



# Russell Street School



## My Child is Starting School

Information for Early Years Foundation Stage Parents

*Pupils flourish at this exceptional school. The school is relentless in its aim that all pupils achieve highly. Pupils are kind and respectful. Pupils behave with remarkable maturity. Staff teach expertly. Staff are proud to work in such an inspirational school.*

*(OFSTED Outstanding September 2023)*





## 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.



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

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

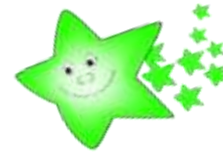
This guide gives you a wealth of information about Year R (Reception) at Russell Street School, how you can help your child, how we develop and assess your child, useful websites and curriculum materials.

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# School Information



Russell Street  
Stony Stratford  
Milton Keynes  
MK11 1BT  
Tel: 01908 563148  
Website: [www.russell-street-school.co.uk](http://www.russell-street-school.co.uk)

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

Year Two Lead: Mr D Thompson  
Year One Lead: Mrs S Green

SENDCo: Mr D Thompson  
Deputy SENDCo: Mrs S Jeffery

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

Chair of Governors: Dr N Sumpter

## Contact details:

Office Contact: [office@russell-street-school.co.uk](mailto:office@russell-street-school.co.uk)  
Year R email address: [yR@russell-street-school.co.uk](mailto:yR@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



# 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 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 for the Early Years Foundation Stage (3-5 years old), which includes a Nursery and Reception classes and Key Stage 1 (5-7 year olds).

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

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



# Vision and Values of Russell Street School



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

## **SAFE**

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

## **TOGETHER**

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

## **ACHIEVE**

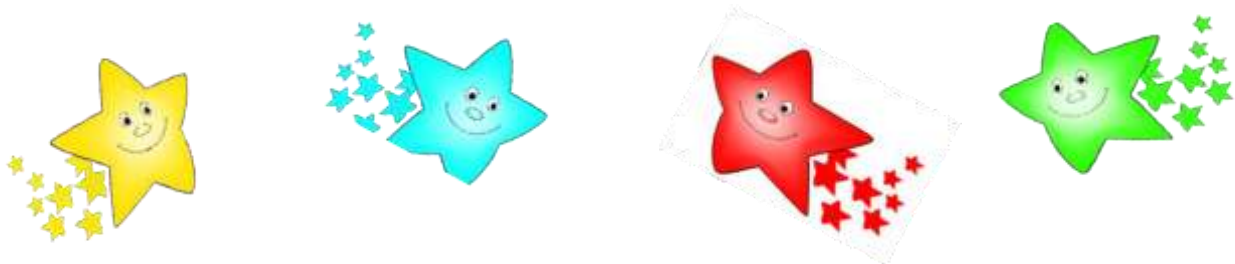
Children achieve the best possible outcomes through the delivery of an exciting, ambitious curriculum built around progressive new skills and knowledge acquisition. Children have a strong desire to learn more and acquire the knowledge and cultural capital they need to succeed in life.

## **RESILIENT**

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

## **SPECIAL**

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



# Your Child's Day

8:35am	Arrive and enter the school building.
8:40am	Registration closes
3.05pm	End of the School Day.



## **Children should be collected at 3.05pm.**

All children will have access to water at all times. Please provide your child with a named water bottle. We will send these water bottles home daily to be thoroughly cleaned. Please return them to school daily.

## **Cool Milk Scheme**

Milk is provided free of charge to all children under the age of five. Once your child becomes five, you are 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. All children must bring a named water bottle to school each day.

## **Lunch**

Your child is entitled to a universal infant free school meal provided by the government for all Foundation Stage and Key Stage One children. Our hot lunches are provided daily by Hobbs School Catering.

All meals should be booked online. Please see the Hobbs School Catering website for further information [www.hobbsschoolcatering.co.uk](http://www.hobbsschoolcatering.co.uk)

Whilst you may provide your child with a healthy packed lunch we would advise that you try our school's hot school lunches. There are a range of options available each day and children start to eat a much wider range of foods once they have had school lunches.

Water only please for a drink, no juices, smoothies or flavoured waters.

# MAKE EVERY DAY COUNT

## **Attendance Works**

Children suffer academically if they are absent from school.

All absence represents lost opportunities to learn.

Studies show children who miss too many days in their early education struggle academically in later years.

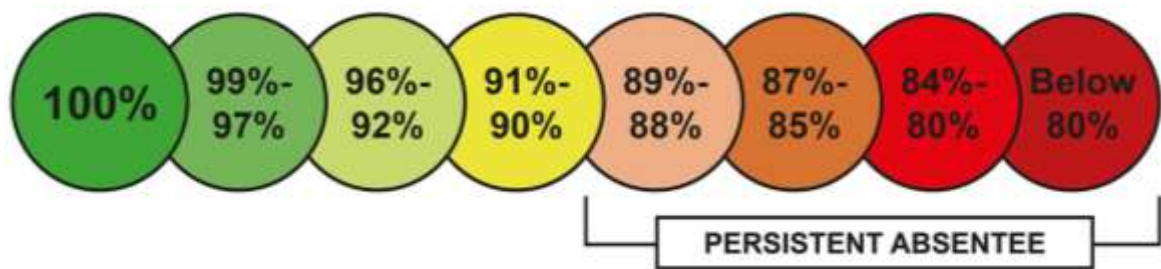
***The Reception Year starts the habit of good attendance for your child and a good work ethic that can stay with them for life.***

The expectation for attendance is 96.5%.





# Attendance - Every Lesson Counts



## Every child has the right to receive full time education 190 days a year (380 sessions)

Attendance below 96.5% is a cause for concern as this means that a child is not likely to meet end of Key Stage Two (Year 6) standards.

- Absence of 4.7% (95.3% attendance) equates to **not** reaching end of KS2 standards.
- Absence of 3.5 (96.5% attendance) means **reaching** expected end of KS2 standards.
- Absence of 2.7% (97.3% attendance) means reaching **higher** end of KS2 standards.

## Penalty notices are changing from September 2024 –

The threshold is now 10 sessions of unauthorised absence in a rolling period of 10 school weeks.

A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks).

These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks).

The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

- The first penalty notice issued to each parent in respect of each child will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.

Please inform the office about the absence of your child by 9:00am. 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 provide proof of the appointment.

## Holiday Absence during Term Time

Government legislation that came into effect on 1<sup>st</sup> September 2013 means that parents are no longer entitled to take their child on holiday during term time. (see penalty notices above)



# Parental Communication & Consultations

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. A written report is given to parents at the end of each school year. This provides details of a child's overall achievements and those in relation to the National Curriculum. Parents are welcome to contact the class teacher or Headteacher if any concerns arise during the school year.

Every week you will receive a weekly newsletter in the form of a Sway detailing your child's year group learning. Dates, reminders, key messages and ideas to support your child's learning are all contained within this weekly Sway. Sways can be found here - <https://www.russell-street-school.co.uk/website/news/222141>

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

## Parents' Association (PA)

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 run 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 School

Starting school 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 school by talking positively about how exciting it will be to meet other children and to learn new things at school.

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



## Before Starting School

If your child is in a holiday routine – possibly staying up later and rising later - then one week before term begins change their schedule. Gradually bring their bedtime back to a time suitable for school nights and introduce more regular eating habits with meals at set times.

Involve your child in getting ready for their first day. For example, the evening before term starts, work together to lay out their uniform.

Set your alarm early for the first day - even the most organised parents and children need extra time to get ready and take those well treasured photographs.



## The First Morning

Most children are excited and playful, but if your child is a little anxious, keep as calm and as matter of fact as possible. Children who are distressed at separation usually settle very quickly. Take your cue from the teacher about when to leave and if you need reassurance that your child has settled then please phone school when you get home.

## The End of the Day

Do make sure you are a little early to collect your child at the end of their first few days - even a few minutes late can seem an eternity to a waiting child. Your child will probably be tired and hungry so a healthy snack and some quiet time will be just what they need after school.

You will find your child will be very tired! If you would like your child to be part time to begin with, please let us know.

# Helping Your Child



You can help your child enormously through normal daily activities.

Hold conversations with them about their daily tasks. Ask them why they have chosen to play with a particular toy, explain to them why they cannot behave in a particular way, retell a book you have read together.

Let your child help plan their daily schedule, ensuring they understand that a day is broken down into various tasks and time slots.

Count the stairs each time you walk up them, and then try counting backwards as you walk back down. (Counting up to 20 would be fantastic!) As your child advances ask them 'what is one more than 2? Is 5 bigger than 1? Show me 5 fingers, now add on 3 more'.

Let your child play with sand and water asking them to pour 'half' of the water away, or ask them to fill the bucket 'half' full with sand.

Show them a pattern of objects or colours and see if they can continue the pattern. Red, blue, red, blue, ?, ?

Read to them every day and talk about what has been read.

Ensure your child is able to explain their feelings to you.

Ensure your child knows that reading and writing are important. Say to them as you are driving, 'I know I am going the correct way because I am reading the road signs and they are telling me where to go'. 'I am writing your birthday invitations so that your friends know you are having a party. These words say where the party is and what time it starts and finishes'.

Complete jigsaw puzzles together.

Plant seeds and watch them grow, asking 'why are the seeds growing?'

Ensure your child knows how to eat independently, using a knife and fork.

Talk to your child about different places around the world and family members that may live in different countries.

Sing a variety of songs, if you need inspiration, you can find lots of songs and rhymes online.

Help them to recognise their name in written form (not in capital letters).

Find a place for your child to paint, mixing colours and using a variety of brushes and tools to create marks.

Take your child to the local park and help them to learn how to manoeuvre around the equipment there; climbing, swinging, balancing. This will develop their gross motor skills, as will riding a bike or throwing and catching a ball.

Ensure your child can organise their play independently for short periods.

Give your child instructions to follow, firstly giving them one instruction, then two instructions, for example:

- go and get your coat,
- go and get your coat and then find your shoes.

Talk about what happened yesterday/last year (the past), what happened today (present) and what are we doing tomorrow (future).

Ensure your child knows how to be healthy by being active and eating healthy food.

Ensure your child develops the correct pencil grip when colouring, in preparation for writing.

Support your child in dressing and undressing so that they can do this independently when entering school. Only purchase uniform you know your child can manage to put on independently.

Help your child to use the toilet independently.

If you wish to teach your child sounds, please teach them pure sounds. Information can be found using the following link:

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

# Uniform



The school's uniform is as follows:

- Navy sweatshirts / cardigans (a logo is not required).
- White or light blue polo shirts.
- Grey, navy or black 'bottoms', e.g. trousers, shorts, pinafores, skirts.
- In the summer an optional extra of blue gingham dresses.
- Sensible dark footwear (flat and closed toed). Velcro fastenings promote independence.
- A change of clothes for P.E. - plimsolls, black shorts and a white t-shirt.
- No jewellery, other than plain stud earrings which should be taped on P.E. days.

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

Children also require a "book bag" to carry their belongings in. Children have access to a small locker in Reception, large rucksacks will not fit into the lockers.

Second-hand uniform is available from the School Office. Please take donations of items of uniform to the School Office.

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



Please name **every** item of your child's uniform and P.E. kit.

## Lost Uniform

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





# 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 and not Russell Street School.**

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.

Please ensure you pre-book your child's place. As a school we cannot take your child to the After School Club, unless you have booked and paid for the session.

Hours available:

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

## **Russell Street - After School Clubs**

As well as wrap around care Premier also offer a range of after school clubs for Key Stage 1 children over the year.

These run from 3pm until 4pm and can be booked using Weduc.



# 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 your child's class teacher 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.

## Bumped Heads

If your child has a bump to the head during the course of the school day, the incident will be recorded via Medical Tracker, which is linked to your priority one email address. If the injury is significant, a member of staff will call you to let you know.

## Keeping Your Child Safe

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

NSPCC

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

E-Safety

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

Our comprehensive **iSAFE Programme** teaches the children that they have a right to feel safe all of the time & that nothing is awful or so small that they can't talk to someone about it. The iSAFE Programme sessions are as follows:

- Session 1 The right to feel safe
- Session 2 Early Warning Signs
- Session 3 Recognising Feeling Unsafe
- Session 4 Recognising Good Friends
- Session 5 Being Safe Around the Home
- Session 6 We are all Unique and Special
- Session 7 Race
- Session 8 Religions and Celebrations
- Session 9 Differently Abled
- Session 10 eSafety
- Session 11 Keeping Our Bodies Safe
- Session 12 Dealing with Bullies/Good Mental Health

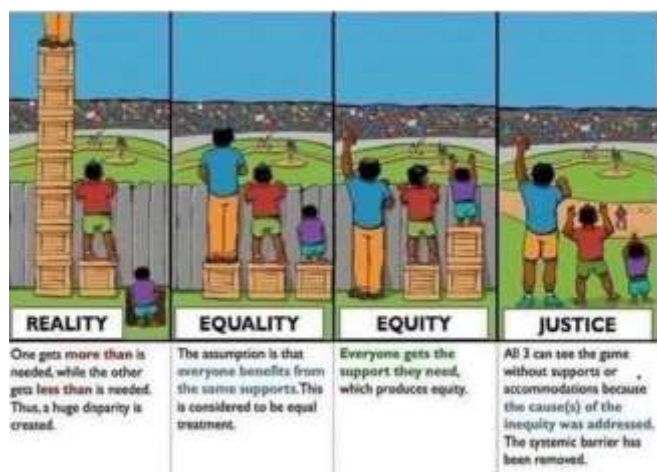


# Pastoral Care and Behaviour

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.



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



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

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. 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.

**The Characteristics of Effective Learning describe behaviours children use in order to learn.** To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Each class has three dinosaurs Thinkosaur, Explorosaur and Tryosaur. These reflect the three characteristics of effective learning, playing and exploring, active learning and critical thinking. When we notice a child demonstrating one of the characteristics they are allowed to look after the corresponding dinosaur.



## Rewards

Classes work together to achieve 'ten little men'. When each class reaches the target amount they earn a class reward. These have previously included tea parties, extra breaktimes and picnics in the orchard.



'WOW' certificates will be awarded in a weekly assembly when children have demonstrated exceptional work or behaviour.

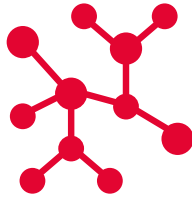


Birthdays are celebrated in classrooms, we will sing Happy Birthday and they can blow out the candles on our Reception cake. Please inform the office if you do not celebrate birthdays. As a healthy school, we do not give out sweets etc on birthdays. If you would like your child to give something to their friends; stickers or a book for the class to share are welcome. We are only able to hand out party invitations (**if all children in the class have been invited**). We understand this will not always be the case and, in this instance, we ask for parents/carers to hand them out themselves to avoid children feeling left out.

## Curriculum Design

*Using a cognitive science-based approach, our curriculum is designed to be knowledge led,*

*vocabulary rich and reading centric.*



Knowledge Led



Vocabulary Rich



Reading Centric

Our curriculum places significant importance on children learning specifically chosen knowledge. This includes substantive and disciplinary related knowledge with cultural capital value.

We place significant importance on the development of vocabulary, woven throughout our curriculum. Equally, we recognise the central importance of children becoming fluent, independent readers in order to make sense of the world around them, achieve academic success and take control of their future learning.

*Education is the most powerful weapon which you can use to change the world.*

*-Nelson Mandela*

Our curriculum has been designed based on the key principles below.



At our school the Foundation Stage Framework and National Curriculum are statutory. They lay out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each stage of learning.

Our School Curriculum incorporates these documents and goes beyond them. We have adapted and extended the curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

We have built a knowledge-rich curriculum that is planned and sequenced so that new & ambitious knowledge and skills build over time. When building the curriculum, we have considered a range of knowledge forms:

- a) **Declarative/Substantive:** The key facts all children should know.
- b) **Procedural:** The things children should be able to do (skills).
- c) **Experimental:** Knowledge that can only be gained first-hand by experiencing or doing certain activities.
- d) **Disciplinary:** The action taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge. For example, in history this might mean using evidence to construct a claim. Meanwhile, in science it might mean testing hypotheses. In music, it might mean reading and writing notation.
- e) **Attitudinal:** Expressions of personal beliefs or feelings

**Our curriculum** provides **exciting experience-based integrated** educational opportunities for **pupils of all backgrounds** that allow each child to develop the **long-term** knowledge and skills needed to reach their **full potential**, in order to take **full advantage of opportunities, responsibilities and experiences of later life**.

Pupils will:

- **develop the appropriate subject specific knowledge, skills and understanding that goes beyond the National Curriculum**, so that children can flourish, reach and exceed their potential academically, physically and artistically.
- **develop the behaviours learners need to succeed in the world**, such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.
- **lead happy, healthy, constructive lives in which they can aspire and experience success**. Well-being, in terms of both physical and mental health, is essential for effective engagement with school and wider life.



- **have a holistic set of values** that prepares them for life in the modern world in a diverse and ever-changing community.
- **understand spirituality in themselves and others, develop social skills and understand society**, build a firm set of personal morals, and to engage in the community they live in and understand the cultures of others.

Our **Skills and Knowledge overviews** detail the exact **core concepts** that our children should know in as much detail as possible. They ambitiously promote good progress and high-level skills and knowledge in all subject areas.

[Russell Street School - Curriculum Skills & Knowledge Overviews \(russell-street-school.co.uk\)](http://russell-street-school.co.uk)

Our **Unit Plans** then **sequence** this knowledge content into a coherent flow using small steps (to not overload **working memory**) in order to form **schema**. Children assimilate new learning connecting it to what they already know - new knowledge building upon prior knowledge, building towards challenging goals. Elements are regularly returned to, supporting children to accumulate knowledge over time, supported by **practice and retrieval strategies**. Authentic connections (that allow knowledge areas to be mutually reinforcing and enriching) have been highlighted between subjects and concepts. All units **blend knowledge and experience**.

[Russell Street School - Key Stage One Units of Work \(russell-street-school.co.uk\)](http://russell-street-school.co.uk)

### Targeted Academic Support

Most pupils will benefit solely from a focus on whole-class teaching. However, some children may require targeted support that is tailored to their specific needs to get their learning on track. We use the target model below to provide this support.

<b>T</b> iming	Intervention sessions are often brief (e.g. 15-60 mins) and regular (e.g. 2-5 per week).
<b>A</b> ssessment	Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.
<b>R</b> esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.
<b>G</b> ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).
<b>E</b> xpert delivery	Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.
<b>T</b> eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.



## Beyond the Curriculum

Children have the opportunity to experience French at school. In Reception they will be taught how to say hello and goodbye and ask someone how they are. The words and phrases that are taught will be shared with you via the weekly update. In Key Stage 1, they will be taught to count from 0-20, simple greetings, colours, the names of family members, days of the week and names of animals.

British Sign Language is taught and used throughout our school. This provides children with an alternative way to communicate their feelings. Adults and children use these signs throughout the school day.

We offer a wide range of **extra-curricular clubs**, both before and after the school day and at lunchtimes, from KS1. Clubs are offered at a range of costs and our aim is to ensure that all pupils have the opportunity to engage in extra-curricular activities as a means of enabling them to discover and develop particular talents and interests.

Our school offers pupils the opportunity to learn a range of **musical instruments**, through private tuition in school, organised by MK Music Hub. The school subsidises the cost of this for families in challenging financial circumstances, to ensure all pupils can participate if they wish. All Year 2 children are taught how to play the recorder.

### **Educational Visits**

Educational visits are first and foremost designed to deepen our children's knowledge across our curriculum.

By organising educational visits to help our children experience new things and spend time outside their immediate setting, developing their cultural capital and raising aspirations. These regular opportunities include visit theatres and concerts, historical sites, galleries, museums, religious buildings and famous landmarks.

We play an active part in our local community, creating and sustaining close links. This includes regular visits to our local area.

## Curriculum Implementation

	<b>How are the specific curriculum stages taught?</b>	<b>Planned Stages and End Points</b>	<b>Impact Measured</b>
<b>Phonics</b>	<b>RWI Phonics Scheme</b>	<p>Stages A – J of RWI scheme.</p> <p>(As listed in RWI half termly assessment overview)</p> <p>Children will also recognise pre-fixes and suffixes, tenses and spelling rules.</p>	<p>Half termly assessments are carried out by the Phonics Leader</p> <p>Information is used to regroup children and provide immediate support to anyone falling behind.</p> <p>Phonics Screening (Year 1 &amp; 2)</p>
<b>Spelling</b>	<p><b>Year 1 are sent home spellings weekly from the spring term. They use mnemonics to spell common exception words correctly and use their phonic knowledge to spell all other grapheme phoneme correspondence words.</b></p> <p><b>Year 2 use the Spelling Shed programme.</b></p>	Year group stages as listed in RWI spelling scheme.	<p>Assessed through weekly/termly assessments.</p> <p>Immediate support given to anyone falling below the expected standard.</p>
<b>Writing</b>	<b>The Write Stuff (TWS) approach uses the EYFS and KS1 Writing Rainbows. Sentence Stacking taught.</b>	The Write Stuff (Assessment Framework) – Year group termly expectations.	Moderated assessment writing – marked against TWS assessment framework – once per term.
<b>Handwriting</b>	<b>Continuous Cursive.</b>		
<b>Reading</b>	<p><b>RWI and Hooked on Books (Year 1 &amp; 2) Reading Rainbow for KS1.</b></p> <p><b>Year 2 - Reading Scheme – Rising Stars and Oxford Reading Tree.</b></p> <p><b>Year R &amp; 1 - Reading RWI (Read Write Inc) scheme and matching Book Bag Books go home weekly.</b></p>	<p>Book Talk Performance of Reading (Assessment Framework). Year group ongoing expectations.</p> <p>Termly running record assessments – using reading scheme books listed.</p>	<p>Year 1 &amp; 2 – ongoing reading assessments weekly/half termly and termly.</p> <p>Year 2 upwards – Reading Comprehension Assessments</p>
<b>Maths</b>	<b>Whole school – White Rose Maths</b>	End of unit and end of term assessments – with	Half termly assessments carried out and



		key questions to ensure the children are using and applying their learning.	measured against the White Rose Maths Framework.
<b>Science</b>	<b>White Rose Science</b>	Termly end of unit assessments based on Unit Plan teaching.	Measured against key skills knowledge overviews.
<b>Humanities</b>	<b>RSS History &amp; Geography Skills &amp; Knowledge Overviews, plus information from unit plans.</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>Art/DT</b>	<b>RSS Art &amp; DT Skills &amp; Knowledge Overviews, plus information from unit plans.</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>IT</b>	<b>Purple Mash.</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>Music</b>	<b>English Model Music Curriculum Scheme from Charanga</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>P.E.</b>	<b>RSS P.E. Planning Document.</b>	Key Skills specifically listed within P.E. Scheme	Continuous assessment (against key skills)
<b>R.E.</b>	<b>MK Agreed Syllabus.</b>	Knowledge listed per R.E. Unit	Continuous assessment (against specific knowledge)
<b>PHSE/RSE</b>	<b>Jigsaw.</b>	The Jigsaw Puzzles (Specific Content Overview) RSS iSafe	My Jigsaw Learning or My Jigsaw Journey



# Reading



## Reading and Vocabulary

Our teaching focuses on the two dimensions to reading – **'word recognition' and 'language comprehension'**.

We have a **sharp focus on high-quality phonics teaching**, ensuring that children rapidly gain the crucial skill of word recognition that once mastered, enables them to read fluently, freeing them to concentrate on the meaning of the text, building their language comprehension skills. They progress from **'learning to read' to 'reading to learn'** for purpose and pleasure.

A **robust and continuous assessment of children's phonic progress** is used to identify those who may be falling behind, allowing support to be given to ensure they **keep up, not catch up**.

**Word Poverty Matters! We view words as a commodity.**

- Evidence shows that vocabulary is one of the most significant factors to children achieving higher grades at GCSE in most subjects.
- The vocabulary gap starts early (by the age of 2) and is hugely significant.
- Children can have a 30-million-word gap before children even enter school.
- The link between vocabulary at 5-7 years old as a significant predictor of reading comprehension and academic understanding at GCSE.
- Less than 1/3 of children are read to at home daily. Children who are read to at home will hear 1.4 million 'rare words' yearly that improve language development and understanding.
- Children's books have 50% rarer words than the language of television, or even the conversation of graduates.

**We close the vocabulary gap through planned and explicit vocabulary teaching.** All the words and phrases needed to understand texts are taught as explicitly as possible. Key vocabulary lists for each subject have been generated and are deliberately taught in context. Grandma Fantastic is one method used in Early Years to teach deliberate vocabulary.

**We have a 'Ten Minutes Reading Aloud a Day Pledge'** which is over and above any other reading that occurs. Just 10 minutes a day exposes a child to around extra 700,000 words a year.

**Children's fluency, confidence and enjoyment in reading is central to our curriculum as a whole.** Reading has been integrated into our curriculum from the very beginning. For example, in science we develop children's capacity to read scientific texts alongside learning

the scientific concepts themselves. Every possible opportunity is made for children to learn about the topics we cover in each unit through reading about them.

**The National Curriculum states:** children should read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. They should re-read these books to build up their fluency and confidence in word reading.

The amount of books brought home may increase as your child's reading level increases. Your child's teacher may ask you to learn to write sections from your child's reading book and learn to spell particular words, as well as hear them read.

We use Read Write Inc. 'Book Bag' books for children to learn to read. These books exactly match the phonics children are learning in school and move their reading forward at a rapid rate. Your child will bring home a Read Write Inc. phonics book as well as a Book Bag book weekly to read at home.

#### Book Bag book colours

Ditty 1	Red 2	Green 3	Purple 4	Pink 5	Orange 6	Yellow 7	Blue 8	Grey 9
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When children have finished reading Book Bag books, they move onto chapter books.

The following chart is a guide to the book bands of our chapter books.

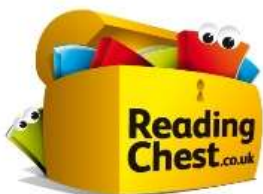
Ages 6-7				
Turquoise	Purple	Gold	White	Lime
7	8	9	10	11



Oxford Owl

<http://www.oxfordowl.co.uk/>

Oxford Owl is a wonderful home reading resource. Create a free account and access 250 free Oxford Reading Tree books on-line.



Reading Chest

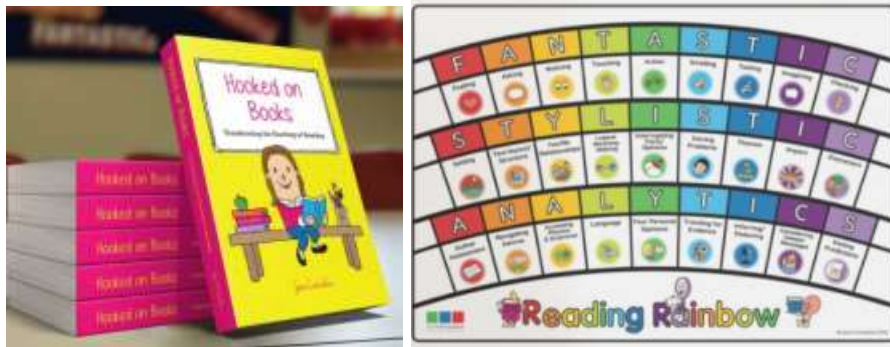
<https://www.readingchest.co.uk/>

Any parent is always more than welcome to borrow books from school as often as they wish. We do understand that sometimes there are times that you would like to access more books such as holidays. Reading Chest provides a service where you can pay to have reading scheme books delivered to your house.

<https://www.milton-keynes.gov.uk/libraries>

Why not join your local library? The above link provides a wealth of information about developing your child's love of reading in MK.

We use the principles of **Hooked on Books - Book Talk** in Key Stage One.



For further details see our school website.



Two outdoor book libraries are located in the undercover area outside the breakfast and after school club building. Books can be borrowed from these libraries to read with your child at home. If you feel you have any books that would be good to share, these can be placed in the outdoor libraries.

# Questions to ask your child while reading together

Questions to ask your child can be found in each book your child brings home to read. Further questions that may be asked are below.

## **Before starting the book**

- Can you point to the title?
- Who is the author?
- What is an illustrator? What do they do?
- What do you think this story will be about? Or what could the book be about?
- What might happen in the story?
- What does the writing (blurb) on the back of the book tell us?

## **Whilst reading the book**

- What is happening in the pictures?
- Who are the main characters?
- What sort of character is ....? Is he/she friendly, mean, kind ....?
- What has happened so far? Is it what you expected to happen?
- What do you think will happen next?
- How do you think that character feels? Why? How would you feel in that situation?
- Who is your favourite character? Why?
- How do you think the story might end?

## **At the end of the book**

- Did you like this book? Why?
- Can you retell the story in your own words?
- What was your favourite part? Why?
- What was the most interesting/exciting part of the book? Can you find it?
- What sort of character was .....?
- Why did that character do .... (Give a situation/event from the story)?
- Do you like how the story ended? Can you think of another way the book could have ended?



# Phonics

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

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



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

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

Term	Meaning
CVC	A consonant-vowel-consonant word, such as <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.



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

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

### Virtual Classroom

Links to videos from the Read Write Inc. virtual classroom will be sent out weekly via the KS1 weekly newsletters. The videos are designed to help you and your child practise the skills they are learning in school, together at home. For example, practising new letter sounds, reading or spelling words containing new sounds or writing simple sentences.



#### Sounds Set 1

##### **(RWI Home Phonics Flashcards Set 1)**

**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)**

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

#### Sounds Set 3

##### **(RWI More Home Phonics Flashcards Set 2)**

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

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

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

### Sounds Set 1

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

### Sounds Set 2

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

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



# Handwriting



We use the handwriting scheme, letterjoin: <https://www.letterjoin.co.uk>

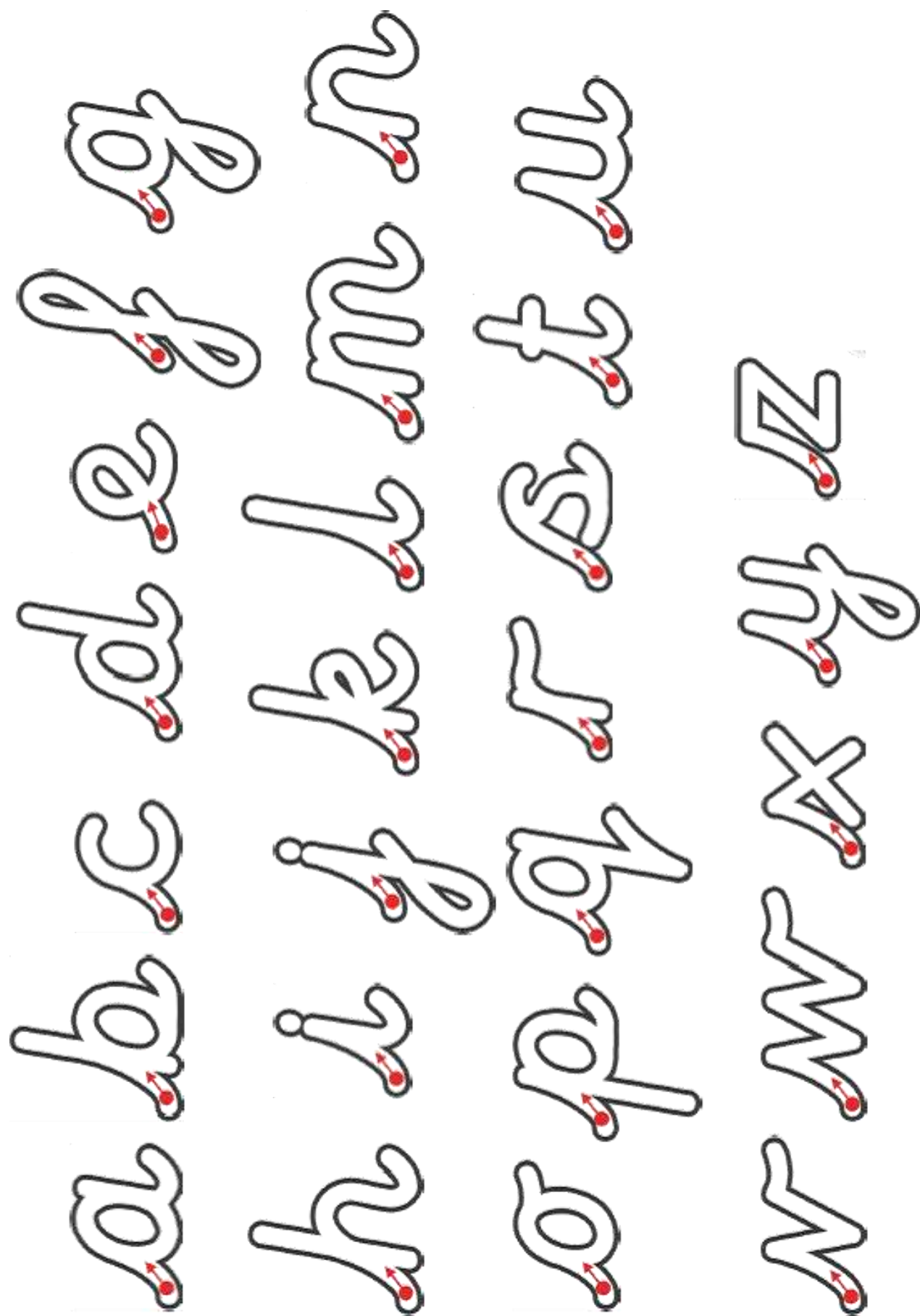
By the end of year 2 children are now expected to know horizontal and diagonal strokes needed to join letters. Instead of teaching the children to write letters without these strokes in year R, then teach them a completely different method in year 1 (which can be very confusing for your child) at Russell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





# 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.

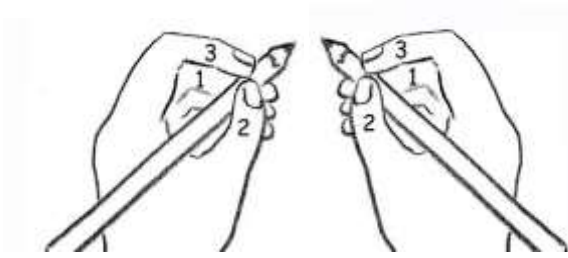
## The Writing Rainbow



Children will learn to write using the lenses of the writing rainbow. Further details about the Writing Rainbow can be found on the school website.

## 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

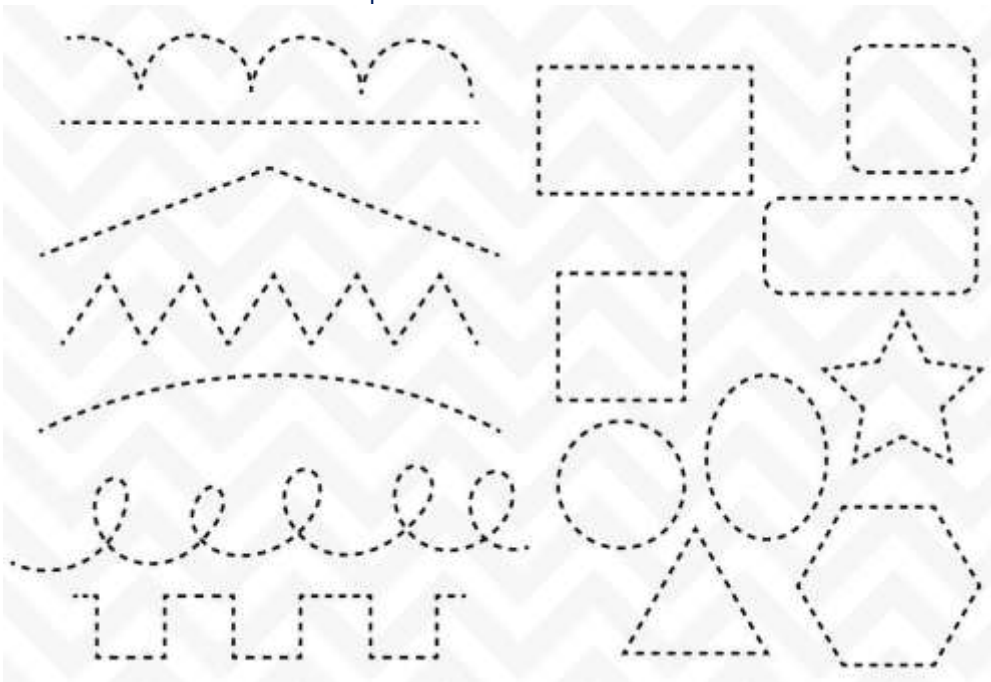


## Play Dough



## 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

We teach maths using a Mastery approach. The Mastery approach to teaching mathematics develops pupils' mathematical ability and confidence without having to resort to memorising procedures to pass tests - making mathematics more engaging and interesting.

Features of Maths Mastery:

Emphasis on problem solving and comprehension, allowing children to relate what they learn and to connect knowledge.

Careful scaffolding of core competencies of:

- visualisation, as a platform for comprehension
- mental strategies, to develop decision making abilities
- pattern recognition, to support the ability to make connections and generalize
- Emphasis on the foundations for learning and not on the content itself so children learn to think mathematically as opposed to merely reciting formulas or procedures.

We use White Rose Maths to teach maths Mastery. Influenced, inspired and informed by the work of leading maths researchers and practitioners across the world, White Rose Maths brings together a team of highly experienced and passionate maths teaching experts to train, guide, help and support all those who teach maths.

We are taking part in the Maths Hub Mastering Number Programme. Rehearsal, particularly core number work, helps children attain automaticity in recall and use of facts and methods. Central to the programme is a small, abacus-like piece of equipment called a Rekenrek, which Reception children will be introduced to in the Summer Term. The children will also use CBeebies Numberblocks to visualise numbers and understand how all numbers are made of smaller numbers.





# Forest School



**FOREST  
SCHOOL**



**Forest School is a feeling you can't put into words.**

Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

Forest School has a developmental ethos shared by thousands of trained practitioners around the world, who are constantly developing their learning styles and skills to support new and imaginative learners. Its roots reach back to the open-air culture, friluftsliv, or free air life, seen as a way of life in Scandinavia where Forest School began. It arrived in the UK in 1993 and has grown from strength to strength since then.

The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks.

Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them.

Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners.

There is lots of research out there to support the outcomes of Forest School, but we know that it isn't just the educational outcomes and research that matter, our learners and leaders love it too!

## **What is quality Forest School?**

Quality Forest School is delivery which holds to all six key principles that shape and govern the Forest School ethos. There are many forms of outdoor education and all have enormous value, however, Forest School is unique in its reach, delivery and effect.



## These six principles are:

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
2. Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
3. Forest School uses a range of learner-centred processes to create a community for being, development and learning.
4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

It is only when we see the 6 principles working together do we truly see the value of Forest School. Underpinning our principles are some positive core beliefs. These can be summarised as, learners are all:

- equal, unique and valuable
- competent to explore & discover
- entitled to experience appropriate risk and challenge
- entitled to choose, and to initiate and drive their own learning and development
- entitled to experience regular success
- entitled to develop positive relationships with themselves and other people
- entitled to develop a strong, positive relationship with their natural world

Forest School's learner-centred approach interweaves with the ever-changing moods and marvels, potential and challenges of the natural world through the seasons to fill every Forest School session and programme with discovery and difference. Making each session and every experience a valuable one.

Parents are requested to send their children to school on Forest School days with a bag containing the following named items:

- Wellington boots
- Waterproof jacket (with hood)
- Waterproof trousers
- In cold weather, hat, gloves, scarves
- In warm weather a long sleeved T-shirt

We are able to provide all of the above if necessary.



# 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.

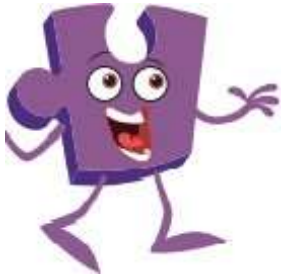
**Changing Me** deals with change of many types, in KS1 growing from young to old,

### **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.



# iSafe – Protective Behaviours



Our comprehensive **iSAFE Programme** teaches the children that they have a right to feel safe all of the time & that nothing is awful or so small that they can't talk to someone about it. The iSAFE Programme sessions are as follows:

- Session 1 The right to feel safe
- Session 2 Early Warning Signs
- Session 3 Recognising Feeling Unsafe
- Session 4 Recognising Good Friends
- Session 5 Being Safe Around the Home
- Session 6 We are all Unique and Special
- Session 7 Race
- Session 8 Religions and Celebrations
- Session 9 Differently Abled
- Session 10 eSafety
- Session 11 Keeping Our Bodies Safe
- Session 12 Dealing with Bullies/Good Mental Health



# Useful APPS for EYFS Children

Hairy Letters

Hairy Phonics 1, 2, 3

Nosy Crow Books

Oxford Owl

## Maths Age 3-5

Popmath

Eggs on legs

Meet the Numberblocks

1 Minute Maths- focus on subitising

Bugs and Numbers

Beebot

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 [Bookstart | BookTrust](#)

Advice on healthy eating [Eating a balanced diet - NHS \(www.nhs.uk\)](http://www.nhs.uk)

EYFS

[The Communication Trust \(speechandlanguage.org.uk\)](http://speechandlanguage.org.uk)

*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.

[Foundation Years - Latest news, policy and resources for early years professionals](#)

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.

[Five to Thrive - An attachment-based approach to positive parenting](#)

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.

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.

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.

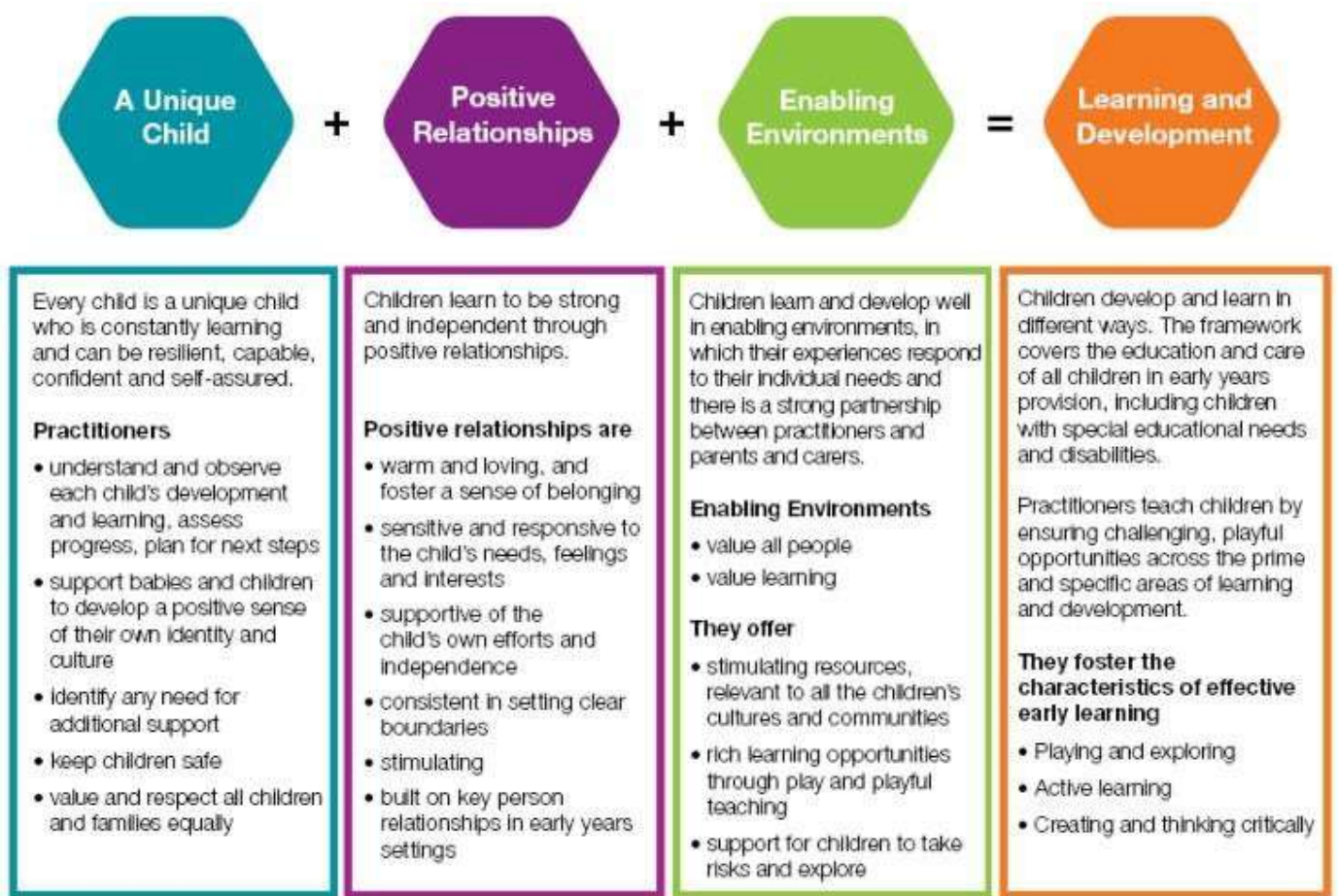
Early Years Foundation Stage Documentation

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

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

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

## Early Learning Goals

### Communication and Language

**ELG: Listening, Attention and Understanding Children at the expected level of development will:**

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

**ELG: Speaking**

**Children at the expected level of development will:**

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

### Personal, Social and Emotional Development

**ELG: Self-Regulation**

**Children at the expected level of development will:**

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

**ELG: Managing Self**

**Children at the expected level of development will:**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choice

## **ELG: Building Relationships**

### **Children at the expected level of development will:**

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

## **Physical Development**

### **ELG: Gross Motor Skills**

#### **Children at the expected level of development will:**

- Negotiate space and obstacles safely, with consideration for themselves and others;-
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **ELG: Fine Motor Skills**

#### **Children at the expected level of development will:**

- Hold a pencil effectively in preparation for fluent writing
- Use 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 intonation, pitch and changing volume when 'talking'.</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'.</p> <p>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 familiarity and understanding.</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>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 outside, alone and in a</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.</p> <p>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>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:  regular physical activity  healthy eating  toothbrushing  sensible amounts of ‘screen time’  having a good sleep routine  being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully:  lining up and queuing  mealtimes  personal hygiene</p>
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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,</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>“The bag is under the table,” – with no pointing.</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.

<b>Birth to three</b>	<b>Nursery: 3 and 4 year olds</b>	<b>Reception: 4 and 5 year olds</b>
<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>Start to develop pretend play, pretending that one object</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>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>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>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</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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