

# Hutton Rudby Primary School

## EYFS Learning and Development



## School Vision

Our school's vision keeps children at the heart of everything we do, as we work together providing an education which will prepare them as lifelong learners, ready to overcome life's challenges as they journey into the big, wide world. Our vision is centred around the CHILD:

**C**ulture & community

**H**ealthy mind & body

**I**ndividual excellence

**L**ifelong learners

**D**etermination



## Overarching Principles of the Early Years Foundation Stage

The Early Years Foundation Stage Guiding Principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates.

At Hutton Rudby Primary School we keep each individual child at the heart of everything we do. Our vision sits firmly within the guiding principles for learning and development in the Early Years Foundation Stage. The Statutory Framework for the Early Years Foundation Stage states that, 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential' Our work in the Early Years Foundation Stage promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for outstanding future progress through school and life.

## Areas of Learning and Development in the Early Years Foundation Stage

There are seven areas of learning and development that shape learning in the Early Years Foundation Stage. All areas of learning and development are important and inter-connected. There are Prime areas and Specific areas. Adults working with our Reception children will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.

The Prime areas:

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

The Specific areas:

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

We implement these areas of learning and development by providing a safe, stimulating environment that allows children to discover, be challenged, consolidate their learning and achieve their very best whilst developing their resilience and independence. There is a combination of adult-led and child-initiated activity throughout each day. In all of these areas of learning and development and at the heart of all aspects of the Early Years Foundation Stage are the “Characteristics of Effective Learning”. We strive to develop these key characteristics of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development. We get to know our families and children well and use their interests and knowledge to support and inspire our children’s knowledge and understanding of themselves, our local community and beyond. Our learning environments, both inside and outside are adapted to meet the different and developing needs of our children.



## **Assessment in the Early Years Foundation Stage**

During the year, children in Reception will be observed regularly both in focussed sessions and in independent learning time in order to assess their strengths and emerging learning and development needs and interests. Alongside this we will ask for contributions from parents and the children themselves in order to provide us with a well-rounded picture of each individual child.

During the summer term of their Reception Year each child's level of development will be assessed against 17 the Early Learning Goals. We will evaluate whether children are meeting each Early Learning Goal (working at the expected level of development) or whether they are exceeding (working above the expected level of development) or emerging (working below the expected level of development).

The overviews in this document show both learning and development statements and the Early Learning Goals. Assessment in the Early years Foundation Stage presents a holistic view of a child's learning and development and is assessed with a best fit approach. Children can only be assessed against the Early Learning Goals in the Summer Term of their Reception year however knowledge of these will be used alongside the learning and development statements in order to plan for the needs of the children.

Communication and Language			
Typical development	Listening and Attention	Understanding	Speaking
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Focusing attention – still listen or do, but can shift own attention.</li> <li>Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>Understands use of objects (e.g. <i>“What do we use to cut things?”</i>)</li> <li>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>Responds to simple instructions, e.g. to get or put away an object.</li> <li>Beginning to understand ‘why’ and ‘how’ questions.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>Builds up vocabulary that reflects the breadth of their experiences.</li> <li>Uses talk in pretending that objects stand for something else in play, e.g., <i>‘This box is my castle.’</i></li> </ul>
<b>40-60 months</b>	<ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>Two-channelled attention – can listen and do for short span.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>Able to follow a story without pictures or props.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Introduces a storyline or narrative into their play.</li> </ul>
<b>ELG</b>	<b>ELG1: Children listen attentively in a range of situations. 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, while engaged in another activity.</b>	<b>ELG:2 Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</b>	<b>ELG3: Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b>
<b>Exceeding</b>	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.	After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Physical Development		
Typical development	Moving and Handling	Health and Self Care
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>
<b>40-60 months</b>	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing/chasing games, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>
<b>ELG</b>	<p><b>ELG4: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p>	<p><b>ELG5: 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.</b></p>
<b>Exceeding</b>	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.	Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.



Personal, Social and Emotional Development			
Typical Development	Self Confidence and Self Awareness	Managing Feelings and Behaviour	Making Relationships
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>
<b>40-60 months</b>	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>
<b>ELG</b>	<b>ELG6: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak 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 don't need help.</b>	<b>ELG7: 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.</b>	<b>ELG8: 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.</b>
<b>Exceeding</b>	Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.	Children play group games with rules. They understand someone else's point of view can be different to theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

Literacy		
Typical development	Reading	Writing
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>
<b>40-60 months</b>	<ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul>
<b>ELG</b>	<b>ELG9: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</b>	<b>ELG10: 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.</b>
<b>Exceeding</b>	Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.	Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

Mathematics		
Typical development	Numbers	Space Shape Measures
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.</li> </ul>
<b>40-60 months</b>	<ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>
<b>ELG</b>	<b>ELG11: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</b>	<b>ELG12: 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.</b>
<b>Exceeding</b>	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.	Children estimate, measure, weigh, and compare and order objects and talk about properties, position and time.

Understanding the World			
Typical Development	People and Communities	The World	Technology
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul>
<b>40-60 months</b>	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>
<b>ELG</b>	<b>ELG 13: 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 others, and among families, communities and traditions.</b>	<b>ELG 14: 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.</b>	<b>ELG15: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b>
<b>Exceeding</b>	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Expressive Arts and Design		
Typical development	Exploring and using media and materials	Being imaginative
30-50 months	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
40-60 months	<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>
ELG	<b>ELG16: 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.</b>	<b>ELG17: 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.</b>
Exceeding	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.	Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strength of others.

In the Reception Class at Hutton Rudby Primary School we are passionate about providing a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child. With this in mind we will plan the majority of our learning and themes as we move through the year in response to the assessed needs and interests of the children in the cohort. Where themes are planned (for the Autumn term) we will ensure that we adapt to any emerging needs and interests of all children in response to baseline and other timely assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	This is me	Let’s Celebrate				
Hook	Sharing all about me activities	Bonfire Night Celebration Day				
Prime Areas						
Communication and Language	Listening and learning skills - Introduce school rules and behaviour system and practise learning behaviours on carpet and in provision Listening to and engaging with stories Role Play - home and familiar settings Small World – Dolls House and roads and transport Sharing favourite things and speaking in a small group Introducing yourself Communicating with others	Listening to and engaging with stories Role Play – Birthday party – adapted to other celebrations Small World – Puppets to retell festival and celebration stories Learn about and discuss significance of special events and celebrations Think of questions to ask about their new learning Discuss firework and road safety Use talk to describe what they can see/know about the celebrations they are learning about Use talk to tell others about celebrations and key events in their own life				
Physical Development	Handwashing and toilet independence Independence at lunch – cutting food and pouring drinks Coat and jumper skills Food tasting Moving in different ways Negotiating space Playing games with others – kicking/catching/throwing/rolling Forming recognisable letters My body and characteristics Healthy body and mind including diet and sleep/rest/relaxation	Handwashing and toilet independence Independence at lunch – cutting food and pouring drinks Coat and jumper skills Food tasting Using tools/objects construction and malleable materials when creating decorations or other items linked to celebrations Moving to music/dance Playing games with others Developing gross and fine motor skills				

	Developing gross and fine motor skills					
<b>Personal Social and Emotional Development</b>	Characteristics of effective learning Talking about yourself in positive terms Trying new activities – 100 things to do before you are 6 Class rules and routines Talk in a small group Labelling emotions How to be a good friend Turn taking in games	Characteristics of effective learning Trying new activities – 100 things to do before you are 6 Talk in a small group Turn taking in games Explains knowledge of celebrations familiar to them e.g. birthday parties				
<b>Specific Areas</b>						
<b>Literacy</b>	<u>Phonics</u> Phase 2  <u>Reading and Writing Opportunities</u> Name writing Mark making Labelling Nonfiction books – Body/World/Community Simple Maps and Atlas’ Sharing picture books	<u>Phonics</u> Phase 2/Phase 3  <u>Reading and Writing Opportunities</u> Name writing Labels and captions Invitation making Card making Poster making Nonfiction books about celebrations Sharing picture books Sequencing stories	<u>Phonics</u> Phase 3  <u>Reading and Writing Opportunities</u>	<u>Phonics</u> Phase 4  <u>Reading and Writing Opportunities</u>	<u>Phonics</u> Consolidate and apply Phases 2/3/4  <u>Reading and Writing Opportunities</u>	<u>Phonics</u> Consolidate and apply Phases 2/3/4  <u>Reading and Writing Opportunities</u>
<b>Mathematics</b>	Baseline Assessment Number and Place Value <i>Numbers to 5</i> Addition and Subtraction <i>Sorting</i> Number and Place Value <i>Comparing groups</i>  Measuring hands/feet/height Counting body parts Recognising age in numerals	Addition and Subtraction <i>Change within 5</i> Measurement <i>Time (my day)</i> Addition and Subtraction <i>Number bonds to 5</i> Number and Place Value <i>Numbers to 10</i>  Printing with shape Rangoli patterns Paper chain patterns Problem solving – How many plates will we need/sharing party food/sorting party bags	Addition and Subtraction <i>Addition to 10</i> Geometry <i>Shape and Space</i> Geometry <i>Exploring patterns</i> Number and place value <i>Numbers to 20</i>	Multiplication and Division <i>Numerical patterns</i> Measurement <i>Measure</i>	Number and place value <i>Numbers to 20 and beyond</i> Multiplication and Division <i>Problem solving 2, 5, 10</i> Shape, Space and Measure	Number and place value <i>Numbers to 20 and beyond</i> Multiplication and Division <i>Problem solving 2, 5, 10</i> Shape, Space and Measure

		Counting things that cannot be touched – e.g. bangs from a firework				
<b>Texts to support Literacy, Mathematics and other learning</b>	<p>We are all different  Colour Monster  Funny bones  Lion who wanted to love  Giraffes can't dance  Atlas'  Nonfiction books –  body/world/communities/jobs</p> <p>The Three little pigs  The Three Bears  Anno's Counting Book  The Button Box  The Enormous Turnip  The Gingerbread man</p>	<p>Fiction and nonfiction books linked to festivals and celebrations  The Jolly Christmas Postman  The Night before Christmas  The Christmas Story</p> <p>The Very Hungry Caterpillar  Five Little Speckled Frogs  Peace at last  Bad tempered ladybird</p>	<p>The Very Busy Spider  10 Terrible Dinosaurs  Cockatoos  Mr Magnolia  The Shopping Basket</p>	<p>This is the Story of Alison Hubble  Six Dinner Sid</p>		
<b>Understanding of the World</b>	<p><u>People and communities</u>  Family – who they are/things they do/what do you like to do with them  What would you like to be when you are older  Where are you from  Talking about family events from the past, present and future  Understand similarity and difference between themselves and others and different families</p> <p><u>World</u>  Similarities and differences of living things  Look at change baby to adult</p> <p><u>Technology</u>  Introduce bee bots  Exploring technology at home</p>	<p><u>People and communities</u>  Find out about how festivals are celebrated through stories and books  Learn about family events e.g. births/baptism/weddings/Civil partnerships/funerals/Birthdays  Discuss familiar celebrations and traditions from home  Learn about some national and international celebrations and festivals  Understand similarity and difference between themselves and others and different families, communities and traditions</p> <p><u>World</u>  Look at similarities and differences in relation to places</p> <p><u>Technology</u>  Using technology for photographs  Creating artwork using technology  Exploring technology at home</p>				



<b>Expressive Arts and Design</b>	Build a house – Different media Self portrait Split pin people Skeletons – art straws Stick puppets Exploring different media Playdough – faces  <u>Songs</u> Happy and you know it Head shoulders knees and toes Teddy Bear Teddy bear 5 little speckled frogs	Use instruments to accompany fireworks Firework straw art Firework toast/biscuits Use paper/lolly sticks to make poppies Use clay to make diva lamps Make celebration cards Exploring different media Large Rangoli patterns Christmas/Advent crafts Traditional UK dances  <u>Songs/poetry</u> Remember remember the 5 <sup>th</sup> of November Bonfire night songs and rhymes Christmas songs and carols				
<b>Themed Days / Weeks</b>	International Speak Like A Pirate Day British Food Fortnight National Poetry Day World Smile Day World Mental Health Day	Bonfire Night Armistice Day Diwali Anti-bullying week Road safety week Thanksgiving St Andrews Day (children will learn about Saints Days for the UK) Hanukkah Advent	Science Week National Storytelling Week Safer Internet Day Chinese New Year Shrove Tuesday	World Maths Day World Book Day World Storytelling Day World Poetry Day Mother's Day Easter	St George's Day Ramadan Deaf Awareness Week Walk to School Week	Sports Week / Sports Day Healthy Eating Week Father's Day
<b>Trips/Experiences</b>	Meet the teachers	Church visit				