

Abbeyfield Primary Academy



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EYFS Curriculum

2021 – 2022

Intent

At Abbeyfield Primary academy, our early years curriculum lays a secure foundation for future learning. We engage children in learning from the very start and aim for our children to leave us as confident, happy and skilful learners who are curious about the world around them and are prepared for KS1.

It is our intention to provide a broadly enriched, rounded and stimulating learning environment where children can work with adults and peers in a climate of mutual respect to develop;

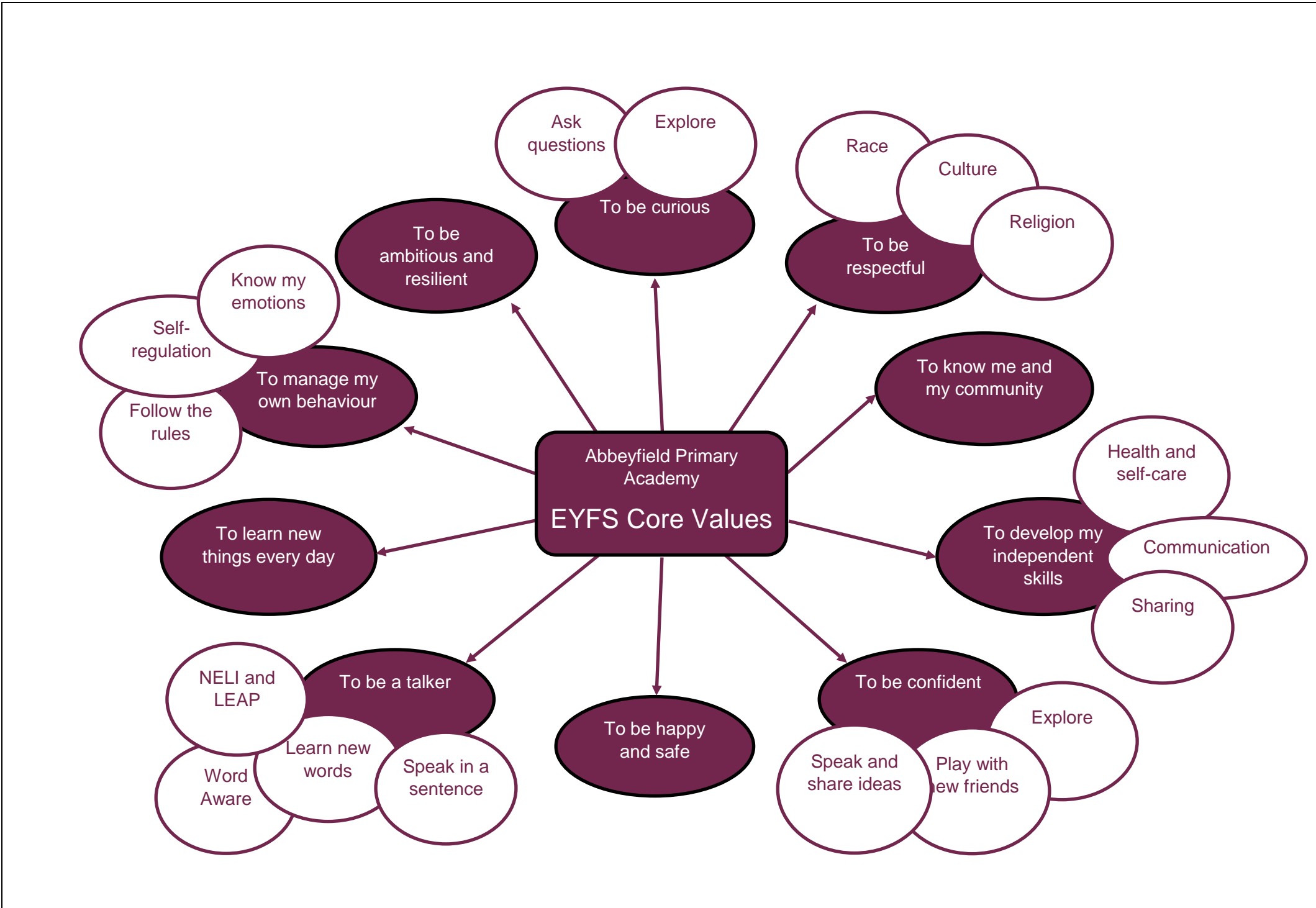
- Confidence in their ability to learn.
- The social skills necessary to learn.
- The emotional capabilities to enable them to understand their feelings and to solve problems.
- A unique child.

We aim to provide children, with a well-structured, safe, active learning environment both indoors and outdoors. This will enable them to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society.

We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that supports them in reaching their full potential. We know that our children enter the Nursery and Reception classes with varied life experiences and we aim to plan teaching and learning opportunities accordingly to address this.

We believe that all children deserve an education rich in wonder and memorable experiences that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. We believe that an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

As a team we have worked together to embed a set of core values we weave through everything we aim to achieve with the children we have with us. These include key skills, knowledge and dispositions we have at the heart of our school ethos and our aim for all the children by the time they leave FS2.



Our foundation stage curriculum is based on the 2021 Statutory Framework for the Early Years Foundation Stage.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

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

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

Our curriculum aims to give all learners, particularly the most disadvantaged, the knowledge and skills they need to be ready for the demands of Key Stage One and beyond. We aim to support the learning of all children at every level through carefully planned activities and provision both indoors and outdoors, and most crucially, providing quality interactions between adults and children in order to effectively develop children's vocabulary, knowledge and understanding. Nursery and reception staff work closely together to ensure that skills and knowledge taught is built upon throughout the foundation stage and all staff are trained appropriately so that there is consistency in planning, teaching and assessing children.

Our children will leave the Foundation Stage having had a wide variety of experiences within the Arts, where all their senses have been engaged and stimulated, and many other skills (such as language and team work) developed. At Abbeyfield Expressive Arts allows the children to revisit interested areas through many different media to gain multiple perspectives and a higher level of understanding. Due to our curriculum promoting and valuing creativity, originality, expressiveness and individuality, pupils are confident in sharing their own preferences and making choices about different ways they can express themselves.

Implementation

We have a curriculum that is child-centred and that is based upon wow experiences and topics which engage and stimulate the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning, resulting in a personalised, flexible curriculum.

All areas of the EYFS curriculum are covered and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. Children use and develop taught skills throughout the year on a daily basis. Continuous provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

How we learn in EYFS

During the school day, children have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. Bespoke personalised learning and interventions for groups or individuals of children are also implemented and monitored on a daily basis.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, celebration events, reports and parent meetings.

Families have the opportunity to meet with new teachers and visit their child's new learning environment. We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class and meeting the teacher.

Each half term has a curriculum theme planned carefully to ensure all children leaving our Foundation Stage one are ready for the change to Foundation two and children at the end of foundation two are ready to start the KS1 curriculum. All the themes have resources and activities

ready to use in the enhanced provision for child initiated learning. Themes are linked to a good quality storybook or non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning. This ambitious Early Years curriculum aims to teach all children the skills and knowledge in order that they achieve or exceed age related skills in all areas of development. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. We have created a good balance of child initiated and direct teacher led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Personal Social and Emotional Development

We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time and focused learning around the Zones of Regulation. We want our children to explore concepts, ideas and the world around them. We want them to have access to a curriculum that inspires them and encourages them to strive for excellence. Most of all, we want every child to be a lifelong learner and we seek to encourage them to become reflective so they are able to recognise the value of resilience and determination. These values underpin our whole curriculum and teaching style throughout the EYFS. These values then follow on throughout the school.

Physical Development

We encourage children to play outside as much as possible in our specially designed EYFS outside areas to encourage children to learn about nature and look after their environment through regular enhancements outside along with educational visits which provide vital first hand experiences. There is a well-established and comprehensive PE curriculum, which includes Dance and we support this development across the EYFS base. Children are taught about the importance of regular exercise and healthy eating, and are encouraged to join in with whole-school sports initiatives such as sports days and whole school sports week events.

Communication and Language

Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor area to reflect the theme we are focusing on. Each theme encompasses enhancements to the learning environment that include role-play areas, small-world play and story corners to encourage the children to act out scenarios and discuss concepts being learnt. We use RWI to deliver systematic synthetic phonics in a consistent structured way to support the development of our children's phonetic knowledge and ability. We have a strong focus on oral









storytelling and talk for writing. We expose children to high quality texts which reflects the diversity within our school and community. This helps children learn and use new vocabulary introduced through the topics following our whole school Word aware programme. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible, based upon our school P4C principles. Children who struggle to communicate are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills. We use NELI and LEAP interventions to help our children to close any gap for children not achieving age appropriate expectations without further support. FS1 has achieved Communication friendly status, showing our focus on the development of language and our focus for our children to achieve, and we plan for this provision carefully and based on the needs of the children we serve.









Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are 4 guiding principles for the EYFS framework which underpin our EYFS ethos and values, which are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- 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/or carers.
- Importance of learning and development. 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).

F2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	People Who Help Us	Light & Celebrations	Our Bodies: Superheroes	The Ugly Duckling	Our Local Area	Minibeasts
Communication & Language Developed through high quality interactions, daily group sessions, teacher focus & child led activities, PSHE, stories, singing, S&L interventions: NELI , LEAP	Getting to know each other. Sharing facts about myself. Model use of familiar talk routines and sentences/phrases needed daily. Learn & use vocabulary related to topic.	Talk partner: looking at partner when speaking and listening to response. Show & tell. Speaking to an audience. Learn & use vocabulary related to topic.	Making predictions and offering explanations. Describing characters. Learn & use vocabulary related to topic.	Sharing our ideas with a partner and feeding back to the group. Retell familiar stories. Learn & use vocabulary related to topic.	Learn & use vocabulary related to topic. Describing settings. Giving clear directions.	Learn & use vocabulary related to topic. Detailed descriptions.
Possible Texts & “Old Favourites”	Ghanaian Goldilocks Emergency!	Whatever Next! Elmer The Christmas Story	Supertato Nat Fantastic Non-fiction books about the body	The Ugly Duckling Farmer Duck, It’s Quacking Time	The Snail & the Whale. Peepo	Anansi the Spider Superworm Spinderella
Seasonal WOW moments	My new school/class Birthdays	Bonfire Night, Diwali, Christmas, Remembrance Day Autumn changes	Internet Safety Day Art Week	World Book Day Signs of Spring Easter	Beach visit.	Bug Hunts Wormery Queen’s Jubilee
General Theme	Starting school – people who help us in school / at home/ in our community Police / Fire / Doctors	Light & dark – Space. light sources, lights for celebrating, celebrations in different cultures	Keeping healthy – effects of exercise, oral hygiene, testing materials	New life - life cycles eggs, similarities & differences	The local community maps and routes, comparing old and new pictures	Life in the garden & around school: bugs, plants and flowers.
Expressive Arts & Design	Different representations of emergency vehicles – painting, collage, junk modelling.	Clay diva lamps. Land art in forest school. Christmas cards & decorations. Performing songs.	Using vegetables to make own superhero, masks, junk modelling gadgets and belts.	Paintings & collage of animals – using appropriate colours. Decorating eggs	dioramas of different environments made with natural resources, maps,	observational drawings, paint pebbles, symmetrical patterns
Visits & Visitors	Midwife, police, hospital staff, school staff	Church visit		Duckling Hatch	Cleethorpes Transition days	Local walk to park Butterfly Hatch
Home School Links	Parent meetings Observations shared on Development Map	Christmas Performance Observations shared on Development Map	Observations shared on Development Map	Parent meetings Observations shared on Development Map	End of Year Reports Observations shared on Development Map	Observations shared on Development Map
Children’s Charter Links	 20. Build a den.	 19. Take part in a performance.		 17. Watch eggs hatch and care for chicks.	 4. Go to the beach, bring a sandcastle and paddle in the sea.  9. Go on a word and letter hunt in the local area.  8. Go on a number hunt in the local area.	 18. Make a wormery.  16. Watch the caterpillars turn into butterflies.

F1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Autumn Changes: Light & Colour	Keeping Our Bodies Healthy	On the Farm	Change & Growth	Minibeasts
Communication & Language	Group session routines – join in with whole group responses, take turn in small group sessions. Learn simple songs. Taking turns / asking others.	Describing the weather. Learn simple songs. Learning & using new vocabulary linked to topic.	Sharing experiences. Learn simple songs. Learning & using new vocabulary linked to topic.	Asking & answering simple questions. Make predictions in stories. Learn simple songs. Vocabulary linked to topic.	Describing similarities & differences. Learn simple songs. Learning & using new vocabulary linked to topic.	Learn simple songs. Learning & using new vocabulary linked to topic.
Texts	Goldilocks Pumpkin soup Meg & Mog The Gruffalo	Owl Babies Can't You Sleep Little Bear? Stick Man	Handa's Surprise My Body (non-fiction)	I Love Animals Rosie's Walk Farmer Duck Nine Ducks Nine	The Little Red Hen The Enormous Turnip Jack & the Beanstalk Titch	The Very Hungry Caterpillar
Seasonal	Making muffins. Making soup	Autumn walk – seasonal changes	Feeding the birds. Art Week	World Book Day Easter	Exploring plants – forest school Eid	Bug hunts,
General Theme	Learning Nursery routines and making new friends.	Autumn changes – leaves & dark nights. Night time animals. Christmas traditions.	Parts of the body. Doctors & dentists. Healthy eating & exercise.	Animals on the farm. Farm shop.	Planting seeds growing beans, nasturtiums, potatoes	Life in the garden & around school:
Expressive Arts & Design	Join in with songs, dressing up and using puppets/props in imaginative play. Exploring mark making – drawing lines and circles.	Mixing powder paint – exploring colours. Autumn tree pictures. Performing songs. Christmas cards & paper chains.	Drawing figures collage and playdough faces – expressions Retelling / adapting familiar story.	Cutting skills – shape pictures and collage. Loose parts arrangements.	Vegetable prints Flower pictures	Butterfly prints. Playdough & clay bugs. Egg box caterpillars. Paper plate ladybirds.
Visits & Visitors		Forest school	Fruit tasting	Duckling Hatch Frogspawn	Forest school	Caterpillar Hatch Butterfly House Transition days
Home School Links	Parent meetings Observations shared on Development Map	Christmas Performance Observations shared on Development Map	Tooth brushing club Observations shared on Development Map	Rhyme Time Parent meetings	Rhyme Time Observations shared on Development Map	Rhyme Time Sports Day Transition meetings Reports for N2
Children's Charter Links		 3. Jump in in a pile of autumn leaves.  19. Take part in a performance.	 14. Feed the birds.	 17. Watch eggs hatch and care for chicks.	 11. Plant, grow and eat fruit or vegetables.	 10. Watch the caterpillars turn into butterflies.  15. Visit a farm and see/stroke the animals.  1. Go on a mini beast hunt.

Communication and Language Development

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Early Learning Goals - 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 their teacher and peers.

Early Learning Goals - 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.

Subject Area	Aspect	Nursery (FS1)	Reception (FS2)
Spoken language	Listening and responding	Listen to others when one to one or in a small group, and start and continue a conversation with a friend.	Listen carefully in a range of situations and is aware of the importance of listening.
	Questioning	Understand and ask 'why' questions and a variety of two-part questions and instructions.	During small group or one to one discussions, ask questions to find out more and understand what has been said to them.

	Vocabulary	Extend their vocabulary by exploring and using a wide range of new words. Words chosen using Word Aware structures.	Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.
	Discussion	Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
	Articulating	Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.	Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.
Reading	Comprehension – pleasure and motivation to read	Listen to longer stories and demonstrate that they can remember much of what happens.	Listen to and talk about selected nonfiction books to develop a deep familiarity with new knowledge and vocabulary
	Comprehension – word meaning	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.	Show an understanding of the meanings of new words by using them in discussion and role play situations.
Writing	Vocabulary, grammar and punctuation – sentences		Break the flow of speech into words.
Humankind	Communication	Digital technology is used at home and at school for communicating with others. Use a variety of digital technology, such as smartphones and tablets.	Digital technology is used in all parts of everyday life. Some technology is used to communicate with others. Explain that digital technology is used in the home and at school for communication.
	Digital citizenship		Ask to use digital devices to create work in a safe and responsible way.
Processes	Physical interactions		Technological toys need instructions to operate in a particular way. Errors in instructions can be checked and fixed. Input simple instructions to make technological toys operate, including
	Report and conclude	Begin to offer simple explanations for why things happen.	Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.
	Creation		Use age-appropriate software to create images and record sounds and videos.
Investigation	Questioning	Question words include why, what, when and how. Ask or answer a simple scientific question.	Question words include who, why, what, when, where and how. Ask a relevant scientific question to find out more, explain how things work and why they might happen.

	Data and computational thinking	When buttons on technological toys are pushed, they will behave in different ways.	Technological toys need instructions to achieve an outcome. Input simple instructions to technological toys, including floor robots and onscreen sprites.
Materials	Hardware		Smartphones, tablets, laptops, computers and floor robots are all types of computing hardware. Explore how to use different computing hardware
	Software		Software is the programs we use on computers and mobile devices. Use age appropriate software independently.
Place and space	Habitats	Begin to observe and talk about living things in the local environment. Learn that an animal has a home.	A habitat is a place where living things live. Living things, including plants and animals, live in the local environment. Begin to observe and talk about living things in the local environment.
	Digital world		People use digital devices for many reasons, including playing games, communicating, finding information and watching videos. Talk about things that people do on digital devices, such as playing games, communicating with others and watching online videos.
	Real world		Digital technology is used in all parts of everyday life. Examples include smartphones, tablets, microwaves and washing machines. Talk about and use digital technology with confidence and independence, giving examples of how it is used in the home, at school & beyond.
Comparison	Digital searching		Navigate to find digital content, in digital folders and online, with supervision.

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goals - 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.

Early Learning Goals - 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 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.

Early Learning Goals - 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.

Subject Area	Aspect	Nursery (FS1)	Reception (FS2)
Spoken language	Listening and responding	Listen to others when one to one or in a small group, and start and continue a conversation with a friend.	Listen carefully in a range of situations and is aware of the importance of listening.
Humankind	Setting goals	Asking for help when needed supports them to achieve a goal that they have chosen, or one which is suggested to them. Shows confidence in a variety of situations and is able to select and use activities and resources, with help when needed.	
	Unacceptable behaviour	Know that some actions and words can hurt others. Be aware of their own feelings and actions and is developing appropriate ways of	Things that they do or say can upset and hurt others. It is unacceptable to hurt someone and, if they do, they need to find a way to make things better. Think about the

		being assertive. Beginning to follow rules and understand the need for them.	perspectives of others and understand that their own actions can affect other people and begin to act to make amends.
	Healthy lifestyle	<p>Fruit and vegetables are healthy foods and milk and water are healthy drinks. Make healthy choices of food and drink.</p> <p>Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. Begin to talk about why it is important to wear a hat and sunscreen on sunny days.</p>	<p>Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene. Talk about what constitutes a healthy lifestyle.</p> <p>Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. Talk about why it is important to stay safe in the sun.</p>
	Staying safe	It is important to listen to adults and follow simple rules and procedures when using equipment and tools. Show an understanding that tools and equipment need to be used safely and collaborate with others when moving large equipment.	Rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food. Follow rules and instructions to keep safe. Rules help to keep us safe in different environments and when using certain equipment. Follow instructions when in different environments and when handling simple equipment, such as scissors. Know that if they see something online that makes that sad, scared or worried, they should tell an adult straight away. Describe what they would do if they saw something online that make them sad, scared or worried.
	Well-being	Become more outgoing with unfamiliar people, in the safe context of their setting and are able to tell adults when something makes them sad, scared or worried.	Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important to tell a trusted adult if they are hurt or feel sad, scared or worried. Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence.
	Personal hygiene	It is important to wash your hands throughout the day, including before eating and after going to the toilet. Teeth brushing twice daily is important to keep teeth clean and healthy. Be increasingly independent in meeting their own care needs, including dressing themselves, brushing teeth, using the toilet, washing and drying their hands and using a knife and fork.	Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. Look after basic hygiene and personal needs and talks about the importance of good oral health.

Processes	Team games		Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.
Creativity	Vocabulary	People can show their emotions by the way that they look and act. People's faces can show how they are feeling, such as smiling when happy and crying when sad. Be aware of their feelings and be able to indicate how they are feeling using some words and pictures.	Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. Select vocabulary and pictures to express their feelings and consider the feelings of others.
	Speaking, listening and sharing	Other children might want to play the same game or use the same resources. It is important to be friendly and share with others. Demonstrate friendly behaviour towards others and play with one or more other children, extending and elaborating play ideas.	It is important to share resources and take turns in order to get on with others. Play cooperatively with others and take turns.
Investigation	Issues, evidence and ideas		Know who to ask for help when they need it. Identify and moderate their feelings socially and emotionally and ask for help when they need it.
Materials	Consumers	Recognise that they are part of a larger group and that they must sometimes wait to take part in activities and use equipment.	Understand that they must wait for their turn to use equipment or take part in activities. Some household products need to be kept out of reach or only used by adults, as they can be harmful if not used properly. Understand that some household products, including medicines, are not to be played with, as they can be harmful when not used properly.
Nature	Outdoor or adventurous activities	Travel with confidence and skill around, under, over and through equipment and different terrains, such as climbing steps, stairs and apparatus using alternate feet.	Move confidently in a range of ways and safely negotiate space, obstacles and terrains.
	Nutrition	Some foods are healthy. These include fruits, vegetables, nuts and seeds. Help to prepare a range of healthy snacks.	There are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet. Suggest healthy ingredients that can be used to make simple snacks.
Place and space	Diversity	People have different needs, interests and opinions. Talk about their own interests, needs and opinions.	Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do. See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.
Significance	Significant people	There are lots of special people in their lives, including family and friends. Make comments about people who are special to them.	Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. Build constructive and respectful

			relationships and talk about the special people in their lives and why they are important.
	Relationships	There are different adults in their lives. A trusted adult makes them feel happy and safe. Identify people who make them feel happy and safe, such as parents or carers.	Trusted adults include parents, carers, friends, family and other people who help us. Name and describe the trusted adults in their lives.

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Early Learning Goals - Gross 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.

Early Learning Goals - 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.

Subject Area	Aspect	Nursery (FS1)	Reception (FS2)
Writing	Handwriting – letter formation	Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.	Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.
Humankind	Human form	A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Use a variety of marks to represent the human form, from observation, imagination or memory.	A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Represent different parts of the human body from observation, imagination or memory with attention to some detail.
	Staying safe	It is important to listen to adults and follow simple rules and procedures when using equipment and tools. Show an understanding that tools and equipment need to be used safely and collaborate with others when moving large equipment.	Rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food. Follow rules and instructions to keep safe.
Processes	Gymnastics	Travel with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown.	Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.
	Athletics		Adjust speed when running, and jump off objects and land successfully.
	Dance	Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.	Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.
	Sending and striking		Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.
	Team games		Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.
Creativity	Creation	Use a range of media, tools and techniques to create images, express ideas and show different emotions.	Different types of art include painting, drawing, collage, textiles, sculpture and printing. Create art in different ways on a theme, to express their ideas and feelings.
Investigation	Investigation	Tools have different purposes. For example, scissors are used for cutting and glue is used for sticking. Explore simple tools within practical tasks and experiment with joining materials.	Different tools are needed for different tasks. For example, pencils and paper are needed for drawing pictures. Choose and explore appropriate tools for simple practical tasks.

Materials	Malleable	Explore ways of changing the shape or texture of malleable materials.	Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.
	Paper and fabric	Paper and fabric can be cut and torn and joined together using glue. Use a variety of paper and fabric to make images.	Papers and fabrics can be used to create art, including tearing, cutting and sticking. Cut, tear, fold and stick a range of papers and fabrics.
	Printing	Make simple prints using fingers, hands, feet and found objects.	Make simple prints using a variety of tools, including print blocks and rollers.
	Pencil, ink, charcoal and pen	Different types of line include bumpy, zigzag, curvy and dotted. Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns. Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with.	Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with.
Nature	Outdoor or adventurous activities	Travel with confidence and skill around, under, over and through equipment and different terrains, such as climbing steps, stairs and apparatus using alternate feet.	Move confidently in a range of ways and safely negotiate space, obstacles and terrains.
Place and space	Landscapes	Create pictures of places from imagination or experience.	A painting of a place is called a landscape. Draw or paint a place from observation or imagination.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. 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. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Early Learning Goals - 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.

Early Learning Goals - Word Reading

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.

Early Learning Goals - 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.

Subject Area	Aspect	Nursery (FS1)	Reception (FS2)
Reading	Comprehension – retrieval	Begin to talk about the main events and principle characters in stories, using props and materials for role play.	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.
	Word reading – grapheme phoneme correspondence	Recognise words that start with the same initial sound.	Recognise and say sounds represented by graphemes.
	Word reading – reading aloud	Listen to stories and rhymes in a small group.	Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.
	Word reading – common exception words	Recognise familiar words and signs, such as their own name and advertising signs.	Read some common exception words.
	Word reading – blending	Count or clap syllables in a word. Start to orally blend sounds together in games.	Use phonic knowledge to decode monosyllabic real and nonsense words.
	Word reading – phonic knowledge	Identify and suggest rhymes and join in with rhyming games.	Blend sounds to read words orally. Blend sounds to read words using grapheme phoneme correspondence.

	Word reading – prefixes, suffixes, morphology and etymology	Join in with rhyme, rhythm and alliteration activities.	Use phonic knowledge to blend sounds into words.
	Word reading – words containing GPCs	Join in with oral blending activities.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
	Comprehension – word meaning	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.	Show an understanding of the meanings of new words by using them in discussion and role play situations.
	Comprehension – genre and conventions	Join in with repeated refrains and phrases when being read to.	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
	Comprehension – predicting		Suggest what might happen at different points in a story.
	Comprehension – inference	Talk about the pictures in story books.	Talk about the pictures in story books and use them to discuss how characters might be feeling.
	Comprehension – writer's craft	Handle books and identify the title and how a book should be read.	Be aware of how the title and blurb give information about a book.
	Comprehension – sequencing and summarising	Engage in extended conversations about stories and, with support, make links to other familiar stories.	Talk about stories and make connections with events in their own lives or other familiar stories.
	Comprehension – understanding	Demonstrate awareness of what has been read to them by retelling stories in their play using props.	Talk about stories that have been read to them and retell them through role play and small world play.
	Comprehension – retelling and performing	Begin to remember and repeat key phrases and refrains from well-known stories and narratives.	Retell stories and narratives through role play and small world play, using some key vocabulary.
	Comprehension – questioning and explaining	Begin to use recently introduced vocabulary to talk about the main characters in stories.	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.
	Word reading – fluency	Have favourite stories that they enjoy listening to.	Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Spoken language	Discussion	Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
Writing	Transcription – spelling – alphabet	Use some of their print and letter knowledge in their early writing.	Begin to link the letters of the alphabet with the corresponding phoneme.

	Handwriting – letter formation	Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.	Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.
	Transcription – spelling – spelling rules and strategies		Spell words by identifying the sounds and then writing the sounds with letters.
	Transcription – spelling – prefixes, suffixes, morphology and etymology		Use phonic knowledge to spell words.
	Composition – planning	Give meaning to the marks they are making as they are drawing, writing or painting.	Use talk to support the writing process.
	Composition – sentences	Talk about their pictures and mark making as they create.	Say words, captions and sentences out loud before writing.
	Composition – drafting paragraphs	Begin to use mark making to communicate thoughts.	Use writing to communicate thoughts, ideas, experiences and events.
	Composition – audience and purpose	Use mark making to support their play. Use writing to support their play.	Use writing to support their play. Write for a given purpose.
	Composition – narrative		Put words in order to make a simple phrase or sentence.
	Composition – evaluating and editing		Talk about their writing with the teacher.
	Composition – proofreading		Begin to read back what they have written to check it makes sense.
	Composition – performing and presenting		Share their writing with others, reading it aloud where appropriate.
	Transcription – spelling – dictations		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Early Learning Goals - 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;
- 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.

Early Learning Goals - 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 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.

Subject Area	Aspect	Nursery (FS1)	Reception (FS2)
Number – Place Value	Numbers to 10	<p>Numbers have an order that they follow. Each number is one more than the previous number. Count to five forwards and backwards, saying one number for each item in order.</p> <p>The last number reached when counting tells you how many there are in total. Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.</p>	<p>Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.</p>

		Recite numbers in order to 10.	
	Numbers to 20	<p>Adding objects makes the group bigger. Taking away objects makes the group smaller. Explore real world addition and subtraction within their play, such as if they have two cars and a friend gives them one more, they will have three.</p> <p>Numbers to five can be made in different ways, but the total is the same each time. Explore the composition of numbers to five and compare numbers.</p> <p>A number of objects can be separated in different ways but the total is still the same. Explore the different ways that groups of three and four objects can be separated.</p>	<p>Find one more or one less than numbers to 10.</p> <p>Numbers to 10 can be made in different ways, but the total is the same each time. Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines.</p> <p>Numbers to 10 can be made in different ways but the total is the same each time. Explore the composition of numbers to 10 and compare numbers.</p> <p>There are different ways of separating numbers into two groups but the total is still the same. Recall number bonds to five and explore the different ways that groups of six–10 objects can be represented. Examples include, three and four together make seven, and seven take away four leaves three.</p>
	Numbers beyond 20	<p>Numbers have an order that they follow. Each number is one more than the previous number. Recite numbers, in order, past five.</p> <p>Three objects can be moved around but the total is always three. Identify and represent up to three objects, without counting, using concrete objects & pictorial representation.</p> <p>More means that there is a larger amount. A lot is a large amount of objects. Use and understand language of quantities, such as more and a lot.</p>	<p>Numbers have an order and a pattern that they follow. Recite numbers, in order, to 20 and beyond.</p> <p>However a group of objects is displayed, the total is still the same. Identify and represent up to five objects, without counting, using concrete objects and pictorial representation.</p> <p>The same as means that both quantities match. More than is a bigger amount. Less than is a smaller amount. Use and understand language related to adding and subtracting, including 'more than, less than' and 'the same as'.</p>
Statistics	Construct, read and interpret		Data can be recorded in tables and pictograms. Record data in simple tables and pictograms.
Geometry – Shape, Position and Direction	Shape	Shapes have different properties. They can be straight, long, curvy or short. Shapes are all around us in the environment. Explore shapes in the environment and use informal mathematical vocabulary to talk about the shape of everyday objects, such as round and tall.	<p>3-D shapes are solid shapes. They have a different number of faces and edges. The faces are made up of different 2-D shapes. Use mathematical names for common 3-D shapes and use 3-D shapes in their play.</p> <p>2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D</p>

			shapes. They can also be put together to make other 2-D shapes. Use mathematical names for common 2-D shapes and explore shapes in their play.
	Pattern and Symmetry		Continue, copy and create repeating patterns using a variety of objects.
	Position, Direction and Coordinates	Positional language includes in, under, inside, behind, and on top. Use and understand positional language.	Positional language includes under, over, next to, behind, in front, above and through. Use and understand language that describes where objects are in relation to each other.
Measurement – Measuring and Calculating	Length and Height	<p>Items can have different heights, lengths and weights. Containers hold different amounts. Explore length, height, capacity, weight, time and money in their play.</p> <p>Items can have different heights, lengths and weights. Containers hold different amounts. Explore length, height, weight and capacity in their play and begin to use language associated with this with support, such as long, short, tall, heavy, light, full and empty.</p>	Items can be measured to show how long, tall or heavy they are. Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.
	Volume and Capacity	Compare the capacity of everyday objects in their play, and begin to use language associated with this, such as full and empty.	The capacity of an object is how much it can hold. Compare and order the capacity of two to three items in sand and water play and use and understand the language full and empty.
	Time	<p>There is a structure and routine to the day. Events happen in order. Be aware of when certain events take place.</p> <p>Events happen in an order and sometimes they have to wait for things to happen. Certain words, including 'later', show that they need to wait for an event to happen. Begin to describe a sequence of real or fictional events, using words, such as 'first' and 'then'.</p>	<p>Events can be sequenced using everyday words, such as first, then, next, morning and afternoon. Order and sequence familiar events, such as everyday routines.</p> <p>Use simple timers to measure periods of time.</p>
	Weight and Mass	<p>Explore length, height, weight and capacity in their play and begin to use language associated with this with support, such as long, short, tall, heavy, light, full and empty.</p> <p>Compare the weight of everyday objects in their play and begin to use language associated with this, with support, such as heavy and light.</p>	<p>Items can be measured to show how long, tall or heavy they are. Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.</p> <p>Items can be measured using non standard units to show how long or tall they are. Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest.</p>
	Money	Money is used to buy objects. Explore coins and money in their play.	There are different types of coins. Each coin is worth a different amount. Use money, including coins, in role play situations.

Number – Multiplication and Division	Multiplication		Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. Double quantities within 10 and explore how to share amounts evenly using concrete resources.
	Division		Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. Explore how to share amounts evenly using concrete resources
Number – Addition and Subtraction	Addition and Subtraction		Adding means making a group larger and can be represented by the + symbol. Subtraction means making a group smaller and can be represented by the – symbol. Understand and use language and concepts relating to addition and subtraction. Be aware of the symbols related to addition and subtraction.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Early Learning Goals - 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;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Early Learning Goals - 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 this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Early Learning Goals - 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.

Subject Area	Aspect	Nursery (FS1)	Reception (FS2)
Humankind	Everyday life		
	Hierarchy and power		Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Explore and talk about pictures, stories and information books on the theme of royalty.
	Human features and landmarks	Human features of the immediate environment include the school, the playground, streets and houses. Notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live.	Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. Name and talk about man-made features in the local environment, including shops, houses, streets and parks.
	Settlements and land use		Describe a contrasting environment to their own.
Processes	Climate and weather	Changes in the local environment, such as leaves changing colour or the number of people outside, occur with the passing of the seasons. Notice ways that the local environment changes during different seasons.	
	Changes	In the winter, the evenings gets darker earlier. In the summer, the evening stay lighter for longer. Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length.	The number of daylight hours varies throughout the year, according to the season. The days are longer in summer and shorter in winter. Notice and talk about the differences in day length between the seasons.
	Changes	In the winter, the evenings gets darker earlier. In the summer, the evening stay lighter for longer. Talk about things they can do on	The number of daylight hours varies throughout the year, according to the season. The days are longer in summer and

		winter evenings and things they can do on summer evenings and begin to notice the difference in day length.	shorter in winter. Notice and talk about the differences in day length between the seasons.
	Pattern seeking	The weather is colder in winter and warmer in summer. Talk about the weather as being warm or cold.	The weather can change throughout the day, week and month. The weather is different at different times in the year. Notice and begin to describe patterns of weather in summer and winter.
	Phenomena		Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves. Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave.
	Forces		Some objects float and others sink. When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface. Describe, predict and sort things that float and sink and talk about the forces that they can feel.
	Modelling		Some light sources need electricity or batteries to work, such as a torch, and some do not, such as candles. Explore and describe electrical and non-electrical light sources.
	Environment	We should care for the environment. For example, rubbish needs to be put in the bin. Show care for living things and the environment.	Litter has a harmful effect on the areas where we live, work and play. Describe how they can look after their environment.
Creativity	Communication	Begin to use words relating to the passage of time when retelling a past event.	
	Report and conclude	Stories, books and pictures give us information about the past. Be aware of people and events from the past by sharing books and looking at photographs.	Stories, books and pictures are used to help people to find out about people and events from the past. Share stories and talk about events in the past.
Investigation	Geographical resources		Maps and photographs can be used to show key features of the local environment. Use photographs and maps to identify and describe human and physical features from their locality.
	Fieldwork	Take part in simple fieldwork activities, such as helping to take photographs or recording simple data.	Fieldwork includes going on walks and visits to collect information about the environment. Take photographs, draw simple picture maps and collect simple data during fieldwork activities.
	Observation	Talk about some of the things that they have observed using simple scientific vocabulary.	With support, observe, record and talk about materials and living things.

	Measurement		Simple equipment can be used to measure distance, height, weight and time. With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time.
Materials	Artefacts and sources	Comment and ask questions about objects from the past.	Objects from the past can look different to objects from the present. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.
	Properties and uses	Different materials can be used for different things because they are hard, soft, bendy or waterproof. Waterproof items, such as Wellington boots, raincoats and umbrellas, protect us from the rain. Explore and talk about materials which are waterproof.	Some materials are magnetic, which means that they are attracted to (pull towards) a magnet. Some metals are magnetic. Other materials are nonmagnetic, such as wood, dough and glass. Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration.
	Identification and classification		Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties. Name and sort everyday items into groups of the same material.
Nature	Parts and functions	Parts of a plant include flower, petal, leaf and stem. Begin to talk about and draw plants with attention to their parts. Animals have some similar and some different body parts. Begin to talk about and name the body parts of common animals, including pets.	Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves. Name and describe basic features of plants and trees. Different animal groups have some common body parts, such as birds have wings and fish have fins. Identify common features for different groups of animals, including wild and domestic animals.
	Parts and functions	Parts of a plant include flower, petal, leaf and stem. Begin to talk about and draw plants with attention to their parts. Animals have some similar and some different body parts. Begin to talk about and name the body parts of common animals, including pets.	Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves. Name and describe basic features of plants and trees. Different animal groups have some common body parts, such as birds have wings and fish have fins. Identify common features for different groups of animals, including wild and domestic animals.
	Identification and classification	Plants and trees are living things. Care for growing seeds and plants and describe observable features of different types of plants and trees.	Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers. Begin to name and group plants and trees according to their observable features.

		Animals are living things. There are lots of different types of animals. Pets are animals. Name a variety of domestic and wild animals.	
	Survival	Plants and animals are living things. They need food and water to survive. Begin to talk about ways to care for a plant or animal.	Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. Describe some ways that plants or animals should be cared for in order for them to survive.
Place and space	Diversity	Shows an interest in different occupations and the lives of familiar people.	Talk about the different occupations that familiar adults and members of their community have.
	Local history	Explore photographs to show how the school or locality has changed over time.	Explore and talk about important events in the school or locality's history.
	Maps	Describe a familiar route and use maps as part of role play.	A map is a picture or drawing of an area of land or sea. Make and use simple maps in their play to represent places and journeys, real and imagined.
	World	The world has lots of different places in the world. Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.	Globes and maps can show us the location of different places around the world. Begin to notice and talk about the different places around the world, including oceans and seas.
	UK		Identify the United Kingdom on a world map or globe.
	Place in the world		Show an awareness of the similarities and differences between people in different communities and groups from around the world.
	Location	Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.
	Habitats		A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. Observe and describe living things and their habitats within the local environment.
Comparison	Compare and contrast	Begin to notice similarities and differences between life now and in the past.	Describe some similarities and differences between things in the past and the present. Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities. Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.

	Phenomena		A shadow is the same shape as the object that makes it. Shadows change during the day. Make a shadow bigger or smaller using toys, play equipment and a light source.
	Physical things	Make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder.	Objects can be compared and grouped according to their shape, colour, material or use. Compare and group objects and materials according to simple given criteria.
Significance	Significant events	A significant event is something that is important to them or their family, such as birthdays, christenings or religious celebrations. Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.	
	Significant people		Some people in history are significant because they did important things that changed the world or how we live. Share stories and talk about significant people who lived in the past.
	Significant places		A place can be important because of its location, use buildings or landscape. Discuss and describe places that are important to them.
Change	British history		Stories, or narratives, can tell us about important things that happened in the past. Listen to and talk about stories describing significant events from the past.
	Changes over time	Pictures and books can show how life was different in the past. Begin to spot similarities and differences between pictures of the past and the modern day.	The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.
	Living things	Living things change and grow. Say how a living thing has changed over time.	Living things change over time. This includes growth and decay. Explore the natural world around them and give simple descriptions, following observation, of changes.
	Life changes	Begin to notice changes that have happened in their lives.	Change happens to everyone. Changes happen in families and environments. Recognise and begin to talk about how their lives have changed as they have grown.
	Physical development	Say how they have changed over time.	People change as they grow and have changed since they were babies, both in their appearance and what they are able to do. Recognise and discuss how they have changed from when they were babies.

Expressive Art and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals - 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.

Early Learning Goals - 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.

Subject Area	Aspect	Nursery (FS1)	Reception (FS2)
Writing	Composition – drafting paragraphs	Begin to use mark making to communicate thoughts.	Use writing to communicate thoughts, ideas, experiences and events.
	Composition – audience and purpose	Use mark making to support their play.	Use writing to support their play.
Reading	Comprehension – retrieval	Begin to talk about the main events and principle characters in stories, using props and materials for role play.	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.
	Comprehension – retelling and performing	Begin to remember and repeat key phrases and refrains from well-known stories and narratives.	Retell stories and narratives through role play and small world play, using some key vocabulary.
	Comprehension – understanding	Demonstrate awareness of what has been read to them by retelling stories in their play using props.	Talk about stories that have been read to them and retell them through role play and small world play.

Humankind	Human form	A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Use a variety of marks to represent the human form, from observation, imagination or memory.	A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Represent different parts of the human body from observation, imagination or memory with attention to some detail.
	Everyday products		Everyday products are objects that we use every day. These objects have a specific use. Name and explore a range of everyday products and begin to talk about how they are used.
Processes	Mechanisms and movement		Vehicles and machines have wheels and axles to help them move. Explore, build and play with a range of resources and construction kits with wheels and axles.
	Electricity		Many appliances at home and school need electricity to work. The appliances need to be attached to electricity through a plug and socket, or use batteries. Identify products that use electricity to make them work.
Creativity	Creation	Use a range of media, tools and techniques to create images, express ideas and show different emotions.	Different types of art include painting, drawing, collage, textiles, sculpture and printing. Create art in different ways on a theme, to express their ideas and feelings.
	Evaluation		Share their creations with others, explaining their intentions and the techniques and tools they used.
	Generation of ideas	Develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests.	Communicate their ideas as they are creating artwork. Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.
	Use of ICT		Digital devices can be used to share information about creations with others. Use digital devices to take digital images or recordings of their creations to share with others.
	Singing	Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.	Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.
	Performance	Remember and sing well known rhymes and songs in a small group.	Learn and sing songs and rhymes as part of a larger group.
	Structures	Different materials can be used for construction. They have different properties. Make simple structures using a range of materials.	Different materials have different properties and can be used for different purposes. Construct simple structures and models using a range of materials.

	Notation		Pictures and symbols can represent the sounds that instruments make. Make or follow very simple symbols and marks to play music.
	Pulse and rhythm	The same sound can be played repeatedly, which will make a pattern. Join in with simple repeated rhythms.	Sound patterns can be made by repeatedly clapping or tapping the same sounds. This is called a rhythm. Tap or clap simple repeated rhythms.
	Composition	Instruments can be played in a variety of ways to create different sounds. They can be played quickly, slowly, loudly or softly. Explore the different sounds that instruments and their voices can make to create simple compositions.	The different sounds that instruments make can be used to represent feelings, images or stories. Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.
Investigation	Evaluation		Recognise that it is possible to change and alter their designs and ideas as they are making them. Adapt and refine their work as they are constructing and making.
	Music appreciation	Listen to different music and songs and say what they like or dislike.	Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.
	Listening	Listen with increased attention to sounds.	Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions. Listen to a variety of music and talk about how it makes them feel.
	Investigation	Find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials.	When we try things out to see if they work, it is called a test. Observe how activities are going and adapt their ideas if necessary.
Materials	Malleable materials	Explore ways of changing the shape or texture of malleable materials.	Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.
	Paint	The primary colours are red, yellow and blue. Explore colour and application of paint using a range of different tools.	The primary colours are red, yellow and blue. Use primary and other coloured paint and a range of methods of application.
	Paper and fabric	Paper and fabric can be cut and torn and joined together using glue. Use a variety of paper and fabric to make images.	Papers and fabrics can be used to create art, including tearing, cutting and sticking. Cut, tear, fold and stick a range of papers and fabrics.
	Printing	Make simple prints using fingers, hands, feet and found objects.	Make simple prints using a variety of tools, including print blocks and rollers.
	Pencil, ink, charcoal and pen	Different types of line include bumpy, zigzag, curvy and dotted. Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.	Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with.

	Materials for purpose	Explore and choose freely from a variety of materials when making.	Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking. Select appropriate materials when constructing and making.
Nature	Natural art	Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures. Explore natural materials and loose parts to make patterns and images.	Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. Use natural materials and loose parts to make 2-D and 3-D art.
Place and space	Landscapes	Create pictures of places from imagination or experience.	A painting of a place is called a landscape. Draw or paint a place from observation or imagination.
Comparison	Compare and contrast	Say how their artwork is the same or different to someone else's.	Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used. Describe what, why and how something was made and compare with others.
Significance	Significant people, artwork and movements	Explore and talk about pictures of famous artwork as they paint and draw.	Explore artwork by famous artists and talk about their likes and dislikes.
	Significant people		Some products are significant because they have changed the way people live their lives. Explore significant products.

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

As a school, we use the Development map to track progress of each child, looking at the progress of the whole child. This is supported by gathering evidence through learning stories and snapshots along with secure staff pedagogy about child development and the needs of the children we serve.

Parents and/or carers are kept up-to-date with their child's progress and development. Practitioners address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Learning and Development Considerations

Practitioners at Abbeyfield consider the individual needs, interests, and development of each child in our care, and use the information they know about the children to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners take time to discuss this with the child's families and agree how to support the child. Practitioners consider whether a child may have a special educational need or disability which requires specialist support. As a school we then link with, and help families to access, relevant services from other agencies as appropriate.

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We provide further enhancements and consistent scaffolds and opportunities to develop each child's English to help them learn and use new vocabulary. As a school we ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1.

In planning and guiding what children learn, we reflect together as a team on the different rates at which children are developing and adjust our practice appropriately.

HISTORY

Key Skills

Links to:- Development Matters 2021 (The non-statutory supporting guidance for the EYFS Statutory Framework 2021)

Early Learning Goals (ELGs) Expected Statements (ARE for end Reception EYFS Profile)

Understanding the World

BIRTH TO THREE

Notice differences between people.

THREE AND FOUR YEAR OLDS

Begin to make sense of their own life-story and family's history.

CHILDREN IN RECEPTION (FS2)

Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.

PAST AND PRESENT ELG

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

GEOGRAPHY	Key Skills Links to:- Development Matters 2021 (The non-statutory supporting guidance for the EYFS Statutory Framework 2021) Early Learning Goals (ELGs) Expected Statements (ARE for end Reception EYFS Profile)
	Understanding the World
BIRTH TO THREE	<p>Explore natural materials, indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>
THREE AND FOUR YEAR OLDS	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
CHILDREN IN RECEPTION (FS2)	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside – Tinsley, Farm, Coast</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
PEOPLE AND COMMUNITIES ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
	<p>Children at the expected level of development will:</p>

THE NATURAL WORLD ELG

- 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.

SCIENCE	<p>Key Skills</p> <p>Links to:- Development Matters 2021 (The non-statutory supporting guidance for the EYFS Statutory Framework 2021)</p> <p>Early Learning Goals (ELGs) Expected Statements (ARE for end Reception EYFS Profile)</p>
Understanding the World	
BIRTH TO THREE	<p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>
THREE AND FOUR YEAR OLDS	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>
CHILDREN IN RECEPTION	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p>
THE NATURAL WORLD ELG	<ul style="list-style-type: none"> • 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.

ART & DT

Key Skills

Links to:- [Development Matters 2021 \(The non-statutory supporting guidance for the EYFS Statutory Framework 2021\)](#)

[Early Learning Goals \(ELGs\) Expected Statements \(ARE for end Reception EYFS Profile\)](#)

Expressive Arts and Design

BIRTH TO THREE

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
Start to make marks intentionally.
Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
Use their imagination as they consider what they can do with different materials.
Make simple models which express their ideas.

THREE AND FOUR YEAR OLDS

Take part in simple pretend play, using an object to represent something else even though they are not similar.
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Explore different materials freely, in order to develop their ideas about how to use them and what to make.
Develop their own ideas and then decide which materials to use to express them.
Join different materials and explore different textures.
Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Use drawing to represent ideas like movement or loud noises.
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
Explore colour and colour-mixing.

CHILDREN IN RECEPTION

Explore, use and refine a variety of artistic effects to express their ideas and feelings
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Create collaboratively sharing ideas, resources and skills.
Develop storylines in their pretend play.

CREATING WITH MATERIALS ELG

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.



**BEING
IMAGINATIVE AND
EXPRESSIVE ELG**



Children at the expected level of development will:
Invent, adapt and recount narratives and stories with peers and their teacher.
Perform songs, rhymes, poems and stories with others.

MUSIC

Key Skills

Links to:- Development Matters 2021 (The non-statutory supporting guidance for the EYFS Statutory Framework 2021)

Early Learning Goals (ELGs) Expected Statements (ARE for end Reception EYFS Profile)

Expressive Arts and Design

BIRTH TO THREE

Show attention to sounds and music.
Respond emotionally and physically to music when it changes.
Move and dance to music.
Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
Explore their voices and enjoy making sounds.
Join in with songs and rhymes, making some sounds.
Make rhythmical and repetitive sounds.
Explore a range of sound-makers and instruments and play them in different ways.
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

THREE AND FOUR YEAR OLDS

Listen with increased attention to sounds.
Respond to what they have heard, expressing their thoughts and feelings.
Remember and sing entire songs.
Sing the pitch of a tone sung by another person ('pitch match').
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
Create their own songs, or improvise a song around one they know.
Play instruments with increasing control to express their feelings and ideas.

CHILDREN IN RECEPTION

Listen attentively, move to and talk about music, expressing their feelings and responses.
Watch and talk about dance and performance art, expressing their feelings and responses.
Sing in a group or on their own, increasingly matching the pitch and following the melody.
Explore and engage in music making and dance, performing solo or in groups.

BEING IMAGINATIVE AND EXPRESSIVE ELG

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.

Foundation Stage Pencil Grip Development

There are 5 pencil grip developmental stages that a child needs to go through before they can successfully use a mature/dynamic tripod grip. They need to work through each stage and as their hand, shoulder and arm strength and mobility increases so does the ability to move to the next developmental stage of the grip.

There are principles of development called "big to small" and "proximal to distal" - basically this means that children develop the larger muscles of the trunk and arms before the smaller muscles of the hands and that the proximal muscles closer to the body centre (shoulder muscles, upper arm muscles) develop before the distal muscles which are further away (hand muscles).

The Tripod Pencil Grip is considered the most appropriate grip for handwriting, for both right and left-handed writers. This is because it allows the fingers and wrist to move freely without putting strain on the hand, helping to improve correct letter formation ability and making handwriting a more comfortable experience.

Foundation Stage (4 - 5 year olds)

When children start in Foundation Stage (4 - 5 year olds) they will be at different pencil grip development stages, this is what we would normally expect:

- A few children will be at Stage 1.
- Most will be at Stage 2 with some moving to Stage 3 but not confident in its use.
- A few will have reached and be comfortable at Stage 3.

By the end of Foundation Stage, the children will still be at different pencil grip development stages, this is what we would normally expect:

- Some will be at Stage 3.
- Most will be at Stage 4 with some moving to Stage 5, but not confident in its use.
- A few at Stage 5.

Stage 1 - Palmer-supinate grasp



Holds the crayon/pencil in fist (whole hand) like a dagger. They use whole arm movements from the shoulder to mark-make. Due to this whole arm movement they prefer to work on a vertical surface.

Stage 2 - Palmer or digital-pronate grasp



Holds a crayon/pencil with the palm of the hand facing down towards the paper. The crayon/pencil is held by all the fingers and the thumb. The movement comes from the shoulder and elbow. Again due to the way the arm moves a vertical surface is preferred.

Stage 3 - Four finger and thumb grip



Holding the crayon/pencil between the thumb and four fingers with the crayon/pencil in a nearly vertical, upright position. Movement comes from the elbow and wrist.

Stage 4 - Static quadruped or tripod grip



Holding the pencil in very nearly the correct position however the web space is narrower than it would be if held in a mature tripod grip. This means that the movement is coming from the wrist and large finger movements.

Stage 5 - Mature / Dynamic tripod grip



This is traditionally considered the most appropriate handwriting pencil grip for both left and right-handed writers. Holding the pencil between the thumb and index finger with pencil supported on the middle finger. The ring and little fingers are gently curled inwards. This gives an open wide web space which means the movement comes from the fingers.