



Russell Street School



My Child is Starting Nursery

Information for Parents





Excellent

teaching gives children the life chance they deserve.

Enjoyment

is the birthright of every child.

But the most powerful mix is the one that brings the two together.



Introduction

At Russell Street School we understand how vital good communication between home and school is in order to ensure your child makes the best possible progress. This guide has been produced to play an important role in facilitating this partnership.

For your child to achieve their full potential it is vital that you support their learning and development.

This guide gives you a wealth of information about Nursery at Russell Street School, how you can help your child, how we develop and assess your child, useful websites and curriculum materials.

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School Information

Russell Street
Stony Stratford
Milton Keynes
MK11 1BT
Tel: 01908 563148
Website: www.russell-street-school.co.uk



Nursery Lead: Mrs S Jeffery

Headteacher: Mrs D Robinson
Deputy Headteacher: Mrs J Van Rooyen
Assistant Headteacher: Mrs S Camp
Safeguarding and Child Protection: Mrs D Robinson & Mrs L Read

SENDCo: Mr D Thompson
Deputy SENDCo: Mrs S Jeffery

School Business Manager: Mrs A Starr
School Office Manager: Mrs S Ames

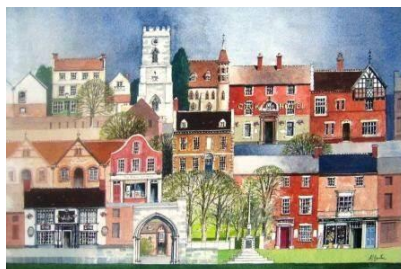
Chair of Governors: Dr N Sumpter

Contact details:

Office Contact: office@russell-street-school.co.uk
Nursery Contact: nursery@russell-street-school.co.uk

Admissions Contact:
<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/school-admissions>
primaryadmissions@milton-keynes.gov.uk

Tel: 01908 253338
Civic Offices
1 Saxon Gate East
Central Milton Keynes
MK9 3EJ



Welcome



Your child is an individual — they deserve a unique, personalised education.

A warm welcome to Russell Street School. We are a dedicated, hard-working, friendly team who work very closely together to support children's growth and learning.

We are an infant school situated in the heart of Stony Stratford. Choosing an infant school education ensures that you have a whole school team supporting your child who are dedicated to and specialise in the education of 3 to 7 years olds. We have extremely strong links with our local junior schools, ensuring that there is a seamless transition into Key Stage Two.

Russell Street School was built in 1844 and moved into the present building in 1907. We are a Local Authority school that caters for the Early Years Foundation Stage (3-5 years old), which includes a nursery and reception classes and Key Stage 1 (5-7 year olds).

We have high expectations, inclusive approaches, an exciting bespoke curriculum and excellent teaching. We aim to create a happy, caring environment in which children develop self-confidence and independence; are encouraged to be considerate and show respect for others. Russell Street children are encouraged to work hard; have a positive attitude to learning and become confident in their own ability.

We are committed to working in partnership with our parents, the local and global community to develop our pupils' values for life alongside a broad range of skills that will prepare them for lifelong learning.



Vision and Values of Russell Street School



Russell Street School children are **STARS** - Safe, Together, Achieve, Resilient, Special.

SAFE

'We all have the right to feel safe all the time. Nothing is so awful or so small that we cannot talk about it.' (RSS iSafe Programme).

TOGETHER

Highly supportive relationships are established based on mutual respect. Children make a positive contribution to society. They understand their rights and responsibilities as citizens and respect the beliefs and values of others.

ACHIEVE

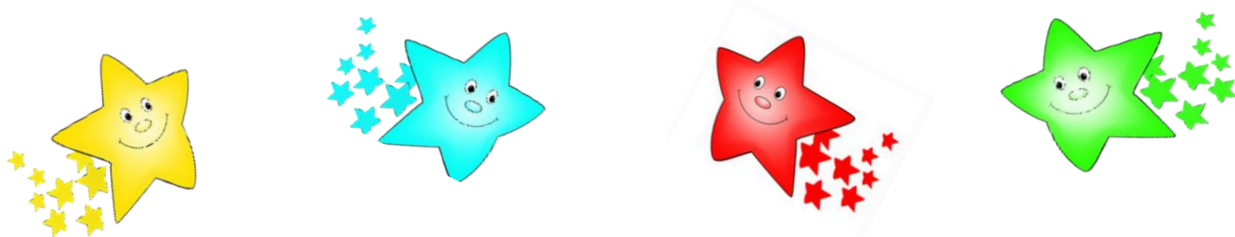
Children achieve the best possible outcomes through the delivery of an exciting, ambitious curriculum built around progressive new skills and knowledge acquisition. Children have a strong desire to learn more and acquire the knowledge and cultural capital they need to succeed in life.

RESILIENT

Children demonstrate high levels of self-determination and control. Through a growth mindset attitude, children believe the impossible is possible.

SPECIAL

Children have access to a wide, rich set of experiences and have frequent opportunities to develop their talents and interests. Children feel an important sense of worth and belonging ensuring good mental health and well-being.



Your Child's Day



8:50am	Arrive and enter the nursery building.
11:50pm	End of the Morning Session
1pm	End of Lunch
2.50pm	End of the day

All children will have access to water at all times. Please provide your child with a water bottle every day. We will send them home at the end of each session to be thoroughly cleaned. Please ensure that your child's bottle is re-filled for the day ahead.

Cool Milk Scheme

Milk is provided free of charge to all children under the age of five. Once your child becomes five, you are still able to order and pay for milk for your child. To receive your child's free or paid for milk you must register with Cool Milk online.

<https://www.coolmilk.com>

Snack

Children are provided daily with a free piece of fresh fruit or vegetable, such as an apple or carrot.

Lunch

You can order a school meal provided daily by Hobbs Catering. All meals should be ordered online. Please see the Hobbs Catering Website for further details:

<https://www.hobbsschoolcatering.co.uk/>

You may send your child to school with a packed lunch if you prefer. Packed lunches must contain only healthy choice food and should be sent to school in a clearly named lunch box. All food items should be nut free. Water is the preferred drink choice.

The Russell Street School website has many facts and figures that you may find useful

www.russell-street-school.co.uk

Attendance

Although your child is non-compulsory school age we need to know if they are not going to attend a session as this is part of our routine safe-guarding measures. Please inform the office about the absence of your child by 9.00 am. All unexplained absences will be followed up by the office. If your child has a medical appointment during the school day, please make sure you inform the school office and send evidence of the appointment (e.g. hospital letter) to the school e-mail address (office@russell-street-school.co.uk).

Medical Appointments

If possible please arrange appointments for out of school hours. Alternatively, please drop your child off at Nursery at 11.50am after a morning appointment, or pick your child up at 11.50pm for an afternoon appointment. This is to ensure that we are in ratio regarding adult: child ratios in Nursery. Adults will be unable to collect your child from the office or take your child to the office at other times.

Holiday Absence during Term Time

As your child is non-compulsory school age you can take a holiday during the school term time. We would appreciate it if you could fill out a holiday form in advance. The holiday forms can be located in the foyer of the main school office.



Uniform

Uniform is not compulsory in Nursery, however, if your child would like to wear uniform the following can be worn:

- Navy sweatshirts / cardigans (a logo is not required).
- White or light blue polo shirts.
- Grey, navy or black 'bottoms', e.g. trousers, shorts, pinafores, skirts.
- In the summer an optional extra of blue gingham dresses.
- Sensible footwear (flat and closed toed).
- No jewellery, other than plain stud earrings.

Logo versions of school sweatshirts, cardigans and polo shirts are available from Maisies in Wolverton. <https://www.maisies-superstore.co.uk>

Pre-loved uniform is available from the School Office. Please take donations of items of uniform to the School Office.

Please speak in confidence to the School Office if you need items of uniform at no cost. We will happily provide these.



Please name every item of your child's uniform

Lost Uniform

All unnamed uniform will be held in lost property boxes until the end of the half term and then will either be given to a charity collection or added to our pre-loved uniform rail.

Nursery children will need to leave a labelled pair of wellington boots in school please.



Wrap Around Care

BEFORE AND AFTER SCHOOL CARE

We have a dedicated building in which to provide a safe and relaxed social environment for the start and the end of the school day for those families who require before and after school care provision.

Before and After School Care is run by Premier Education.

For further information or to book a place, please go to www.premier-education.com or see our school website. Please ensure that you book and pay for your child's session in advance.

When your child finishes their morning session with Premier they are brought to the Nursery building where they start their day with the Nursery team.

Please note that for After School Club you can chose either a 5pm pickup or a 6pm pickup.

Welfare

Russell Street School is committed to Safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Health & Safety of all children is paramount.

Parents and carers expect the school to provide a safe, secure and caring environment in which their children can flourish. To meet this expectation, the school implements a wide range of measures and policies, including the school's Safeguarding & Child Protection policy and Health & Safety policy.

Child protection

Our first priority is the welfare of all of our pupils. The law requires schools to report any obvious suspected cases of child abuse. If you are concerned about the welfare of any child you can contact the Milton Keynes Multi- Agency Safeguarding Hub on 01908 253169 or 253170. [Milton Keynes Multi Agency Safeguarding Hub \(MASH\) | Milton Keynes City Council](#)

Administering Medicines

Only medicines prescribed by a doctor can be administered in school. If your child requires prescribed medication during the day, it should be handed to the member of Nursery staff on the Nursery door at the start of the day. A medical consent form must be completed and signed stating the precise dose and time for the medication to be given. Medication must be clearly labelled with your child's name. Antibiotics will be administered if your child requires 4 doses a day. If your child attends after school club we will consider administering your child's third dose if they are being picked up later in the day.

Accidents/Bumped Heads

If your child has a bump to the head during the course of the school day, you will receive notification through Medical Tracker, which is linked to the priority 1 email address. If the injury is significant, a member of staff will call you to let you know.

Keeping Your Child Safe

The following websites can support you in keeping your child safe.

NSPCC

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

E-Safety

<https://www.thinkuknow.co.uk/>



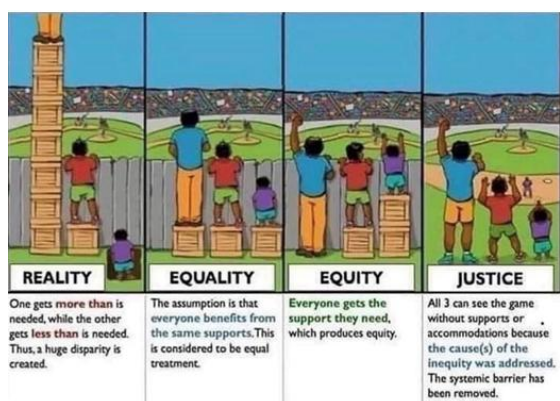
Pastoral Care and Behaviour

We provide a caring environment in which people and property are respected.

We use daily circle times to build strong relationships and communities. The focus of the school's behaviour policy is on the positive reinforcement of expected behaviours. Courtesy, consideration and self-discipline are expected and encouraged at all times. We give children clear, consistent guidelines and boundaries for behaviour in school and encourage parents to support us in this at home.



All classes use the Colour Monster books and materials to teach children emotional literacy vocabulary so that children can name emotions, talk about emotions, recognise emotions in others, learn strategies to regulate their emotions. By using these materials all children have a fully understood way of sharing their emotions and will develop a large set of emotional vocabulary to enable them to do this successfully.



Our school's behaviour culture creates a calm environment which will benefit pupils with SEND, enabling them to learn. We understand that some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will be considered in relation to a pupil's SEND.

There is a focus on intrinsic awards. Teaching staff give meaningful praise and 'catch the children being good'.

Birthdays are celebrated in classrooms. Please inform the office if you do not celebrate birthdays. As a healthy school, we do not give out sweets etc on birthdays. If you would like your child to give something to their friends, stickers or a book for the class to share are welcome.



Philosophy

Our Nursery philosophy is based on Froebilian practices. Friedrich Froebel (1782 - 1852) was the inventor of kindergartens and a pioneer of early childhood education and care. Froebel's work and writing changed the way we think about and value early childhood.

Froebel's ideas were considered revolutionary in the 1850s but the principles of his work have since become part of modern, mainstream early years educational practice.

The principles are as follows:

Unity and Connectedness

Everything in the universe is connected. The more one is aware of this unity, the deeper the understanding of oneself, others, nature and the wider world. Children are whole beings whose thoughts, feelings and actions are interrelated. Young children learn in a holistic way and learning should never be compartmentalised for everything links.

Autonomous Learners

Each child is unique and what children can do rather than what they cannot, is the starting point for a child's learning. Children learn best by doing things for themselves and from becoming more aware of their own learning. Froebelian educators respect children for who they are and value them for their efforts. Helping children to reflect is a key feature of a Froebelian education.

The Value of childhood in its own right

Childhood is not merely a preparation for the next stage in learning. Learning begins at birth and continues throughout life.

Relationships Matter

The relationships of every child with themselves, their parents, carers, family and wider community are valued. Relationships are of central importance in a child's life.

Creativity and the power of symbols

Creativity is about children representing their own ideas in their own way, supported by a nurturing environment and people. As children begin to use and make symbols they express their inner thoughts and ideas and make meaning. Over time, literal reflections of everyday life, community and culture become more abstract and nuanced.

The central importance of play

Play is part of being human and helps children to relate their inner worlds of feelings, ideas and lived experiences taking them to new levels of thinking, feeling, imagining and creating and is a resource for the future. Children have ownership of their play. Froebelian education values the contribution of adults offering 'freedom with guidance' to enrich play as a learning context.

Engaging with nature

Experience and understanding of nature and our place in it, is an essential aspect of Froebelian practice. Through real life experiences, children learn about the interrelationship

of all living things. This helps them to think about the bigger questions of the environment, sustainability and climate change.

Knowledgeable, nurturing educators

Early childhood educators who engage in their own learning and believe in principled and reflective practice are a key aspect of a Froebelian approach. Froebelian educators facilitate and guide, rather than instruct. They provide rich real-life experiences and observe children carefully, supporting and extending their interests through 'freedom with guidance'.

ShREC

Our staff are well trained in the 'ShREC Approach' to ensure that the children have a real sense of connection. The aim of the ShREC approach is to provide early years professionals with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice. This approach ensures that the children know that the adults show genuine interest in what they are focused on and is a powerful way to establish a connection.



Forest School

All of our Nursery children have a Forest School session fortnightly. We are passionate about the benefits that Forest School sessions can have not only on the teaching and learning but the impact of the sessions on mental health and well-being. Forest school provides a learning approach that offers children regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment with trees. Our Forest School sessions take place in our wonderful school orchard. Some examples of a session are: gardening, climbing trees, helping to make campfires, making bird feeders and playing

hide and seek to name a few.

Parental Involvement

A close partnership between school and parents is vital to a child's educational progress. There are regular Parents' Consultations arranged so that parents can discuss their child's progress with the teaching staff. In Nursery we use '**Seesaw**', which is an electronic way of capturing learners' experiences through photographs and videos.

Parents are welcome to contact the Nursery Leader or Headteacher if any concerns arise during the school year.

Every week you will receive a weekly newsletter in the form of a Sway detailing your child's year group learning. Dates, reminders, key messages and ideas to support your child's learning are all contained within this weekly Sway.

Every half term you will receive a newsletter from the Headteacher detailing all dates and key information for the whole half term. Newsletters can be found here - <https://www.russell-street-school.co.uk/website/newsletters/627720>

If you have any questions about school, please email the school office directly: office@russell-street-school.co.uk

Or if your question is nursery-based, please email: nursery@russell-street-school.co.uk

Please note that the nursery email address is not monitored by staff during the school holidays.

Parents' Association

The Parents' Association is a charity, run by parents, which exists to raise money for the school and to bring the parents of the school and community together. The PA regularly pays for extra books for the library, the water coolers and extra resources for classrooms. It also raises money for additional extras like the climbing apparatus in the playground and playground equipment.

The PA is made up of parents and relies on parents volunteering to man stalls at the School Fete or to help out at after-school events. Parents can get involved by helping to plan events, matched funding if their employer operates such a scheme, donating prizes to school events, buying the fundraising products made by children such as tea-towels or Christmas cards and giving their time to help out at events.

Volunteering is fun and rewarding. Events benefit your child in providing an occasion for them to remember as well as money to buy equipment that will enhance their school experience. If you would like to join the PA please speak to the school office who can put you in touch directly with the Parent's Association.



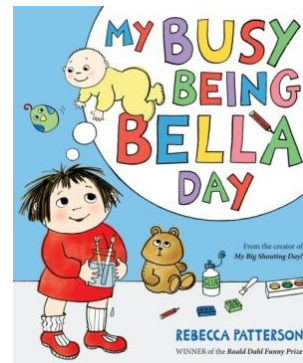
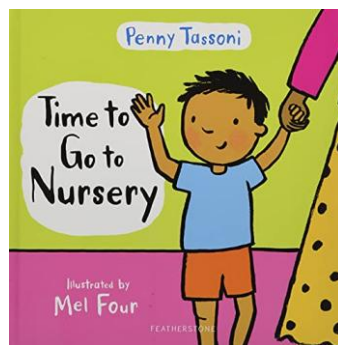
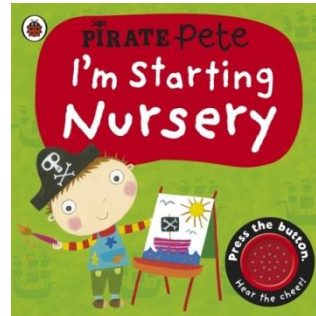
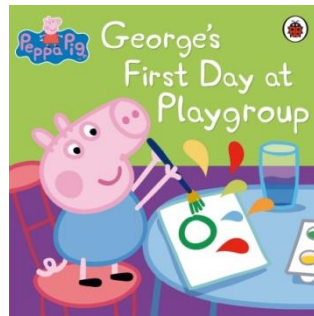
Starting Nursery



Starting Nursery is an exciting time for you and your child. We will do everything possible to ensure your child is happy, feels secure and develops a thirst for lifelong learning.

You can support your child's transition into Nursery by talking positively about how exciting it will be to meet other children and to learn new things.

Some books which discuss starting Nursery that you could read to your child are:



Helping Your Child



Use pretend play to explore the idea of Nursery.

Take turns being the parent, child, and key-worker. Act out common daily routines, such as saying good-bye, taking off your coat, singing songs, reading stories, having Circle Time and playing outside. Reassure your child that Nursery is a good place where they will have fun and learn. Answer your child's questions patiently. This helps children feel more in control which reduces their anxiety.

Read books about Nursery.

Share books with your child over the summer before Nursery starts. Talk about the story and how the characters are feeling. Ask how your child is feeling.

Make a game out of practising self-help skills.

These skills include unzipping their coat, hanging their coat on a hook and fastening their shoes. For example, you might want to have a "race" with your child to see how quickly your child can put on their shoes. When you play Nursery together, you can give your child the chance to practise taking off their coat, and sitting "cross-legged." If your child will be bringing lunch, pack it up one day before Nursery starts and have a picnic together.

Worries

Listen to your child's worries.



As a school we use 'The Colour Monster' story to help children to express their emotions. Once the children have been read the story and are familiar with the different emotions we introduce the colour monsters at circle times in our key-worker groups. This book could be shared at home in preparation for starting Nursery and to help your child communicate how they are feeling.

Although it's tempting to quickly reassure your child and move on, it's important to let your child know that their worries have been heard. No matter what they are, big or small, children's worries about Nursery can significantly influence their experience there. Will you remember to pick me up in the afternoon? Will the grown-ups be kind?

Let your child know it's normal to feel happy, sad, excited, scared, or worried. Explain that starting something new can feel scary and that lots of people feel that way. It can be helpful to share a time when you started something new and how you felt. When you allow your child to share their worries, you can help them to think through how to deal with them. For example, if your child is worried about missing you, you can explain that a family photograph can be kept at Nursery.

As you begin the countdown to the first day, here are some things to keep in mind:

During the two weeks before Nursery starts:

- Purchase a small rucksack together with your child. If possible, let your child choose it. Your child will need a change of clothes, including underwear and socks, which needs to be brought to Nursery at the start of every half term.
- Label all items.
- Figure out how your child will get to school and how your child will come home. Talk to your child about the morning and afternoon routine so that they understand that they will be safe, okay, and cared for.
- Start using your child's "school bedtime."

The night before Nursery:

- Answer any last-minute questions from your child.
- Let your child choose (weather and school-appropriate) clothes for their first day.
- Make sure that your child goes to bed on time.
- Pick a bedtime that gives your child a good night's rest before the first day. Keep the bedtime routine soothing and relaxing. Don't focus too much (or at all!) on the first day of Nursery unless your child wants to.

The first day:

- Wake up early enough so that you and your child don't have to rush to get to Nursery.
- Make breakfast for your child and, if possible, sit down to eat together—or at least talk with your child as they eat and you get ready.
- Review the day's routine (what nursery will be like, how your child will get to Nursery/come home).
- Pack your child's rucksack together. If your child is bringing lunch, select foods that you know are their favourites. Having some familiarity on the first day is helpful as your child adjusts to so many changes.
- Let your child choose a special stuffed animal or blanket to bring to Nursery. This can help children make the transition from home to school. Please send your child with a family photo. These familiar objects can help if your child feels lonely during the day.

Saying a goodbye

These strategies can ease the jitters of separating on your child's first day at Nursery.

Keep your tone positive and upbeat.

Children pick up on the reactions of the trusted adults in their lives. Try not to look worried or sad, and don't linger too long. Say a quick, upbeat good-bye and reassure your child that all will be well.

Think about creating a special goodbye routine.

For example, you can give your child a kiss on the palm to "hold" all day long. Or, the two of you can sing a special song together before you leave. Goodbye routines are comforting to children and help them understand and prepare for what will happen next.

Resist the rescue.

Try not to run back in to the building if you hear your child crying, as upsetting as this can be. This is a big change and your child may, quite understandably, feel sad and a little scared. But if you run back in, it sends the message that your child is only okay if you are there and it is likely to prolong your child's distress and make it harder for them to adapt. Rest assured, Nursery staff have had many years of experience with helping families make the shift to Nursery. Instead, you can wait outside the Nursery building for a few minutes to ensure that all is well, or call the school later in the morning to check in.



Reading

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.

3 and 4 year olds will learn to understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Ways to support your child

- Sing nursery rhymes every day as part of your daily routine (for example, at bath time)
- Share a book with your child every day and make this a special part of your day (for example, at bedtime)
- When reading to your child explain unfamiliar words to extend your child's vocabulary
- Visit the local library
- Point out print, such as the first letter of their name or a familiar logo
- After reading stories ask your child 'what' and 'why' questions such as, "What happened in the story?" and "Why do you think...?"

The most important thing to remember is to be present. Make your story and rhyme times a comfortable and calm experience. Snuggle up and make time for this part of the day.



Phonics

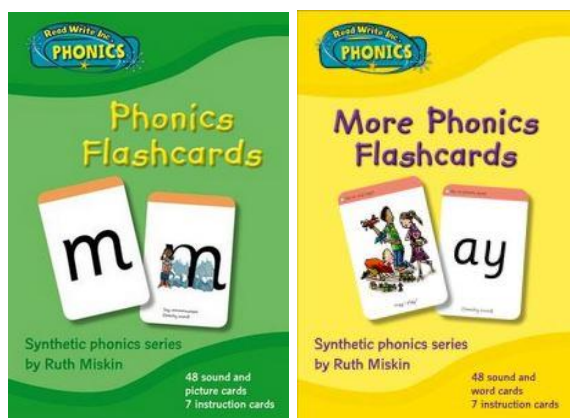
Phonics

When your child is ready we will introduce them to our Phonics programme. At Russell Street School we use the Read Write Inc approach. The children are given opportunities to expand their vocabulary through role-play, discussion, building sentences and using productive questioning. It places huge emphasis on developing children's love of reading through enticing story and poetry times.

In the last term of Nursery, children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books'. This gives them a flying start before going into the Reception class.

We teach phonics in the order listed on the following pages. Some children may learn whole words more easily and therefore we will adapt our approach to match your child.

To support your child learning phonics at home, Read Write Inc. home resources can be purchased for home use from Amazon or similar websites.



The following website also provides a wealth of materials for parents.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Term	Meaning
CVC	A consonant-vowel-consonant word, such as cat , pin or top . You may also come across the abbreviation CCVC for consonant-consonant-vowel-consonant words such as clap and from . Also CVCC for words such as mask and belt .
Phoneme	Phonemes are the smallest unit of speech-sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word sit /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, fit . If you change the phoneme /t/ in fit for a /sh/, you have a new word, fish - /f/-/i/-/sh/.
Grapheme	Graphemes are the written representation of sounds.

Children are taught to recognise sounds and to put them together ('sound blend' them) into words for reading. They are taught one way of representing the 44 main sounds of English first, and then go on to learn the alternative spellings later on.

When teaching your child letter sounds, it is important to remember to keep them very 'pure' and distinct, to help with sound-blending later on. If you are unsure how to pronounce pure sounds visit [phonics pure sounds video \(oxfordowl.co.uk\)](https://www.oxfordowl.co.uk/phonics/pure-sounds-video) to hear the sounds. To enable your child to gain confidence in reading, they should only be asked to read words containing letter sounds they know securely.

Virtual Classroom

Links to videos from the Read Write Inc. virtual classroom will be sent out weekly via the Nursery SWAY. The videos are designed to help you and your child practise the skills they are learning in school, together at home. For example, practising new letter sounds, reading or spelling words containing new sounds or writing simple sentences.



Sounds Set 1

(RWI Home Phonics Flashcards Set 1 - Green Box)

m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h - sh - r - j - v - y - w - th - z - ch - qu - x -
ng - nk

Sounds Set 2

(RWI More Home Phonics Flashcards Set 2 - Yellow Box)

ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

Sounds Set 3

(RWI More Home Phonics Flashcards Set 2 - Yellow Box)

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa - ew - ire - ear - ure - tious - tion

The following record sheet can enable you to keep track of your child's progress in the phonics programme.

Mark with a tick when they can accurately say the correct letter sound when you show them the letter(s).

Sounds Set 1

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

Sounds Set 2

ay	say	ee	Meet
igh	night	ow	Snow
oo	moon	oo	Look
ar	park	or	Worn
air	pair	ir	first
ou	count	oy	toys

Speed Sound 1 / 2 (Already introduced)	Speed Sound 3 (Alternative spelling)	Example word
ee	ea	seat
oy	oi	join
ay	a-e	name
igh	i-e	time
ow	o-e	home
oo	u-e	tune
or	aw	saw
air	are	share
ir	er	after
ir	ur	turn
ou	ow	town
ay / a-e	ai	snail
ow / o-e	oa	boat
oo / u-e	ew	chew
	ire	hire
	ear	hear
	ure	sure
	tion	tradition
	cious	delicious
	tious	scrumptious



Handwriting

By the end of year 2 children are now expected to know horizontal and diagonal strokes needed to join letters. Instead of teaching the children to write letters without these strokes in year R, then teach them a completely different method in year 1 (which can be very confusing for your child) at Russell Street School we teach the continuous cursive font from year R through to year 2.

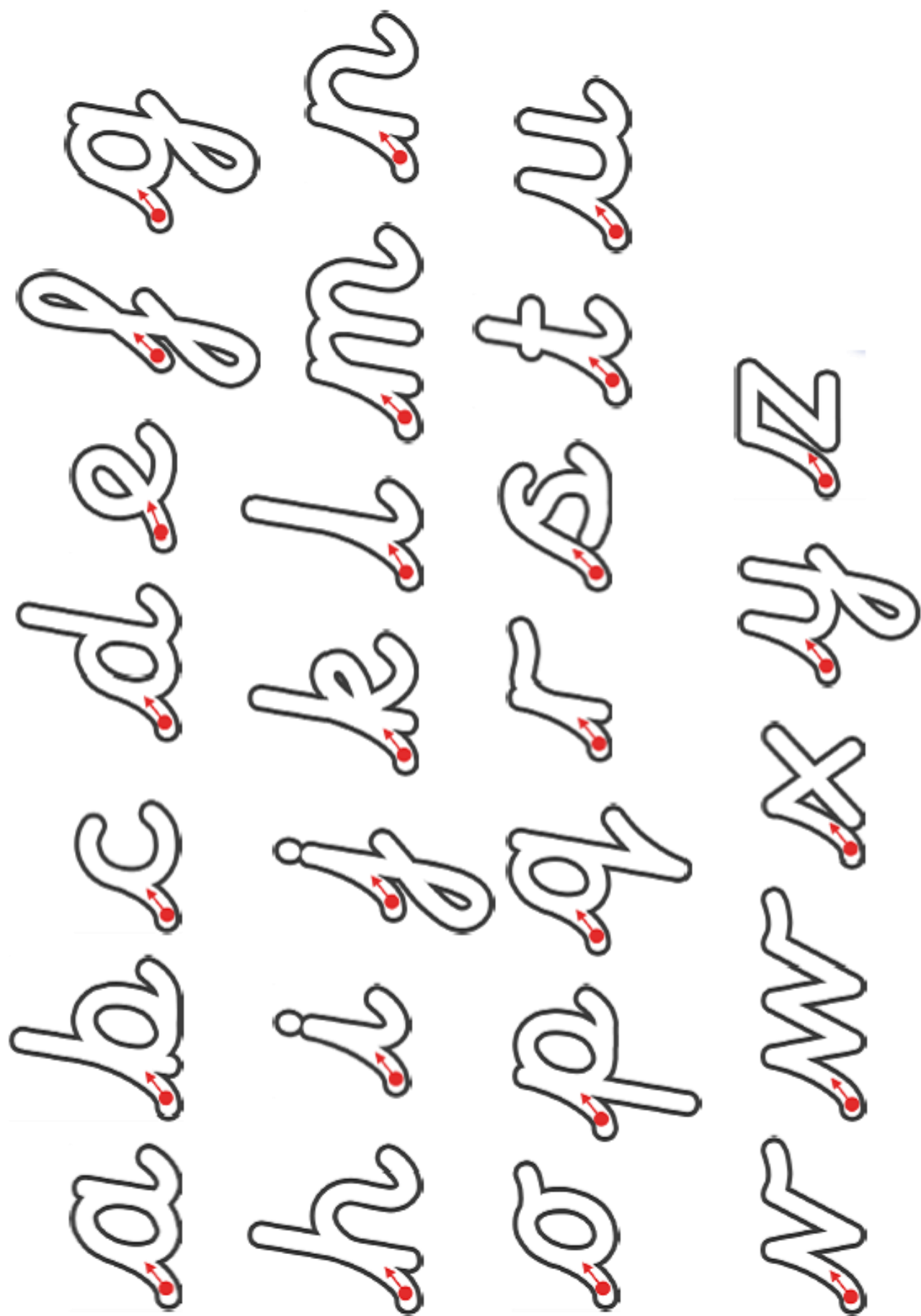
Our font is as follows:

a b c d e f g h i j k l m
n o p q r s t u v w x y z

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

To prepare your child for writing in a cursive font we use a multi-sensory approach to teach them 'pre-writing' shapes, including top to bottom lines and circles. In Nursery, we use a program called 'WriteDance', which is an approach and a method that provides movement opportunities so children can develop the physical skills needed to develop their handwriting skills. The movement is driven by the music and the underlying principle is enjoyment to build confidence.





Writing



Writing develops alongside reading and handwriting.

Children:

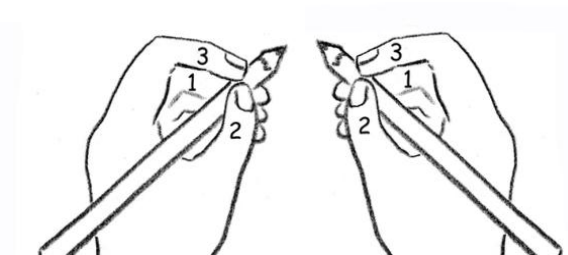
- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme
- compose a range of texts using discussion prompts

Early writing and mark-making.

1. Making marks on paper.
2. Telling an adult that the marks mean something.
3. Beginning to write the letters in their own name.

Fine Motor Skills - Pre-Writing Activities

Before even making marks on paper, children need to develop their strength in their fingers and their fine motor control.



Correct pencil grip

On the next page are exercises that strengthen the muscles in hands, wrists, arms and shoulders.

Pennies in a Jar

Picking up small objects and putting them into small holes actually requires a lot of coordination.



Threading beads



Pegs in a Peg Board



Sewing



Using Tweezers

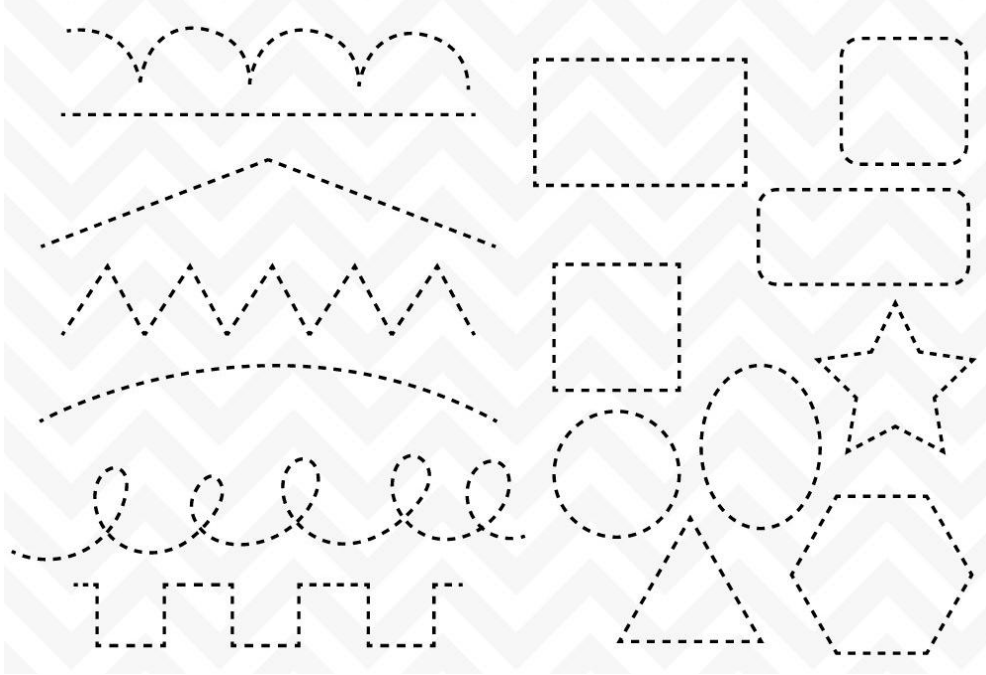


Play Dough



Tracing Lines

Pages where the children can follow lines not only improves fine motor skills but also gives children the chance to practise concentration.



A wealth of writing activities to inspire and engage your child can be found at <http://www.twinkl.co.uk> (EYFS writing)

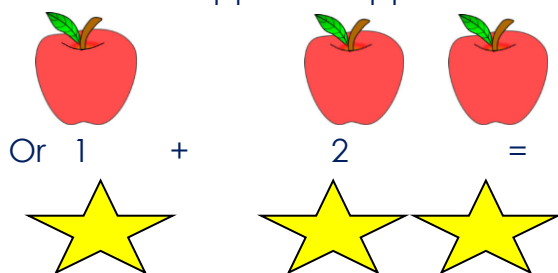
Mathematics

Your child will be taught mathematics through a concrete-pictorial-abstract approach. Put very simply, we ensure your child understands what '3' actually is before expecting them to work with the numeral 3 without pictorial or practical support.

Concrete – 1 apple + 2 apples



Pictorial – 1 apple + 2 apples

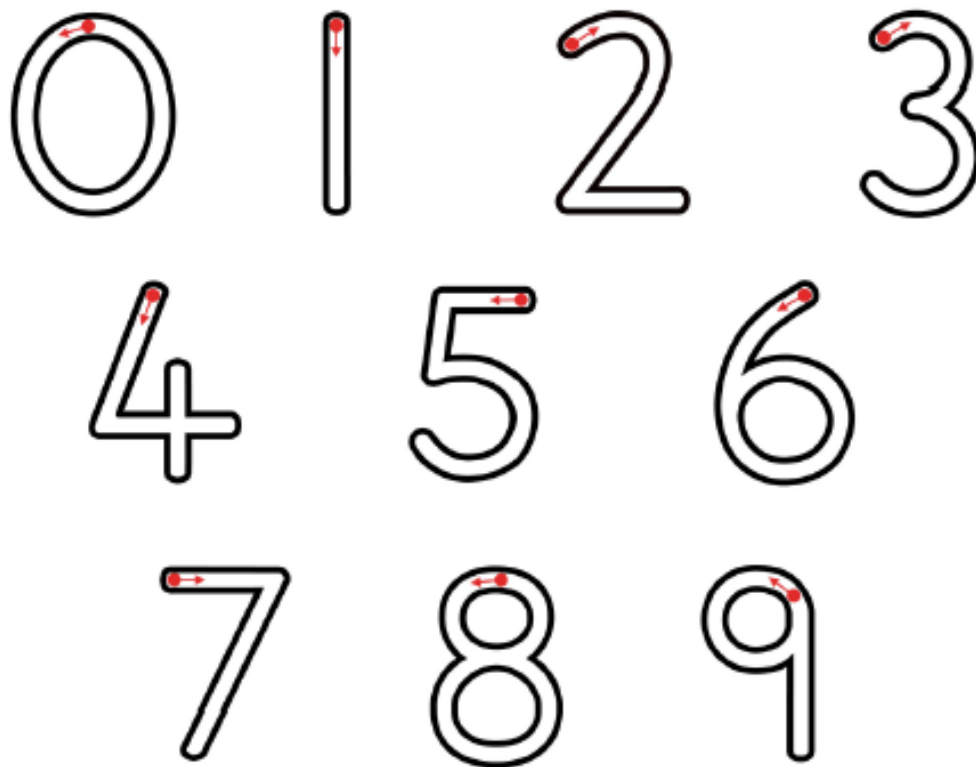


Abstract (no visual representation)

1 apple + 2 apples or $1 + 2 =$

Here is an overview of how we teach Mathematics in Nursery:

Nursery	• Begin to have an understanding of numbers to 5 • We recommend focusing on noticing and representing small quantities, perceptual subitising and counting.	
Progression of skills	Key representations	
Subitise to 3 Instantly see how many.	How many do you see?	
Count how many Begin to count objects using 1-1 correspondence.	How many are there? 1 2 3 4 5 	Count out ... from a larger group. E.g. Collect 3 beanbags for a game.
Make numbers to 5 Start by showing 1, 2 and 3 using fingers.	Show me...	Begin to link numerals to quantities.
Add 1 more Through stories, songs and rhymes.	How many do I have now?	



Maths activities to help your child should be as practical as possible.

Some super ideas can be found at:

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=1>

Relationships and PSHE Education



PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. What do schools have to teach in PSHE Education? According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

What is Jigsaw, the mindful approach to PSHE, and how does it work?

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11. Written by teachers and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education.

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and

each year group is taught one lesson per week. All lessons are delivered in an age and stage-appropriate way so that they meet children's needs.

What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying is an important aspect of this Puzzle. Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

Dreams and Goals

Children learn to set simple goals, persevere through challenges, and celebrate successes, often developing a "Garden of Dreams and Goals" to visualize their ambitions and learn to manage feelings associated with challenges.

Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

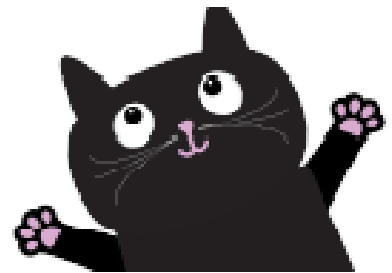
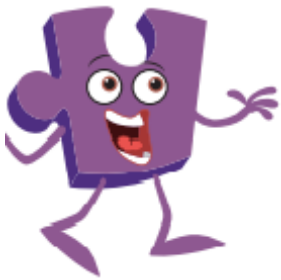
Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

Changing Me deals with change of many types; in KS1 growing from young to old.

What else is included?

There are numerous additional aspects of the Jigsaw Programme to enhance the learning experience, including the Jigsaw Friends (jigsaw-shaped soft toys used as teaching aids), Jigsaw Chimes and Jigsaw Jerrie Cats (used to help and encourage calming and mindfulness practice). Every Jigsaw lesson includes mindfulness practice.

Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.



Useful APPS for EYFS Children

Hairy Letters

Hairy Phonics 1, 2, 3

Twinkl Phonics – all phases

Forest Phonics

Nosy Crow Books

My Story - CBeebies

RM Easimaths

Maths Age 4-6

Popmath

Little Digits

Bugs and Numbers

Bee-Bot

Daisy The Dinosaur



Useful Websites for EYFS Parents

Book Trust- <https://www.booktrust.org.uk/>

Book Trust gets children and families reading with resources to support reading of all ages to develop the skills that will improve opportunities in life.

Small Talk - <https://literacytrust.org.uk/policy-and-campaigns/home-learning-environment/small-talk/>

For parents of children aged 0-5 to show where children are likely to be with their communication at a certain age.

<https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/through-the-eyes-of-a-child/>

During the national year of communication, 2011, The Communication Trust produced 4 films to help parents encourage their children's communication development. Narrated by comedian Kathy Burke, the films are full of useful advice on how parents can encourage their child to talk and how they can interact with them. There are 4 films, divided into age group, for parents who have children up to the age of 3.

Families in the Foundation Years www.foundationyears.org.uk/parents

Outline of information available to parents to help in making choices and plans. Links are also provided to other websites to offer you more information if you need it. This site is designed to help you work your way through the information and support on offer to help your child get off to a great start in life.

katecairns.com www.fivetothrive.org.uk/resources

Five to thrive - Printed guides, posters, pop-up banners and a range of age-specific supplements are all available to support the implementation of five to thrive.

Literacy Trust http://www.literacytrust.org.uk/early_years

Early Words Together is a targeted, literacy peer education programme for families with children aged two to five that empowers parents to support their child's early learning.

National Numeracy www.nationalnumeracy.org.uk

<http://www.nationalnumeracy.org.uk/what-do-we-offer-eyfs-primary>

How does what parents say about maths affect their children?

<https://blogs.glowscotland.org.uk/fa/NumeracyStrategy/tag/early-years/>

Falkirk Council Education Services have created a video with some great suggestions for everyday maths activities.

Help Your Child With Numeracy - Age Range 3-7. Clear descriptions of the ways in which maths is taught in schools today, as well as examples of the kinds of calculations children will learn at different ages.

Parents in Touch www.parentsintouch.co.uk

How to help your under 5 year old. Resources to help with maths, phonics, handwriting and English.

Start4Life www.nhs.uk/start4life

Support throughout pregnancy and as your child grows. All the help and advice you need during pregnancy, birth and parenthood for mums, dads, family and friends.

Family Days Out

<https://www.dayoutwiththekids.co.uk/things-to-do/south-east-and-london/buckinghamshire/milton-keynes>

Early Years Foundation Stage Documentation

<https://www.gov.uk/early-years-foundation-stage>

<http://www.foundationyears.org.uk/>

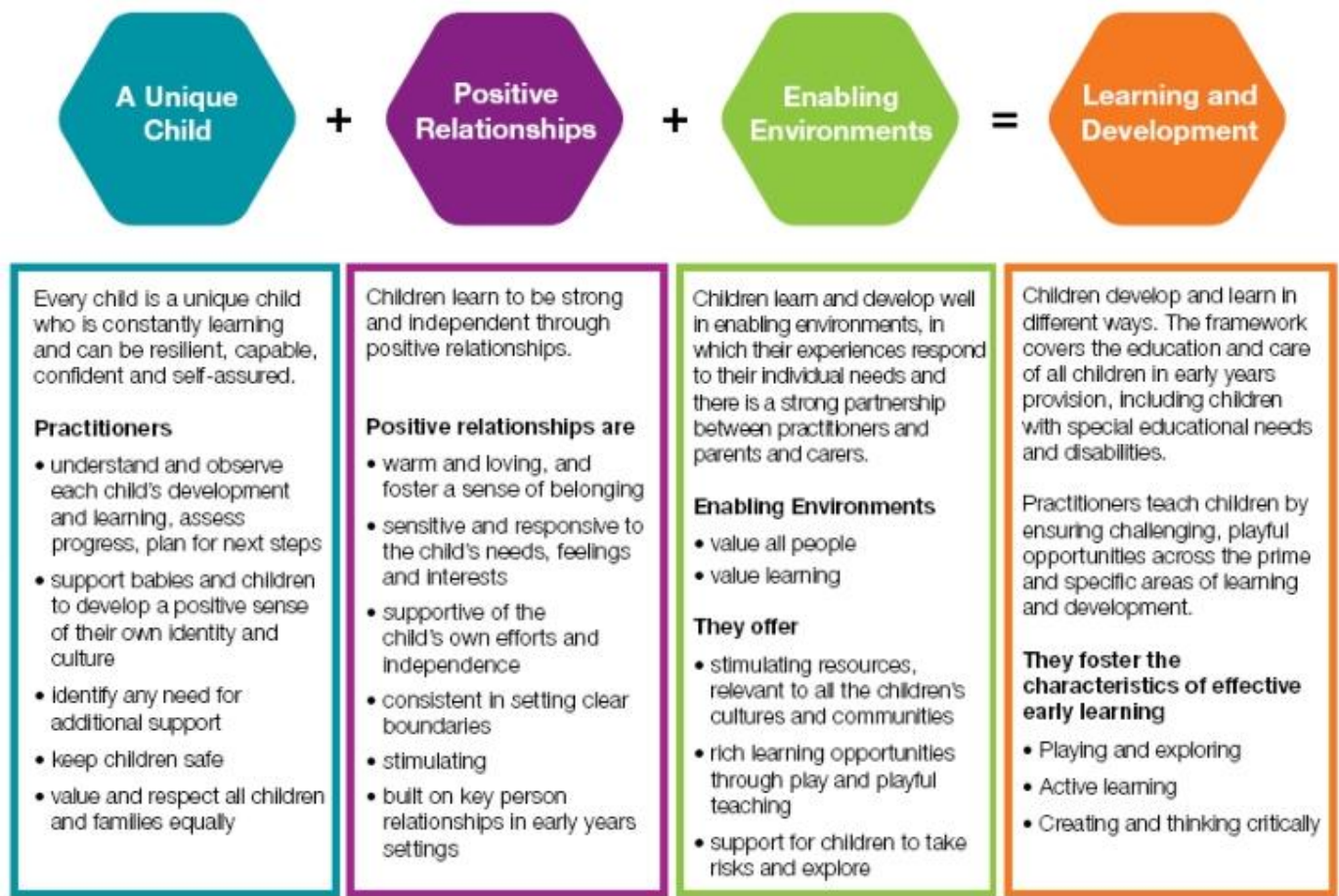
CDC Milestone Tracker

The CDC's Milestone Tracker is a free mobile app (iOS and Android) designed for parents and caregivers to monitor a child's developmental milestones from age 2 months to 5 years. It provides interactive, illustrated checklists (with photos/videos) for social, emotional, language, and motor skills, allowing users to track progress and share summaries with doctors.

<https://www.cdc.gov/act-early/milestones-app/index.html>



The Early Years Foundation Stage (EYFS) Curriculum



The EYFS curriculum is broken down into seven specific areas of learning:

1. Communication and language
2. Physical development
3. Personal, social and emotional development (PSE)
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

Within each of these areas, there are specific Early Learning Goals – for example, in the case of Communication and language, these are Listening and attention, Understanding, and Speaking.



A Typical EYFS Journey

The age bands used to judge the attainment and progress of your child are:

1. Birth to three
2. 3 and 4 years old: Nursery
3. 4 and 5 years old: Reception

If a child is demonstrating a few / some of the elements of an age-band (having shown competence in the previous age-band) this child is entering that age-band.

If a child is demonstrating many of the elements of an age-band, this child is developing within that age-band.

If a child is demonstrating most of the elements of an age-band, this child is secure in that age-band.

EYFS Curriculum and Assessment

The standards that school and childcare providers must meet for the learning, development and care of children from birth to 5 are detailed in the Statutory Framework for EYFS. This provides the foundation of our school's Reception curriculum alongside the non-statutory Development Matters document.

Please see the links below for further information.

[EYFS statutory framework for group and school-based providers](#)
[Development Matters - GOV.UK](#)

The level of development children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals. Assessment is ongoing throughout the EYFS, but **the official EYFS Profile for each child is completed in the final term of year R**. Your child will be assessed against the Early Learning Goals and given an overall grading based on the following descriptors.

- **Emerging:** your child has not yet reached the expected standard.
- **Expected:** your child has met the expected standard.

Your child will be awarded either emerging or expected for each of the EYFS areas of learning. On leaving Early Years at the end of year R, a child is considered to have a 'good level of development' if they have achieved at least the expected level in the Early Learning Goals in all aspects of PSE, Physical development, Communication and language, Literacy and Mathematics. It is expected that most children at the end of EYFS will attain a good level of development, this demonstrates that they are 'school ready'. They will have developed the key skills needed to make a good start in the next stage of their education.

The Early Learning Goals are detailed below and will support you in assessing where your children are. Please do remember that the descriptors below will only be used to support our overall judgements at the **end of Reception**.

Early Learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

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

ELG: Building Relationships

Children at the expected level of development will:

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

Physical Development

ELG: 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

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

Literacy

ELG: Comprehension

Children at the expected level of development will:

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

ELG: 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.

ELG: Writing

Children at the expected level of development will:

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

Mathematics

ELG: Number

Children at the expected level of development will:

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

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity 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.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

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

ELG: People, Culture and Communities

Children at the expected level of development will:

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

ELG: The Natural World

Children at the expected level of development will:

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

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

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

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

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

Development Matters and Birth to 5 guidance

Development Matters sets out the pathways of children's development in broad ages and stages. We use Development Matters to support us in designing our curriculum. The document helps us to ensure that the curriculum we have designed supports the child in developing the skills to reach the next stage in their development. It is based around the seven areas of learning as with the Early Learning Goals.

We also use 'Birth to 5: non-statutory guidance', which was produced by the sector, for the sector, to support the introduction of the revised Statutory Framework for the Early Years Foundation Stage in England in 2021.

It is non-statutory guidance which we use to support the implementation of the Early Years Foundation Stage which sets out the legal requirements for delivering education for children from birth to 5 in England.

Building on previous non-statutory guidance for the EYFS, it has been updated to reflect the research evidence and meet the needs of practitioners today. It outlines the foundations of good practice and offers information and guidance for practitioners to consider how the Principles of the EYFS can be brought to life in the setting.

Key Skills Overviews

The following pages will help you understand your child's development through their early years.

EYFS Key Skills Overview

Communication and Language

Birth to three	Nursery: 3 and 4 year olds	Reception: 4 and 5 year olds
Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'baba', 'mamama'. Use gestures like waving and pointing to communicate. Reach or point to something they want while making sounds. Copy your gestures and words Constantly babble and use single words during play. Use	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Knows many rhymes, be able to talk about familiar books, and be able to tell a long story Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words.	Understand how to listen carefully and why listening is important Learn new vocabulary. Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases. Engage in storytimes. Listen to and talk about stories to build

intonation, pitch and changing volume when 'talking'. Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. multi-syllabic words such as 'banana' and 'compute Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
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Physical Development		
Birth to three	Nursery: 3 and 4 year olds	Reception: 4 and 5 year olds
Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking Reach out for objects as coordination develops. Eat finger food and develop likes and dislikes. Try a wider range of foods with different tastes and textures. Lift objects up to suck them. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. S Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Revise and refine the fundamental movement skills they have already acquired: rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and

Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. As soon as children are able, encourage 'active travel' to and from the setting – for example, walking, scooter or bike. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress Learn to use the toilet with help, and then independently.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing	outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
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Literacy		
Birth to three	Nursery: 3 and 4 year olds	Reception: 4 and 5 year olds
Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book -page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word – - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy Write some or all of their name. Write some letters accurately	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

Mathematics		
Birth to three	Nursery: 3 and 4 year olds	Reception: 4 and 5 year olds
Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Count objects, actions and sounds. Subitise. Show small quantities in familiar patterns (for example, dice) and random arrangements. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other

	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.
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Understanding the world.

Birth to three	Nursery: 3 and 4 year olds	Reception: 4 and 5 year olds
Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.	Use all their senses in handson exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

Expressive Art and Design		
Birth to three	Nursery: 3 and 4 year olds	Reception: 4 and 5 year olds
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. 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. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	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.	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 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. Develop storylines in their pretend play.

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.	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 colourmixing. Show different emotions in their drawings – happiness, sadness, fear etc 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.	Explore and engage in music making and dance, performing solo or in groups.
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Personal, Social and Emotional Development

Birth to three	Nursery: 3 and 4 year olds	Reception: 4 and 5 year olds
Find ways to calm themselves, through being calmed and comforted by their key person Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Develop appropriate ways of being assertive. Talk with others to solve conflicts.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.

leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.	
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