

Rainow Primary School

Caring, Learning, Achieving.

EYFS Policy

Member of staff responsible:

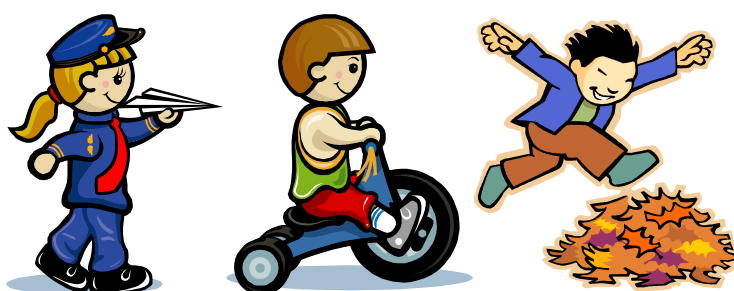
Nicola Daley

Date approved by the governors:

Autumn 2025

Date to be reviewed:

Autumn 2028



“Every child deserves the best possible start in and the support that enables them to fulfil their potential.”

(EYFS Framework, 2025)

“Research is clear that high-quality [early education](#) establishes the foundations for later success, including academic achievement, good health and well-being.”

(Strong Foundations in the First Years of School, OFSTED 2024)

Aims

This policy aims to ensure:

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

Legislation

This policy is based on requirements set out in the [EYFS Framework 2025](#)

The Curriculum (Please see appendix A for the Rainow School EYFS Curriculum.)

“Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. It is therefore unique to Rainow Primary school”. Rainow EYFS Curriculum 2022 (Appendix A)

The Rainow EYFS curriculum has been amended in accordance with the latest version of the [EYFS Statutory Framework 2025](#). The EYFS framework includes seven areas of learning and development that are important and interconnected:

- **Communication and language.**
- **Personal, social and emotional development.**
- **Physical development.**
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

However, the first three areas in the list above, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive:

We have developed the curriculum giving **communication and language** skills a high priority. This is in line with Development Matters 2020: ***“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.”***

A high priority is also given to the teaching of **reading**. We aim to teach children to read and develop a love of books as soon as they arrive at Rainow School, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to **phonics** teaching based on the Bug Club Phonics scheme. Please see the [Rainow School Phonics Policy](#).

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. We teach the children the Rainow School

Learning Values based on our Learning Value animals: Oakley the reflective owl, Bramble the determined badger, Speedwell the resourceful squirrel, Rowan the ready-to-Learn raven, Fern the curious and inquisitive fox, and the busy team-playing bees. We introduce the animals as part of our autumn Woodland / Percy the Park Keeper Topic at the beginning of the year. These values underpin our whole curriculum and teaching style throughout the Reception year. These values then follow on throughout the school.

The Rainow Curriculum is based around cross-curricular topics. Each topic is included in the curriculum for specific reasons, and we want to ensure that all children leave the Reception Year ready to start the Rainow KS1 curriculum. The topics do not last a specific amount of time but are based on the children's learning at the time, and so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

Teaching and Learning

We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. These are:

Playing and exploring – children investigate and experience things, and ‘have a go’.

Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achieving.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Rainow curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage (*see Appendix B*). We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. Where possible, activities are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Assessment

During the first term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline (RBA) and through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, to adjust the teaching programme for individual children and groups of children. We record each child's level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July.

Children will be judged at either an emerging level or an expected level in each Early Learning Goal. The exceeding level no longer applies. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

We record each child's level of development throughout the year. At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report at the beginning of July that offers detailed comments on each child's progress across all areas of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

Inclusion

All children will receive quality first teaching daily, and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and, where needed, in liaison with the Special Needs Co-ordinator. The class teacher is also the SENDCo, and this ensures children with special educational needs are identified as early as possible.

Safeguarding and welfare procedures

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits, and to help them understand why such rules exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our suite of safeguarding policies which have been written in accordance with the latest '**Keeping Children Safe in Education 2025**' and the local Cheshire East Safeguarding Board. Please also refer to the specific **EYFS (Reception Class) Safeguarding, Welfare, and Health & Safety Policy 2025**.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children, we provide the universal infant free school meal, and the menu is regularly monitored with the chef. We cater for those children who have special dietary

requirements and have robust systems in place, ensuring that all children receive the correct meal.

Fresh water is readily available for all children, and we encourage children to bring in cups so that they can help themselves to water at any time.

All staff in the setting has a recognised paediatric first aid qualification in line with the EYFS framework 2025.

Staffing and Structure of the EYFS

The EYFS at Rainow consists of one Reception Class. The class is taught by a full-time qualified teacher and supported by an experienced EYFS teaching assistant.

Specialist teachers are brought in for some PE lessons. These include Rugby Tots and street dance coaches.

Children can arrive at the classroom at 8:45 a.m. every morning, and children are picked up at 3.10pm.

The children have a morning break with the other KS1 children and join the whole school for lunchtime. The class also take part in whole-school assemblies and other whole-school events.

Extra teaching assistants are employed for children who have an Education Health and Care Plan where appropriate.

Parental Involvement

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

- ✓ Contacting parents/carers before their child starts school at our parent walkabouts, induction sessions and nursery visits, and providing them with a detailed welcome pack.
- ✓ Inviting parents/carers and children to attend an induction evening prior to the children starting.
- ✓ Inviting parents/carers to 'stay and play' with their children during the first week of school (longer if required).
- ✓ Inviting parents to phonic and reading workshops/lesson observations to see how their children will begin learning and how they can support them.
- ✓ Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Written contact through reading records and weekly newsletters.
- ✓ Sharing photos, updates and 'wow moments' on Tapestry (our online communication and home learning platform).
- ✓ Offering two, parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.

- ✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.
- ✓ Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.
- ✓ Inviting parents/carers to a range of activities throughout the school year such as special events, workshops, Christmas productions and Sports Day etc.
- ✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers.

Transition

Starting school can be a difficult time for young children. Therefore, we plan this time carefully to support children with the transition and to ensure it is as smooth as possible and that they settle into their new class quickly and happily.

We have a tried and tested induction programme which includes:

- An induction evening in June/July for parents so that teachers can get to know parents/carers and ask about individual children. The teacher gives parents information such as the ethos of the school, vision and values and more practical information about equipment and uniform needed.
- Stay and plays at the start of term so that the children can get to know the teachers and school staff with their parent present.
- A gradual introduction to the school day. Children begin school by attending for a week of mornings, followed by a week of mornings and lunchtimes. They follow a full timetable by week 3. This introduces the children to their new routines gradually and enables them to be less overwhelmed.

When children transition into year 1 the teacher will spend time with the year 1 teacher to pass them the relevant welfare, academic and general information about all the children leaving the EYFS. The Year 1 teacher teaches the Reception children once a week in the last half of the summer term so the children can start to get to know them. One of these sessions is done in the year 1 classroom so that the children see their new classroom before the summer holidays.

Monitoring arrangements

This policy will be reviewed and approved by the Early Years lead teacher every 3 years. At each review, the policy will be shared with the governing board. The Early Years governor will liaise with the EYFS lead teacher annually to discuss the EYFS Action Plan and relevant Strategic School Development Plan (SSDP) sections.

The EYFS Reception Year Curriculum at Rainow Primary School

School Motto:

‘Caring, Learning, Achieving’

School Vision:

Growing a community of life-long learners

*who will **care** for each other,*

*who will work hard to **learn** new things every day,*

*and who will **achieve** more than they thought possible.*

INTRODUCTION / AIMS

Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. It is therefore unique to Rainow Primary school. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the Rainow KS1 curriculum. Each topic does not last a specific amount of time but is based on the children’s learning at the time, and so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

This ambitious Early Year’s curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Personal Social and Emotional Development

We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. We teach the children the Rainow School Learning Values based on our Learning Value animals: Oakley the reflective owl, Bramble the determined badger, Speedwell the resourceful squirrel, Rowan the ready-to-Learn raven, Fern the inquisitive fox, and the busy team-playing bees. We introduce the animals as part of our autumn Woodland / Percy the Park Keeper Topic at the beginning of the year. These values underpin our whole curriculum and teaching style throughout the Reception year. These values then follow on throughout the school.

Each week, a P4C trained teacher delivers a philosophy session to the children. P4C gives the children further opportunities to explore ideas and to practise articulating their own feelings and beliefs.



The Rainow Learning Values

Physical Development

Our stunning outdoor environment and expansive grounds enables us to make the most of the outdoors and we encourage children to play outside as much as possible. Our intention is that children learn how to take measured risks and they are given access to our whole playground and woodland play park. We encourage children to learn about nature and look after their environment through regular welly walks in our three acres of deciduous woodland. There is a well-established and comprehensive PE curriculum, which includes Rugby Tots (qualified coach), Dance (qualified coach), Gymnastics and Invasion Games. Children are taught about the importance of regular exercise and healthy eating, and are encouraged to join in with whole-school sports initiatives such as intra-school competitions, and Wake up Shake up every Friday morning.

Communication and Language

Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor garden area to reflect the topic learnt. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and story-making tables to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills.



Reading and Phonics

We aim to teach children to read and develop a love of books as soon as they arrive at Rainow School, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching based on the Bug Club Phonics scheme. Phonics lessons are taught daily for twenty-five minutes. In addition to daily phonics, children take part in guided reading twice a week, either in small

groups or individually. They read four reading books per week based on the phonics phase being taught. A short phonics task and reading book is taken home every day. Children are also encouraged to take home age-appropriate picture books from the class library and books in the library are changed each half-term to reflect the different seasons, topics taught and children's interests. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area. Children who need extra help with phonics are targeted in the provision by key members of staff. Each morning, a phonics activity is set up in continuous provision with individual children's next steps in mind. Those children who need extra teaching are encouraged to the activity with a member of staff who facilitates a short teaching session each day and receive an extra phonics or reading session daily from term 2 onwards. Precision teaching is used for children who struggle to retain their knowledge of the sounds taught.

Writing

We introduce writing straight away, and teach handwriting alongside the bug club curriculum. Each child has a handwriting book where they are taught a pre-cursive style. Children are then taught to join letters as digraphs are introduced in phonics lessons. Guided writing activities are also taught in groups. These include writing topic words, lists, captions and short narratives. Guided writing activities are based on the topic being taught and the class book is often used as a basis for writing. Children are also encouraged to write in the provision in the role-play area, writing area, maths area, library and outdoors. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in their guided writing sessions.

Mathematics

Children are taught maths through guided group work and whole-class activities. We also use maths enhancement activities in the different areas in the classroom, including the outdoors. The main aim of the maths curriculum is to teach children to

be able to subitise numbers to ten automatically as soon as possible. We begin by concentrating on one number a week in the first term, with the aim that children have a better understanding of one digit numbers before they move on to place value, calculation and arithmetic later in the year. Children also learn shape, space and measure skills and knowledge through guided work and as activities in the enhanced provision. The first term's Mr Men topic introduces all the basic shapes and we feel introduces mathematical concepts to the children from the very start of their learning with us. Children who need extra help with mathematics are targeted in the provision by key members of staff. Each morning a maths activity is set up in continuous provision with certain children's next steps in mind. Those children who need extra teaching are encouraged to the activity with a member of staff who facilitates a short teaching session each day (three days a week).

We work hard to ensure the children are ready for the National Curriculum by the end of the Reception year. Currently, we are developing *Rainow Fundamentals* in maths for Reception so that, in addition to the EYFS expectation, there is an agreed essential set of skills and knowledge that the vast majority of children will leave the Reception class with. Rainow Fundamentals are already an embedded feature of maths teaching and learning from year one to year six.

Knowledge and Understanding of the World

We strive to give children knowledge about the world around them in Rainow and the rest of the world. Science is taught through most of our topics. For example, we observe ice in our Antarctica topic and investigate how ice melts and forms through real hands-on experiences. We are extremely fortunate to have many nature trails at our school. Staff are very knowledgeable about local wildlife and plant species, and endeavour to pass this knowledge on to children at every opportunity. We also have our own pond for pond dipping throughout spring and summer. Our Life Cycle topic links particularly well to our nature walks, and we always have frogspawn hatching in our classroom so that children are encouraged to see nature changing over time.

Geography is taught, including maps and countries of the world, through our Celebrations and Wider World topics. We take a trip every year to Manchester to look at a contrasting city environment, which is very different to life at our school.

Similarly, we introduce the children to history learning through our Transport and Cities topic. For example, we look at old and new buildings and how buildings have changed over time. We teach RE throughout the year based on celebrations including, The Diwali story, The Christmas story and the Easter Story so that children are introduced to different belief systems.

Expressive Arts and Design

There is a rich tradition at Rainow of music, dance and drama. We want children to sing songs, make music, dance and perform. We have regular music and dance lessons taught by teachers with a special interest in music and a qualified dance coach. Children are given time to play imaginative games and make up stories, songs and dances.

In art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We study artists and experience workshops by real artists. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the staff. We endeavour that children leave Reception with good art skills, as well as encouraging them to use their own ideas and techniques in their art and design work.

Autumn

This is a brief synopsis of topics covered and should be used in conjunction with EYFS outcomes, EYFS 2021 and all medium term topic plans.

TOPIC And Vocab	Mr Men Feelings, happy, sad, worried, kind bossy, helpful, miserable shapes – circle, square, triangle, rectangle, semicircle,	Percy the Park Keeper and Autumn in the Woods Key vocab – Autumn, weather, leaves, trunk, branch, tree names, natural features in the woods including river, pond, tree species including oak, sycamore, beech, squirrel, birds and woodland animals. School Learning values.	Celebrations celebration, Diwali, Christmas, bonfire night, Halloween, autumn, pumpkins, Christmas trees, past, long ago, different, beliefs, Hindu, Christian, country., God, Gods, Jesus, worship, church,
Key texts	Mr Men Books, Starting School Stories including Topsy and Tim, Bug School, etc.	Percy, The Park Keeper – After the Storm, The Treasure Hunt etc. – Nick Butterworth. Ferdie and the Falling Leaves The Prickly Hedgehog. Life Cycle of an Oak Tree.	Diwali and Bonfire Night - (nonfiction) Rama and Sita The Christmas story – Jane Wray Range of Christmas Stories.
Outdoor Learning – Welly Walks	Putting on Our Wellies. Introduction to the School grounds Blackberry Picking Being kind to the Environment.	All about the Oak Tree Mini Dens for Woodland Creatures. Leaf art. Outdoor maths – counting leaves and seeds / leaf patterns. Autumn scavenger hunts.	Evergreen Plants- Holly and Ivy The weather in winter Bark rubbing. Winter scavenger Hunts.
Events and Themed weeks / days	Harvest	Woodland Wellbeing week	Bonfire Night, Remembrance Day, Children in Need, Nativity Play
Role Play Areas	House Mr Birthday's House	Percy the Park Keepers Hut Outside	Father Christmas' House
Mathematics	Numbers 1 – 10 including subitising numbers / number bonds. Days of the Week, 2dshapes, Seasons of the year, 3Dshapes, Counting forwards and backwards to 20.		

Phonics and Reading	Introduce Phase 2 sounds: satpindogmnckeurhbfl ff ll ss reading and writing cvc words. Tricky words: I the to go no		
Writing	Writing our name and individual letters, cvc words and start to write simple sentences. Writing a thankyou card for our Buddy. Writing Christmas cards. Write a speech bubble for Rama and Sita story. Retell Rama and Sita story. Writing Lists.		
PE	Introduction to games. (multi skills / following instructions simple physical games), Gymnastics, Rugby Tots		
Music	Singing songs for harvest and Christmas.		
Art and Design	Painting shapes / Mr Men Collage Drawing	Leaf art Painting Autumn leaves and Trees Colour mixing	Christmas Craft Painting people (Rama and Sita story)
Knowledge and Understanding of the World	Feelings Shapes in the environment.	Seasons Observing changes over time. The Local environment. Woodland	Learning about our own and other cultures.
RE			The Christmas Story Diwali
P4C	Introduction to P4C including turn taking, listening games, speech games. How to be a good listener. Mr Happy and Mr Men Feelings	Recognising and Expressing Feelings. Describing Our self What is acceptable behaviour?	Anti - bullying The real meaning of Christmas.

Spring

This is a brief synopsis of topics covered and should be used in conjunction with EYFS outcomes, EYFS 2021 and all medium term topic plans.

TOPIC And vocab	Arctic and Antarctic Winter, snow, ice, North Pole, Arctic, South Pole, Antarctic, Ocean, Continent, country, iceberg, penguin, blubber, whale, seal, polar bear, melt, sea, map, earth, world, mammal, fish, travel, climate, weather, explorer, Inuit, England, country, mountain, sea ice, tundra, rock, ice breaker,	Stories, Fairy Tales and Castles old, new, long ago, past, castle, knight, princess, turrets, stone, King Queen, armour, shield, servant, feelings including, happy, sad, jealous	EASTER celebration, God, Jesus, worship, church, death, life, beliefs, Spring, life cycles, birth, male, female, tadpole, frog, chicken, chick, cow calf, duck, duckling, change, seeds, plant, flower, daffodil, tulip,
Key texts	Lost and Found The Snail and The Whale Non – fiction texts on Cold Places	Range of Fairy Tales Frozen	The Easter Story (Brian Wildsmith)
Outdoor Learning – Welly Walks	Weather and Seasons Winter woodland. Winter Plants	Winter in the Woods Snow / Ice	Spring Scavenger Hunts Seasons Signs of Spring – Tad
Events and Themed weeks / days	Theatre Trip	STEM WEEK, WORLD BOOK DAY	Easter Assembly and Easter songs.
Role Play Areas	Base Camp Antarctica	Castle	Easter Bunny House.
Mathematics	Numbers 1 – 10 including subitising numbers / number bonds. Days of the Week, 2D shapes, Seasons of the year, 3D shapes, Counting forwards and backwards to 20 and beyond. One More and One less for numbers to 20. Calculation including addition and subtraction of one digit numbers. Doubling numbers and number bonds.		

Phonics and Reading	Introduce Phase 3 sounds: jvyxz zz ch sh th ai ee igh oa oo ar oi ow reading and writing cvvc words. Tricky words: phase 2		
Writing	Sentence writing, speech bubbles, writing short narratives, writing captions for non-fiction		
PE	Gymnastics, dance, Throwing catching and kicking.		
Music	Singing songs for Easter. Percussion Instruments, sound scapes.		
Art and Design	Mixed media – paint and collage Baking cakes for Reception Cake Sale.	Painting portraits. Oil pastels Building Castles – joining materials.	Easter Crafts
Knowledge and Understanding of the World	Materials: Ice Melting / Freezing and change of state. Learning about the world and the North and South Pole. World Maps and Our Planet. Comparing Cold places with our own country.	Seasons Observing changes over time. Learning about Castles and What it was like to Live in a Castle.	Life Cycles Pond Creatures Baby Animals Easter Celebrations Easter Baking and chocolate melting.
RE			The Easter Story and Why we celebrate Easter.
P4C	Exploring Difference What Makes us Happy Expressing our Opinions	Recognising and Expressing Feelings	

Summer

This is a brief synopsis of topics covered and should be used in conjunction with EYFS outcomes, EYFS 2021 and all medium term topic plans.

TOPIC AND VOCAB	Spring and Lifecycles life cycles, change, birth, male, female, tadpole, frog, chicken, chick, cow calf, duck, duckling, change, seeds, plant, flower, daffodil, tulip,	Cities and Transport Country, city, town, village, road, street, hotel, flats, apartments, sky scraper, building, bricks, stone plastic metal water air boat car bus tram helicopter aeroplane, hot air balloon, invention, inventor, steam, electricity, long ago, past
Key texts	Come on Daisy The Hungry Caterpillar Non Fiction Life Cycle books.	The Town Mouse and the Countryside. Mr Gumpy's Day Out and other books. Mrs Armitage Transport books.
Outdoor Learning – Welly Walks	Signs of Spring Planting Seeds Life cycle of trees. The Pond and Tadpoles Planting Vegetables.	Trip to Manchester Traffic Survey Outside School Summer scavenger hunts Fairy hunting.
Events and Themed weeks / days		Sports Day Trip to Manchester
Role Play Areas	Gardening and Growing outside	City train station and café.
Mathematics	Numbers 1 – 20 including subitising numbers / number bonds. Days of the Week, 2dshapes, Seasons of the year, 3Dshapes, Counting forwards and backwards to 100 and beyond. One More and One less of numbers to 20. Understanding place value in teen numbers. Calculation including addition and subtraction of one digit numbers. Doubling numbers. Halving numbers, odd and even numbers.	
Phonics and Reading	Revising Phase 3 sounds: jvyxz zz ch sh th ai ee igh oa oo ar oi ow reading and writing cvvc words. Tricky words: Phase 3 and 4 Phase 4 – consonant blends – ccvcc words.	
Writing	Writing sentences, non-chronological reports, story writing, poetry	
PE	Throwing catching and kicking games, Athletics, Cricket all Stars programme, rugby tots	
Music	Singing songs for our summer concert.	

Art and Design	Observational drawings of animals and plants.	Ephemeral Art and the Work of Andy Goldsworthy. Artist Study on Vallette and Lowry including workshop at the Manchester Art Gallery. Designing and making vehicles and boats.
Knowledge and Understanding of the World	Life Cycles of plants and animals Observing patterns and how things change. Understanding Weather and Seasons What do plants and animals need to survive?	Types of Transport Old and New Materials – metal, wood, plastic Materials used for buildings Comparing villages and cities. Looking at maps of Rainow and Manchester Understanding how people live in different places. Boats – Floating and Sinking.
RE		

Appendix B - 17 Early Learning Goals – EYFS

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

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.

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.

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.

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.

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.

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.