

Early Years curriculum



Our Curriculum & Curricular Goals

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. (EYFS Framework 2021: 5)

The Rumbold report (DES 1990) argued that the context of learning (where children learn) and the process of learning (how young children learn, the way in which children acquire the disposition to learn or are turned on to and tuned into learning) are as important as what they learn. Education and Employment Select Committee HC (EY 67) 29th March 2000





Our Early Years principles:

family, faith, flourish

Our principles for our Early Years build upon the four overarching guiding principles outlined in the Early Years Framework (2021: 6).



- All children should be provided with the best possible start to their education to ensure they can flourish and be confident life-long learners.
- The Early Years Foundation Stage (EYFS) forms the foundation to success for every child. Whilst every child is unique, we believe all children can be resilient, capable, confident and self-assured.
 - We believe every child can flourish with the right help and that they may progress at different rates.
- For children to achieve their best, they need to be happy, confident and settled. We make children's enjoyment and choices our priority and provide high-quality care for all.
- Our children benefit from positive relationships with all adults. Our staff explicitly model and teach our shared behaviour principles: calm, kind and mindful.
 - Effective teaching and learning in the EYFS meets children's identified needs and interests. We carefully create an enabling environment which helps children to learn and develop in all areas of our curriculum.
- We work together with parents. We work in close partnership with all of our parents so all children benefit from a successful early years (both at home and at school).
 - Different aspects of early learning require different approaches. Much of early maths learning is sequential: learning new concepts must build on the solid foundations of earlier concepts. On the other hand, learning about the world is much less sequential. The order of learning matters less than building on children's interests and widening their horizons.
- Children develop and learn at different rates. Children's additional needs, such as special educational needs, are identified quickly. All children promptly receive any extra help which they need so they can progress well in their learning from their starting point.



Our Curriculum Overview

We offer a high quality broad and balanced curriculum based upon the needs of our children.

Our curriculum has the following four main elements:





Our Curriculum Goals

Our curricular goals are shared with all parents before children start Early Years. The clarity helps parents to get involved and support their children's development and learning at home. We then discuss progress against these with parents throughout the year (as we work towards all children achieving the expected ELG standard).

We regularly review our curriculum and the resources we use. We want a curriculum that includes 'meaningful and culturally diverse material' and which 'commemorates diversity'. This is further supported by the discrete teaching of Religious Education, P.S.H.E. and Relationship and Sex Education.

Settle in	Settle in and become a confident and resilient learner and classmate
Celebrate	Celebrate differences and similarities
Follow	Follow recipes
Ride	Confidently and safely ride a scooter and balance bike
Care	Care for the animals and plants in our school
Create	Create a gallery of artwork
Perform	Perform a song and a dance
Read	Read a range of books and add them to our class 'recommended reads'
Write	Write a letter and post it
Play	Play a Maths game using knowledge of number to 10



Our Curriculum Overview

1. Teaching and learning based on children's interests

All aspects of our curriculum require our staff to be flexible and 'respond to children's interests and needs and help them build their learning over time'.

This is especially true of the first element.

2. A regular cycle of learning

All aspects of our curriculum have a 'progress model'.

When we are building on children's interests, we are planning to broaden or deepen those interests.

3. Core experiences: growing seeds and looking after chicks and caterpillars

But the 'progress model' is especially true of the second, third and fourth elements.

For example, our cycle of 'Classic Texts' begins with simple, repetitive texts and rhymes. Over time, children progress onto texts with more complex vocabulary and structures.

4. Our curricular goals for children

These texts dovetail carefully with the texts in Year 1 onwards, so that our children's learning builds over time.



Learning and Development

- Children's interests and strengths build the foundation for all learning.
- The majority of the learning and development in Early Years is through a range of planned play-based activities, which are available within the continuous provision in our indoor classroom and in our outdoor spaces.
- There is a careful mix of independent and adult-led learning opportunities.
- The children are allowed to explore and experiment with materials and equipment and to discover how the world works for themselves in child-initiated activities within the continuous provision.
- Learning activities are specifically selected to provide children with opportunities to develop key skills. Tools and resources are readily available for children to continue to learn, develop and enhance these skills, even in the absence of an adult.
- Children learn best through play, especially when they are happy and confident. Our aim is to help all children to share, cooperate, concentrate, explore and enjoy a wide range of first-hand experiences.
- Parental involvement is key. Parental support and a high quality home learning environment play a vital role in children's learning

The Early Learning Goals, as set out in the Early Years Framework, are not used as our curriculum. Instead, we have developed our own curriculum and curricular goals based upon the needs of our children and community. Our goals are adaptable to the particular children on roll.

We have carefully designed our curriculum with the strengths and needs of our children in mind. Many children who start school in the Matlock and Dales Primary Partnership enter with poor or inconsistent exposure to phonics and early reading.

However, children arrive being able to recognise and name shapes and with appropriate development in number. We therefore celebrate language and oracy, and have a strong focus on developing children's love for stories, poetry and support reading widely. This in turn supports our children as they learn to speak in extended sentences and begin to read and write. The children's development and learning in number is enabled via the use of discrete PowerMaths (as well as play based opportunities).



Learning and Development

We provide children with carefully designed opportunities to explore the outside world. Our children are able to use the carefully designed outdoor spaces to explore their immediate environment and recognise changes as well as developing physically. It also supports the children's development of their gross and fine motor skills.

Our curriculum is ambitious and provide opportunities for children to deepen their skills and understanding across the 7 key areas identified in Development Matters. Our goals enable effective transition to the learning in Year 1 and more widely into Key Stage 1. We have a progression in vocabulary and specific language which we know enables our children to access learning as they progress across Early Years into Key Stage1.

We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. However, we recognise that every child will not make the same progress through the curricular goals. Many children will follow instructions to make a fruit flapjack. For some children with complex needs, managing to tolerate the feel of flour and water, and mix it together to make playdough, will represent strong progress. All of those children are participating in the same curriculum.

Where children progress quickly, our emphasis is on deepening their learning rather than introducing new skills or concepts. For example, a child may follow different recipe cards to make different types of muffins and flapjacks, and may help other children. The development is exemplified within the 'Common Play behaviours'.



Planning & Assessment

During the first full term, the majority of our planning is focused on what is referred to as the 'prime areas'. There are three prime areas of learning which 'underpin everything in the early years'. The prime areas are:

Communication and Language;
Physical Development.
Personal, Social and Emotional Development.

Early Years staff spend quality time getting to know our children and families.

This trusting, caring relationship helps children to settle quickly into our setting and grow in confidence in their enabling environment. Our assessment starts with pre-school visits.

We also complete the statutory reception baseline assessment.

Nursery Visits

We aim to visit every child in their pre-school setting, either with a face-to-face visit or via a telephone call if a pre-school visit is not possible. From these visits we aim to gain information about children's interests, communication, confidence and physical health and share this with the other Early Years staff. We then use this information to add to the child's learning journeys. We will also build the child's interests into the planning of the provision.

Initial Assessment

Practitioners meet with parents after their child has had a few weeks to settle into school. We discuss how their child has settled in and what we have observed. This is a snapshot of a child's starting points and is a joint assessment with the parents of the child. The teacher will refer to the checkpoints in Development Matters, checking children's development in the prime areas. These assessments will inform a discussion with parents about how well their child is settling and will be used to help notice children who may need extra help.



Initial Assessment cont.

Next steps from children's starting points are usually linked to how the children have settled into school or anything of significance e.g. toilet training. If children settle quickly and engage in a wide range of play in the first few weeks, next steps may be begin to be based upon the specific areas.

Once children have settled and can access the classroom environment, we plan with more increased detail about how they will fully access and benefit from the curriculum; we support learning around exciting topics, visits and most importantly, their interests. For the children who settle quickly and are confident, we can move into using the wider curricular goals quickly.

If we notice that a child might be having difficulties with their development, we will take action quickly. It is important that we get to know and understand these quickly to enable all children to flourish. We will continue to develop a strong relationship with parents, supporting them to also give their child the extra help they need. The curriculum will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

Children with Special Educational Needs and Disabilities

If a child's progress in any prime area during their first year gives cause for concern, our staff will discuss this with the child's parents/carers and agree how to support the child. Our staff consider whether a child may have a special educational need or disability which requires specialist support. Where appropriate, staff will link with, and help families to access, relevant services from other agencies as appropriate. This may include health or access to pastoral support via our Early Help offer (Early Years Framework 1.12).

For children with SEND, precise assessment needs to focus on what the child can do, and what the barriers to their learning are. If a child has specific difficulties with their communication, for example, they may need to have aids like a core board so that they can make choices and share their ideas. All children are entitled to the whole of the early years curriculum. Of course, they won't all manage to do and know everything that's mapped out: but some who appear vulnerable at first may thrive later in the year.

Further information can be found on our websites:

www.allsaintsfed.derbyshire.sch.uk/send

www.stgilesceprimarymatlock.co.uk/special-educational-needs

www.darleychurchtownschool.co.uk/special-educational-needs

www.bakewellinfantschool.com/page/?title=Special+Educational+Needs&pid=45



Assessment & Tracking Overview

Assessment serves children's learning and our curriculum. At each of our schools, purposeful assessment is at the heart of all highly effective teaching and learning. We are not driven by assessment and tracking.

Most of our assessment is formative, so that it quickly helps us to make a difference, there and then, to children's learning. Staff in Early Years and in Years 1 - 6 'use multiple assessment methods to rapidly...make adjustments to their teaching' (Hattie 2021: 142).

However, we also need to have an overview of children's progress, so that we can take further actions where needed and so we can monitor equalities. Our aim is for the system to be proportionate and to ensure it is not overly burdensome for staff.

This information is collated termly onto a progression chart. Senior leaders work with class teachers and the whole team to analyse the information in order to take action for individual children, or groups of children, as needed.

Our objectives:

- Proactive dialogue with parents so that we can work in a respectful and effective partnership to support children's learning during their time in Early Years, KS1 and KS2.
- Dialogue with children, focused on how they learn, to promote metacognitive thinking.
- Early identification of children who need temporary extra help, and children who may have special educational needs.
- Checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case.
- Reporting formally to parents and to the receiving teacher in the summer so that children can continue their learning journey into Year 1 as seamlessly as possible.



Assessment & Tracking

Activity	Key features of the activity	Planned outcomes
Before the children join All Saints'	<p>Visit pre-school settings</p> <p>Welcome parents into school</p> <p>Quality text and phonics development</p>	<p>These meetings help us to get to know the children before they start school and begin to build strong relationships with children and pre-school settings.</p> <p>You are invited into school to view the setting, talk with the staff and learn more about the Early Years at All Saints'</p> <p>We provide your child with access to phonics videos, story times and a range of activities to prepare them for when they start school.</p>
Autumn Term		
Initial assessment: Statutory reception baseline assessment	<p>Short one-to-one session with their teacher or teaching assistant,</p> <p>Your child will do a number of practical and interactive tasks to help assess early literacy, communication, language and mathematics skills when they begin school.</p> <p>It is statutory for all schools from September 2021.</p> <p>The outcomes of the initial assessment are shared with the parents. We will also begin to look at next steps (these are usually based on the Prime Areas but may also relate to the Specific areas).</p>	<p>Most children who join Early Years will be working within the expected level, accessing our curriculum with appropriate scaffolding and support.</p> <p>Some children will require additional support, e.g.: Early Help for their family, or benefiting from our language booster (NELI) or other interventions (such as phonics).</p> <p>Some children will be referred to the SENCO to assess whether they have emerging needs.</p> <p>This age-related assessment information enables us to group the children:</p> <ul style="list-style-type: none"> - Needing extra catch-up support - On-track <p>The analysis of this assessment information allows us to monitor equalities and allows us to review the children who require additional support.</p>
School entry health check	<p>Organised and administered by school health. Includes the NHS' National Child Measurement Programme and a hearing check.</p>	<p>This is a check organised and undertaken by school health.</p>
Learning Journal	<p>Must include a significant example of the child's learning over time, showing their characteristics as a learner.</p> <p>Usually linked to a curricular goal. Must include the child's voice and the parent's voice. May show barriers to learning as well as strengths. May link to learning at home.</p> <p>There will also be some additional, brief observations and photos of the child's progress towards curricular goals.</p>	<p>These observations help us to develop the partnership with parents and to celebrate the child's learning.</p>



Assessment & Tracking

Parents' meeting 1 & Learning Journal 1	<p>We meet with every parent to celebrate the child's learning. We summarise and evaluate how we are working together in partnership and agree on what we will do next. This is stated plainly and briefly, in the form of a SMART target that requires all parties to work together.</p>	<p>This discussion is central to our partnership approach. We ensure that parents are kept fully informed. We act in the best interests of every child. Our approach is open, honest, supportive and accountable.</p>
	<p>This information is shared in our learning journeys. Learning journeys are sent home for parents to contribute and add to. The expectation is that targets are worked on at home and learning journey's come back to school the following week.</p>	
	<p>This discussion may include an exploration of a child's barriers to learning and how we can work together to help the child overcome these.</p>	
Spring Term		
Learning Journal 2	<p>As above.</p>	<p>Teachers and senior leaders continue to review progress of all children, in all groups.</p> <p>Additional assessment tools may be used if appropriate e.g NELI or Boxall Profile.</p>
Parents' Meeting 2	<p>As above</p>	
Summer Term 1		
Learning Journal 3	<p>As above.</p>	



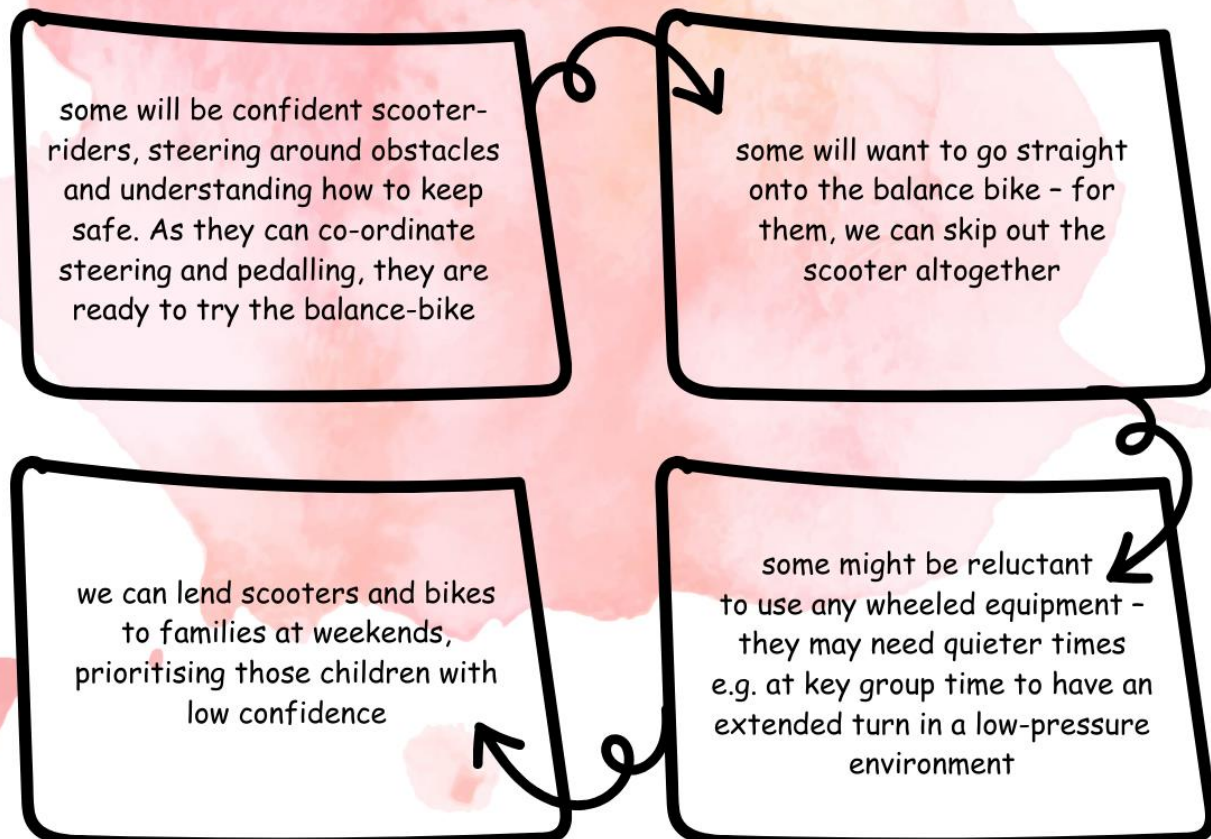
Assessment & Planning

One of the most powerful forms of assessment takes place in the here-and-now, not on-screen or in separate learning journeys. Assessment occurs when we notice something important about a child's learning and respond to it to help them build their learning. That response can take different forms, for example, we might:

- Stand back and be encouraging;
- Get involved to extend the learning by: joining in with the play, engaging in a conversation, or showing the child a specific skill to help them accomplish what they want to do;
- Reflect afterwards and bring in new resources or plan something special in response to what we noticed.

Much of type of assessment work is not written down. It often focuses on the key milestones on the way to the curricular goals. It shows how we can assess what children know and can do, and help them to progress, through our minute-by-minute interactions.

An example of different pathways children might take to achieve the curricular goal of learning to ride a bike (goal 4)





Assessment & Planning

The focus of our assessment is on clear and specific things that a child needs to be able to do, or needs to know. In order to do this practitioners need to understand how the different elements of the curriculum fit together to help children build their learning over time. Reflective discussions about practitioners' key children after school and during planning meetings support this understanding.

Practitioners also need to have a secure understanding of child development, as well as the features of effective pedagogy. This will help with judging when to get involved and when to encourage and knowing how to scaffold children's learning so we support them to keep trying without over-helping them.

Some children will need a lot more help and scaffolding to access that curriculum. This is a strength of all of the staff that work within the Matlock and Dales Primary Partnership (both within the Early Years but also across both Key Stages). Our staff notice what children can, and can't do. We are good at deciding when it will be helpful to step in and support, and when it's best to be encouraging but hang back. It is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

This curriculum learning must be balanced with learning that stems from the children's interests. Plans must be flexible, and go with children's fascinations. Children learn a huge amount through the play they choose. We will help maximise this learning by making sure we provide a high-quality, enabling learning environment. We can then sensitively get involved and extend the children's play and their language. It is important that we have a systematic approach to evaluating the quality of the environment, and those interactions, so that we can build on what we do well, and improve where we need to.

Practitioners will bring the observations and assessments they have made of their key children to a weekly planning meeting. Observations and assessments are based on work the child is making towards a particular curricular goal or learning that has arisen from their interests. This responsive action is directly linked to the planning for our enabling environment.

Practitioners record significant observations in the child's Learning Journey. The aim of these records is to 'bring the child's learning to life and clearly identify their next steps in learning and development'. The child's struggle or perseverance will be made clear. It will include characteristics of effective learning as well as the child's voice. Entries will describe what the practitioner did to support or extend the child's learning and how the child responded. Metacognition and feedback will also be captured



Our Curriculum Goals

1. Settle in and become a confident and resilient learner and classmate

Supporting children's learning across all seven areas, particularly towards: ELG: Self Regulation, Managing Self & Building Relationships

Sticky Knowledge children will learn:

- ★ Children know and follow the school values of being calm, kind and mindful and understand how they keep everybody safe
- ★ The adults in our school help and keep children safe
- ★ The qualities and characteristics of a good friend

First milestone: children increasingly separate confidently from their parents/carer at the start of the session, and with support from familiar adult become involved in play. Children begin to make friendships with others.

Second milestone: children take part in pretend play, communicating and negotiating with their friends, extending and elaborating play ideas with one or more children. They become involved within the classroom and enjoy exploring new activities.

Third milestone: children know and follow the class behavior rules and make positive relationships with staff and peers. Children play cooperatively and take turns with another child and within a small group, showing an awareness of their own and others' needs and feelings.

Fourth milestone: in reception children separate confidently from their parent/carer at the start of the school day and become involved in the classroom. They participate in 1:1 and small group discussions, offering thoughts and insights, using recently introduced vocabulary. They articulate and follow the school rules and are beginning to overcome challenges with support. Children are able to manage their own basic hygiene and personal needs and are able to change independently for PE.

Fifth milestone: children are resilient and persevere with difficulties. They set and work towards simple goals. They are able to wait for their needs and wants to be met and consider the needs and thoughts of others. They make comments about their learning and show pleasure and pride in what they have done. They form positive attachments to adults across the school and friendships with peers. Children give focused attention to what teachers say, responding appropriately even when engaged in a task. Children know and follow the school behavior rules of keeping calm, kind and mindful.

Final milestone: consistently and independently, children reflect on their learning through their learning journeys. They comment on their "thinking" and the way they go about their learning. They interact with adults within the school, holding conversations, using full sentences, including the correct use of past, present and future tense and recently introduced vocabulary. They show an ability to follow instructions involving several ideas or actions.

How adults will support the children to know, remember and do more:

- ★ Carefully implement, model and monitor the school behaviour management system: rainbow, sunshine, raincloud
- ★ Provide children with scaffolded opportunities within provision to take turns, share resources and work together
- ★ PSHE teaching is consistent and builds on prior learning

As children grow in confidence they will explore a wider range of activities with some adult support. They begin to play collaboratively alongside friends and peers. They develop their pretend play by communicating with adults and peers in a range of situations.

Where children need individualized and additional help, this will be offered promptly, with help including:

- Individual meetings with parents to map a way forward
- Early help support

Children are confident with people around them, learning how to become a good friend. As children's engagement and perseverance grows, their involvement in learning deepens and they can play for longer periods of time. They begin to play collaboratively in groups and access a range of activities with increasing difficulty, showing determination when tasks become tricky.

Children new to the setting that require additional support will be supported promptly. Children understand how to keep ourselves and others safe by being calm, kind and mindful. They continue to challenge themselves with more difficult activities and respond positively to adults challenging them. Children confidently engage with all adults, expressing themselves in clear and full sentences.

As children play and learn more collaboratively, over longer time periods and take part in more challenging activities they talk about and reflect on their learning. They confidently and positively engage with staff and peers, using past, present and future tenses correctly. They set themselves simple goals/challenges and negotiate when taking part in a group activity.



Our Curriculum Goals

2. Celebrate differences and similarities

Supporting children's learning across all seven areas, particularly towards: ELG: Past and Present & People, Culture and Communities

Sticky Knowledge children will learn:

- ★ There are similarities and differences between ourselves and others
- ★ People have different celebrations, faiths and beliefs
- ★ The main features of the town we live in and the community celebrations we take part in: bonfire night, Christmas & Easter celebrations, Victorian market
- ★ Different places where people live have similarities and differences, and celebrate their culture in different ways

First milestone: children begin to understand that everyone is different and unique. They begin to know and use names of their class family, both children and teachers.

Second milestone: children share and talk about photos of their families and begin to have an understanding that all families are different. They are able to talk positively about themselves and others. They take part in a range of cultural religious and community events and experiences such as Diwali, Easter, harvest, Chinese New Year and Christmas.

Third milestone: children create a self-portrait selecting appropriate colours and resources. Through personal experiences, books, artefacts, role play, small world, storytelling and short film clips from places around the world children can talk about how places are the same and different. Children begin to show an interest in different occupations.

Fourth milestone: children understand how they have changed since being a baby. Children can identify and acknowledge differences and similarities between themselves their families and those of others.

Fifth milestone: Children take part in and have an understanding of different cultural and religious events and experiences. Children notice some similarities and differences between cultural and religious celebrations such as giving presents at both Christmas and Diwali.

Final milestone: Children accept and take part in a range of religious and cultural events, understanding and accepting similarities and differences in appearance, culture and beliefs. Children are confident to talk about their own ideas and beliefs, whilst acknowledging that other people might have different beliefs. Children are able to compare and discuss the similarities and differences between where we live and other communities within the UK and further afield. Children know that we are all unique but equally special and loved.

How adults will support the children to know, remember and do more:

- ★ PSHE teaching is consistent and builds on prior learning
- ★ Provide real artefacts to deepen children's experience
- ★ Share a range of books/photos/videos carefully selected to deepen children's cultural understanding
- ★ Set up role play and small world opportunities to encourage children to learn about familiar and new celebrations e.g. Chinese New Year in the home corner.
- ★ Ensure there are continuous opportunities throughout the year to learn about and celebrate different celebrations through the continuous provision and adult led activities
- ★ Children will make: Diya Lamps, Rangoli Patterns, Christmas Cards, Christmas Decorations, Birthday Cards, Easter Cards, Chinese lanterns, Decorations for Eid

Children talk about themselves and others in a positive manner, naming their classmates and teachers. They understand that we are different but equally loved. Children begin to explore and think about familiar celebrations and why we celebrate key events. They are beginning to be aware that some people celebrate different events. Planned experiences broaden the children's understanding of themselves, the local community and the wider worlds.

Children select the appropriate materials needed for painting a self-portrait. They look and compare their own self-portrait with their peers, identifying and acknowledging differences and similarities. Children visit places within the local area, such as All Saints' church, Dimple Fields and Matlock Town. They talk about and describe their environment and compare this with different communities with the UK.

Children take part in group and whole class activities within the classroom. Children begin to think about how they looked as a baby and how they have changed. Children can talk about their family and identify similarities and differences to other family dynamics.

They learn about and explore different religious and cultural communities and celebrations through story times, performances, role play areas, and creative opportunities embedded into the continuous provision.



Our Curriculum Goals

3. Follow a series of recipes to make a picnic

Supporting children's learning across all seven areas, particularly towards: ELG: Listening, Attention and Understanding, fine motor skills and PSED managing self

Sticky Knowledge children will learn:

- ★ The names and use of common tools
- ★ A recipe must be followed in order, step by step
- ★ Mixing, heating, cooking and freezing changes the materials and ingredients
- ★ The importance of hygiene, particularly when cooking

First milestone: with adult support children explore mixing different ingredients including sand, water, flour, pasta, dough, mud and a variety of malleable materials. They use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters, ladles, whisks, scissors, forks and knives.

Second milestone: Children use a range of tools (knife, fork, peeler, whisk, spoons etc.) to mix, peel and chop a range of ingredients with increasing skill and control, for example bananas, playdough and oranges. This includes independently peeling fruit during snack time. Children know how to stay fit and healthy by making healthy food choices, brushing their teeth, washing and drying their hands and hands going to the toilet.

Third milestone: children use a knife and fork to eat. They follow simple picture recipes and mix their own colours using powder paint (using brushes and pipettes). They experience making mixtures in the mud kitchen. Children are able to name common fruit and vegetables and help to prepare snack, such as fruit and crackers by spreading the butter. They are increasingly willing to try a range of healthy snacks and dips.

Fourth milestone: children continue to mix a range of ingredients with growing independence using a growing range of simple tools, such as whisks and paint brushes of different thickness. Children follow simple recipes to make a gingerbread man and use tools such as rolling pins and cutters.

Fifth milestone: children use an increasing range of tools (knives, forks, whisks, mashers, juicers, ricers). In small group cooking activities, children follow steps to make food for a picnic using all previously taught skills. They independently fill measures to the top (teaspoon, tablespoon, cup), recognising numerals in a recipe card. When counting quantities they say the number in the correct order e.g. 1-2-3, and know that the last number they say is the total number they have added.

Final milestone: Listen attentively and ask questions/comment during group/class discussions about healthy eating (ELG – PSED managing self) and during demonstrations of how to prepare/make food for the class picnic (ELG LA&U). Use a range of small tools e.g. cutlery to make a range of food for our picnic (ELG – fine motor). Work with a partner/ in a small group (holding a conversation) to follow simple steps to make a range of foods (ELG LA&U) They understand the importance of healthy food choices. (ELG Managing Self)

How adults will support the children to know, remember and do more:

- ★ Provide pictorial recipes to use in play in a range of areas, such as mud kitchen,
- ★ Provide visual prompts – e.g. step by step guide for washing hands
- ★ Continue to provide opportunities for children to prepare their own fruit for snack time, using a range of tools with increasing complexity.
- ★ Allow children to mix ingredients, such as flour, water and sugar

All children take part in a range of sensory activities to allow them to explore different textures and materials e.g. mud, sand, water (including ice), homemade playdough, corn flour and water, cooked pasta (including spaghetti), pumpkins, gourds, fruit. Children are more precise in using scoops (filling the scoop carefully to the top). They pour with more control as they tip out, using a variety of different sized containers, tins and buckets. Children become confident in preparing their snacks, such as peeling fruit, pouring drinks. Children have more awareness of hygiene and healthy food choices, washing their hands with reminders.

be introduced to tools used at the snack time to prepare their own snack e.g. washing and cutting up an apple. As children become more used to working carefully using increasing gross and fine motor control, the adult reduces their support for the group. Children mix substances together carefully, with adult guidance, e.g. mixing water and powder paint, mud kitchen recipes

As children become more used to cooking, following recipes and measuring ingredients with increasing control, the adult reduces their support for the group. Children continue to make healthy choices, eating a range of foods and having a drink when they are thirsty. They know to wash their hands after using the toilet and before preparing/eating food.

Children use a wide range of tools to prepare their own snack with minimal support, including using a knife and fork correctly. They use fruit juicers to squeeze juice fruit and can make healthy choices with some consistency. Children follow recipe cards and follow paint- mixing cards with increasing independence.



Our Curriculum Goals

4. Confidently and safely ride a scooter and balance bike

Supporting children's learning across all seven areas, particularly towards: ELG: Gross Motor Skills and Fine Motor Skills self

Sticky Knowledge children will learn:

- ★ A tricycle has 3 wheels. A Bicycle has 2 wheels.
- ★ A wheeled vehicle has a seat and handlebars. Some have pedals and a brake.
- ★ Bikes/trikes/scooters travel faster downhill and we need to pedal harder to travel uphill.
- ★ To stay safe when riding a bike/trike/scooter we must wear a helmet.

How adults will support the children to know, remember and do more:

- ★ Daily play interactions for children to use the wheeled toys, trikes scooters and balance bikes.
- ★ Model how to stop, steer and stop a wheeled vehicle
- ★ Set up a range of obstacle courses, with increasing difficulty for children to navigate
- ★ Step by step, small group or 1:1 modelling and scaffolding of skills to improve children's agility

First milestone: children explore and access a range of push along wheeled vehicles independently such as prams wheelbarrows cars and trucks.

Children are taught how to keep safe. When using trikes, bikes and scooters children wear a helmet with adult support. As they become more confident, children have increased with steering, stopping and starting. Children negotiate obstacles with increased control and speed, both indoors and outdoors.

Second milestone: children sit on a trike with good balance and can negotiate space safely to scoot along.

As children become more confident at scooting, they will develop more control through steering, stopping, starting. They negotiate space safely. Children can negotiate staff made courses with increased speed and also when going slowly and will also negotiate the outside equipment with increased confidence.

Third milestone: Children steer and pedal their trike, picking up speed with increasing confidence and can stop with control.

Once children become confident at balancing, they scoot with increased confidence, keeping both feet off the floor. They will start to slow down using the rear brake (so they are balancing as they travel). This will be taught and promoted by staff. Once children become confident at moving on the scooters, and independently using a helmet, they are introduced to Balance Bikes and taught to use the handlebars to avoid obstacles and other children.

Fourth milestone: children are able to balance on a scooter with confidence and are able to negotiate space safely. They negotiate obstacles and are introduced to balance bikes, applying concepts safely.

Adults will slowly raise the seat to encourage balancing with both feet raised for extended periods of time/distances. They will successfully navigate courses either on a scooter or Balance Bike involving: weaving in, around, on top of obstacles. They use the handlebars and brakes to safely avoid obstacles and other children

Fifth milestone: children balance on a balance bike and are able to move energetically around the site with both feet along the ground. Children scoot energetically and know how to use a break safely.

Final milestone: Children safely ride a scooter and Balance Bike, balancing with both feet off the ground, with co-ordination by steering and being able to slow down using a brake. They can ride a Balance Bike safely along the pavement.



Our Curriculum Goals

5. Care for ourselves, living things and our environment.

Supporting children's learning across all seven areas, particularly towards: ELG: The Natural World & Managing Self

Sticky Knowledge children will learn:

- ★ A life cycle is a series of events for living things
- ★ Frogs lay eggs (frogspawn), grow into tadpoles, froglets and then frogs.
- ★ Butterflies lay eggs, grow into caterpillars, make cocoon/chrysalis, emerge as a butterfly and lay eggs
- ★ Hens lay eggs. A cockerel is a male chicken. A hen is a female chicken. A chicken grows from an embryo inside the egg.
- ★ Living things need different amounts of air, water, food and shelter.
- ★ Plants grow from seeds and bulbs. Plants need water, food and sunlight to stay alive and grow.

First milestone: children identify their basic needs and apply this to looking after plants within our school. Children plant seeds and care for growing plants. They use their senses to explore the school environment and the natural world around them. Children respond to natural phenomena such as jumping in puddles, building a snowman or collecting conkers.

Second milestone: children name the wildlife we can see within our school garden. With adult support they make a bird feeder and choose an appropriate place to hang it in our school.

Third milestone: children begin to identify how to look after themselves and care for their friends. With adult support, children talk about what they see around them (seasonal changes).

Fourth milestone: children identify how to care for and look after themselves, their families and their friends. Using modelled language, they talk about seasonal changes (autumn and winter). Children can name animals that live in and around our school both during the day and at night.

Fifth milestone: children observe an animal life cycle and take an active part in looking after them, naming the main stages of a life cycle. Children name common farm animals, pets and their young. Children plant seeds such as sunflowers, correctly naming parts of the plant. Children visit a farm and collect visual information (taking photos and recording videos) to create class books and leaflets about a range of animals.

Final milestone: Children compare and know similarities and differences between plants and animals found in their own environment and a contrasting environment (Africa/seaside) drawing on their own experiences and what has been read in class. They continue to learn the names of plants and animals around them e.g. garden plants and local trees, making observations and drawing pictures of plants and animals and experience growing and looking after plants (from seed to mature plant) and minibeasts. They name the four seasons and know some of the changes that happen to plants and animals in their locality as a result of the seasons. (reference to ELG The Natural World). Children competently manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG Managing Self).

How adults will support the children to know, remember and do more:

- ★ Provide first hand experiences for children to observe growing plants and looking after creatures
- ★ Show a range of photos and videos to show the lifecycle of plants
- ★ Provide visits to ponds/gardens/parks/local farms
- ★ Invite visitors to bring animals for the children to handle
- ★ Provide a rich diet of non-fiction texts and ID cards to name common birds, plants and animals within our school
- ★ Use Forest Schools activities/school field to plan and build bug hotels and hedgehog houses using natural resources

Children begin to think about the basic ways of how to look after themselves e.g. keep clean, drink, eat healthy foods e.g. fruit, exercise and manage their basic hygiene. They grow and care for plants within the setting and enjoy exploring outdoor area and local community. Children select suitable locations for bird feeders, thinking where a bird might live in our school garden. Children will learn about different feelings e.g. happy, sad, angry.

They manage their basic hygiene needs e.g. undressing, dressing. Children are able to say what someone needs (a friend, a baby sibling or a grandparent needs to stay happy and healthy). With planned opportunities, children describe what they see outside and begin to name seasons, talking about changes around them.

Children will begin to make healthy choices e.g. wash hands after using the toilet, have a drink when they are thirsty, eat a range of foods, talk about what exercise they like to do. They name different feelings e.g. happy, sad, angry and be able to share how they are feeling with an adult or by moving their mini-me on the emotional check in table. Children identify animals within the school grounds and local area, learning about their habitats.

Children identify animals that live on a farm and learn how to handle and look after animals with care. They name animals found in different habitats e.g. farm animals/pets and know the name of their young.



Our Curriculum Goals

6. Create a gallery of artwork

Supporting children's learning across all seven areas, particularly towards: ELG: Listening, Attention and Understanding, fine motor skills and PSED managing self

Sticky Knowledge children will learn:

- ★ The primary colours are red, yellow and blue, and they can be mixed together to create new colours.
- ★ A self portrait is a painting of ourselves.
- ★ Observational drawings/paintings are created from what we can see.
- ★ Junk modelling and creations made from clay are types of sculptures.
- ★ Tools have a set function and purpose, such as a needle to sew
- ★ Tools need to be held correctly and used safely to keep us from harm

First milestone: children will explore a range of different art materials freely to create pieces of artwork to add to their learning journey. They develop upper body strength by hanging, climbing, brushing, painting and rolling large objects (e.g. tyres).

Second milestone: children's experiences widen in exploring colour, brush types/sizes and scale. They work collaboratively to create a shared piece of art on a large scale. Children continue to develop their upper body strength by climbing, pushing and hanging. Children weave ribbons in and out of a large frame outdoors with adult support.

Third milestone: children create a self-portrait, holding pens, pencils and paintbrush with a quadruped or tripod grip. Children are able to form recognisable letters to form their name, with some adult support. Children use upper body strength to begin to travel on the monkey bars.

Fourth milestone: children will create paintings, artwork and junk modelled creations. They will use a growing range of tools, materials and techniques. Children 'sign' their creations, forming a growing number of letters correctly. They are able to talk about their work to an adult/small group. Children begin to use a range of materials to weave on a smaller scale.

Fifth milestone: children will continue to create paintings, artwork and junk modelled creations using materials, tools and techniques (simple joining and decorating techniques) showing skill and perseverance. They are able to talk about their work to an adult/small group, commenting on the process. Children are able to thread a needle through aida/binka cloth using coloured thread, thinking about the size of the material they need as part of the design, cutting it independently. Children think about how their design will fit into a space.

Final milestone: children independently create pieces of art work and 3D creations (experimenting with colour, design, texture, form and function). They select and safely use the appropriate tools, materials and techniques. They are able to share their creations, explaining the process they have used. They begin use their creations in their play, and enjoy testing and improving their models and artwork, listening and responding to the thoughts of others. Using a range of joining techniques such as split pins, tabs, hinges. Children design and plan to make a teddy (begin to show accuracy and care when drawing. They independently trace their outline (of either a teddy bear, gingerbread man or doll) onto their desired piece of card and correctly use scissors to accurately cut out their outline. They add details such as eyes, a nose and mouth (use a range of small tools including scissors). They independently thread their needle and use a running stitch to stitch around their laminated design and discuss how they could make it even better. Children enjoy using their teddies/dolls or gingerbread men during their play.

How adults will support the children to know, remember and do more:

- ★ Model and demonstrate colour mixing
- ★ Provide examples and photos for children to refer to when creating artwork independently
- ★ Ensure resources are readily available, providing children with opportunities to practice key skills independently (e.g. weaving, mixing, joining skills)
- ★ Model step by step the skills needed to achieve a desired outcome within each milestone

Initially, children will require encouragement and direction to access the art areas. The support is gradually reduced based on children's needs. Children will then begin to access resources independently, selecting materials and tools they need to fulfil their chosen design idea. Children experience a range of colour mixing opportunities using different materials to paint with and develop their fine motor skills. Children will develop their gross motor skills through a wide range of experiences outside (raking leaves, using sweeping brushes, large paintbrushes and rollers) to develop vertical and horizontal to and fro movements. They have opportunities to weave and thread, such as on large frames and using threading beads.

Children will explore a range of materials and media to create a self-portrait and other pieces of artwork. They will continue to experience mixing and combining different media and materials (e.g. paint). They will further develop their arm and shoulder strength using the large outdoor equipment and will use adapted scissors to cut materials.

Children will continue to explore a growing range of materials and media e.g. powder paint, water colours, pencils, clay, collage materials. Children will explore mixing colours and be able to talk about the new colours they have created. They use adapted scissors/scissors, whole punches and sellotape dispensers safely and appropriately. Children will have opportunities to thread and weave.

Children will continue to learn to use new techniques, tools and media safely. They will explore making secondary colours and be able to talk about how to make a secondary colour and lighter/darker shades of colour. They work independently and collaboratively to select the most appropriate media and tools to create their master piece. Children share their creations with adults/peers, starting to explain the process they used to achieve the final outcome. They use scissors to cut confidently and with accuracy.



Our Curriculum Goals

7. Perform a song and a dance

Supporting children's learning across all seven areas, particularly towards: ELG: Speaking & Being Imaginative and Expressive

Sticky Knowledge children will learn:

- ★ Music has a regular beat and this is the pulse.
- ★ Our bodies, objects and instruments can be used to make sounds, and the sounds can be varied – fast/slow, loud/quiet.
- ★ 4-6 songs and poems that they can recite.
- ★ Poems have repeated phrases that we hear again and again.
- ★ The names of familiar percussion instruments and non-percussion instruments.

First milestone: children respond by moving their whole bodies to sounds they enjoy e.g. music or a regular beat. As children join in with repeated experiences they grow in confidence and begin to join in with repeated words and actions in poems and songs, such as, "if you're happy and you know it".

Second milestone: children build a repertoire of familiar poems, songs and rhymes, and perform in a large group with an adult lead. Children explore a wide range of music from different cultural backgrounds and can describe the sudden changes they hear (loud, quiet, slow, fast).

Third milestone: children learn some simple songs and nursery rhymes with actions as a group. They move their bodies with increasing control to a rhythm/beat. As children grow in confidence they express themselves in different ways, performing songs and actions to an audience (e.g. perform in their nativity).

Fourth milestone: children take part in additional singing and music sessions as a class. They show an awareness of beat and pulse, and are beginning to identify instruments within a piece of music. Children sing and perform as a class, in a group and individually, in front of peers and teachers.

Fifth milestone: children enjoy listening to a range of culturally diverse pieces of music. With support they are able to comment on the music (pitch, tempo and their feelings towards the music). Children suggest actions and movements to fit with a range of pieces of music. Children sing a range of well-known nursery rhymes and songs (increasingly matching the pitch and following the melody). They improvise a song.

Final milestone: Children confidently sing and perform a range of songs, poems and rhymes with others. Children create a piece of music individually or in a small group. They create their own dance moves, moving in time with the pulse of the music when appropriate. They begin to physically respond to changes in the music, e.g. jump in response to loud/sudden changes in the music (ELG EAD).

How adults will support the children to know, remember and do more:

- ★ Instruments are accessible for all children to explore during continuous provision
- ★ Daily planning identifies key songs, focusing on repetition and rhyme
- ★ Model the correct way to play a range of percussion and non-percussion instruments
- ★ Music is specifically selected to enable children to hear a pulse and a beat
- ★ Provide opportunities to listen to contrasting music (fast/slow, loud/quiet)
- ★ Planned visitors, visits and opportunities for the children to watch and participate in performances

Children develop their spatial awareness and enjoy listening to music, listening, responding and joining in. They begin to show more confidence at exploring different ways of moving their bodies, following an adults lead. Children will be taught how to use simple percussion instruments in response to music. They will learn how to start and stop, play fast and slow, loud and soft.

Children initially are provided with additional time to hear and complete rhymes. At the same time they develop their confidence to perform in front of a larger group. They develop their spatial awareness and enjoy listening and responding to music. Children begin to put actions and movements to music with direction from an adult, and perform as a group or whole class.

As children's interest and understanding of music develops, they begin to move rhythmically and in response to the music they hear. Children play a range of instruments by shaking, scraping, rattling, tapping. They can use props such as ribbons or pom poms to create different actions or create their own.

As children become more confident in themselves and the space, they can create and perform simple dance routines with some adult support, in front of a small group, selecting suitable percussion instruments.



Our Curriculum Goals

8. Read a range of books and add them to our recommended reads

Supporting children's learning across all seven areas, particularly towards: ELG: Speaking, Comprehension, Word Reading and UTW (past and present)

Sticky Knowledge children will learn:

- ★ Books have a front and a back cover.
- ★ You must hold the book the correct way up.
- ★ You turn the pages one at a time.
- ★ Books are written by an author. The person who draws the pictures is the illustrator.
- ★ The name of the book is called a title.
- ★ Stories have a beginning, middle and end.
- ★ Some books tell us stories (these are called fiction books).
- ★ Some books tell us about things: people, animals, places, transport, how to do things (these are called non-fiction books).

First milestone: children enjoy looking at books independently. They know the front and the back of the book and are able to turn the pages one at a time. They listen to stories in a group.

Second milestone: children are able to retell a well-known story, identifying and talking about the main characters and key events. They listen and respond to a story in a group. Children listen to an increasing range of stories and select a book they enjoy. Using high quality texts, children engage in extended conversations and learn a range of new vocabulary.

Third milestone: children listen to a range of stories and take part in retelling familiar stories as a whole class or in a group. Children visit the school's library every week and enjoy self-selecting a book that interests them. Children take part in voting for a class story every day.

Fourth milestone: children create their own narratives and stories using the small world equipment. Children choose books to read as a class, group and individually. With adult support they choose a variety of books including poems, stories, rhymes and non-fiction texts. With adult support children are increasingly able to articulate a reason for their choice.

Fifth milestone: children share their recommended reads with others and read a range of books that have been recommended to them. They speak in full sentences, explaining their favourite parts of stories with references to characters and story settings. Children continue to learn and use a range of new vocabulary. With adult support children write book recommendations to add to our 'recommended reads'.

Final milestone: children create a mini library, self selecting their favourite 5 books, including some that they are able to read and retell independently. They use their phonic knowledge to read words and sentences that are consistent with their phonic knowledge. Children are able to explain why they enjoy a particular book, poem or non-fiction book using full sentences. They are able to retell a story and talk about a non-fiction book or poem to a friend or adult. The retelling will include recently introduced vocabulary.

How adults will support the children to know, remember and do more:

- ★ Staff model, teach and assess key vocabulary, using the vocabulary progression document
- ★ Plan regular visits from an author and/or storyteller to tell stories
- ★ Planned daily story sessions and guided reading sessions
- ★ Planned visits to the school and/or local library
- ★ Core books are shared regularly and are available within the provision for children to access
- ★ Key books are displayed in the small world area, with opportunities for children to order and retell
- ★ Images, props and resources are readily available for children to access independently

Children will experience daily planned storytelling sessions. Core books and classic tales/familiar traditional tales are used to support children's book handling and narrative skills. Books with predictable and patterned language are deliberately planned to support children's listening, attention and language development. As children become more confident at retelling/talking about stories that are familiar to them, adults will introduce less well known texts to extend children's comprehension of story structure.

Children enjoy reading and looking at story books throughout their day at school. They use story spoons, finger puppets and other small world resources to re-tell familiar stories and traditional tales. They begin to come up with their own stories and narratives, and become familiar with the way stories are structured. They vote for their choice of book daily using the class voting station. Children take home a sharing book and a Little Wandle reading scheme book matched to their phonics level.

Children explain their reasons for their book choices (using a full sentence to explain their reasoning) and children will reflect upon whether their original selection was enjoyable. They provide reasons, in full sentences, with reference to the books they have chosen. Adults scribe children's book reviews and add them to the 'recommend reads' display.

Children will create their 'top 5' favourite books and explain their choices and to a group. They enjoy finding and reading new books that have been recommended by others. Children will make choices for which books should be part of the daily class book vote based on their own recommendations. They begin to write book reviews for the books in their 'library', thinking carefully about their favourite parts of each story.



Our Curriculum Goals

9. Write a letter and post it

Supporting children's learning across all seven areas, particularly towards: *ELG: Communication & Language (speaking) and Writing*

Sticky Knowledge children will learn:

- ★ We have a left and a right hand. One may be stronger than the other.
- ★ We read and write text from left to write.
- ★ Signs, symbols, marks and letters carry meaning.
- ★ We write for a range of purposes to communicate with others.

First milestone: children speak in simple phrases of 4 to 6 words. They use one handed tools and equipment and begin to show a preference for a dominant hand.

Second milestone: Children use large shoulder and muscle movements to wave flags and streamers, paint and make marks. They orally compose a simple sentence and use talk to organise themselves and their play, such as "let's go on a bus" and "you sit there". Children use a comfortable grip with good control when holding pens, pencils and other fine motor tools (such as paintbrushes).

Third milestone: children attempt to write some letters in their name. They make an increasing number of small controlled movements to form clearly identifiable letters. Children hold their pen or pencil with a comfortable grip and begin to write a word from memory.

Fourth milestone: children confidently write their name. They are able to retell a familiar story using some story language. With daily, deliberate practice children consistently form recognisable letters following the writing framework. They use a tripod grip for the majority of the time regardless of the tool being used. Children can identify and hear initial, medial and final sounds in words and are beginning to write words containing phase two and three sounds.

Fifth milestone: Children retell a story with repeating phrases, using some of their own words. Children confidently hold all tools and pencils using a tripod grip. They form letters, most of which are formed correctly, independently when writing and mark making. They hear and write initial, medial and final sounds using a range a phase two and three words. Children write a simple sentence from memory, beginning to show an awareness of how to use a capital letter and a full stop.

Final milestone: Children write confidently and independently for a range of purposes, writing recognisable letters, most of which are formed correctly. They are able to spell words by identifying the sounds in them and representing the sounds with a letter or letters. Children write and post a letter in response to an event or key text using simple phrases and sentences that can be read by others

How adults will support the children to know, remember and do more:

- ★ Daily phonics and writing sessions to practice hearing and writing sounds, words, lists, captions and sentences.
- ★ Dictation activities during writing inputs
- ★ Daily mark making opportunities and fine motor activities within continuous provision
- ★ Daily modelling of writing from adults
- ★ Talking, storytelling, role play and small world activities to develop language skills

Children will have opportunities to mark make and strengthen fine motor movements using malleable materials. Children will strengthen their fine and gross motor movements by catching, throwing, threading, weaving, building and constructing. Fine motor activities support this with finger rhymes, finger/digit isolation activities, dough disco, threading and pincer grasp activities, to improve whole hand strength and finger isolation. As children become more confident with mark making, they begin to talk about what they have drawn. E.g. "that is my name", "that is my mummy" or "it's a dinosaur".

As children's mark making further develops adults support the acquisition of effective pencil grip. Through daily and deliberate practice children will write their name by: tracing, copying and writing independently. Children will begin to form the letters in their name with increasing accuracy. Children are taught how to correctly form letters using the Little Wandle mnemonics and formation phrases. Some children will begin to write other familiar words, able to hear the initial and final sounds in words.

Children accurately speak in full sentences. They use taught language (from the texts which have been shared). Children start to segment the sounds to spell CVC words using their knowledge of phonics. They use language from the texts which have been shared and start to decode the words (sounding out each part) before attempting to spell them using their knowledge of phonics. Fine motor strengthening activities continue to support pupils with weaker pencil grips.

Children will begin to write other familiar words, hearing and writing initial, medial and final sounds. With growing independence, children write for a range of different purposes, such as lists, greetings cards, tickets, menus and invitations. They speak with increased accuracy when using the past and future tense. Children consolidate their letter formation of lower-case letters, and write their name independently using the correctly formed lower case letters with a capital at the beginning.



Our Curriculum Goals

10. Play a number game

Supporting children's learning across all seven areas, particularly towards: *ELG: Number & Numerical Patterns*

Sticky Knowledge children will learn:

- ★ Anything can be counted, including objects, actions and sounds.
- ★ A number represents a quantity.
- ★ The last number in a count represents the total number of objects.
- ★ To subitise (fast recognition).
- ★ Numbers can be seen in everyday objects
- ★ To form numbers 0-9 correctly.
- ★ To understand the relationship between numbers, and to recall number bonds to 5 and 10.

First milestone: children can give up to 3 objects when asked and recognise some numbers of personal significance. They enjoy singing a range of number songs as part of a group. Children count in the environment and with adult support they say numbers in the correct order. Children enjoy solving a range of puzzles and jigsaws with some adult support.

Second milestone: children have fast recognition of up to 3 objects (subitising). They count with accuracy (1:1 correspondence) when counting a small number of objects (up to 4). Children are able to recite beyond 5, using songs and rhymes to help them say numbers in the correct order. Children are beginning to represent some numbers using their fingers. They solve real world problems, such as 'is there enough snack for everyone to have one more?'

Third milestone: children orally recite numbers beyond 5. They are able to accurately count up to 5 objects, saying one number for each item in order 1,2,3,4,5. They show 'finger numbers' up to 5 (finger Gnosis). They recognise and order numerals up to 5 and match the numeral with the right number of objects. Children are increasingly able to subitise small groups of numbers.

Fourth milestone: Children orally recite numbers to 10 and beyond and are able to count backwards from 10 to 0. They count up to 10 objects, actions and sounds and can compare two sets to say which is 'more', 'less' or 'equal'. They recognise and order numerals up to 10 and match the numeral with the right number of objects (it's cardinal number value). They are able to find a number one more or one less (using numbers up to 5). Children continue to subitise numbers.

Fifth milestone: Children confidently subitise (up to 5). With support, children explore the composition of numbers to 10. They are able to recall addition number bonds 0-5 (with the support of equipment). They begin to recall some subtraction number bonds 0-5 (with the support of equipment). They show 'finger numbers' up to 10 (finger Gnosis) to support partitioning in year 1.

Final milestone: Children play number games that involve the skill of subitising (up to 6), recall of number bonds up to 5 (including subtraction facts) and some recall of number bonds to 10. Children can count beyond 20 including crossing boundaries 19/20 etc. They play games that require knowledge of numerical patterns within 10 (recalling odd and even numbers, double facts and halves of even numbers). Children design and make a game that incorporates one or more of the above concepts and teach a peer to play their game.

How adults will support the children to know, remember and do more:

- ★ Model counting and language
- ★ Numbers displayed within the environment
- ★ Daily maths sessions, reinforcing, revisiting, reviewing and extending mathematical knowledge
- ★ Sing number rhymes
- ★ Provide opportunities within continuous provision and role play areas for children to explore numbers, e.g. telephones, calendars, diaries, calculators, clocks, money, tape measures, tills

Through continuous provision, children will play games, sing songs and solve puzzles/problems. Children are beginning to make comparisons between quantities using language such as more, lots and most. Adults use vocabulary to reinforce the passing of time, such as now, next, later, after and before. Children will participate in number rhymes and begin to recognise that anything can be counted, such as steps, jumps claps and their fingers. Children begin to identify numbers around the setting, particularly those that are significant to them. Adults model counting behavior through routines and continuous provision.

Children will have opportunities to revisit and build on their learning in our indoor and outdoor continuous provision – initially adult modelled/led when appropriate.

Using 'Power Maths' as our core scheme, children will be given short daily lessons that teach key number concepts, building on and revisit prior learning. Daily opportunities will be provided to orally rehearse, review/revisit concepts, learn new concepts and apply learning in different ways. Children will form recognizable numbers for 0, 1 and 4. With support, children will form the numbers 2, 3 and 5, which is reinforced through key phrases.

Children continue to revisit and build on their learning in our indoor and outdoor continuous provision and will build on opportunities for both planned and child led learning. Children experience and explore each number to 10, represented in different forms. They will begin to identify numbers represented in standard (e.g. 5 dots on a dice) and non-standard ways. Children can recall numbers bonds to 5 and are beginning to identify number bonds to 10.

Children are encouraged to make choices about what they want to use to represent their maths and to solve problems, including playing games. They build on opportunities for both planned and child led learning. Children make clearly recognizable attempts at forming numbers 0-9 independently.