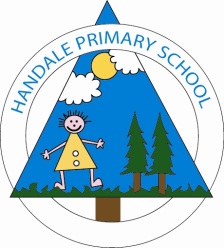


**Handale Primary**

**School**

**Early Years Curriculum**



**Handale Primary School Early Years Foundation Stage**

At Handale Primary School we are committed to providing a high quality early years education which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. This is achieved by developing childrens’ interests which influence the flow of our curriculum and supports children’s own choices and allows them to be individuals. Skilful practitioners scaffold children’s learning enabling them to develop along their own unique learning journey. Practitioners work closely with parents/carers to ensure that all children fulfil their potential.

**We believe:**

*“Learning is your students’ journey. Let them navigate. Push them to explore. Watch them discover. Encourage their questions. Allow them to struggle. Support their thinking. LET THEM FLY!”*

(Krissy Venosdale)

**Early Reading**

**Listening, Attention and Understanding**

* Have an understanding of single words in context.
* Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.
* Understands a simple sentence.
* Shows interest in play with sounds, songs and rhymes.
* Can match a range of objects to names.
* Shows concentration for a short period of time.
* Listen to others one to one and in small groups.
* Listen to instructions and begin to follow directions.
* Responds to a simple question.
* Responds to a simple instruction.
* Listens and responds to known rhymes and songs.
* Is able to follow directions.
* Listens and concentrates in a large group.
* Listens and responds to ideas expressed by others in conversation, discussion and play.
* Listens to stories with increasing attention and recall.
* Understands shape and colour words.
* Understands and answers ‘why’ and ‘how’ questions.
* Concentrates and maintains appropriate attention for a sustained period of time.
* Children listen attentively in a range of situations.
* Understands instructions containing sequence words e.g. first, after, last.
* Follows instructions involving several ideas or actions.
* They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
* They give their attention to what others say and respond appropriately.

**Speaking**

* Uses simple sentences (2-3 words).
* Beginning to ask simple questions.
* Holds a conversation (using up to 5 words in a sentence).
* Beginning to use more complex sentences to link thoughts (e.g. using and, because)
* Uses a variety of questions.
* Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
* Uses vocabulary focused on objects and people that are of particular importance to them.
* Begins to extend vocabulary through exploring the meaning and sounds of words.
* Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
* Children express themselves effectively, showing awareness of listeners’ needs.
* They use past, present and future forms accurately when talking about events.
* They develop their own narratives and explanations by connecting ideas or events.

**Reading**

* Beginning to sing favourite songs and rhymes.
* Enjoys sharing a story with an adult.
* Requests favourite songs or stories.
* Shows interest in illustrations and print in books and print in the environment.
* Recognises own name.
* Understands that books are special and looks at them independently. Handles books carefully, holding the correct way up and turning pages. Beginning to name the different parts of a book.
* Show an awareness of rhyme and alliteration.
* Joins in with repeated phrases during stories.
* Anticipates key events and phrases in rhymes in stories.
* Is able to say what happens next in a known story and to know some key features of stories.
* Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
* Reads some common irregular words.
* Children read and understand simple sentences.
* They use phonic knowledge to decode regular words and read them aloud accurately.
* They demonstrate understanding when talking with others about what they have read.

**Early Writing**

**Fine Motor Control**

* Shows some control in holding and using a range of resources.
* Uses pincer movement to pick up a range of objects.
* Show control in making simple models and jigsaws.
* Takes part in fine motor activities demonstrating some control and confidence.
* Shows increased control when using one-handed tools and equipment.
* Shows control in using simple tools when completing a task.
* Holds a pencil effectively.
* Children show good control and co-ordination in small movements.
* They handle equipment and tools effectively, including pencils for writing.

**Gross Motor Control**

* Children begin to develop some large movements such as jumping or kick a large ball.
* Moves with confidence during indoor and outdoor activities.
* Show some control when climbing and catching a large ball.
* Moves skilfully and negotiates space successfully.
* Draws lines and circles using gross motor movements. Begins to use anticlockwise movement and retrace vertical lines.
* Children show good control and co-ordination in large movements.
* They move confidently in a range of ways, safely negotiating space.

**Mark-Making**

* Uses a range of tools to make marks.
* Makes connections between actions and the marks being made.
* Distinguishes between the different marks they make.
* Recognises some letters from their name.
* Uses marks to represent letters.
* Uses some clearly identifiable letters to communicate meaning.
* Forms recognisable letters, mostly formed correctly.
* Writes labels and captions.
* Beginning to use full stops and capital letters in the correct place.
* Children use their phonic knowledge to write words in ways which match their spoken sounds.
* They also write some irregular common words.
* They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Mathematics**

**Numbers**

* Beginning to organise and categorise objects.
* Listen to and enjoy counting rhymes and songs.
* Children can clap in time to counting.
* Uses number names within their play.
* Uses some number names accurately in play.
* Beginning to represent numbers using fingers, pictures or objects.
* Can accurately count up to 5 objects.
* Subitises 1-3.
* Can recite numbers past 5.
* Attempts to match objects and numerals.
* Shows an interest in representing numbers.
* Recognises some numerals of personal significance.
* Counts up to 3 or 4 objects by saying one number name for each item.
* Subitises 1-5.
* Counts reliably 10 objects.
* Know number bonds to 10.
* Finds the total number of items in two group by counting all of them.
* Records, using marks that they can interpret and explain.
* Children can say when quantities are more than or less than another quantity up to 10
* Verbally counts beyond 20 recognising the pattern of the counting system.
* Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.
* They solve problems, including doubling, halving, sharing, evens and odds.

**Shape, Space and Measures**

* Fills and empties a variety of containers.
* Attempt to complete an inset board or jigsaw puzzle.
* Uses a range of objects to create their own simple structures and arrangements.
* Uses some mathematical language appropriate to task.
* Shows an interest in shape and space by playing with shapes or making arrangement with objects.
* Beginning to categorise objects according to properties.
* Begin to show an awareness of pattern.
* Shows interest in shape by sustained construction activity.
* Beginning to talk about the shapes of everyday objects.
* Identify patterns around them e.g. stripes, spots etc.
* Uses shapes appropriately for tasks.
* Uses some correct names for 3D solid shapes and 2D flat shapes.
* Create repeating patterns and recognise patterns in shape.
* Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
* They recognise, create and describe patterns.
* They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Personal, Social and Emotional Development**

**Self-confidence and Self-awareness**

* Confident to explore new environments with support.
* Can select and use activities and resources.
* Enjoy the responsibility of carrying out small tasks.
* Confident to talk to other children and a familiar adult in a small group.
* Shows confidence in asking adults for help.
* Confident to speak to others about own needs, wants, interests and opinions.
* Becomes engrossed in activities for a sustained time period.
* Children are confident about trying new activities and say why they like some activities more than other.
* They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
* They say when they do or do not need help.

**Managing Feelings and Behaviour**

* Seeks comfort from familiar adults when needed.
* Responds to a few appropriate boundaries.
* Shows understanding and cooperates with some boundaries and routines.
* Knows how to behave in a specific situation.
* Beginning to negotiate and solve problems without aggression.
* Are able to cope with delay in having their needs met.
* Can adapt behaviour to different events, social situations and changes in routine.
* Follows rules in the classroom.
* Uses growing vocabulary to resolve situations.
* Tries to comfort other children when they realise they have upset them.
* Children talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable.
* They work as part of a group or class and understand and follow the rules.
* They adjust their behaviour to different situations and take changes of routine in their stride.

**Building Relationships**

* Shows interest in the activities of others.
* Plays cooperatively with a familiar adult.
* Beginning to talk to other children when playing.
* Beginning to play in a group alongside other children.
* Happy to be part of a group and play together.
* Takes turns and shares.
* Demonstrates friendly behaviour.
* Takes steps to resolve conflicts with other children.
* Children play co-operatively, taking turns with others.
* They take account of one another’s ideas about how to organise their activity.
* They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

**Health and Self-care**

* Shows a desire to help with dressing/undressing and hygiene routines.
* Holds a cup and drinks without spilling. Uses a spoon competently.
* Independently accesses the toilet.
* Beginning to help with own clothing and hygiene routines.
* Wash and dry hands independently.
* Usually dry and clean during the day.
* Dresses themselves with minimal support.
* Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.
* Shows an understanding that good practices with regard to exercise, eating, sleeping, screen time, oral hygiene, and hygiene can contribute to good health.
* Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.
* They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Understanding The World**

**People, Culture, Communities, Past and Present**

* Enjoys pictures and stories about themselves, their families and people they know.
* In pretend play, imitates everyday actions and events from own family and cultural background.
* Beginning to have their own friends.
* Remembers and talks about significant events in their own experience.
* Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.
* Begin to show interest in different occupations.
* Experience other culture and traditions.
* Have an awareness of different countries.
* Talk about the past, in relation to their own life and the lives of family members.
* Children talk about past and present events in their own lives and in the lives of family members.
* They know that other children don’t always enjoy the same things and are sensitive to this.
* They know about similarities and differences between themselves and other, and among families, communities and traditions.

**The World**

* Explores objects using their senses
* Remember where objects belong.
* Enjoys playing with small-world models such as a farm, a garage or a train track.
* Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Talks about why things happen and how things work.
* Developing an understanding of growth, decay and changes over time.
* Shows an awareness of life cycles.
* Shows care and concern for living things and the environment.
* Observe and discuss the seasonal changes.
* Observe and talk about the environment, the natural world and growth and changes.
* Know some basic features of a map.
* Children know about similarities and differences in relation to places, objects, materials and living things.
* They talk about the features of their own immediate environment and how environments might vary from one another.
* They make observations of animals and plants and explain why some things occur and talk about changes.

**Technology**

* Operates mechanical toys e.g. turns the knob on a wind-up toy or pulls back on a friction car
* Shows an interest with technological toys or real objects.
* Knows how to operate simple equipment e.g. turns on CD player and uses remote control.
* Can swipe or click on a digital device to achieve an outcome.
* Knows that information can be retrieved from computers.
* Use a device to support learning and explain what they are doing.
* Children recognise that a range of technology is used in places such as homes and schools.
* They select and use technology for particular purposes.

**Expressive Arts and Design**

**Exploring and Creating using Media and Materials**

* Begins to move to music, listens to or joins in with rhymes and songs.
* Notices and is interested in the effects of making movements which leave marks.
* Explores materials using senses.
* Experiments with blocks, colours and marks
* Creates sounds with voice, body and instruments.
* Sings a few familiar songs.
* Moves in response to music.
* Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
* Joins different materials and explores different textures.
* Explores colour and how colours can be changed.
* Uses various construction materials to build and balance.
* Beginning to be interested in and describe the texture of things.
* Manipulates materials to achieve a planned effect.
* Children sing songs, make music and dance, and experiment with ways of changing them.
* They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being Imaginative and Expressive**

* Pretends that one object represents another.
* Beginning to make-believe by pretending.
* Sings to self and makes up simple songs.
* Creates movement to express feelings sometimes to music.
* Begins to develop stories with small-world resources.
* Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
* Engages in imaginative role-play based on own first-hand experiences.
* Uses available resources to create props to support role-play.
* Creates simple representations of events, people and objects.
* Introduces a storyline or narrative into their play and can play with others to develop this.
* Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
* They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Observation

Checkpoints

**Early Reading**

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| **On entry to Pre-nursery:**  Working alongside an adult the child can match familiar objects to their names, understand simple sentences and can answer some simple questions  Concentrates for a short period of time in play or when listening to a story with an adult.  Shows an interest, in play, with sounds, songs and rhymes and begins to sing favourites. |
| **On entry to Nursery:**  When in a small group setting, can listen to others. Can follow a simple direction, respond to an instruction, and answer a question.  Can hold a conversation with adults and children and uses questions and statements. makes requests for stories or songs  Shows an interest in illustrations and print – both in books and in the environment |
| **Mid-Nursery 2:**  Listens and concentrates in a large group, responding to known rhymes and stories, how and why questions, anticipating what might happen next and recalling experiences.  Understands that books are special and looks at them independently. Handles books carefully, holding the correct way up and turning pages. Can recognise own name |
| **On entry to Reception:**  Listens to stories with increasing attention and recall, anticipating key events and phrases, joining in with repeated phrases.  Uses vocabulary focused on objects and people that are of particular importance to them. Begins to extend vocabulary through exploring the meaning and sounds of words.  Listens and responds to ideas expressed by others in conversation, discussion, and play. Is able to follow directions |
| **Mid- Reception:**  Concentrates and maintains appropriate attention for a sustained period of time. Understands instructions containing sequence words e.g. first, after, last. Follows instructions involving several ideas or actions.  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events  Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Reads some irregular words. Is able to say what happens next in a known story and to know some key features of stories |
| **End- Reception:**  Listens attentively in a range of situations. Are able to give attention and respond appropriately while engaged in another activity. Can respond to what they hear with relevant comments, questions or action.  Is able to answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Can express themselves effectively, showing awareness of listeners’ needs. Are able to use past, present and future forms in their speech.  Uses phonic knowledge to decode regular words and read them aloud accurately and also read some common irregular words. Can read and understand simple sentences.  Can develop narratives and explanations by connecting ideas or events. Demonstrate an understanding when talking about what they have read**.** |

**Early Writing**

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| **On entry to Pre-nursery:**  Shows some control in holding and using a range of resources. Makes connections between actions and the marks being made. |
| **On entry to Nursery:**  Takes part in fine motor activities demonstrating some control and confidence. Is able to use a pincer movement to pick up a range of objects. Distinguishes between the different marks they make  Moves with confidence during indoor and outdoor activities. |
| **Mid-Nursery 2:**  Shows increased control when using one-handed tools and equipment. Uses marks to represent letters and is able to recognise some letters from their name.  Moves skilfully and negotiates space successfully. |
| **On entry to Reception:**  Shows control in using simple tools when completing a task  Draws lines and circles using gross motor movements. Begins to use anticlockwise movement and retrace vertical lines and uses some clearly identifiable letters to communicate meaning |
| **Mid- Reception:**  Holds a pencil effectively. Forms recognisable letters, mostly formed correctly and is beginning to use full stops and capital letters in the correct place.  Writes labels and captions. |
| **End- Reception:**  Shows good control and co-ordination in large and small movements. Moves confidently in a range of ways, safely negotiating space. Handles a range of equipment and tools effectively.  Writes simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Can write some irregular common words. |

**Mathematics**

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| **On entry to Pre-nursery:**  Listen to and enjoy counting rhymes and songs. Uses number names within their play  Fills and empties a variety of containers. Uses a range of objects to create their own simple structures and arrangements |
| **On entry to Nursery:**  Uses some number names accurately in play.  Beginning to categorise objects according to properties and is able to use some mathematical language appropriate to task.  Shows an interest in shape and space by playing with shapes or making arrangement with objects |
| **Mid-Nursery 2:**  Can accurately count up to 5 objects. Attempts to match objects and numerals. Is beginning to represent numbers using fingers, pictures or objects.  Shows interest in shape by sustained construction activity |
| **On entry to Reception:**  Counts up to 3 or 4 objects by saying one number name for each item. Is able to recognise some numerals of personal significance and shows an interest in representing numbers.  Uses shapes appropriately for tasks and begins to talk about the shapes of everyday objects. |
| **Mid- Reception:**  Subitises 1-3.  Counts reliably 10 objects. Is able to use this counting when finding the total number of items in two groups.  Knows some number bonds to 5.  Records, using marks that they can interpret and explain  Uses some correct names for 3D solid shapes and 2D flat shapes. Is able to create repeating patterns and recognise patterns in shape. |
| **End- Reception:**  Subitises up to 5.  Has a deep understanding of 1-10 including the composition of each number. Recalls number bonds to 5 and some to 10. Verbally counts beyond 20 and is able to recognise the patterns of the counting system.  Compares quantities and objects and to solve problems. Using quantities and objects they add and subtract 2 single-digit numbers and count on or back to find the answer. Can solve problems, including doubling, halving, sharing, evens and odds up to 10.  Recognises, creates and describes patterns.  Explores characteristics of everyday objects and shapes and use mathematical language to describe them. Uses everyday language to talk about size, weight, capacity, position, distance, time and money. |

**Personal, Social and Emotional Development**

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| **On entry to Pre-nursery:**  Seeks comfort from familiar adults when needed and is able to play cooperatively with them.  Is confident to explore new environments with support. Shows interest in the activities of others.  Responds to a few appropriate boundaries.  Shows a desire to help with dressing/undressing and hygiene routines. |
| **On entry to Nursery:**  Can select and use activities and resources. Shows understanding and cooperates with some boundaries and routines  Beginning to play in a group alongside other children. Starting to talk to other children when playing.  Beginning to help with own clothing and hygiene routines. Independently accesses the toilet |
| **Mid-Nursery 2:**  Enjoys the responsibility of carrying out small tasks. Knows how to behave in a specific situation.  Confident to talk to other children and a familiar adult in a small group.  Happy to be part of a group and play together. Beginning to negotiate and solve problems without aggression.  Dresses themselves with minimal support. Usually dry and clean during the day. |
| **On entry to Reception:**  Shows confidence in asking adults for help  Can adapt behaviour to different events, social situations and changes in routine. Are able to cope with delay in having their needs met  Follows rules in the classroom.  Demonstrates friendly behaviour. Is able to take turns and share.  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks |
| **Mid- Reception:**  Confident to speak to others about own needs, wants, interests and opinions.  Becomes engrossed in activities for a sustained time period.  Takes steps to resolve conflicts with other children. Tries to comfort other children when they realise they have upset them. Uses growing vocabulary to resolve situations  Shows an understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health |
| **End- Reception:**  Confident about trying new activities and can say why they like some activities more than others. Confident speaking in a familiar group and will talk about their ideas and resources they need for their chosen activities.  Talk about how they and others show feelings. Shows sensitivity to others’ needs and feelings, and forms positive relationships with adults and other children. Talk about their own and others’ behaviour and its consequences. Are able to say when they do or do not need help.  Plays co-operatively, taking turns with others. Work as part of a group or class and can understand and follow the rules. Can adjust their behaviour to different situations and takes changes of routine in their stride.  Takes account of the ideas of others about how to organise an activity.  They manage their own basic hygiene and personal needs successfully. Shows an understanding that good practices with regard to exercise, eating, sleeping, screen time, oral health and hygiene can contribute to good health. Knows how to keep safe and manages some risks. |

**Understanding The World**

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| **On entry to Reception:**  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.  Remembers and talks about significant events in their own experience.  Shows care and concern for living things and the environment.  Can swipe or click on a digital device to achieve an outcome |
| **Mid- Reception:**  Talk about the past, in relation to their own life and the lives of family members.  Observe and talk about the environment, animals, the natural world and growth and changes.  Use a device to support learning and explain what they are doing. |
| **End- Reception:**  Know that other children don’t always enjoy the same things, and be sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.  Know about similarities and differences in relation to places, objects, materials and living things.  Talks about the features of their own immediate environment and how environments might vary from one another.  Recognises that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. |

**Expressive Arts and Design**

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| **On entry to Reception:**  Use various construction materials to build and balance.  Engages in imaginative role-play based on own first-hand experiences.  Create simple representations of events, people and objects. |
| **Mid- Reception:**  Manipulates materials to achieve a planned effect.  Introduces a storyline or narrative into their play and can play with others to develop this. |
| **End- Reception:**  Sings songs, makes music and dance, and experiments with ways of changing them.  Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Uses what they have learnt about media and materials in original ways, thinking about uses and purposes.  Represents their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. |