



**British Academy**  
School Marrakech  
— Belong Achieve Become —

**EYFS CURRICULUM POLICY**  
**BASM 19**

# **CURRICULUM POLICY FOR THE EARLY YEARS FOUNDATION STAGE**

## **INTRODUCTION**

This Early Years Foundation Stage (EYFS) policy has been developed in line with the requirements of the Statutory Framework for the Early Years Foundation Stage (DfE – 2025 Framework), Keeping Children Safe in Education (KCSIE 2025), Working Together to Safeguard Children (2023), and Development Matters (2023). It also reflects the British Academy School Marrakech's commitment to inclusive practice, safeguarding, and high-quality early years provision in line with British educational standards, within an international context.

The Educational programmes act as our curriculum, with the development of the children's spoken language underpinning all seven areas of learning and development. In the Early Years, children are encouraged to use their home language alongside English, supporting emotional security and early communication skills while developing confidence in English.

## **INCLUSIVE PRACTICE**

At BASM, we support equality and diversity by:

- Treating each child as an individual
- Using resources that reflect diversity
- Providing appropriate strategies to meet each child's learning needs
- Facilitating equal access to activities by all children.

We support children with Special Educational Needs and Disabilities by:

- Liaising with the Assistant Head Inclusion at BASM
- Observing, assessing and monitoring each child's progress
- Working with parents to involve them in their child's learning and to keep them informed of their child's progress

We support children with English as an additional language by:

- Valuing the child's primary languages
- Enabling them to use their primary languages in play
- Helping them to attain a good standard of English by ensuring that English is the language of instruction used in the school
- Using appropriate resources to promote languages from other countries

## **KEEPING CHILDREN SAFE**

At BASM, we keep our children safe and protected in the following ways:

- We carry out regular fire practices, test fire alarms regularly, and an external agency checks fire alarms and equipment. We have a Fire Evacuation Policy.
- Pupils are released from a designated side area in the school and are never released to anyone without express permission from the parent/carer beforehand.
- Visitors report to the main reception of the school, sign in, and are given a 'Visitors Pass'
- We have a current and updated Safeguarding and Child Protection Policy.
- We risk assess indoor and outdoor areas regularly, ensuring new experiences and equipment are included.
- Risk assessments are completed when the children are taken off site, and staff to child ratios are rigorously enforced.
- We have a whole school BASM Designated Safeguarding Lead and a of we have a Deputy Designated Safeguarding Lead with oversight for EYFS.

- We follow a procedure for dealing with children who are unwell or injured. The school nurse makes an assessment, and parents are contacted by telephone call, or at pick up at the end of the day (for a minor injury). First Aid kits are kept in the nurse's office, and in other strategic locations around the building. Records of illness, nurse visits and first aid given are kept by the nurse on our School Base platform, and by teachers on our CPOMS platform.
- No personal mobile phones, cameras and video recorders can be used on the BASM site when in the presence of children either on premises or when on outings.
- No parent, visitor or member of staff from BASM are permitted to use their camera, mobile phone or use the mobile's camera facility on the BASM site in the presence of children.
- When pupils are eating, they are supervised by teachers and teaching assistants.
- Parents are obliged to report to the school about any allergies or concerns around food their children may have on enrolment in the school, and these are recorded in enrolment documentation.
- We encourage pupils to either bring a healthy packed lunch appropriate for the age and developmental stage of the pupils in our classes, or to avail of the lunch provided by the school lunch provider. The menu for school lunches has been developed and designed by the Beldi Fusion team (lunch provider), a parent group, and staff of BASM.

## **PARENTS AS PARTNERS**

We work in partnership with parents and families:

- Parents are encouraged to share any concerns.
- Registration forms are completed by parents before their child starts nursery or school. They request background information about the child.
- We are always keen for parents to share home experiences or special events with us.
- The 'Tapestry Learning Journal' is shared with parents, and the pupils' work/folders/books are readily available for parents to look at during parent/teacher conferences (held at the beginning of each new term), 'Book Look' days, 'Meet the Teacher' events, and on request.
- Our policies are shared with parents on our website our website.
- New parents receive a parent handbook, with information about the school and the EYFS department.
- Staff photographs and roles are displayed on website.
- During the Autumn term, Spring term, and Summer term we hold parents' meetings for parents to discuss their child's progress.
- We invite parents into regular parent workshops. The workshop themes vary, depending on the needs and interests of the groups.
- Reports are produced at the end of every term, informing parents of their child's progress and development.

## **HOW WE HELP CHILDREN LEARN**

Children start to learn about the world around them from the moment they are born. The care and education offered by our EYFS department helps children to continue to learn by providing interesting activities that are appropriate for their age and stage of development.

### **Learning and Development**

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up'.* Development Matters 2023

The unique child is central to our curriculum. We observe the children's development and learning; assess their progress and plan for next steps. We support each child to form positive relationships with the

teacher and teaching assistants, who respond to their needs in a sensitive and consistent way. We provide an environment in which the child can participate in rich learning opportunities, that stimulates their interests and responds to their needs through a wide range of teaching and play based learning strategies.

The Early Years Foundation Stage department of BASM comprises:

- Nursery (3-4 years)
- Reception (4-5 years)

The children are grouped in 'school years', with carefully managed transitions into new classrooms in September. EYFS staff also liaise carefully with the Year 1 teacher and KS1 lead to ensure a smooth transition into the Primary department of the school.

### **Staff Support**

We expect that all staff will:

- Model appropriate behaviour
- Listen to children, parents and colleagues
- Observe the children to find out what they already know, how they learn and what they are discovering.
- Use observations to inform planning and plan next steps.
- Encourage and support the children, reinforce existing skills and take on new challenges.
- Reflect on their practice.
- Attend appropriate training and development.
- Participate in performance management.

We have weekly EYFS Team meetings which provide teachers and teaching assistants opportunities to discuss the children in our classes, and to collaborate in finding solutions for encouraging their effective learning and development. It also provides a forum for practitioners to discuss their own professional development and receive support in improving their own personal effectiveness with their line manager in an enabling environment. There are also weekly whole-school staff PD (Professional Development) meetings.

### **Managing Behaviour**

We have a Behavioural Policy which sets out the expectations and guidance needed to ensure effective behaviour management strategies are employed by all staff.

- We do not give corporal punishment to a child.
- If there is an occasion where physical intervention was taken to avert immediate danger to any person or the child or to manage the child's behaviour, if necessary, a record is taken and parents informed the same day.

### **Observations**

Observations are made of children's independent and adult led learning. These observations are assessed and next steps are planned for each child. The range of situations in which the child is observed is varied and can include:

- Notes taken while playing with a child.
- Observations of a specific skill or use of space in a particular area.
- Observations on specific learning objectives for a group of children.

Observations are made primarily during child-initiated play, but they are also observed during adult led group sessions. Observations may take the form of significant achievements such as:

- Attempting something not previously tried.
- Doing something, they have not been able to do before.
- Applying new understanding, skills or knowledge in a different situation.
- Explaining something in a new way.
- Co-operating with others in a new way or for a longer time.
- Persevering for longer at an activity (child initiated or adult led).
- Comments made by parents.

The observations are used to develop the child's Learning Journey on Tapestry, and to aid in planning stimulating new activities and challenges.

## **Assessment**

Formative assessment is our primary form of assessment and is an integral part of the learning and development process.

- Observations and assessments are carried out by the teacher and teaching assistants in order to ascertain the level of the child's development and the child's individual needs and learning styles.
- All EYFS staff make judgements against the EYFS DfE 2025 criteria.
- Records of assessment are kept on Tapestry and in the school's Google Drive folders, and each child's progress is tracked to ensure their needs are being met appropriately.
- A BASM parent report is completed for each child at the end of every term. Parents receive a written copy, and a digital copy is kept on the School Base platform, to be shared with the next year's teacher at the beginning of the new school year. Each child's progress is assessed against the Early Learning Goals.
- The children are reported as being 'working towards', 'working at' or 'exceeding' expectations. These reports are discussed with the parents at a meeting at the beginning of each new school term.
- Should a child's progress be less than expected the SENCO will liaise with the class teacher and parents to share their concerns. It may then be recommended that the child connect with other professionals, such as a speech therapist or educational psychologist, if necessary.

## **LEARNING STYLES- to encourage learning through play.**

At the British Academy School Marrakech, we recognise that no two children are the same, either in character or in the way in which they learn. Therefore, all children are encouraged to explore all the learning opportunities on offer to them. The staff team will provide the children with avenues for purposeful play on an independent or collaborative level as well as plan adult-initiated activities on a 1:1 basis or in a small group. In all approaches the staff endeavour to inspire the children to naturally create new ways of exploring resources, which is a key focus of the Characteristics of Effective Teaching and Learning.

## **The Characteristics of Effective Teaching and Learning**

We aim to ensure that the three Characteristics of Effective Teaching and Learning; playing and exploring, active learning and creating and thinking critically are embedded into our practice. We encourage every child to enjoy their achievements and develop their own ideas. We seek to encourage children's natural curiosity by providing plenty of opportunities to investigate and explore inside and outside. We encourage our children to 'have a go' at every activity and to persevere to a satisfying conclusion. Full details of each characteristic of effective teaching and learning, along with examples of how to support these can be found in Annex 1.

## **Educational Programmes**

Educational programmes must involve activities and experiences for children, as set out under each of

the areas of learning. The expectations for children’s development must ensure that cognitive development proceeds together with their social and personal development. Definitions for the Educational Programme for each area of learning can be found in Annex 2.

**The Curriculum**

For each area of learning the practice guidance sets out the Early Learning Goals. These goals state what it is expected the children will know and be able to do by the end of Reception year. We use the Statutory Framework for the EYFS (2025) using the Educational Programmes to plan and deliver activities that meet the next steps for individual children and then assessing against the ‘Development Matters’ guidance.

**Curriculum Enhancement**

To further enhance our curriculum, we have specialist teaching sessions and specific focus weeks. Both Nursery and Reception have weekly PE sessions. Reception also has weekly Music, French and Arabic lessons. Throughout the year we have enhancement weeks, for example, Health & Safety Week and Science Week to further extend the children’s experiences and learning.

**Prime and Specific Areas of Development**

The EYFS Curriculum is split into 3 Prime Areas and 4 Specific Areas:

**Prime Areas**

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development

**Specific Areas**

- Literacy
- Mathematics
- Understanding The World
- Visual Arts & Design

**SIGNED BY: HEAD**

Head’s Signature .....  ..... January 2026

Advisory Board Member’s Signature.....  .....

REVIEW DATE: January 2027

**Annex 1- Characteristics of Effective Teaching and Learning**

**Children will be learning to:**

**Examples of how to support this:**

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| <ul style="list-style-type: none"> <li>• Reach for and accept objects. Make choices and explore different resources and materials.</li> </ul>   | <p>Show and give children interesting things, such as a soft toy. Offer open-ended resources for toddlers to play freely with, outdoors and inside.</p>  |
| <ul style="list-style-type: none"> <li>• Plan and think ahead about how they will explore or play with objects.</li> </ul>  | <p>Provide different pebbles, shells and other natural materials for children to explore and arrange freely.</p>   |
| <ul style="list-style-type: none"> <li>• Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</li> </ul> | <p>Help children to develop more control over their actions by giving them many opportunities to play freely and find their own ways of solving problems.</p> <p>When appropriate, sensitively provide a helpful commentary. You might suggest: "Why don't you look for the biggest pieces first?" That will help a child who is trying to solve a jigsaw. Children may copy your commentary by talking out loud to themselves first. In time, this will develop into their 'inner voice'.</p> |
| <ul style="list-style-type: none"> <li>• Make independent choices.</li> <li>• Do things independently that they have been previously taught.</li> </ul>   | <p>Provide a well-organised environment so that children know where materials and tools are and can access them easily.</p> <p>Provide enough materials and arrange spaces so that children can collaborate and learn alongside peers.</p> <p>Once children know how to use scissors, they can use this skill to achieve what they want to do. For example, they may want to make a mask or cut out material for a collage.</p>  |
| <ul style="list-style-type: none"> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> </ul>  | <p>Extend children's interests by providing stimulating resources for them to play with, on their own and with peers, in response to their fascinations.</p> <p>Join in with children's play and investigations, without taking over. Talk with them about what they are doing and what they are noticing.</p> <p>Provide appropriate non-fiction books and links to information online to help them follow their interests.</p>   |
| <ul style="list-style-type: none"> <li>• Respond to new experiences that you bring to their attention.</li> </ul>   | <p>Regularly provide new materials and interesting things for children to explore and investigate.</p> <p>Introduce children to different styles of music and art. Give them the opportunity to observe changes in living things in the setting, and around the local environment. Take children to new places, like a local museum or farm.</p>   |

### Children will be learning to:

- Participate in routines, washing hands, bags away.
  - Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set or get their coat when the door to the outdoor area opens.
- Help young children feel safe, secure and

### Examples of how to support this:

treasured as individuals.

The key person approach gives children a secure base of care and affection, together with supportive routines. That can help them to explore and play confidently.

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| <ul style="list-style-type: none"> <li>• Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</li> </ul> | <p>. Opportunities to play and explore freely, indoors and outside, are fun. They also help young children to develop their self-regulation as they enjoy hands-on learning and sometimes talk about what they are doing.</p>   |
| <ul style="list-style-type: none"> <li>• Use a range of strategies to reach a goal they have set themselves.</li> </ul>  | <p>Provide plenty of high-quality, open-ended resources for children with freely, inside and outdoors. Suggestion: children can use wooden blocks to make lots of different structures.</p>   |
| <ul style="list-style-type: none"> <li>• Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li> </ul>   | <p>Help young children to develop by accepting the pace of their learning. Give them plenty of time to make connections and repeat activities.</p>  |
| <ul style="list-style-type: none"> <li>• Keep on trying when things are difficult.</li> </ul>  | <p>Help children to think about what will support them most, taking care not to offer help too soon. Some children learn by repeating something hard on their own. They learn through trial and error. Others learn by asking a friend or an adult for help. Others learn by modelling. They watch what you do or what other children do.</p> |

#### Children will be learning to:

#### Examples of how to support this:

- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.
- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.

Help young children to find their own ideas by providing open-ended resources that can be used in many ways. Encourage and enjoy children's creative thinking as they find new ways to do things. Children need consistent routines and plenty of time so that play is not constantly interrupted. It is important to be reflective and flexible

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| <ul style="list-style-type: none"> <li>• Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>• Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</li> </ul> | <p>Help children to reflect on and talk about their learning through using photographs and learning journeys. Share in children's pride about their achievements and their enjoyment of special memories. Suggestion: you could prompt a conversation with questions like: "Do you remember when...?", "How would you would do that now?" or "I wonder what you were thinking then?"</p> |
| <ul style="list-style-type: none"> <li>• Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</li> </ul>   | <p>Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed. Consider 'how' and 'why' things happen.</p>   |
| <ul style="list-style-type: none"> <li>• Know more, so feel confident about coming up with their own ideas.</li> <li>• Make more links between those ideas.</li> </ul>   | <p>Help children to look come up with their own ideas and explanations. Suggestion: you could look together at woodlice outdoors with the magnifying app on a tablet. You could ask: "What's similar about woodlice and other insects?" You could use and explain terms like 'antennae' and 'thorax'.</p>  |

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| <p>• Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</p> | <p>Offer children many different experiences and opportunities to play freely and to explore and investigate. Make time and space for children to become deeply involved in imaginative play, indoors and outside.</p> |
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## **Annex 2 - Educational Programmes**

### **Communication and Language**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### **Personal, Social and Emotional Development**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as EYFS reforms early adopter framework 9 necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Physical Development**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books

(stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small stones and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Annex 3 - Early Learning Goals

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

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|                                     | <b>Building Relationships</b>                 | <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>   |
| <b>Communication &amp; Language</b> | <b>Listening, Attention and Understanding</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>  |
|                                     | <b>Speaking</b>                               | <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul> |
| <b>Physical Development</b>         | <b>Fine Motor Skills</b>                      | <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>  |

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|                 | <b>Gross Motor Skills</b> | <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>   |
| <b>Literacy</b> | <b>Comprehension</b>      | <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> |
|                 | <b>Word Reading</b>       | <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>  |

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|                                | <b>Writing</b>           | <ul style="list-style-type: none"> <li>* Write recognisable letters, most of which are correctly formed.</li> <li>* Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>* Write simple phrases and sentences that can be read by others.</li> </ul>   |
| <b>Maths</b>                   | <b>Number</b>            | <ul style="list-style-type: none"> <li>* Have a deep understanding of number to 10, including the composition of each number.</li> <li>* Subitise (recognise quantities without counting) up to 5.</li> <li>* 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.</li> </ul>                                      |
|                                | <b>Numerical pattern</b> | <ul style="list-style-type: none"> <li>* Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>* Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>* Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> |
| <b>Understanding The World</b> | <b>Past and Present</b>  | <ul style="list-style-type: none"> <li>* Talk about the lives of the people around them and their roles in society.</li> <li>* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>* Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>                                   |

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|                                     | <b>People, Culture and Communities</b> | <ul style="list-style-type: none"> <li>* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>* Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>* 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.</li> </ul> |
|                                     | <b>The Natural World</b>               | <ul style="list-style-type: none"> <li>* Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>* 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.</li> <li>* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>   |
| <b>Expressive Arts &amp; Design</b> | <b>Creating With Materials</b>         | <ul style="list-style-type: none"> <li>* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>* Share their creations, explaining the process they have used.</li> <li>* Make use of props and materials when role playing characters in narratives and stories.</li> </ul>  |

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|  | <b>Being Imaginative and Expressive</b> | <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> |
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## Early Learning Goals

### Literacy

#### Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

#### Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

- 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.

### Understanding the World

#### Past and Present

Talk about the lives of the people around them and their roles in society.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

#### The Natural World

- 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.

### Communication and Language

### Listening, Attention and Understanding

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

### Speaking

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

## Personal, Social and Emotional Development

### Self-Regulation

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

### Managing Self

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

### Building Relationships

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

## Physical Development

### Gross Motor Skills

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

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- 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.

### Expressive Arts and Design

#### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

#### Being Imaginative and Expressive

- 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.