

EYFS Curriculum

New Framework
2024-2025

St Mary Magdalene Catholic Primary School



Our Classes

In the EYFS at St Mary Magdalene Catholic Primary School, we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS Statutory Framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We are inclusive and welcoming to all and Christian values are embedded in all that we do. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. To do this we plan our curriculum so that it can:

- Broaden minds and children's outlook on life
- Provide experiences of awe and wonder
- Reduce disadvantage
- Consider children's backgrounds and experiences
- Develop knowledge and understanding of the community and wider world.
- Foster resilience

Staffing and Organisation

At St Mary Magdalene, we have two reception classes and a nursery class that has the use of two classrooms and a dedicated outdoor area. The classroom has a variety of free choice provision and areas for the children to access.

One reception class has a full-time teacher and one full-time teaching assistant. The other class has two part-time teachers and one full-time teaching assistant. Nursery is run by a full-time teacher and four full-time teaching assistants.

Staff are organised to support the children in a balance of adult-led and child-initiated experiences throughout the sessions and the EYFS children have free flow access to outdoor learning and provision.

The experienced teams plan a variety of exciting learning opportunities each day as well as responding to unplanned themes or topics that interest the children.

Play, Scaffolding, Modelling & Directed Teaching

How do we teach children in the EYFS?

In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child.

Adults may scaffold a children's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go from "what they know" to "what else they could know"! Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) state in the framework (p16) that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

The EYFS teams decide what we want our children to learn in our classroom, through our provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout the reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of their Reception year and skills they require to progress into Year 1.

The Statutory EYFS Framework

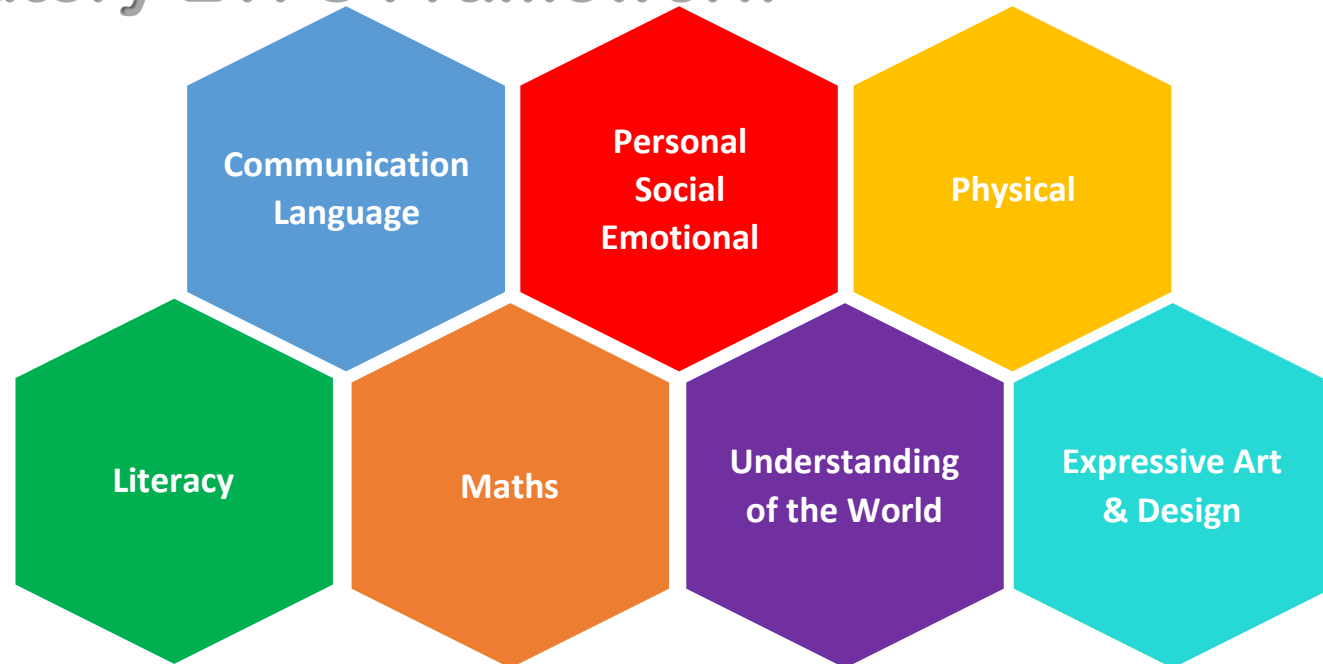
The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:

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

There are four core areas of learning:

Literacy
Maths
Understanding the World
Expressive Arts and Design



In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Effective Learning are:
Playing and exploring-engaging
Active Learning-motivation
Creating and thinking critically-thinking

Planning in the EYFS

Our planning focuses on the children's needs, their interests and their stages of development. We seek opportunities to make links between the areas of learning and plan next steps accordingly.

In the EYFS, we follow half-termly topics or themes. This planning successfully embeds the EYFS curriculum in an exciting and age-appropriate way whilst giving EYFS children a taste of some foundation subjects before they transition into Year One.

We deliver the curriculum through planned, purposeful play as well as adult-directed learning to enable the children to build on what they already know. In class the children may be taught as a whole class, in their year groups, in small groups or individuals to ensure that all children are progressing from their own individual starting point.

Effective Teaching and Learning

We encourage the children to guide us in shaping their learning experiences. The team discuss with the children about what they are interested in and which skills they would like to develop further. Children are encouraged to bring books and resources that interest them into school to share with their peers. We encourage parents to share their children's learning, progress and Wow moments through our star system. We develop children's curiosity and encourage inquisitiveness and a hunger for learning and find ways to answer the children's many questions!

We provide a challenging, exciting and attractive learning environment that offers high-quality opportunities for the children to learn through play within the classroom and outside. Nursery has continuous provision that is designed to offer practical, open-ended learning opportunities where children are enabled to think creatively and imaginatively. The children are supported to explore how resources can be adapted and use their skills in a variety of contexts. We develop problem-solving skills through open-ended tasks and encourage children to share their thinking with us.

Personal Development

To support children's skills in the prime area of PSED, we aim to promote an understanding of people, different cultures and communities beyond their own. Through PSED lessons and learning opportunities we teach the language of feelings to develop emotional literacy and support emotional security through regular circle time sessions, discussions, modelled behaviour and provision of a safe learning environment.

By focusing on the characteristics of effective learning, we strive to promote resilience, motivation and appropriate risk taking and problem solving. This supports the child's independence and builds on key skills that they will need throughout their life.

In our school, we teach children about how to keep themselves healthy through good hygiene, healthy eating, exercise and being kind to others. Children are taught about how to keep themselves safe online, in the home, and how to behave around things that may be harmful to their health. We have visitors from the community such as the police, fire brigade, crossing patrol officer or the NSPCC to talk to us about these issues.

Personal Development

Communication & Language

Read and reread selected texts	Model words and phrases	Model talk routines
Promote active listening skills	Ask open questions	Signal when we want children to listen
Link listening with learning	Repeat vocabulary regularly & revisit	Provide a large selection of objects, photos, pictures to talk about
Identify new vocabulary	Show genuine interest in knowing more	Daily story time
Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions		
Provide traditional & modern books	Narrate your own and children's actions	Remind of past events
Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.		
Repeat vocabulary regularly & revisit	Model accurate irregular grammar such as past tense, plurals, complex sentences	Make deliberate mistakes to highlight we can be wrong!
Think out loud, support to solve problems, use problem solving words & phrases	Take on different roles in imaginative play, to interact and negotiate with people in longer conversations	

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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 the teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- 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.

Communication & Language

- Quality list of fiction and non-fiction texts for focused learning and story time
- Adult modelling, questioning and conversation
- Carpet time and timetabled sessions for attentive listening
- Daily story time and rereading of texts
- Show & Tell/Class Bear/Talk & Tell
- Vocabulary displayed in classroom and revisited
- Observed interaction between peers
- Scaffolded play and conversation with EYFS team
- Daily nursery rhymes and songs to develop vocabulary and extend learning
- Daily class songs in routine
- Use of star words for new learning
- Use of teddy talk/peer talk
- Use of 'tell me more' to encourage conversation

**What do we use
in our School?**

Personal, Social and Emotional

- ❖ Encourage children to express their feelings if they feel hurt or upset using descriptive wording ❖
 - ❖ *Make time to get to know the child and their family* ❖
- ❖ Ask parents about the child's history, likes, dislikes, family members and culture ❖
 - ❖ *Highlight children's interests* ❖
 - ❖ Encourage listening to peers as well as adults ❖
 - ❖ Encourage cooperation, sharing and kindness ❖
 - ❖ *Model practices that support good hygiene* ❖
 - ❖ *Narrating your own decisions about healthy foods* ❖
 - ❖ Help children to set own goals and to achieve them ❖
- ❖ *Express your approval when they help, listen and support each other* ❖
 - ❖ Allow children time in friendship groups as well as other groupings ❖
 - ❖ Have high expectations for children following instructions ❖
 - ❖ Give children strategies for staying calm in the face of frustration ❖
 - ❖ Model positive behaviour and highly exemplary behaviour ❖
- ❖ Undertake specific activities that encourage talk about feeling and their opinions ❖
 - ❖ Offer constructive support and recognition of child's personal achievements ❖
 - ❖ Provide opportunities for children to tell each other about their work and play ❖
 - ❖ Help them reflect and self evaluate their own work ❖
- ❖ Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel ❖
 - ❖ Give children space to calm down and return to an activity ❖
- ❖ Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges ❖
- ❖ Ask children to explain to others what they thought about a problem or an emotion and how they dealt with it ❖
- ❖ Using the Zones of Regulation curriculum, the children will become familiar with their feelings, teach self regulation and emotional control ❖

Personal, Social and Emotional

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reason 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.

ELG: Building Relationships

Children at the expected level of development will:

- 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.

Personal, Social and Emotional

- Daily modelling of schools rules
- Clear routines, rules following school behaviour policy
- Positive reinforcement of expected behaviour
- Circle time and scaffolded social interactions to support friendship issues
- Parental involvement, All About Me, pupil voice ensure that we get to know the child and their interests
- Children choose friendship groups and are encouraged to play with others
- Specific lessons on healthy eating, staying safe, managing emotions, understanding feelings, dealing with frustration or adversity
- Celebration assembly
- Constructive feedback
- Good quality texts and resources to support teaching
- Use of puppets, songs, stories and videos to model feelings, emotions and problems and show how to deal with them
- Observations of children's interactions and social skills
- Calm down time/quiet place for children that need to and use of our Star room

**What do we
use in our
School?**

Physical - Gross Motor

- * Provide regular access to appropriate outdoor space *
- * Encourage children to be highly active and get out of breath several times every day *
- * Provide a choice of open-ended materials to play that allow for extended, repeated and regular practicing of physical skills like lifting, carrying *
- * Provide a wide range of activities to support a broad range of abilities *
- * Ensure that spaces are accessible to children with varying confidence levels, skills and needs *
- * Model precise vocabulary to describe movement and directionality and encourage children to use it *
- * Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further *
- * Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture *
- * Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion *
- * Provide a range of balls, bats and model games *
- * Encourage precision and accuracy when beginning and ending movements *
- * Encourage children to use a range of equipment. These might include wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars *
- * Experience of carrying things up and down on different levels (slopes, hill and steps) *
- * Range of surfaces to feel, move and balance on, such as grass, earth and bark chippings *
- * Provide regular access to floor space indoors for movement *
- * Provide opportunities for children to spin, rock, tilt, fall, slide and bounce *
- * Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in *
- * Provide children with regular opportunities to practise their movement skills alone and with others *
- * Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push *
- * Provide opportunities to move that require quick changes of speed and direction *

Physical

ELG: Motor Skills

Children at the expected level of development will:

- 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.

Gross Motor Development

Daily access to outside and inside provision which includes:

- Own EYFS outdoor provision accessible all year round
- Playground, Field, Garden area
- Balance beams, trim trail, bridges, tyres
- Large plastic building materials
- Prams, scooters, pedal toys
- Boxes, hoops, tunnels, dens, large sheets of material
- Sand pit/water trays
- Drainpipes funnels and buckets
- Dressing up clothes, ironing boards, role play Wendy house
- Garden/mud kitchen
- Parachute, balls and bats, bean bags, cones
- Weekly timetabled PE time in the school hall and outside to teach specific skills
- Sequential PE lessons in areas of ball skills, running, jumping, dance, athletics, team games, gymnastics
- Regular physical warm up games, dances, yoga, mindfulness activities during the day
- Access to steps, slopes, variety of surfaces
- Appropriate chairs/tables for EYFS children
- Half-termly dance classes
- Opportunities to cross the mid-line

**What do we
use in our
School?**

Physical – Fine Motor

Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- That children have developed their upper arm and shoulder strength sufficiently; they don't need to move their shoulders as they move their hands and fingers
- That they can move and rotate their lower arms and wrists independently

Help children to develop the core strength and stability they need to support their small motor skills.

Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.

Offer children activities to develop and further refine their small motor skills.

Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, making models with junk materials, construction kits and malleable materials like clay.

Regularly review the equipment for children to develop their small motor skills.

Is it appropriate for the different levels of skill and confidence of children in the class?

Is it challenging for the most dexterous children?

Continuously check how children are holding pencils for writing, scissors and knives and forks.

Offer regular, gentle encouragement and feedback.

With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.

- Encourage children to draw freely.
- Engage children in structured activities: guide them in what to draw, write or copy.
- Teach and model correct letter formation.
- Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.
- Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.
- Nursery follow 'Squiggle while you wiggle' scheme.
- Nursery and reception follow 'Dough Disco' scheme.

Physical

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.













Fine Motor Development

- Daily handwriting formation included in phonic lessons (reception)
- Songs & rhymes used to support formation of numerals and letters
- Provision of left and right-handed scissors/modelled support to make snips, cut in a line, cut around a shape
- Provision of chunky pencils and crayons, chunky chinks for writing on the floor, chalk boards, easel
- Provision of pencil grips if needed
- Use of sensory resources for mark making in a variety of ways such as: shaving foam, playdough, paint, printing, mud writing, making patterns with string/pasta/loose parts, squishy bags, salt/glitter trays etc.
- Daily fine motor activities planned into provision eg. pegs, small world, pipe cleaner threading, beads, colouring, jigsaws, buttons, dressing dolls, construction kits, playdough, water/sand play, junk modelling, collaging etc.
- Daily support with knife and fork as children eat
- Weekly focused handwriting activity linked to phonics (reception)
- Use of progression map to monitor pencil control and progress

**What do we
use in our
School?**

By the end of the year, can children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases? (ELG PD – Fine Motor)

Pencil Grip Progression

FIISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKEED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS								6-7 YEARS
 <p>FIISTED GRIP 1-2 years old The pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	 <p>DIGITAL PRONATE GRIP 2-3 years old All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	 <p>4 FINGER GRIP 3-4 years old Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	 <p>hooked wrist extended wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joint of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p>STATIC TRIPOD GRIP 4-6 years old This is a tripod grip where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p>DYNAMIC TRIPOD GRIP By 6 or 7 years old The pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>
<div style="border: 2px solid purple; border-radius: 20px; padding: 10px; display: inline-block; background-color: #d8bfd8;"> <h3 style="margin: 0;">Reception Age Range</h3> </div>											

Teaching of Phonics

In reception we currently follow the phased structure of Read, Write, Inc. Children receive a 20 minute phonics session each day, led by the class teacher. We cover 4 new sounds per week and practise these sounds in a number of different ways. Within the sessions, children learn to blend sounds and segment words in sounds for reading and spelling. Sessions are multi-sensory and active and allow the children to consolidate their learning as well as learning new sounds and skills.

Each week the children are given the sounds to practice at home and consolidate learning ... this is a valuable tool in informing parents about what has been learnt in school. We ask parents to practise reading these graphemes every time that they hear their child read. Children's progress is assessed formally every term.

Alongside the teaching of letter sounds, children are taught 'tricky' words for each phonic phase. These words are sent home too. At the end of each term, children are assessed to check that they are confident with the sounds they have covered before the teacher moves them on to the next set of sounds.

Near the end of Year 1, all children take part in a statutory Phonics Screening Check to assess whether they have met the 'expected level' for reading using their phonics. This check involves the children reading 40 words (some real words and some 'nonsense' words) using the sounds they have learned. Parents are informed of the results and plans are put in place to further support any children who do not meet the threshold, ready for their re-check at the end of Year 2.

In nursery we teach and support Phase 1 of phonics. Children are encouraged to sit and listen, go on sounds walks, differentiate and make sounds. We learn complex rhymes and tongue twisters, rhyming words, clap syllables, repetition, alliteration and silly sounds. From Pentecost term the children are introduced to the Read, Write, Inc scheme sounds, images and rhymes to support their transition into reception class.

Literacy – Writing

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

All writing stages are valued and children's progress is recorded using our progression map. Children are supported with their gross motor skills and shoulder and arm strength if they are not ready to write.

Alongside fine motor activities to strengthen hand grip, we provide:

- Daily shared and modelled writing in Literacy lessons
- Daily support to write their name using a variety of tools and resources
- Planned sequenced phonics and handwriting lessons
- Taught rhymes, letters and handwriting patterns
- A variety of writing tools in the provision, including crayons, pencils, chalks, felt pens and pastels
- White boards, chalk boards, and a variety of paper in and outside the classroom
- Phoneme and grapheme mats, literacy display and alphabet mats which are available at all times
- Tricky word mats and keyrings for the children to access
- Daily phoneme/grapheme revisit
- Meaningful reasons and opportunities for the children to write for a purpose
- Child accessible writing areas with clipboards, resources and the opportunity to decide what they would like to write following their interests
- Opportunities to say out loud what we want to write, count the words and use their phonics to record their thoughts
- Songs and repetition, use of story maps and retelling the story. This enables the children to articulate their thoughts before writing.

What do we use in our School?

Literacy

ELG: Writing

Children at the expected level of development will:

- 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

Writing Progression in the EYFS

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Early Phonemic	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
 Awareness of print, copied from surroundings	 Beginning and ending letters are used to represent words	 Initial and final sounds appear	 Medial sound may initially be written as a consonant. Vowels begin to appear.	 A child hears beginning, middle and end sounds.	 Inventive spelling	 Multiple related sentences with many words spelled correctly. Whole sentence writing develops.

EYFS Writing Progression Map

WRITING High Frequency Word Tracker

Phase 2		Phase 3			Phase 4			
I	no	he	was	her	said	do	one	what
the	go	she	you	all	have	some	were	went
to	into	we	are	they	like	some	there	out
		me		me	so	little		
		be						

WRITING Phase 2/3 Tracker

Phase 2					
s	a	t	p	i	n
m	d	g	o	c	k
c	k	e	u	r	h
b	f	f	l	l	s

Phase 3						
j	v	w	x	y	z	z
z	z	q	u	ch	sh	th
ng	ai	ee	igh	oa	oo	o
oar	or	ow	oi	er	ear	air
ure						

WRITING SOUNDS, ORDERING SOUNDS, SENTENCE WRITING

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write cvc words using phase 2 sounds I am starting to write ph 2 tricky words	I can write cvc words using some digraphs. I am starting to write ph 3 tricky words	I can write simple captions lists to match a picture	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop. I can reread what I have written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	My writing can be read by others. Some words are spelled correctly, and others are phonetically plausible. I can spell many HFW words
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Literacy

What do we use in our School?

Draw children's attention to a wide range of examples of print with different functions.

Choose books which reflect diversity.

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that the children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words. Make the books available for children to share at school and at homes. Avoid asking children to read books at home they cannot yet read.

Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Teach children to read of few common exception words matched to the school's phonic programme. Teach children to read simple phrases and sentences made up of words with known letter-sound correspondences.

Model how you read and re-read your own writing to check it makes sense.

Daily shared and modelled reading in Literacy lessons.
Provision of diverse books including traditional and modern.
Planned sequenced daily phonics with word and sentence reading opportunities.
Use of phonic scheme to teach progressive tricky and high frequency words.
Taught nursery rhymes to practise sounds.
A variety of high quality fiction and non fiction picture books in the provision (not phonetic).
Phonetically decodable reading scheme (Read, Write, Inc and Oxford Reading Tree) for the children to practise their phonic knowledge.
Phoneme and grapheme mats, literacy displays available at all times.
Tricky word songs taught and mats available for the children to access.
Daily phoneme/grapheme revisit.
Meaningful reasons and opportunities for the children to read.
Child accessible reading areas and the opportunity to decide what they would like to read following their interests – books shared from home.
Daily story time.
Use of progression map to monitor next steps.
Daily opportunities for blending and segmenting.
Comprehension observed during learning.
Specific planned comprehension activity weekly.

Regular sharing of books and discussion of children's ideas and responses (dialogic, reading) helps children to develop their early enjoyment and understanding of books.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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: Comprehension

Children at the expected level of development will:

- 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.

Reading Progression in the EYFS

EYFS Phonic & Reading Progression Map High Frequency Word Tracker

Phase 2		Phase 3			Phase 4			
I the to	no go into	he she we me be	was you are	her all they me	said have like so	do some come little	one were there	what went out

Set 1 Sounds					
m a s a t	i n p g o	c k u b f	e l h r j	v y w z x	sh ch q u ng nk

Set 2 Sounds					
ay ee	igh ow	oo o	ar or	air ir	ou oy

Blending and Segmenting

Reading initial sounds individual letters	Blending sounds into words Oral blending	Reading letter groups (Digraphs) to represent one sound	Read a few common exception words	Segment and blend words in reading book	Read simple words and sentences with known letter sounds	Reread books to build up confidence and fluency	Recall of more tricky words	Know at least 10 digraphs	Read aloud books containing phase 2 and 3 sounds	Read words containing blends cvcc ccvc ccvcc
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Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Maths Sense and Number Pattern

- Nursery follow the Abacus scheme
- Planned sequential progressive White Rose maths scheme (linked to the new ELGs)
- Use of NCETM and Numberblocks videos and resources for deeper thinking
- Numberblocks and maths area open for the children's interests at all times. Maths displays, number grids and track on view
- Daily maths teaching, modelled activities and guided learning
- Observations of children's mathematical thinking in the provision
- Use of progression map to build on previous skills and revisit learning
- Number of the week to focus more on subitising, more and less, number bonds and patters
- Shape is taught in a meaningful way alongside the number of the week eg. Triangle is taught when we learn about 3, 4 sided shapes when we teach the number 4 etc.
- Provision of manipulatives and resources daily such as Numicon, large Numberblocks toys, number frames, counters, number tracks, dot plates etc. – see progression of resources
- Daily maths song, rhymes and action rhymes throughout the day
- Parents welcome to 'Stay and Learn sessions' through the year
- Planned activities which link to interests and extend vocabulary
- Mathematical challenges in the provision
- High quality story books which talk about or illustrate number/patterns to make our learning meaningful
- Provide good quality construction/patterns and building sets
- Focus on composition of smaller numbers before moving on
- Sustained focus on each number
- Assessment through observation/questioning

What do we use in our School?

Mathematics

ELG: Number

Children at the expected level of development will:

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

ELG: Numerical Patterns

Children at the expected level of development will:

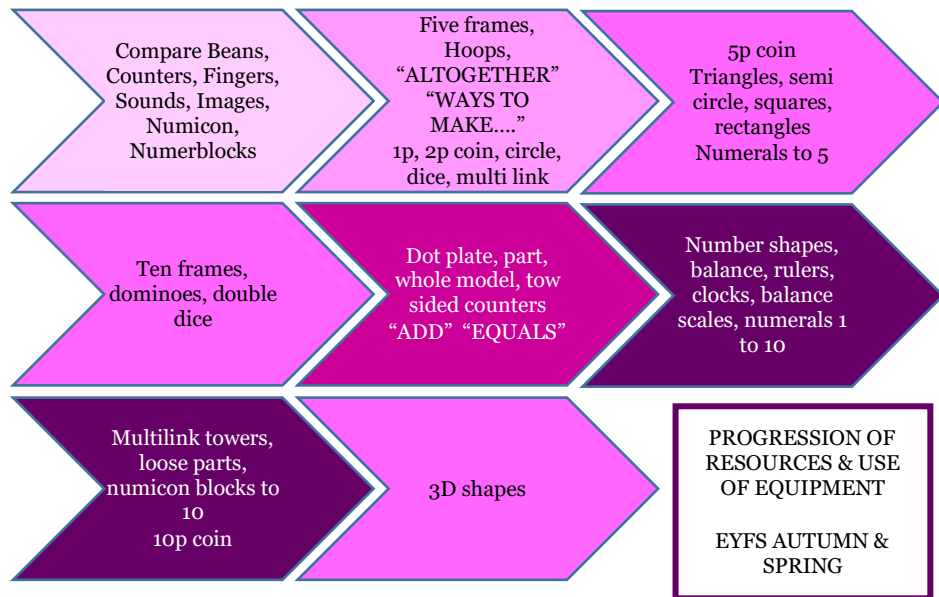
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

MATCHING SAME AND DIFFERENT →	SORT SAME/ DIFFERENT COLOUR, SIZE, SHAPE	COMPARE AMOUNTS EQUAL MORE FEWER	COMPARE SIZE, MASS, CAPACITY	EXPLORING PATTERNS MAKING SIMPLE PATTERS	Introduce 1 and 0 Representing 1,2,3 Comparing 1,2,3 Equal/not equal Circle 1p	Introduce 2 Composition of 1,2,3 Addition, 2 step pattern, 2p	Introduce 3 Circles & triangles Spatial awareness 3 step patterns, triangles Positional language	Introduce 4 Squares and Rectangles	Introduce 5 Pentagons
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1 more/1 less Subtraction symbol	Comparing shapes Night & Day time Digging Deeper Measurement	ASSESS NUMBERS 1-5 End of Autumn	MAKE AMOUNTS TO 5 USING COUNTERS →	SHOW 1- 5 ON FINGERS USING 1 HAND	SUBITISE TO 5 USING DICE, COUNTERS, PICTURES	ORDER NUMBERS TO 5	RECOGNISE NUMERALS 1,2,3,4,5	COUNT OBJECTS ACCURATELY TO 5	SHOW WAYS TO MAKE 5 USING TWO HANDS OR NUMBER BLOCKS
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INTRODUCE ZERO COMPARING NUMBERS TO 5 →	COMPOSITION OF 4 AND 5	COMPARING MASS	COMPARING CAPACITY	INTRODUCE 6 HEXAGON	INTRODUCE 7	INTRODUCE 8	MAKING PAIRS DOUBLES	COMBINING TWO GROUPS	LENGTH AND HEIGHT
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TIME	INTRODUCE 9	INTRODUCE 10	COMPARING NUMBERS TO 10	BONDS TO 10	3D SHAPE	PATTERN 2	ASSESS 0-10 End of Spring MAKE AMOUNTS TO 10 USING COUNTERS/ FINGERS, SUBITISE TO 10 USING 2 DICE, COUNTERS, PICTURES, ORDER NUMBERS TO 10, RECOGNISE NUMERALS 0-10, COUNT OBJECTS ACCURATELY TO 10, SHOW WAYS TO MAKE 10 USING NUMICON BLOCKS
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SUMMER TERM – BEYOND 10

Number patters to 20 Matching pictures and numerals Ten frame fill beyond 10 Estimating game Subtraction from ten frames game	Missing numbers Ordering numbers to 20 Race to 20 game Bingo with numbers to 20 Which holds the most?	Find my match with shapes Find my match with models Match and fill Replicate my model Tangrams	Track game – counting on Adding more Adding more – unknown then Adding more – first unknown	Taking away with pebbles Taking away Taking away – unknown then Pass it on game
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Making new shapes with 2 right angle triangles Making new shapes with squares Grandpa's quilt	Doubling Doubling Dice game Doubling Barrier game Domino game	Sharing Teddy Bear Picnic The Doorbell Rang Grouping	Even and Odd One Odd Day How many cubes Barrier game	Problem solving Cuisenaire Rods Patterns Making Maps Designing Mazes	ASSESS END OF TERM SUMMER
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Mathematics Progression in the EYFS

Understanding the World

- Planned directed learning as well as learning in the environment
- Look at seasons and how the environment changes and explore the weather-themes
- Provide interesting natural environments for children to explore freely outdoors
- Make collections of natural materials to investigate and talk about
- Spend time with children talking about photos, memories
- Invite different people to visit from a range of occupations
- Provide mechanical equipment for children to play with and investigate
- Show and explain the concepts of growth, change and decay with natural materials. Plant seeds, garden, observe over time. Themes.
- Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things
- Investigate how animals and plants grow and learn about the life cycle of a chick, frog, ladybird and butterfly
- Encourage children to refer to books, wall displays and online resources
- Read high quality fiction and non fiction books to support learning
- Draw children's attention to forces eg. how the water pushes up when they try to push a plastic boat under it, how they can stretch elastic, snap a twig, but can't bend a metal rod, magnetic attraction and repulsion
- Plan and introduce new vocabulary related to the exploration, and encourage children to use it. Talk about natural and man-made objects
- Provide children with opportunities to change materials from one state to another eg. cooking – combining different ingredients, and then cooling or heating (cooking) them, melting – leave ice cubes out in the sun, see what happens when you shake salt onto them
- Explore how different materials sink and float
- Explore how you can shine light through some materials but not others. Investigate shadows
- Opportunities to discuss the children's personal history.

What do we use in our School?

Understanding the World (History/Science)

ELG: Past and Present

Children at the expected level of development will:

- 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;
- Understanding the past through settings, characters and events encountered in books read in class and storytelling.

ELG: The Natural World

Children at the expected level of development will:

- 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.

Understanding the World

- We follow the children's interests in these areas and provide a variety of real life objects, videos, photographs and where possible visits/visitors. We ensure that resources reflect the diversity of life in modern Britain
- Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities
- Celebrate and value cultural, religious and community events and experiences. Learn about different celebrations around the world such as Diwali (Hindu), Bonfire Night, Luna New Year (Chinese), Mother's Day, St David's Day, World Book Day, Easter, Hanukkah (Jewish), Remembrance Day
- Teach children that there are different countries in the world and talk about the differences they have experienced or seen in photos
- Learn about the community and the school grounds – use simple maps
- Take part in assemblies (reception)
- Learn about what Christians believe and listen to Christians stories
- Learn about other countries and regions in our themes

What do we use in our School?

Understanding the World (Geography/Religion)

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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 his country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate - maps

Expressive Art & Design

What do we use in our School?

- Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Teach children the primary colours and share artist's work to discuss.
- Provide opportunities to work together to develop and realise creative ideas.
- Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- Provide a range of materials and tools and teach children to use them with care and precision. Promote independence taking care not to introduce too many things at one.
- Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own worlds. Discuss children's responses to what they see.
- Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.
- Invite musicians in to play music to children and talk about it.
- Encourage children to listen, attentively to music. Discuss change/patters as the music develops.
- Provide related costumes and props for children to incorporate into their pretend play.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Reception follow the Sparkyard Music curriculum.
- Provide a wide range of props for play which encourage imagination.
- Encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.
- Play movement and listening games that use different sounds for different movements. Model how to tap rhythms to accompany words.
- Play music with a pulse for children to move in time with and encourage them to respond. Encourage children to create with own music.
- Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves using some of the steps and techniques they have learnt.
- Take part in the Nativity, Harvest/Easter performance, Strawberry Tea.
- Develop their drawing skills and self portrait skills using a variety of media.
- Use colour and pattern to express their mood.
- Perform a song/dance/poem or rhyme in front of an audience.
- End of year concert (nursery).

Expressive Art & Design

ELG: Creating with Materials

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Working with Parents

Working in Partnership with Parents

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We provide an opportunity for parents to complete and 'All about Me' document as children start school and nursery. We encourage all parents to write observations from home so that we can gain a wider view of their child, via the Star system. In the Autumn and Spring terms we hold parents' consultations and in the Summer Term we send home detailed reports.

In both Nursery and Reception, parents are encouraged to attend curriculum specific "Stay and Learn" sessions, scheduled throughout the year.

In the reception classes, the children take reading books home to share along with a reading record book which parents/carers are asked to write in every time they read with their child. We also provide 'Phonics and Reading' workshop for parents to attend so that they can learn more about how they can support their child at home.

Before the children start nursery or reception, their class teacher and a Teaching Assistant arrange a home visit. The purpose of these are to introduce ourselves and find out more information and interests about the child.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips within the local community, for example visiting the church or the local area.

Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations through our RE lessons.

Assessment

Observation and Assessment

In the EYFS, the team use a range of strategies to gather information about the children's learning and development.

Various forms of observations are our principle form of assessment and teachers and TA's regularly discuss progress and next steps.

Keeping children safe online is extremely important to us at St Mary Magdalene Catholic Primary School therefore we ask parents to sign an agreement and other information to show that they understand and agree with our guidelines.

The children's learning is monitored and sometimes observed through photographs, notes & videos. Some literacy or maths learning may be recorded in books or files or on display in the classroom. Teachers constantly use their professional judgement to decide what a child is achieving and what they need to do next. The staff watch the children interacting through their play & learning, we model and guide to support the children and assess the children using the non statutory framework 'Development Matters 2021'. Observations are completed individually and in groups and by all team members.

During the first few weeks of the Autumn term the class teacher completes a baseline assessment on each child to decide which band of 'Development Matters' they are working within in each area of the curriculum. From September 2021 reception children will be formally assessed using the new Reception Baseline Assessment. This allows learning opportunities to be pitched appropriately and as well as providing a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

Towards the end of each half term, the class teacher collects all observations to keep and record how well the children are progressing in each area of the curriculum and which areas we need to work on next. Tracking progress half termly enables staff to monitor the progress the children are making in all areas and check the coverage of all areas of the curriculum. In the summer term, the Reception teacher reviews the ELGs in the EYFS Profile to decide whether each child is working below or at the expected levels. Judgements against the ELGs are based on observations, evidence in books and discussions with all staff involved with the child. The results of the Profile are shared with parents and carers via a report. After this, there is an opportunity to meet the class teacher to discuss the report. The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

**Daily story time
Sharing Books
throughout the
provision**

**Extend children's
vocabulary,
explaining
unfamiliar words
and concepts**

**High-quality picture
books
Shared book-reading**

**Core books, songs
and rhymes**

**Small world play &
outdoor provision**

Communication & Language

**Correcting grammar,
modelling language,
expanding phrases**

**Promote active
listening – carpet
time, show & tell,
circle time**

**Speaking in complete
sentences,
questioning,
narrating**

**Story corners inside
and outside, book
dens
Literacy displays**

**Home news, routine
songs
Rhymes, poems,
Storytelling language**

Physical challenges provided, change equipment & resources regularly

Putting own belongings away, tidying the classroom, setting snack

**Model positive play and cooperation
Free play choices**

**Zones of Regulations
Curriculum & Strategies**

Free choice play provision inside and outside as well as directed activities

Personal, Social & Emotional

**Clear boundaries and school rules
Ready & Respectful rules**

Finding out about families and home life, Tapestry, Home School books

Circle time, positive behaviour reinforcement, strategies for staying calm

Good hygiene practice – washing hands, toilet hygiene etc.

**High expectations of good manners
Consistent modelling**

Develop gross motor skills with easels, large blackboards, chalks on the ground

Choice of mark making materials, variety of resources

Trim trail, pedal toys, climbing beams and stepping stones

**Movement play
Sand pit, water play, mud kitchen, playdough**

Physical education lessons – dance, agility, team games

Physical

Provision and modelling of one handed tools – scissors, tweezers, tools, pegs etc.

Independent dressing, washing and toileting encouraged

Healthy snacks, consistent handwashing

**Regular access to floor space outside
Handwriting skills refined through provision**

Model making, construction, hoops, parachute, balls, bricks

**Wide examples of
print, displays,
books, resources
inside and out**

**Daily rhymes and
songs
Daily phonic lessons
Daily story time and
questions**

**Diverse range of books
and classroom shared
books and lessons,
picture books**

**Provision of
clipboards,
notebooks,
blackboards, writing
areas**

**Range of mark
making tools and
paper resources to
choose from**

Literacy

**Phonic display, key
words and phonic
mass**

**Phonic reading
books for home and
school linked to
phonic lessons**

**Letters & Sounds
teaching, nursery
rhymes**

**Modelled and shared
writing
Individual reading
with teacher weekly**

**Handwriting
sessions, phoneme
frames, phonic
activities and
directed writing**

**Counting modelled
in daily rhymes,
routines**

**Maths corner, wide
selection of maths
resources in
provision**

**White Rose planning
based on progressive
steps through the
number system**

**Numberblock videos
and resources**

**Shape and pattern
teaching linked to
lessons on number**

Mathematics

**Free play with
blocks, shapes,
multilink, tens
frames, counters etc.**

**Obstacle courses and
hunts using
positional language**

**Provide a variety of
patterns (including
from different
cultures)**

**Number story books
& board games,
jigsaws**

**Directed maths
teaching with
challenges and
questioning**

**Natural environment
provision, shells,
mud, sand, corks,
wooden logs etc.**

**Photos of children in
the past, discuss
memories
Stories including
past and present**

**People who help us
visits – fire service,
nurse etc.
Animals and
Minibeasts**

**Explore mechanical
equipment, electrical
equipment, wind up
toys, Beebots etc.**

**Discuss forces
outside, water, twigs
snapping, pull &
push**

Understanding the World

**Floating & Sinking
Shadows & the
seasons
Planning & Growing
Ice & heat/cooking**

**Maps, books from
around the world,
non-fiction books.
Learn about different
contrasting areas**

**Explore homes,
schools, a local
building or transport
from the past**

**Manmade and
natural materials
The weather
Our senses**

**Special celebrations
RE directed teaching**

Role play areas
Small world play
Dressing up, props
Puppets

Cutting and sticking
resources in provision,
scissors, glue masking
tape, cellotape, boxes,
collage materials

Free choice creating
provision & directed
art lessons on
specific artists and
skills

Variety of music and
songs from different
cultures
Range of
instruments

Skills taught such as
colour mixing,
drawing a self
portrait

Expressive Art & Design

Opportunities to
watch performances

Direct music
teaching, call and
response, pitch
matching, songs &
rhyme

Focus on skills and
CI work as well as
directed art skill
teaching – process
not end product

Daily nursery
rhymes, action songs

Sculpture, clay,
collage, box
modelling, textiles
opportunities

Provide different resources to increase their experiences

Provide a well ordered environment to increase independence

Organise space and resources for good collaboration with peers

Encourage children'

Offer support and guidance so children can explore through trial and error

COEL

Correcting grammar, modelling language, expanding phrases

Make time and space for children to explore feely – timetable provision

Help children to reflect on their learning

Daily nursery rhymes, action songs

Sculpture, clay, collage, box modelling, textiles opportunities