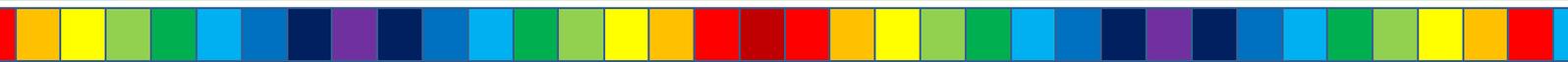




# Russell Street School



# 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.



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# School Information

Russell Street  
Stony Stratford  
Milton Keynes  
MK11 1BT



Tel: 01908 563148

Website: [www.russell-street-school.co.uk](http://www.russell-street-school.co.uk)

Headteacher: Mrs D Robinson.

Deputy Headteacher: Mrs J Van Rooyen.

Assistant Headteacher: Mrs S Camp.

Nursery Lead: Mrs S Jeffery.

Chair of Governors: Dr N Sumpter.

School Business Manager: Mrs A Starr.

Safeguarding and Child Protection: Mrs D Robinson & Mrs Lydia Read.

Office Contact: [office@russell-street-school.co.uk](mailto:office@russell-street-school.co.uk)

Admissions Contact:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/school-admissions>  
[primaryadmissions@milton-keynes.gov.uk](mailto:primaryadmissions@milton-keynes.gov.uk)

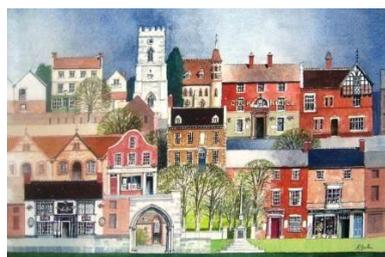
Tel: 01908 253338

Civic Offices

1 Saxon Gate East

Central Milton Keynes

MK9 3EJ



# Headteacher's 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 school, ensuring that there is a seamless transition into Key Stage Two.

Russell Street School was built in 1844 and moved into the present buildings in 1907. We are a Local Authority school that caters the Early Years Foundation Stage (3-5 years old), which includes a nursery and reception classes and Key Stage 1 (5-7 year olds). There are three classes in each year group with a maximum of 288 places, which includes 78 part-time nursery places.

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.

**Mrs Dawn Robinson**



# 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**

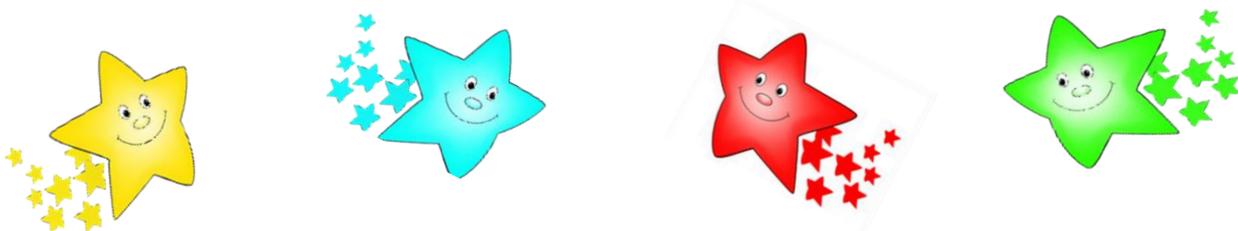
Children achieve the best possible outcomes through the delivery of an exciting, ambitious curriculum built around progressive new skills and knowledge acquisition. Children have a strong desire to learn more and acquire the knowledge and cultural capital they need to succeed in life.

## **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

9:00am	Arrive and enter the nursery building.
12:00pm	End of the Morning Session
1:00pm	End of Lunch
3.00pm	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.

## 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.

## Lunch

You can order a school meal provided daily by Essence Catering. All meals should be ordered online.

Please see the Essence Catering Website for further details:

[www.essence-catering.co.uk](http://www.essence-catering.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](http://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).

## **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 on our Parent's Board in the Nursery building foyer or alternatively you can collect a form from the foyer of the main school office.



# Uniform



Nursery children do not need to wear uniform, however, if you would like your child to wear uniform the school uniform is as follows:

- Red or navy sweatshirts / cardigans.
- White, red or blue polo shirts.
- Grey, navy or black 'bottoms', e.g. trousers, shorts, pinafores, skirts.
- In the summer an optional extra of red or navy gingham dresses.
- Sensible footwear (flat and closed toed).
- No jewellery, other than plain stud earrings.

School sweatshirts and polo shirts are available from Maisie's in Wolverton:

<https://www.maisies-superstore.co.uk>

The most important thing is that your child can easily pull down their own bottoms to go to the toilet. For example, your child may want to wear a dress in the cooler months and can wear leggings underneath instead of tights. Any item of clothing with buttons and zips hinders your child's independence.

**Please name every item of your child's clothing.**

## **Lost Property**

All unnamed items will be held in the lost property box, which is situated outside the Nursery building at the start and end of each session. This is until the end of the half term and then it is given to a charity collection.

**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](http://www.premier-education.com) or see our school website.

Monday to Friday      7.30am - 8:40am    Breakfast Club  
   3pm - 6pm              After School Club

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 your child's welfare. The law requires schools to report any obvious or suspected cases of child abuse. We will do this in every case.

## **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.

## **Bumped Heads**

If your child has a significant bump to the head during the course of the school day, your child will bring home a bumped head note. If the bump 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

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/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 are committed to **'Restorative Practices'**; helping the children to understand the impact that their choices have on the community around them. 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.

Bullying is not tolerated. All allegations of bullying are taken seriously and dealt with as appropriate. Both the bully and the victim are counselled and given support.

If necessary, 'thinking time' or the withdrawal of certain privileges will be used as a sanction in line with the school's Behaviour Policy. Where a child's behaviour is a serious or persistent cause for concern, the parents are formally involved and invited to school to discuss how their child's challenges and needs can be supported. The school will liaise with outside agencies if expert support is required.

## Rewards

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

Birthdays are celebrated in classrooms and children will receive a sticker. 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.



# Parental Involvement

A close partnership between school and parents is vital to a child's educational progress. There are regular Parents' Consultation evenings arranged so that parents can discuss their child's progress with the teaching staff. In Nursery we use **Evidence Me**, which is an assessment, observation and reporting app. It shows the impact of children's learning by capturing learners' experiences and monitoring their development. This will be sent out half-termly. Parents are welcome to contact the Nursery Leader or Headteacher if any concerns arise during the school year.

## 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 toys for classrooms. It also raises money for additional extras like the climbing frame in the playground, the library refurbishment and play 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, 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.



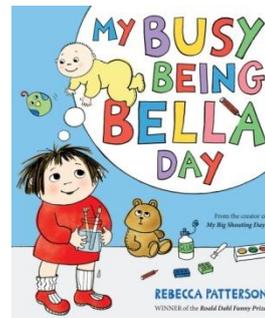
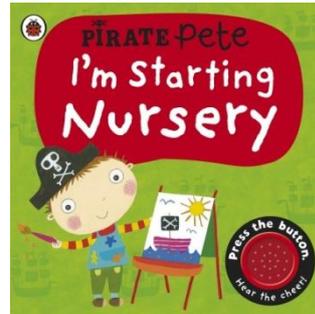
# Starting Nursery



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, putting on their Nursery rucksack, 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.

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.
- As mentioned before, 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. So 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, a bus or door number 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.

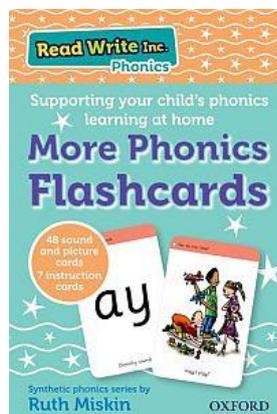
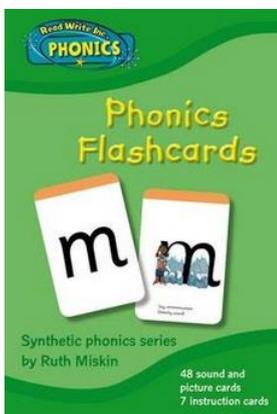


# Phonics

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. 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 websites also provide a wealth of materials.

<http://www.twinkl.co.uk/resource/t-l-3916-parents-phonics-pack>

<http://www.letters-and-sounds.com/>

<https://www.ruthmiskin.com/en/>

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 <http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/> 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.

Term	Meaning
CVC	A consonant-vowel-consonant word, such as <b>cat</b> , <b>pin</b> or <b>top</b> . You may also come across the abbreviation CCVC for consonant-consonant-vowel-consonant words such as <b>clap</b> and <b>from</b> . Also CVCC for words such as <b>mask</b> and <b>belt</b> .
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 <b>sit</b> /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, <b>fit</b> . If you change the phoneme /t/ in fit for a /sh/, you have a new word, <b>fish</b> - /f/-/i/-/sh/.
Grapheme	Graphemes are the written representation of sounds.

## 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**

<b>m</b>	<b>a</b>	<b>s</b>	<b>d</b>
<b>t</b>	<b>i</b>	<b>n</b>	<b>p</b>
<b>g</b>	<b>o</b>	<b>c</b>	<b>k</b>
<b>u</b>	<b>b</b>	<b>f</b>	<b>e</b>
<b>L</b>	<b>h</b>	<b>sh</b>	<b>r</b>
<b>J</b>	<b>v</b>	<b>y</b>	<b>w</b>
<b>Th</b>	<b>z</b>	<b>ch</b>	<b>qu</b>
<b>X</b>	<b>ng</b>	<b>nk</b>	

## 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

# First 45 key words to learn to read and spell

In frequency order reading down the columns

<b>Reception 45 Key Words</b>				
I	see	to	for	get
a	can	no	all	said
it	cat	go	are	look
is	dog	of	you	big
like	the	in	they	come
mum	she	am	this	away
dad	he	at	went	day
my	we	on	was	going
and	me	up	yes	play
I	see	to	for	get

# First 100 words to learn to read and spell KS1

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	Up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

# 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



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

# Writing



Writing develops alongside reading and handwriting.

Children:

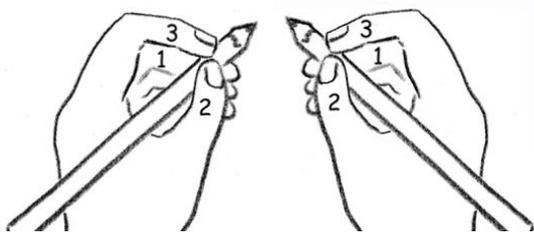
- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme
- compose a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



## Threading beads



## Pegs in a Peg Board



## Sewing



## Using Tweezers

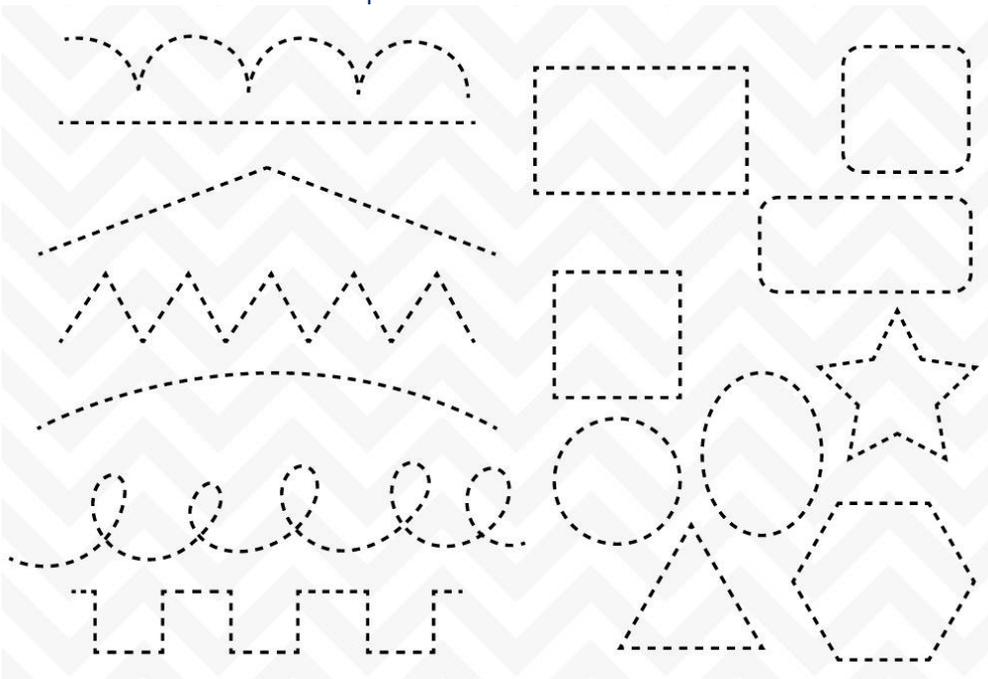


## Play Dough



# 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)

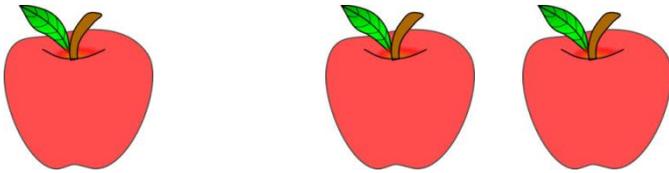
# Maths

Your child will be taught maths in the EYFS at Russell Street School through a combination of Singapore & Montessori approaches. Both of these world class methods of teaching focus on a concrete-pictorial-abstract approach. Put very simply, we ensure your child understands what '6' actually is before expecting them to work with the numeral 6 without pictorial or practical support.

Concrete – 1 apple + 2 apples



Pictorial – 1 apple + 2 apples



Or 1 +

2

=



Abstract (no visual representation)

1 apple + 2 apples

or

1 + 2 =

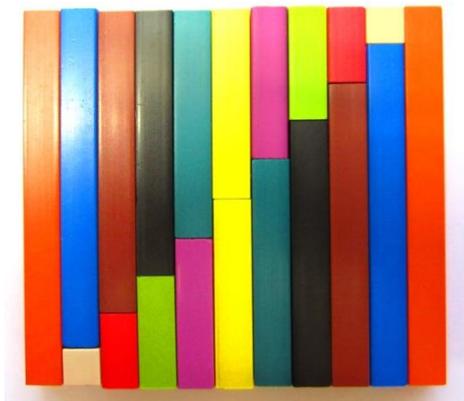
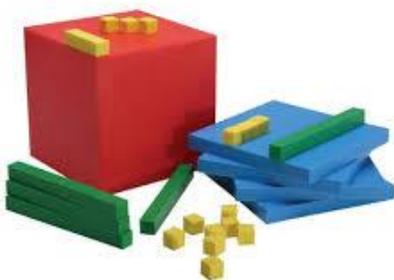
You can support your child at home by using a range of normal household items to count.

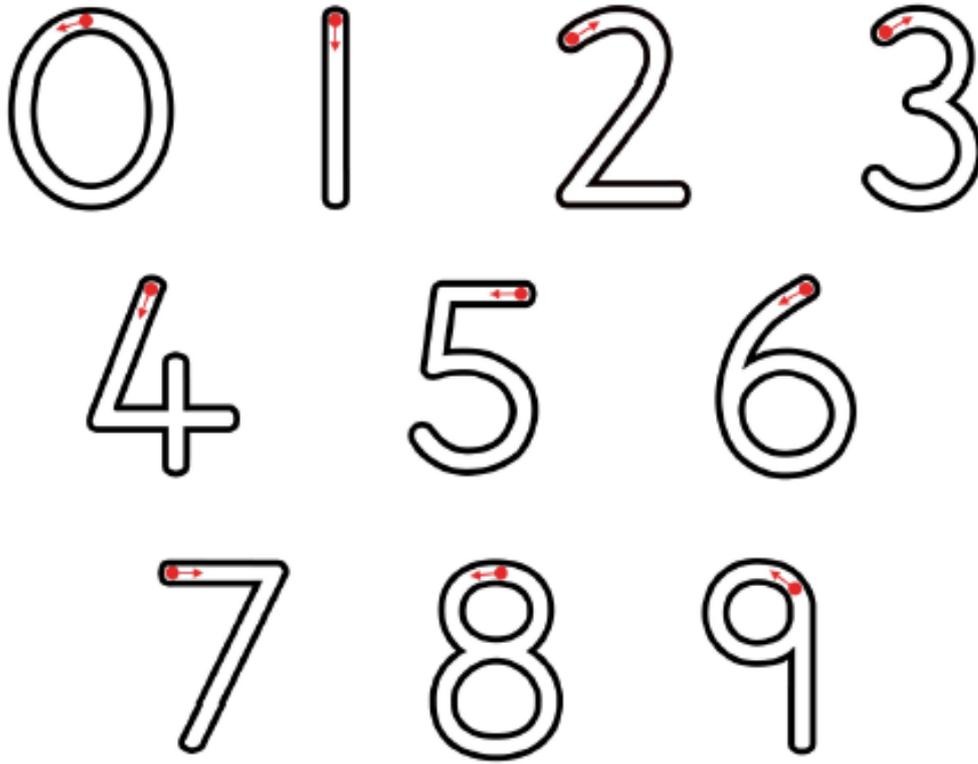
At school we will use a wide range of resources including using:

Dienes

and

Cuisenaire





Maths activities to help your child should be as practical as possible. Some super ideas can be found at:

<http://www.early-years.org/parents/docs/maths-through-play.pdf>

More EYFS maths activities can be found at:

<http://nrich.maths.org/early-years> and

<http://www.topmarks.co.uk/maths-games/5-7-years/counting>

# 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.

Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.

### **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.

**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.

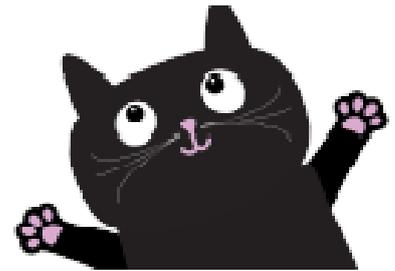
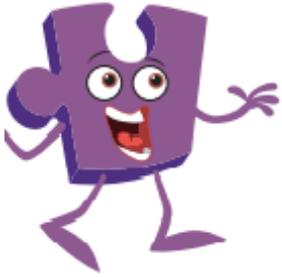
**Changing Me** deals with change of many types, in KS1 growing from young to old,

### **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

RM Easimaths

Maths Age 4-6

Popmath

Little Digits

Bugs and Numbers

Bee-Bot

Daisy The Dinosaur



# Useful Websites for EYFS Parents

Book Trust [www.booktrust.org.uk/resources](http://www.booktrust.org.uk/resources)

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.

On the same website <http://www.bookstart.org.uk/>

Join the Book Bear Club <http://www.bookstart.org.uk/bookstart-bear-club/>

Children's Food Trust <http://childrensfoodtrust.org.uk/wp/childrens-food-trust/early-years/> A range of advice and information ensure a balanced diet in early years.

Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

EYFS <http://www.thecommunicationtrust.org.uk/early-years/>

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

*Top Tips Leaflet* - 10 top tips to help parents or professionals develop children and young people's communication skills.

*Through the eyes of a child* - Four films full of useful advice on how parents can encourage their child to talk and interact with them.

*Misunderstood* - Information for those who want to find out more about supporting children and young people with speech, language and communication needs.

*Listen up* - Resources to encourage listening, understanding, interaction and play.

*Summer Talk* - Games and activities that support families to encourage children's communication skills when they are out and about this summer.

*Raa Raa the Noisy Lion* - An EYFS pack that has been created to support the new Cbeebies programme, Raa Raa the Noisy Lion.

*Other Ways of Speaking* - Looks at the different ways we communicate, especially those used by children whose speech is difficult to understand or have no speech.

Families in the Foundation Years [www.foundationyears.org.uk/parents](http://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.

Family Information Centre [finder.familyandchildcaretrust.org](http://finder.familyandchildcaretrust.org)

Information on services available to parents - Your local Family Information Service (FIS) provides a range of information for parents from details of local childcare and early years provision to family activities in your area.

katecairns.com [www.fivetothrive.org.uk/resources](http://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](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)

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

How does what parents say about maths affect their children? 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](http://www.parentsintouch.co.uk)

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

Play England [www.playengland.org.uk/resources.aspx](http://www.playengland.org.uk/resources.aspx) Resources to ensure that parents have access to a wide-range of research, good practice and guidance to support them to increase children's freedom to play.

Start4Life [www.nhs.uk/start4life](http://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

<http://www.dayoutwiththekids.co.uk/search.php?county=northamptonshire>

<http://www.visitnorthamptonshire.co.uk/outandabout/>

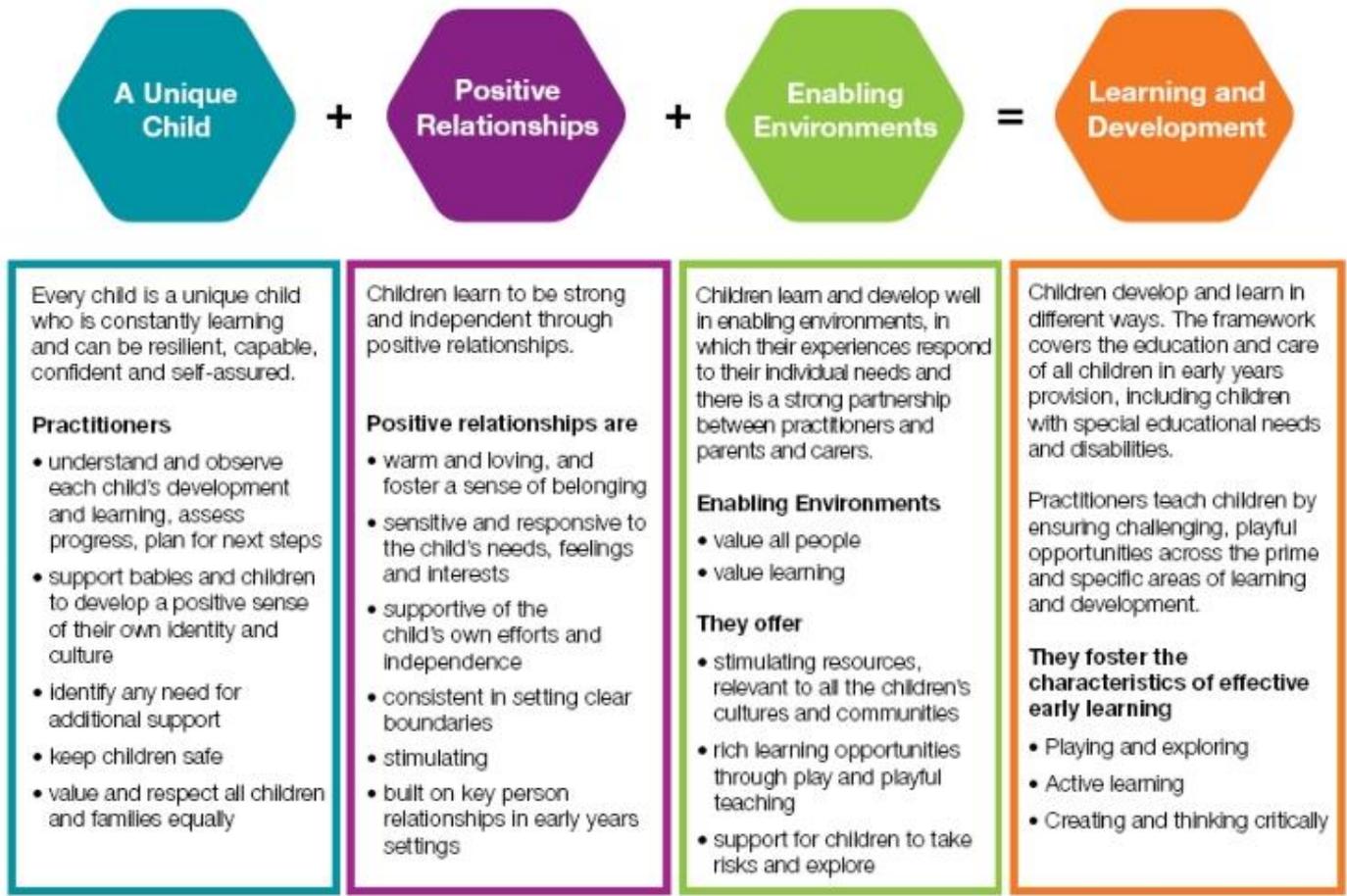
Early Years Foundation Stage Documentation

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

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



# 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 revised 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

Our Reception Curriculum is supported by the Development Matters document which was relaunched in September 2020. Development Matters is broken down into three age descriptors birth to three, three and four year olds and four and five year olds.

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 is working below the expected level
- **Expected:** your child is working at the level expected for their age
- **Exceeding:** your child is working above the expected level

Your child will be awarded either emerging, expected or exceeding 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 2020

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.

## 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

<b>Birth to three</b>	<b>Nursery: 3 and 4 year olds</b>	<b>Reception: 4 and 5 year olds</b>
<p>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.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue.</p> <p>Make eye contact for longer periods. Watch someone's face as they talk.</p> <p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities.</p> <p>Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds.</p> <p>Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction.</p> <p>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.</p> <p>Reach or point to something they want while making sounds. Copy your gestures and words</p> <p>Constantly babble and use single words during play. Use</p>	<p>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.</p> <p>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?"</p> <p>Sing a large repertoire of songs. Knows many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>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'.</p> <p>Use longer sentences of four to six words.</p>	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build</p>

<p>intonation, pitch and changing volume when 'talking'.</p> <p>Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>multi-syllabic words such as 'banana' and 'compute</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>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'.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>	<p>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."</p>	<p>familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
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Physical Development		
Birth to three	Nursery: 3 and 4 year olds	Reception: 4 and 5 year olds
<p>Lift their head while lying on their front.</p> <p>Push their chest up with straight arms.</p> <p>Roll over: from front to back, then back to front.</p> <p>Enjoy moving when outdoors and inside</p> <p>Sit without support.</p> <p>Begin to crawl in different ways and directions.</p> <p>Pull themselves upright and bouncing in preparation for walking</p> <p>Reach out for objects as coordination develops.</p> <p>Eat finger food and develop likes and dislikes.</p> <p>Try a wider range of foods with different tastes and textures.</p> <p>Lift objects up to suck them. Pass things from one hand to the other.</p> <p>Let go of things and hand them to another person, or drop them</p> <p>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.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. S</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>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.</p> <p>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.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and</p>

<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.</p> <p>Begin to walk independently – choosing appropriate props to support at first.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>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).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Develop manipulation and control. Explore different materials and tools.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>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.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>	<p>outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes</li> <li>personal hygiene</li> </ul>
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Literacy		
Birth to three	Nursery: 3 and 4 year olds	Reception: 4 and 5 year olds
<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>-page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word –</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

Mathematics

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

	<p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>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.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>
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Understanding the world.

Birth to three	Nursery: 3 and 4 year olds	Reception: 4 and 5 year olds
<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> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<p>Use all their senses in handson exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</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>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing 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>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</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.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>

Expressive Art and Design

<b>Birth to three</b>	<b>Nursery: 3 and 4 year olds</b>	<b>Reception: 4 and 5 year olds</b>
<p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>

<p>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.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colourmixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>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.</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>
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Personal, Social and Emotional Development

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

<p>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.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	
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