St Catherine's
CE PRIMARY SCHOOL

EYFS Policy



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2025.

3. Structure of the EYFS

Our Early Years Foundation Stage covers our reception year.
Our reception year is 2 classes of 30.
Each class has a designated class teacher and support staff are shared across the reception unit to support learning and according to need.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

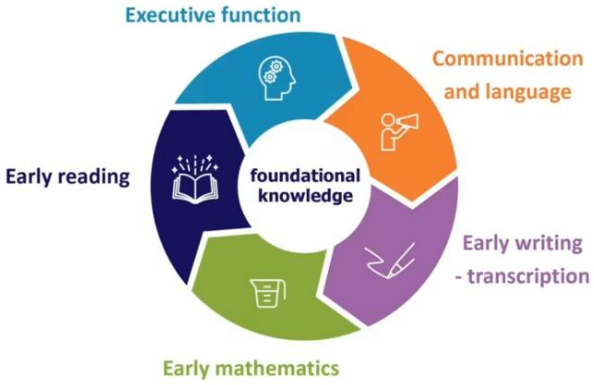
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

For more detail on this curriculum see our website.

4.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, our planning outlines key outcomes and expectations across the year in all areas of the EYFS curriculum.

In planning learning experiences, our staff focus on key elements of Foundational Knowledge as identified in the Strong Foundations guidance. For example:



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Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any addition support. They use this information to plan a challenging and enjoyable experience linked to learning outcomes.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

Reading, including phonics (Jolly Phonics), Writing, including handwriting (St. Catherine's Writing Curriculum), Mathematics (Power Maths), PSED (Heads and Hearts Curriculum), RE (Agreed syllabus) and PE (GetSet4PE) planning follows our whole school approaches and feeds into the provision for the EYFS programs of study.

4.2 Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: **playing and exploring; active learning; and creating and thinking critically.**

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Quality teaching in our Early Years Foundation Stage includes all of the interactions between adults and children along with provision of a high quality environment in which children can initiate their own learning,

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on direct instructional teaching of essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

5. Assessment

Ongoing assessment is an integral part of our learning and development processes. Assessment information is drawn by staff through:

- Observations of what children say and do in a range of activities – child and adult led
- Interactions with children during their learning – individual, small group and whole class
- Observations of what children record and produce in a range of activities – child and adult led
- Discussions with other staff working with the children
- Information from parents and carers
- Direct 1:1 assessment in certain circumstances

Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA). The requirements for the RBA are set out in Annex B of EYFS statutory framework]

Progress towards the Early Learning Goals is tracked through teacher assessment at baseline and termly. This assessment takes the form of teacher observations in a range of learning settings (child initiated learning, direct instruction, class work, group work) supplemented as appropriate with 1:1 assessment of specific skills.

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's progress through the year and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Class teachers and support staff are available every day at the beginning and end of the day to meet and greet parents, feedback to them and discuss their child, as appropriate. Parents are welcome to make appointments with teachers at any time necessary for more in-depth discussion.

Children have a reading diary used for communication about learning progress.

Parents are informed about learning and invited to contribute through curriculum newsletters (half termly) and chatter letters (2-3 weekly).

There will be more frequent communications where there are more significant learning needs.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

7. Staff

7.1 Staff training and communications

Staff participate in whole school training and development along with specific professional development opportunities to meet their CPD needs.

This includes

- induction
- safeguarding training (in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE)) guidance See safeguarding policy)
- weekly EYFS team meetings to share planning, information and pupil progress
- identified external/internal training and development relevant to Early Years Practice
- staff meetings for teaching staff
- training in line with school development priorities

7.2 Relationships

Relationships between staff and children are the key element in children's learning and development. Staff work hard to develop positive relationships and are aware of how to support children's wellbeing and learning through these positive relationships. This is supported through our whole school ethos and policies such as our Behavior Policy and Safeguarding Policy.

7.3 Staffing ratios

We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

In addition there is at least 1 qualified teaching assistant allocated to each class and additional support staff are allocated according to children's needs.

8. Safeguarding and welfare procedures

Providing a safe environment in which children can flourish and safeguarding their welfare is our top priority,

Safeguarding procedures, including the presence of a Designated Safeguarding Lead and Deupties, are compliant with the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) and are detailed in our Safeguarding Policy.

8.1 Safer recruitment

We recruit staff in line with our Safer Recruitment Policy, which meets the requirements of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance

8.2 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

Details of this are found in our Safeguarding Policy and Staff Code of Conduct.

8.3 Managing Allegations

If an allegation is made against a member of staff, this will be managed in line with our Managing Allegations Procedures.

8.4 Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

First Aid is managed in line with our Medical and Health Needs Policy.

8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general through our PSHE programme and through sharing information with parents and carers. Where resources allow, we invite external agencies such as community health practitioners or school nursing service to support us with this work.

8.7 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating in a designated eating space.

Allergies are shared with all staff, including catering staff, and managed in line with our Medical and Health Needs Policy

8.8 Medical needs

Where a child has additional medical needs, this is managed in consultation with parents / carers and in line with our Medical and Health Needs policy.

8.9 Safety of premises

We make sure that our premises, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements. This is managed in line with our whole school Health and Safety Procedures.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities – where required
- An adequate supply of necessary items such as clean towels and spare clothes
- Separate toilet facilities for adults

Children are taught to use the toilets sensibly and to respect others' privacy. During toileting, we will balance children's privacy with their safeguarding and support needs.

Additional support with toileting and intimate care is managed in line with our Medical and Health Needs Policy.

8.11 Cameras

In line with whole school policies, only school cameras are used to take photographs of children.

9. Admissions and Transition

Admissions to our reception year are managed with the Local Authority in line with our Admissions Policy.

Children get the best start to their education where they and their parents feel well informed and confident in the setting. To this end, we undertake a comprehensive transition programme, starting in the Summer term prior to children's start in September, which will include:

- Visits to children in pre-school settings
- Communication and receipt of information from pre-school settings
- Parents' information session and documentation
- Sessions for children and parents in the reception setting
- Sessions for children in the reception setting
- Activities and resources provided to children to familiarize them with the setting and the staff
- Individual parent – teacher meetings
- A staged start with fewer children on the first days of the term.
- A swift start to full time attendance within the first 5 days of term

Where children have additional needs, more bespoke transition arrangements will be made in order to give them the best possible start to their reception year.

Children will transition to Year 1 at the end of their first year in school, unless there are significant and exceptional reasons for them to remain in the EYFS. In these cases, the decision to remain in the EYFS will be made in consultation with school staff, including SENCO and SLT, External Agencies (e.g. Educational Psychologist / specialist teams) Local Authority and Parents.

A positive transition to Year 1 is vital to ensure continuity of learning. This is achieved through:

- Year 1 teachers observing children in the EYFS setting during the summer term
- Detailed discussions between Reception and Year 1 teachers
- Sharing of assessment information including EYFS profile data
- Continuity in provision in core subject areas: continuation of:
    - Jolly Phonics Programme
    - Power Maths curriculum
    - St Catherine's Writing curriculum
- Clear mapping of steps in learning through reception to Year 1 curriculum (see appendix 1)
- Exposure of reception children to the Year 1 learning environment through joint activities in the Summer term

10. Attendance

During the reception year, we expect children to attend every day in term time, even if they are not yet 5, as we believe that this creates positive habits and gives children the best chance of making good progress.

To this end, we manage attendance and absence in line with our Attendance Policy, unless there are specific, extenuating circumstances and alternative arrangements have been agreed with parents, prior to the term after a child's 5th birthday. (Compulsory School Age)

11. Monitoring arrangements

This policy will be reviewed by SLT every year.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. Further policies can be found here

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding Policy
Procedure for responding to illness	See Managing Medical and Health Needs Policy
Administering medicines policy	See Managing Medical and Health Needs Policy
Emergency evacuation procedure	See Emergency Evacuation Procedures
Procedure for checking the identity of visitors	See Safeguarding Policy
Procedures for a parent/carer failing to collect a child and for missing children	See Attendance Policy
Procedure for dealing with concerns and complaints	See Complaints Policy

Appendix 2: Reception – KS1 Steps in Learning

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Communication and Language: Listening, attention and understanding	• Listening and following directions and looking at someone when they are speaking; • Using prepositions when following instructions; • Asking and responding to why questions; • Following stories read to them and talk about the pictures in the book.	• Understanding why listening is important • Listening to and following an instruction; • Following instructions provided they are not over-engaged in own choice activity; • Listening to stories with increased attention and recall; • Asking and responding to 'why' questions; • Showing interest in the lives of other people or events; • Listening to one another in one to one or small groups. • Showing interest in nonfiction books.	• Maintaining attention, concentrating and sitting quietly during appropriate activities; • Listening to a whole story from beginning to end; • Remembering key points from story without needing prompts; • Responding to instructions involving a two-part sequence; • Showing specific interest in a non-fiction book linked to a topic or theme	• 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.	**Able to access the KS 1 curriculum through:** Being able to maintain attention Understanding that listening and attending are essential to learning Engaging with what is being said in order to comment, develop ideas and embed learning Following instructions Asking questions and develop their understanding

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Communication and Language: Speaking	• Knowing many rhymes, be able to talk about familiar books, and be able to tell a long story; • Developing their communication but may struggle with using tenses accurately; • Beginning to use sentences with four to six words; • Beginning to start a conversation with an adult or a friend and continuing it in turns.	• Expanding their vocabulary to include new words related to topic or theme. • Continuing to use new vocabulary when the topic or theme has ended. • Retelling a simple past event in correct order; • Asking questions to aid understanding • Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences • Using talk in pretending that objects stand for something else in play, e.g. this ruler is my sword.	• Using new vocabulary in different contexts Using language to imagine and recreate roles and experiencing in play situations; • Using language to explore imaginary events, storylines and themes • Asking questions to learn more about an event or a task. • Linking statements and sticking to a main theme or intention; • Using talk to organise, sequence and clarify thinking, feelings and ideas. • Using language to imagine and recreate roles and experiencing in play situations;	• Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things may 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.	**Able to access the KS 1 curriculum by:** Expressing themselves effectively (linked to Oracy programme) Having a good vocabulary base on which to draw to express themselves Articulating ideas to others to enhance and embed learning Speaking effectively and correctly to support writing

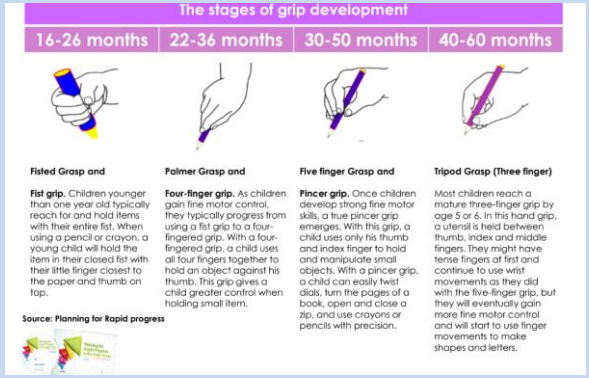
	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Personal, Social and Emotional Development: Self-Regulation	• Selecting and using activities and resources; • Enjoying the responsibility of carrying out small tasks; • Being confident to talk to other children when playing and communicating freely about their own home and community; • Being outgoing towards unfamiliar people and being more confident in new social situations; • Showing confidence in asking adults for help; • Welcoming and valuing praise for what they have done.	• Describing themselves in positive terms and talk about their own abilities • Being confident to speak to others about needs, wants, interests and opinions; • Beginning to express their feelings and consider the feelings of others; • Knowing when they are upset about a situation and can explain why; • Showing enthusiasm and excitement when anticipating and engaging in certain activities • Choosing their own equipment that is necessary to complete a task;	• Willingly express their feelings and know when they have been kind and considerate; • Being confident to try new activities • Choosing the resources they need for a given activity; • Being happy to talk about their own ideas • Saying why they like some activities more than others • Saying when they do and do not need help.	• 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 an activity, and show an ability to follow instructions involving several ideas or actions.	**Able to access the KS1 curriculum through:** Having a respect for themselves and a positive view of themselves as a learner Being able to regulate emotions in order to focus on tasks Having an understanding of the views and feelings of others to support group tasks and effective classroom engagement Understanding their own strengths and interests and being more able to engage in adult-led activities Regulating behaviour to support their own and others' learning Have met the appropriate learning outcomes in the Heads and Hearts curriculum to form the foundations for the Key Stage 1 Heads and Hearts curriculum

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Personal, Social and Emotional Development: Managing Self	• Being aware of own feelings, and knowing that some actions and words can hurt others' feelings; • Beginning to accept the needs of others and taking turns and sharing resources, sometimes with support from others; • Usually tolerating delay when their needs are not immediately met; • Understanding that their wishes may not always be met; • Usually adapting their behaviour to different events, social situations and changes in routine.	• Being confident to talk to other children when playing, and communicating freely about their home and community • Showing confidence in asking adults for help. • Selecting and using activities and resources, with help; • Enjoying the responsibility of carrying out small tasks; • Being outgoing towards unfamiliar people and being more confident in new social situations; • Showing that they can stick with an activity, even if it is challenging;	• Being able to talk about a challenging task and be prepared to have a go; • Welcoming and valuing praise for what they have done; • Willingly participating in a wide range of activities; • Showing enthusiasm and excitement when anticipating and engaging in certain activities; • Being confident to speak to others about needs, wants, interests and opinions; • Being confident in speaking in front of a small group; • Describing themselves in positive terms and talking about their abilities; • Showing resilience and perseverance in the face of challenge; • Having awareness of • keeping teeth clean and not eating too many sweets.	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices • Explain the reasons for rules, know right from wrong and try to behave accordingly.	**Able to access the KS1 curriculum through:** Being able to work independently Being able to persevere in tasks that are challenging or not directly related to their own interests Choosing and using appropriate resources Being able to understand and follow classroom and social rules to maintain good order and focus Being efficient in managing their own needs such as toileting and changing Expressing own needs and accepting delay in these needs being met Understanding how to keep healthy through diet, physical exercise and oral and personal hygiene Have met the appropriate learning outcomes in the Heads and Hearts curriculum to form the foundations for the Key Stage 1 Heads and Hearts curriculum

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Personal, Social and Emotional Development: Building Relationships	• Playing in a group and extending and elaborating play ideas; • Initiating play, offering opportunities for others to join in; • Keeping play going by responding to what others are saying; • Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	• Learning to listen to one another and showing respect when doing so; • Initiating conversations, attending to and taking account of what others say; • Explaining own knowledge and understanding and asking appropriate questions of others; • Taking steps to resolve conflicts with others and attempting to find a compromise.	• Building constructive and respectful relationships; • Playing cooperatively with others and taking account of their ideas; • Being happy to listen to others' organisational ideas; • Showing sensitivity to others' feelings • Forming positive relationships with adults and other children.	• 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.	**Able to access the KS1 curriculum through:** Building positive and effective relationships with a range of adults and peers Using adult – child relationships effectively to support learning e.g. confident to ask for help Respects the needs of others and is able to take turns in order to work effectively in a group Have met the appropriate learning outcomes in the Heads and Hearts curriculum to form the foundations for the Key Stage 1 Heads and Hearts curriculum

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Physical Development: Gross Motor Skills	• • Skipping, hopping and standing on one leg and hold a position for a few seconds; • Balancing and riding a bike or scooter; • Going up steps or stairs using alternative feet; • Responding to music showing appropriate movement and rhythm.	• Knowing that it is good to be active and sometimes getting out of breath; Standing momentarily on one foot; • Walking downstairs two feet to each step; • Moving freely with confidence in a range of ways; • Mounting stairs, steps or climbing equipment using alternative steps; • Showing increasing control when linking movements together; • Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed.	• Starting to experiment with different types of movements • Jumping off objects safely and carefully • Recognising how they can refine a range of physical actions, such as rolling, running, skipping, etc. • Negotiating space carefully; • Travelling with confidence and skill when moving around, under, over and through various equipment; • Showing increasing control when throwing, catching and kicking a ball.	• 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.	Have met the appropriate learning outcomes in GETSET4 PE curriculum to form the foundations for the Key Stage 1 Physical Education programme (GetSet4PE) Able to negotiate space and move effectively around school to maintain safety

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Physical Development: Fine Motor Skills	• Picking up tiny objects using pincer grasp; • Making simple models using small pieces such as lego; • Making small cuts in paper with scissors; • Using a comfortable grip with good control when holding pens, pencils and paint brush; • Beginning to show a preference for a dominant hand.	• Drawing lines and circles using gross motor movements; • Using one handed tools and equipment, e.g. child scissors; • Holding pencils between thumb and two fingers instead of whole hand; • Copying some letters, especially letters from own name. • Beginning to hold pencil correctly and showing good control;	• Showing a preference for a dominant hand; • Holds pencil with more control • Beginning to show anticlockwise movements and retrace vertical lines; • Beginning to form recognisable letters; • Handling tools, objects, construction and malleable materials safely and with increasing control; • Beginning to form lower-case and capital letters correctly; • Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name.	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.	**Able to access the Key Stage 1 curriculum through** Being able to manipulate and use tools such as scissors effectively Having effective pencil grip and manipulation to support fluent and efficient writing style

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
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	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Literacy: Word Reading *Phonics steps in Jolly Phonics Curriculum*	• Joining in with rhymes and stories; • Identifying rhymes; • Joining in with the rhythm of well known rhymes and song; • Recognising own name.	• Joining in with the rhythm of well-known rhymes and songs; • Recognising their own name; • Joining in with rhymes and stories; • Linking sounds to letters in the alphabet. • Identifying sounds in words, in particular, initial sounds; • Orally Segmenting and blending simple words demonstrating knowledge of sounds (with support);	• Reading individual letters by saying the sounds for them; • Blending sounds into words, so that they can read short words made up of known letter–sound correspondences; • Reading some letter groups that each represent one sound and say sounds for them; • Reading simple words and simple sentences; • Reading a few common exception words matched to Jolly Phonics • Reading simple phrases and sentences made up of words with known letter–sound correspondences and, known exception words.	• 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.	Have reached the appropriate stage in the Jolly Phonics programme to continue to build on this knowledge to reach reading fluency Confidence to demonstrate reading skills aloud Knowledge of rhyming, syllables and rhythm to support reading fluency and expression

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Literacy: Comprehension	• Holding a book, turning the pages and indicating an understanding of pictures and print; • Telling a story to friends; • Talking about events and characters in books; • Making suggestions about what might happen next in a story	• Holding a book, turn the pages and indicating an understanding of pictures and print; • Telling a story to friends.	• Talking about events and characters in books • Making suggestions about what might happen next in a story • Using vocabulary and events from stories in their play; • Talking about their favourite book; • Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading	• 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, poems and during role play.	Knowledge of a range of stories, songs and rhymes to provide a basis for further reading and understanding Ability to retell stories to support oracy and writing

Literacy: Writing Detailed in St Catherine's Writing Curriculum	• Telling an adult what they have drawn or painted; • Recognising a capital letter at the start of their name; • Identifying sounds from own name in other words; • Ascribing meaning to other marks, like on signage; • Starting to write identifiable shapes and letters; • Drawing lines and circles in the air, on the floor or on large sheets of paper; • Using tools for mark making with control; • Gripping using five fingers or preferably two fingers and thumb for control; • Copying shapes, letter and pictures.	1. • Holds a pencil and pen with a five-finger grasp and pincer grip • Copies shapes, letters, words or pictures • Attempts to write own name using letter like shapes • Holds pencil/pen with five finger grasp and pincer grip • Uses only thumb and index finger to hold and manipulate small objects • Tells an adult what they have drawn or painted • Ascribes meaning to other marks, like on signage, labels and in books • Recognises the capital letter at the start of their name • Identifies sounds from own name in other words • Copies shapes, letters, words or pictures • Writes letter strings and letter groups • Copies print from the environment • Attempts to write own name using letter-like shapes 2 • Picture labelling with initial sounds (identifiable letters) • Write own name (identifiable letters)	1. • Hearing initial and end sounds and writing the graphemes to match • Writes some non-decodable words (linked to Jolly Phonics) • Knows name needs a capital letter and can write it, with support • Orally rehearses and learning to finger tells sentences • Knows letter names and capitals • Segments and blends the sounds in simple words and names the sounds learned so far (link to Jolly Phonics) Learning to spell CVC words by identifying the sounds and then writing the sound with letter/s (letters and sounds learned so far) • Starting to link words together to write captions following a model • Writes name correctly with a capital letter • Starting to write short sentences with support • Uses phonic knowledge to write words in ways which match spoken sounds 2.	• 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	Ability to compose and write simple phrases and sentences to record their ideas Ability to orally segment words for spelling Knowledge of a bank of 'tricky' words Have reached appropriate outcomes in St Catherine's Writing curriculum to form the foundations for Key Stage 1 writing curriculum

		• Write groups of letters to represent words which includes spaces between • Begins to understand that a noun is the name for something • More confident in writing identifiable shapes and letters; • Grips pencil using two fingers and thumb for control • Hears initial sounds • Learning to segment and blend the sounds in simple words and name the • sounds learned so far (link to Jolly Phonics) • Writes a recognisable letter to represent sounds heard (for letters and • sounds learned so far) • Copies name with some identifiable letter shapes • Learning to orally form a correct sentence • Learning what a letter, word and spaces between words are	• Writes CVC words including digraphs and tri-graphs learnt so far • Writes some familiar words correctly (in line with JP tricky words & key words mum, dad, etc) Writes name with the correct formation • Holds pencil comfortably and with control • Orally rehearses a range of simple, repetitive sentences (I am…, I can…, He is…, She is… It is…, I like…) • Learning about letter families and the direction needed to form letters correctly • Begins to write simple sentences • Writes some small, familiar words correctly (e.g. Mum, Dad, and) • Writes some irregular common words (in line with Jolly Phonics) • Writes name independently • Orally joins sentences with /and/ • Orally rehearses and finger tells a sentence before writing with support • Writes a simple sentence and can read back, with support		

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Mathematics: Number & Number Patterns	• • Using number names to 10 and sometimes counting accurately; • Representing numbers using marks, fingers or digits; • Saying when two small groups have the same number of objects; • Identifying numerals in the environment.	• Counting up to 5 objects by saying one number name for each item; • Counting out up to five objects from a larger group; • Selecting the correct numeral to represent 1 to 5,objects • Recognising some numerals of personal significance; • Linking the number symbol (numeral) with its cardinal value. • Saying whether there are more or fewer objects in a group	• 1. • Count up to 8 objects and show them using concrete representations, including the ten frame. count to 10. using the ten frame to scaffold counting to 10. compare numbers up to 10. including comparing groups of objects where the objects differ in size develop confidence in using the part-whole model. • Identify the whole and the parts in different orientations Understand altogether as a term to describe the combined parts. • Writing digits 0-9 in the correct orientation • 2. • explore number bonds to 10 using a variety of representations • explore all the different ways to make 10 on a part-whole model • work with subtraction number bonds, following the 'missing part' structure. •	• Have a deep understanding of numbers 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; • 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.	Have met the appropriate learning outcomes in Power Maths curriculum to form the foundations for the Key Stage 1 maths curriculum Able to apply sound mathematical knowledge to other curriculum areas

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Mathematics: Shape, Space, Measurement and Pattern	• Talking about the routine of the day and using language like 'before' and 'after'; • Using comparative language like 'taller', 'shorter', 'the same'; • Starting to identify shapes in the environment; • Starting to find appropriate shapes for certain tasks; • Asking questions about their observations of differences and similarities; • Starting to make more meaningful pictures, patterns and arrangements with shapes.	• Talking about the routine of the day and using language like, before and after • Being more confident in identifying shapes in the environment; • Using comparative language such as, 'taller', 'shorter' and 'the same'; • Recognising particular shapes that may be useful for certain tasks; • Making more meaningful pictures, patterns and arrangements with shapes.	• Beginning to understand length, height and distance. Using the words longer, shorter and taller to compare length. • Begin to explore non-standard units of measurement • Beginning to understand the concept of weight. • Securing understanding of the meaning of heavy and light. • Beginning to compare two items and learn how balance scales show which item is lighter or heavier. recognising, continuing and building simple AB patterns, then more complex ABB AAB patterns using various shapes, colours, sizes, actions and sounds	• (No statutory ELG) • Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities; • Create and describe patterns; • Explore characteristics of everyday objects and shapes and use mathematical language to describe them; • Use money with increasing confidence.	Have met the appropriate learning outcomes in Power Maths curriculum to form the foundations for the Key Stage 1 maths curriculum Able to apply sound mathematical knowledge to other curriculum areas

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Understanding of the World: Past and Present	• Beginning to have an understanding for terms like, yesterday, last week and last year; • Appreciating that they may have siblings that are older than them and that they may be older than a younger sibling; • Appreciating that certain artefacts and resources are old and have been used before.	• Remembering and talking about significant events in their own experiences, e.g. birthday; • Knowing and understanding that their grandparents are older than their parents; • Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'; • Beginning to understand that some familiar stories were set in a time before they were born.	• Beginning to compare and contrast characters in stories about the past; Using appropriate language to describe the past, such as, 'in the past'. Recognising and describing special times or events for family or friends, e.g. Christening, Birthdays, Easter;	• 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.	**Able to access the Key Stage 1 history programmes of study through:** An ability to use and understand vocabulary relating to the past A strong understanding of the concept of 'past' and that past and present are different Knowledge that there are significant events and people from the past. An ability to draw comparisons between past and present An ability to show interest in non-fiction books

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Understanding of the World: People, Culture and Communities	• Showing interest in the lives of people who are familiar to them; • Remembering and talking about significant events in their own experience; • Recognising and describing special times or events for family or friends; • Starting to show an interest in different occupations and ways of life.	• Showing increased interest in the lives of people who are familiar to them; • Beginning to understand that not all people celebrate the same things as them; • Talking about people that are helpful to them both, from within their family and from outside their family. • • Having a greater understanding about why certain events are being celebrated	• Starting to show an interest in different occupations and ways of life; • Recognising some similarities and differences between life in this country and life in other countries; • Drawing information from a simple map; • Talking about members of their immediate family and community; • Starting to show an interest in different occupations and ways of life • Recognising that people have different beliefs and celebrate special times in different ways; • Naming and describing people who are familiar to them.	• 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.	**Able to access the KS 1 Geography curriculum through:** • Being able to interpret basic maps • An understanding that the world has different countries and people may live differently • Knowing that we need to care for our environment • Being able to ask questions and showing curiosity • Having an awareness of our local environment • Showing an interest in non-fiction books Have met the appropriate learning outcomes in the Agreed Syllabus to form the foundations for the Key Stage 1 RE curriculum

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
Understanding of the World: The Natural World	• • Asking questions about aspects of their familiar world such as the place where they live or the natural world; • Talking about some of the things they have observed such as plants, animals, natural and found objects; • Talking about why things happen and how things work; • Starting to develop an understanding of growth, decay and changes over time; • Showing care and concern for living things and the environment.	• Talking about some of the things they have observed such as plants, animals, natural and found objects; • Having greater awareness of seasonal change; • Asking questions about aspects of their familiar world such as the place where they live or the natural world; • • Asking questions about some of the things they have observed such as plants and animals.	• Identifying features of living things, such as animals with legs or those with wings; • Recognising some environments that are different to the one in which they live • Describing what they see, hear and feel whilst outside; • Understanding more about growth, decay and changes over time • Talking about why things happen and how things work; • Understanding the effect of changing seasons on the natural world around them.	• 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.	**Able to access the Key Stage 1 science curriculum through:** An ability to: • Demonstrate curiosity • make observations, • ask questions, • test their ideas • experiment through trial and error • Express their ideas and observations effectively using appropriate vocabulary • record ideas through drawing /writing Having an interest in non-fiction books An understanding that environments and objects can change such as deciduous trees through the seasons, ice freezing/melting, substances mixing and separating **Able to access the Key Stage 1 Computing Curriculum through:** Having a knowledge of how to keep themselves safe online Having an understanding of how technology in used in everyday life

Expressive Arts and Design: Creating with Materials	• Exploring colour and how colours can be changed; • Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects; • Showing interest in and describing the texture of things; • Using various construction materials; • Beginning to construct stacking blocks vertically and horizontally, making enclosures and creating spaces; • Joining construction pieces together to build and balance. •	• Using simple tools and techniques competently and appropriately; • Exploring what happens when they mix colours; • Realising that tools can be used for a purpose; Experimenting with different textures • Selecting appropriate brush for a given purpose;	• Safely using and exploring a variety of materials, tools and techniques; Experimenting with colour, design, texture, form and function; Selecting tools and using techniques needed to shape, assemble and join materials they are using; Understanding that different media can be combined to create new effects;	• 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.	**Able to access the Key Stage 1 Art curriculum through:** An ability to mark make and construct using different resources An understanding of how different tools and resources can be used for effect An understanding that mixing colours creates different colours An ability to describe texture, and colour using appropriate vocabulary An ability to manipulate materials to achieve a planned effect An ability to select tools and techniques needed to shape, assemble and join materials they are using. **Able to access the Key Stage 1 DT curriculum through:** Being able to choose the resources they need Being able to manipulate a range of tools and resources safely Knowing the importance of a healthy diet Demonstrating curiosity and an interest in using different materials, tools and

	Baseline (Expectations on Entry)	Autumn	Spring	Summer	Links to KS 1
					techniques, experimenting with colour, design, texture, form and function.
Expressive Arts and Design: Being Imaginative and Expressive	• Developing preferences for forms of expression; • Using movement to express feelings; • Creating movement in response to music; • Singing to self and making up simple songs; • Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there; • Engaging in imaginative role-play based on own first-hand experiences; • Building stories around toys, e.g. fire fighters rescuing trapped people; • Using available resources to create props to support roleplay.	• Enjoying joining in with dancing and singing games; • Singing a few familiar songs; • Beginning to move rhythmically; • Imitating movement in response to music; Exploring and learning how sounds can be changed. Tapping out simple repeated rhythms;	• Exploring and learning how sounds can be changed Singing songs, making music and experimenting with ways of changing them • Beginning to build a repertoire of songs and dances; • Exploring the different sounds of instruments; • Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	• 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.	**Able to access the Key Stage 1 Music Curriculum though:** Knowing a small repertoire of songs s by heart Being able to start and stop playing/singing on cue Knowing the names of some percussion instruments Being able to repeat back a rhythm or phrase Being able to improvise simple rhythmic patterns Understanding that they can compose their own music through improvisation Being confident to perform in front of others **Ability to access other areas of the Key Stage one Curriculum such as Literacy and History** through being able to express ideas through role play