphics, drawing and writing experiences. Throughout each day, children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment.
Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose. High value is placed upon imagination, ideas and self-expression demonstrated by the children, these are reflected by the adults and used as starting points for planning.



Story scribing – Continuous provision time

At Summercroft, we use the Helicopter Story approach by Trisha Lee, which enables us to be story tellers. Children have an innate desire to dictate a story and adults are always on hand to listen and record their ideas. Inspired by the work of Vivian Gussin Paley children are encouraged to act out their stories during shared carpet times. Each story is valued and precious. As the year progress children begin to scribe their own stories.

On entry to Reception children will often require much support in recording their story ideas. Anna Ephgrave (2011) details the process of story scribing as follows:
1. Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing.
2. The children realise groups of letters make up a word and a group of words make sentences. The children then begin to write the initial sound of a word or a CVC word and the adult continues to write the other parts of the story.
3. Next more phonetically correct words are written by child along with common words, such as 'the'.
4. Gradually children take the pen more and more, until eventually they are writing complete phrases.

Handwriting

Handwriting development in our EYFS includes a wide variety of activities planned to develop the fine motor skills required for the correct pencil grip. 'Funky Finger' activities may include threading, using tweezers, dough disco, weaving and lego . From entering Reception, children are taught a pre-cursive script. Adults use Little Wandle letter formation mantras to help children retain the correct formation. This approach runs throughout Early Years and Key Stage 1. Handwriting is part of our phonics sessions as well as standalone sessions.

Maths at Summercroft

Children learn about maths through play and their daily experiences. And the more meaningful to them and hands on it is, the better. Our setting is full of mathematical opportunities for children to explore, sort, compare, count, calculate and describe. Providing a safe environment to be creative, critical thinkers, problem solvers and to have a go.

Mathematics is identified as one of the specific areas of learning, alongside expressive arts and design, literacy, and understanding the world. Our objective is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. This means actively learning using resources, manipulatives and activities provided in the environment.

In addition, maths is explicitly taught daily as short whole class sessions and followed up with small group work within the environment.

Concrete – Pictorial – Abstract

Mastery of mathematical concepts in the EYFS takes the following approach:

Concrete – children use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – children build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract – with the foundations firmly laid, children move to an abstract approach using numbers and key concepts with confidence

Maths is everywhere!

Here are a few examples of how our environment promotes mathematical development:

• **Sand & Water** can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little.

• **Malleable** – dough can develop mathematical language – short, long, fat, thin. Children can make shapes of different dimensions – flat shapes, 3-d shapes.

• **Imaginative play** - set the table for dinner can develop counting skills. Sorting clothes into different colours, or different types of clothes, e.g. t-shirts and socks will develop knowledge of shapes and colours.

• **Physical play** can develop fine motor skills e.g. Sorting out a jigsaw, threading beads. Block play or playing with toy cars can help to develop sequencing according to size, colour. Playing with different sized blocks can help to develop an understanding of weight and dimensions. Tidying toys allows children to sort into different sizes and colours. It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest.

• **Outdoors –** Children may plant seeds this can develop understanding of time and the life cycle of plants. As the plants grow children use measures and develop mathematical language of size.

• **Books & Rhymes** - Enjoying stories and rhymes with a mathematical element, e.g. “5 speckled frogs” can develop number concepts, knowing direction that the print reads from left to right.

Parent Engagement

Parents are the first and most important influence on their child's development and future outcomes.

Children have two main educators in their lives – their parents and their teachers. Therefore, the school and the parents all have crucial roles to play. The impact on a child's education is greater if parents and schools work in partnership.

At Summercroft, parents are invited to be involved in every step of a child's journey in education. Beginning with our transition package before starting school. This includes Meet the teacher meetings, followed up with home visits and the invitation for their child to attend several stay and play transition sessions before the Autumn term commences.

We use an online learning journal, 'Tapestry' to record, track and celebrate progress made by each child.

TAPESTRY
ONLINE LEARNING
JOURNAL

Tapestry enhances this special time in a child's life and captures children's experiences as well as monitors development and learning.

Text, images and videos can be uploaded by parents to share learning and experiences from home via PC, tablet or the mobile app.

Every entry helps to create a complete story of a child's time at school. Throughout the year families are invited to school events e.g. end of topic exhibitions, Mother's Day afternoon tea and Christmas performance.

We pride ourselves on building positive relationships with the families of Summercroft. Creating a 'triangle of trust' between children, parents and practitioners.
We understand that when parents relinquish part of the care and teaching of their child to the staff in our setting it is a big step.

We create an environment that is conducive to interactions where all feelings can be taken into account.
A warm welcome each day often leads to a deeper knowledge and understanding of each child and their family.

Impact

Children leave the EYFS with a Good Level of Development (GLD). This is in line with the National expectation in the UK.

Children enter Key Stage One ready to begin the next chapter of their educational journey. They are equipped with a broad range of knowledge and skills that provide the right foundation for future progress through school and life.

At Summercroft we;
1. Tailor our practice to the needs of the children - the child is at the centre of everything we do. We have a clear vision of what we want to achieve for the children in our care and these clear goals inform all areas of our practice.

2. Invest in skilled and experienced staff - that support children to reach their full potential.

3. Operate an open and reflective culture – our culture is driven by continuous improvement. We seek out other settings and professionals to learn from, share and reflect practice. We recognise the knowledge and expertise of our own staff and value open discussion and staff consultation; and embedded within our school is a culture of self-evaluation as a means of driving continuous improvement.

The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Communication and Language

Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- 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 from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate – where appropriate – key events in stories.

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.

- Read words consistent with their phonic knowledge by sound-blending.

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.

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Mathematics

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Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

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ELG: People, Culture and Communities

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ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.

- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

Glossary

Adult-led learning – the practitioner knows exactly what outcomes they want to achieve. They have planned with care, using prior knowledge of the child's learning experiences and guidance from the EYFS document 'Development Matters', 2012.

Adult-initiated learning – the practitioner has a clear purpose for planning an activity or experience. Knowledge of the child or children, and of their previous learning, gives the practitioner evidence to plan either for consolidation of that learning, or to explore its next steps.

Child-led learning – situations that evolve independently, the practitioner approaches not knowing what it is that the child or children are trying to do or what scenario they have been creating. Often spontaneous and frequently unpredictable. In this situation, the practitioner must wait and watch before deciding whether and when to intervene.

Synthetic Phonics - is a way of teaching reading. Pupils are taught to read letters or groups of letters by saying the sound(s) they represent. Pupils can then start to read words by blending (synthesising) the sounds together to make a word