



Rupert House School
EYFS
Curriculum Policy Document

Written by E. Steer and E. White January 2024

Review date	Emma Steer – Head of EYFS
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Introduction

In our EYFS at Rupert House, we want every child to have the best possible start in life, and we aim to enable them to fulfil their potential.

We seek to provide -

- Quality and consistency of teaching, learning and play
- A secure foundation of knowledge and understanding of all areas of learning
- A strong partnership between school and families
- Equality of opportunity, fair access and unbiased opportunities

Guided by the EYFS statutory requirements, our curriculum places a strong emphasis on the unique developmental needs of each child in our setting. With a focus on the three prime areas of communication and language, physical development, and personal, social, and emotional development, alongside the four specific areas of literacy, mathematics, understanding the world, and expressive arts and design, we are committed to providing a holistic learning environment that nurtures the whole child.

We understand that -

- Children's learning is often based on their interests, and our plans are always flexible
- Depth in early learning is much more important than covering lots of things in a superficial way
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.

This policy outlines our dedication to meeting the EYFS standards, ensuring that each child is supported, challenged, and encouraged to flourish in their early educational journey. We invite parents to join us as active partners, fostering a collaborative community that places the child at the centre of their learning experience.

Areas of Learning

The Early Years curriculum is split into 7 areas of learning. There are 3 Prime areas; Communication and Language (CL), Personal, Social and Emotional (PSED) and Physical Development (PD). The 4 other areas are Literacy (L), Maths (M), Understanding the World (UW) and Expressive Arts and Design (EAD). Children need to have successfully met the 3 prime areas and most of the 4 other areas to achieve 'Good Level of Development' against the ELG's by the end of Reception. Please see the tables stating the criteria for both Nursery and Reception against Development Matters and the ELG's.

Personal, Social, and Emotional Development: Focussing on nurturing and developing children's emotional well-being, positive relationships and confidence. We plan and deliver activities, using the Jigsaw program, that encourage social interaction, self-regulation, positive views about themselves and others and deeper thinking into their own views and opinions.

Communication and Language: Communication and language development are crucial in the early years. This area concentrates on enhancing children's speaking and listening skills, vocabulary expansion, and early literacy. Through a rich language environment and diverse experiences, children develop the foundation for effective communication, both verbally and non-verbally.

Physical Development: Physical development promotes fine and gross motor skills, coordination, and spatial awareness. Children learn about keeping healthy and making healthy lifestyle choices, e.g. healthy eating and oral health.

Literacy: Literacy skills are reading and writing. We teach early reading and writing skills, introducing children to letters by way of phonics, using the Twinkl phonics scheme 4 times a week. We read stories, have discussions, encourage talking partners, develop listening skills, encourage early writing through various mark making techniques and always have a variety of Literacy resources readily available to the children.

Maths: Maths in the early years focuses on building a strong numerical foundation to 10. Children explore concepts such as counting, shapes, patterns, and subitising through hands-on activities as well as input from class teachers. This area fosters a curiosity and love for number and problem-solving skills.

Understanding the World: Understanding the World encourages children to explore and make sense of their environment. EYFS work at half termly topics, to fully engage the children and encourage their young, inquisitive minds. We get to know the children and talk about their interests and ideas collectively, developing activities based on our knowledge of the individual child. The children have access to investigations, technology, cultures and the past throughout the academic year.

Expressive Arts and Design: Expressive Arts and Design encourages creativity through various forms, including art, music, movement, and imaginative play. Children are encouraged to explore, experiment and express themselves.

Time allocation

Time allocation takes the form of a timetable in both Nursery and Reception, that recognises the importance of optimising and capturing every moment, to allow children's learning and development. We follow the Statutory EYFS Guidance, and our curriculum is designed to allocate time purposefully across various subjects, activities, and experiences.

In Reception, Phonics, Maths, PSED, Understanding the World are taught in the mornings. Specialist lessons, involving other, specialist teachers (Computing, Music, Games, P.E, Swimming, French) also take place in the mornings, allowing the afternoons to embrace free-flow activities and continuous provision across the EYFS classes.

Flexibility is embedded in our approach, allowing staff to make changes to the timetable or lessons, based on the evolving needs and interests of the children. We encourage themed days such as International Week, World Book Day, Pyjama Day and Sports Day to enhance the children's learning experiences and make fun memories for all.

SEND Inclusion

In alignment with our commitment to providing an inclusive and accessible learning environment, our curriculum prioritises the needs of all children, including those with SEND. We recognise the unique abilities and diverse learning styles of each child, and our teachers work collaboratively with parents, specialists, and support staff to develop personalised strategies that cater to individual requirements. Our inclusive approach ensures that every child feels valued and supported, fostering an environment where diversity is celebrated. Regular assessments, in consultation with our school SENDCo, parents and external professionals, guide our efforts in tailoring learning experiences to

meet the specific needs of children with SEND. We strive to create a nurturing space where every child, regardless of their abilities or challenges, can thrive and achieve their full potential within the EYFS framework.

Outdoor Learning

We understand that children benefit enormously from being outside and taking their learning opportunities outdoors can increase the quality of their learning and development. Outdoor learning takes the classroom outside in most weathers. This provides children with rich, nature-based experiences including safe risk taking. EYFS children go to our purpose built Outdoor Learning site once a week. Reception go for a whole morning, typically on a Friday, and Nursery spend their Monday mornings at the site when numbers are biggest to enable all children to attend. We adhere to strict adult to child ratios, asking for parent helpers where necessary. All EYFS are taken in the school minibus, whenever possible. Occasionally, Reception will walk - always with the correct number of adults.

The children engage with all things outdoors, from bug hunts and making leaf crowns, to using bow saws and toasting marshmallows on the fire. The sessions are planned for the term and are planned appropriately for the season. Our school Outdoor Learning Lead is present for tool use and fire lighting.

Assessment and Reporting

Assessment and reporting play an important part of a child's learning within EYFS, therefore ensuring a comprehensive understanding of each child by the class teacher of each child's learning journey.

Formative assessments, embedded throughout daily activities, allow staff in Reception and Nursery to monitor progress daily, identify strengths, and address areas requiring additional support. Staff in Reception use tracking logs to determine whether a child is 'on track' or 'not on track'. We use Tapestry, the online learning journey that both parents and staff can contribute to, to create the learning profile. Daily conversations with families at drop off. Parents are given the chance to meet formally with the class teacher once a term. Formal reports are sent in the Autumn term and the Summer term for both Nursery and Reception. Staff give verbal feedback to the child, both positive and constructive and the children are given the chance to make edits to their work if necessary. Reception children occasionally adopt the school's 'Purple Pen of Power' for the children to self-evaluate and self-correct.

Summative assessments are made at the end of Reception, tracking whether the children have gained a Good Level of Development (GLD) against the Early Learning Goal (ELG) criteria. Primarily it is the class teacher's professional judgement, however the records from Tapestry, termly phonics and maths assessments, also help monitor this.

Both Nursery and Reception do baseline assessments at the beginning of the academic year. Quest is used for the Baseline and throughout the year to monitor progress. Both year groups do phonics testing and Reception split into ability groups from the Autumn Term. Nursery work in ability groups from the Spring Term.

Resources

To enhance our teaching and the learning experiences of the children, we use a variety of resources. We use Twinkl Phonics for phonics learning, our Maths teaching is with White Rose and Espresso by Discovery Education for topic and all areas of leaning support. For sharing with parents our learning, observations, assessing and reporting we use Tapestry. Children have supervised access to technology including, iPads, PCs and interactive boards.

Partnership with Parents

At our school, we greatly value the partnership between parents and educators in nurturing the development of our Early Years Foundation Stage (EYFS) learners. Recognising that parents are the first teachers of their children, we actively seek to establish a collaborative relationship that fosters open communication, mutual trust, and shared responsibility. We believe that by working together, we can create a supportive learning environment that extends beyond the classroom. Through regular communication channels, parent-teacher meetings, written reports and weekly Tapestry posts, we strive to involve parents in their child's educational journey, encouraging them to actively contribute insights, celebrate achievements, and address any concerns. This partnership ensures a seamless transition between home and school, reinforcing the foundation for a positive and enriching educational experience for our children in the EYFS.

EYFS Topics - Our topics are flexible and can change depending on children's interests or the individual class.

Reception Topics

Academic Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022/2023	All About Me	Celebrations	Celebrations	The Natural World	Henley	Fantastic Future
2023/2024	All About Me	Celebrations	Celebrations	The Natural World	Our Local Area	On the Farm
2024/2025	All About Me	Once upon a time	Celebrations	Eco world	Farm	Summer
2025/2026	All About Me	Once upon a time	Celebrations	Spring Time	On the Farm	Summer Fun/ Fantastic Future

Nursery Topics

Academic Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022/2023	I Am and I Can!	-Autumn -Christmas	-We are Polar Explorers! -Winter	Life Cycles	Our Emotions	Traditional Tales
2023/2024	I Am and I Can!	-Autumn -Christmas	-We are Polar Explorers! -Winter	-It's Spring! -Let's Grow	Our Emotions -Our School Values	Tell Me a Story
2024/2025	I Am and I can!	Christmas Celebrations	Stories and Fairy Tales	Springtime and Easter	Growing and changing	Summer fun
2025/2026	I Am and I can!	Christmas Celebrations	Stories and Fairy Tales	Springtime and Easter	Growing and changing	Summer fun

Development matters and Early Learning Goals

Below is the Development Matters curriculum, September 2023. We use these statements to help us meet the requirements of the EYFS Statutory Framework and to ensure that careful sequencing will help children to build their learning over time.

EYFS Development Matters Statements Three and Four-Year-Olds - Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 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.
<ul style="list-style-type: none"> 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?" 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
<ul style="list-style-type: none"> Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' 	<ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> 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. Show a preference for a dominant hand.
<ul style="list-style-type: none"> Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
<ul style="list-style-type: none"> 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." 	<ul style="list-style-type: none"> 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. 	

Literacy

- 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.

Mathematics

- 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.
- 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 identifies 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...'

Understanding the World

- Use all their senses in hands-on 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.

Expressive Arts and Design

- 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, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- 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.

EYFS Development Matters Statements Children in Reception - Prime Areas

Communication and Language

- 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 story times.
- Listen to and talk about stories to build 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.

Personal, Social and Emotional Development

- 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.
 - Personal hygiene
- 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

Physical Development

- 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 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.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

Literacy
<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them.
<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them.
<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme.
<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
<ul style="list-style-type: none"> • Form lower-case and capital letters correctly.
<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s.
<ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense.

Mathematics
<ul style="list-style-type: none"> • Count objects, actions and sounds.
<ul style="list-style-type: none"> • Subitise.
<ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value.
<ul style="list-style-type: none"> • Count beyond ten.
<ul style="list-style-type: none"> • Compare numbers.
<ul style="list-style-type: none"> • Understand the 'one more than/one less than' relationship between consecutive numbers.
<ul style="list-style-type: none"> • Explore the composition of numbers to 10.
<ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0-5 and some to 10.
<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills.
<ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can.
<ul style="list-style-type: none"> • Continue, copy and create repeating patterns.
<ul style="list-style-type: none"> • Compare length, weight and capacity.

Understanding the World
<ul style="list-style-type: none"> • Talk about members of their immediate family and community.
<ul style="list-style-type: none"> • Name and describe people who are familiar to them.
<ul style="list-style-type: none"> • Comment on images of familiar situations in the past.
<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.
<ul style="list-style-type: none"> • Draw information from a simple map.
<ul style="list-style-type: none"> • Understand that some places are special to members of their community.
<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways.
<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries.
<ul style="list-style-type: none"> • Explore the natural world around them.
<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside.
<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live.
<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses.
<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses.
<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody.
<ul style="list-style-type: none"> • Develop storylines in their pretend play.
<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking
<ul style="list-style-type: none"> 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.

Understanding the World
Past and Present
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World
<ul style="list-style-type: none"> 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.

Personal, Social and Emotional Development
Self-Regulation
<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self
<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships
<ul style="list-style-type: none"> 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.

Expressive Arts and Design
Creating with Materials
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive
<ul style="list-style-type: none"> 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.

Mathematics
Number
<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns
<ul style="list-style-type: none"> 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.

Physical Development
Gross Motor Skills
<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills
<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy
Comprehension
<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing
<ul style="list-style-type: none"> 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.