

Early Years Foundation Stage (EYFS) policy

Intent:

In EYFS at Cheddington School the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, independence, enthusiasm and confidence.

Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that the children's first experiences of school should be happy and positive, enabling them to develop a lifelong love of learning.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to Year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

They will develop personally, socially and emotionally, physically, in their communication and language, in their literacy and mathematics, in their understanding of the world around them and in their ability to express themselves creatively and imaginatively, using art and design.

We intend:

To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. Parents will be kept informed of what their children are doing and learning each week, so that they can also develop learning opportunities at home and can further engage and respond to their children's enthusiasm and development.

To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.

To create an indoor and outdoor environment which supports learning.

To prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points. They will have the skills needed in order for them to gain the ELGs and to make further progress as they proceed through the school, especially in reading, writing and mathematics and in their confidence to ask questions, be curious and to be resilient when facing challenges.

To support transition into KS1, by working closely with the Year 1 team.

In the EYFS the children will learn through the following topics- Ourselves, Into the Past, The world, Space, Plants and Animals, and Water. They will be offered a rich variety of opportunities to learn individually, in groups and as a whole class, participating in self-chosen tasks and adult led tasks, with lots of learning through play.

Aims:

This policy aims to ensure:

- That the EYFS curriculum contributes to the mission of the school, 'Working together to achieve our potential' through having high expectations of all the children, knowing their starting points and planning effectively to enable them all to succeed and flourish at school. Every child is valued as a unique individual and during their time in EYFS they develop an enthusiasm and passion for learning, ensuring that good progress is made from all starting points and that they carry this through into their next years at school
- 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

- That children’s communication and language is put at the forefront of the curriculum, as this underpins all their learning and thinking; good language skills are key
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind, with all children supported to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential, in line with the school’s vision
- That all children become independent and collaborative learners
- A close working partnership between staff and parents and/or carers
- That 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 statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

Structure of the EYFS

Children start school at the start of the Autumn term following their fourth birthday. They spend one year in our Reception class where they will learn school routines and gain the experience to enable them to understand expectations for learning and behaviour, including respect for others, which will stay with them throughout their time in Cheddington school.

Throughout their time in EYFS, the children will also develop a sense of belonging to our whole school community, ready to transition to Year 1 the following academic year. They will have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners, through their development of learning skills, such as partner work, teamwork, questioning, critical thinking and reflection.

They will develop personally, socially and emotionally, physically, in their communication and language, in their literacy and mathematics, in their understanding of the world around them and in their ability to express themselves creatively and imaginatively, using art and design.

Curriculum

The Early Years Foundation Stage Curriculum 2021 provides the basis for planning in the EYFS at Cheddington and the objectives are also supported by Development Matters 2021. Please refer to Appendices A and B.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected and it is through all seven of these areas that children will experience the awe and wonder of the world in which they live. However, 3 areas 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.

The prime areas are:

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

These prime areas are strengthened and applied through 4 specific areas:

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

Within this framework the children must also be enabled to develop the Characteristics of Effective Learning

- 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 achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Throughout their time in EYFS the children will also develop the key values of the school. They will learn to: respect others, through working and playing alongside adults and their peers, sharing ideas and listening to others; be patient, developing their understanding that they have to wait and take turns; be determined, to persevere and find ways to solve problems; have passion and a love for learning, exploring and trying things out; be part of a team, recognising that we all work together and help others.

Implementation

The curriculum is planned through a series of broad themes that reflect and respond to the children's interests, offering experiences across, and making links between, all aspects of the curriculum, thereby strengthening the children's learning. In the EYFS the children will learn through the following topics- Ourselves, Into the Past, The World, Space, Plants and Animals, and Water. They will be offered a rich variety of opportunities to learn individually, in groups and as a whole class, participating in self-chosen tasks and adult led tasks, with lots of learning through play. All of this ensures that the children have the learning, experiences and skills to enable them to go forward to be effective citizens of the future.

At Cheddington School the curriculum is also designed to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, independence, enthusiasm and confidence.

Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that the children's first experiences of school should be happy and positive, enabling them to develop a lifelong love of learning.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and ensuring that children's next steps are recognised and developed; this includes providing children with extra support where needed, to enable all children to meet their potential.

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on maths, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group, to listen, to take turns, to answer and concentrate. Whole class reading and story time are important parts of the day. We want our children to develop of life-long love of reading. Children are exposed to a range of both fiction and non-fiction texts, to provide them with opportunities to hear and use new vocabulary and to re-tell stories. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision.

Assessment

At our school, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and to identify gaps in learning, which can then be planned for. Staff also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The results of the profile are shared with parents and/or carers for their child and form part of discussions with the Y1 staff, to enable smooth transitions.

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

Working with parents

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

Parents are invited to attend sessions in school, so that they can share in the learning experiences of their children. They are also informed as to what the children are learning each week and given ideas for activities which will support this learning at home.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Role of the subject manager

The EYFS manager will ensure that other subject managers are aware of how the EYFS curriculum fits into and feeds into their subjects, ensuring that they are aware of the skills and knowledge the children have already gained, prior to their starting KS1.

The EYFS manager will monitor progress across the early years, from the children's starting points, and pinpoint where interventions may be necessary.

The EYFS manager will be aware of developments within the EYFS, and implement changes where necessary, including regular reviews of current practice, resources, planning and the curriculum.

The EYFS manager will liaise with feeder nurseries and settings, particularly the main feeder setting (Cheddington Pre-school), to enable smooth transitions and good working practices.

The EYFS manager will liaise with the LA advisors, including arranging monitoring visits and attending networking groups, to ensure the best provision for the children in the setting.

Safeguarding and welfare

In line with additional school policies, the early years curriculum is delivered with the interests of the children at its core. Safeguarding and welfare procedures are specifically outlined in our safeguarding policy.

In the EYFS the children are taught to be aware of their own safety, and the safety of others, and will learn where, when and how to evaluate risk, through learning to recognise right and wrong and to control impulses. We also aim to educate children on boundaries, rules and limits and to help them understand why they exist. 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. We also have a buddy system which pairs the children with a Y6 pupil. This is hugely beneficial in developing the confidence of the children, whilst also giving them a support network.

We also promote healthy life-styles by providing the children with healthy snacks and having water available throughout the day. They are also taught about good oral hygiene- the effects of eating too many sweet things and the importance of brushing their teeth.

Monitoring arrangements

This policy will be reviewed and approved every 3 years.

Last reviewed on: September 2022

Next review due by: November 2026

Appendix A Curriculum Grid

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key theme	Ourselves	Into the past	Going Global	Space and inventions	Into the woods	Watery worlds
Communication and Language	<p>To listen in small groups</p> <p>To listen to stories and join in</p> <p>To respond when engaged in another activity</p> <p>To understand prepositions</p> <p>To respond to simple instructions</p> <p>To sing rhymes and songs</p> <p>To learn new vocabulary</p> <p>To retell stories</p>	<p>To maintain attention for longer periods</p> <p>To sequence events in a story</p> <p>To retell past events, to use language to sequence events- then, next, later</p> <p>To engage in non-fiction books</p> <p>Answer who, where and when questions</p>	<p>To listen to stories and recall more details</p> <p>To listen to others and respond</p> <p>To use connectives to link ideas</p> <p>To describe events with more details</p>	<p>To answer how and why questions about investigations carried out</p> <p>To listen to stories and respond with comments/questions/ actions</p> <p>To answer why and how do you know questions</p>	<p>To listen in a range of situations</p> <p>To follow complex instructions</p> <p>To answer how and why questions about stories</p> <p>To explain what happened to the caterpillars and seeds, using 'because'</p>	<p>To listen attentively during assemblies , answer questions about what they have heard</p> <p>To talk about characters in stories and comment on their actions</p> <p>To explain what might happen in an investigation</p> <p>To use a wide vocabulary, experimenting with words</p>
Physical	<p>First PE- To move in different ways</p> <p>To run skilfully, changing direction</p> <p>To catch a large ball</p> <p>To talk about how they feel when they exercise</p> <p>To use tools safely</p> <p>To wash and dry hands</p> <p>To understand that some</p>	<p>Imagine PE (multi skills)</p> <p>To move in different ways-on feet</p> <p>To adjust speed and change direction</p> <p>To show control over an object</p> <p>FMC To use scissors to snip</p> <p>To form an increasing number of letters (using a guide if necessary)</p>	<p>Gymnastics</p> <p>To move in different ways, using whole body</p> <p>To hold balances with control</p> <p>To travel along equipment</p> <p>To jump off equipment and land safely</p> <p>To understand the need to tackle challenges safely</p> <p>To carry PE equipment-mats and benches</p> <p>Handwriting- to write letters correctly without copying</p>	<p>Dance</p> <p>To move confidently, with good control</p> <p>EAD link- To move in time to music</p> <p>To move imaginatively, responding to different stimuli</p> <p>To know that exercise keeps us healthy</p> <p>To think of how to be safe, without adult support</p> <p>Handwriting- to write correctly formed letters</p>	<p>Tennis</p> <p>Athletics</p> <p>To have control over a range of equipment</p> <p>To throw accurately</p> <p>To move and change direction</p> <p>To say what exercise they have done</p> <p>Handwriting</p> <p>To have good pencil control, writing recognisable letters</p>	<p>Tennis</p> <p>Athletics</p> <p>To throw increasing distances</p> <p>To jump in different ways</p> <p>To jump increasing distances</p> <p>Handwriting</p> <p>To write letters which are more controlled in size and on the line</p>

	<p>food is more healthy than others</p> <p>FMC To trace lines</p> <p>To hold a pencil correctly</p> <p>To copy letters from their name</p>		<p>To handle scissors with increasing control</p>	<p>To accurately cut out simple shapes</p> <p>To try out new equipment e.g. split pins</p>	<p>To accurately cut out more complex shapes</p>	<p>To choose healthy choices at lunchtime</p>
<p>Personal, Social and Emotional</p>	<p>To enjoy carrying out tasks , taking the register</p> <p>To talk to new adults at school</p> <p>To talk about their home and selves</p> <p>To know they can ask for help</p> <p>To talk about feelings</p> <p>To take turns when playing games with an adult</p> <p>To understand that they sometimes have to wait for attention</p> <p>To play and interact with others</p> <p>To show friendship to others</p> <p>To dress and undress with increasing speed and independence</p>	<p>To speak about what they need</p> <p>To share resources</p> <p>To comfort others when they are sad</p> <p>To say when someone else has acted inappropriately</p> <p>To take turns- wait in a line to have a turn on the computer</p> <p>To know what to say when something upsets them</p> <p>To ask questions</p>	<p>To talk about what they are good at</p> <p>To share their opinions during circle time</p> <p>To try new activities</p> <p>To say what they like to do the best</p> <p>To talk about what happens when things go wrong and what they can do to make it better</p>	<p>To use a range of words to express how they are feeling</p> <p>To notice and say how others are feeling</p> <p>To follow rules</p> <p>To help others and work together</p> <p>To understand that behaviour at school needs to be different than at home</p> <p>To listen to others when playing and respond to their ideas</p>	<p>To show care for others in the class, including adults</p> <p>To take turns without adult support</p> <p>To know that other children might need something instead of them</p>	<p>To be able to talk about things they find difficult and find different ways to approach a task</p> <p>To speak confidently to the class</p> <p>To manage their feelings</p> <p>To be able to stand up for themselves in an appropriate manner</p> <p>To listen to others and try to find fair solutions</p> <p>To play groups games with rules, without an adult</p>
<p>Literacy</p>	<p>Books- Starting school</p> <p>Rainbow Fish</p> <p>Goldilocks</p> <p>Three Little</p>	<p>Books- George and the dragon</p> <p>Jack and the beanstalk</p> <p>Divali story</p> <p>Princess and the Wizard</p>	<p>Books- Tiddalick</p> <p>Handa's Surprise</p> <p>Katie and the Waterlily pond</p> <p>Lost and Found</p> <p>Chinese New Year story</p>	<p>Books- Way Back home</p> <p>The Aliens are coming</p> <p>Percy Park keeper</p> <p>The train ride</p>	<p>Books- The very busy spider</p> <p>The hungry caterpillar</p> <p>The Gruffalo</p> <p>Jaspers</p> <p>Beanstalk</p>	<p>Books- Sharing a Shell</p> <p>Pirate story</p> <p>Singing Mermaid</p> <p>Slowly,</p>

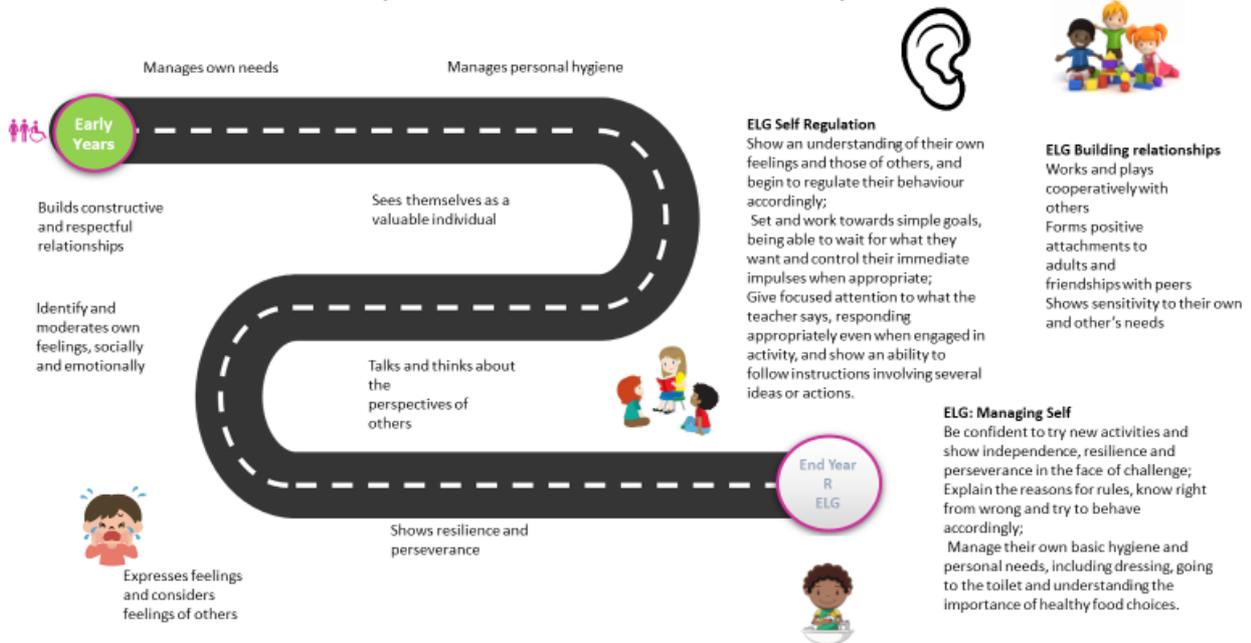
	<p>Pigs Funny bones Peace at Last Oliver's Vegetables</p> <p>To write own names To write labels, using initial sounds To write lists, using initial sounds To use some letters correctly To recognise rhymes and alliteration To enjoy books Phase 1-2</p>	<p>Dinosaur Drip Dinosaur Roar Christmas story</p> <p>To know that information can be found in books/computers To read simple CVC words To name and sound all letters of the alphabet To use language from stories heard To read some tricky words To write labels- adjectives To complete a simple sentence. To write To/From Phase 2-3</p>	<p>To read an increasing number of tricky words To read simple sentences</p> <p>To write simple sentences about their news, using sentence starters I went to... To write simple postcards, understanding the purpose of writing Phase 3</p>	<p>Harry and the Robots Easter story</p> <p>To read CVCC, CCVC words To read two syllable words To read a further number of tricky words</p> <p>To write a sentence to show how a character is feeling (thought bubble) To write sentences describing an alien, use a range of adjectives To write a mother's day card To describe a robot, using words to say what it can do. Phase 4</p>	<p>Farmer Duck Information books</p> <p>To read words with three adjacent consonants To read all tricky words taught so far To read aloud, with some expression To answer questions about what they have read</p> <p>To write instructions To write sentences to tell a story To write extended description To write speech bubbles</p> <p>Phase 4 with focus on writing</p>	<p>slowly said the Sloth The rainforest grew all around Information books</p> <p>To read sentences and answer questions about what they have read. To read confidently aloud</p> <p>To write sentences to tell a story To write labels To write simple poems To write facts To write questions</p> <p>Phase 4//5</p>
<p>Mathematics White Rose Maths</p>	<p>Baseline To match and sort objects and talk about how they have sorted things, using language same, different, similar To compare amounts, recognising more, fewer, the same, equals To compare mass, size</p>	<p>To use and understand positional language To recognise numbers 4 and 5 and different representations of them To subitise To order numbers 1, 2, 3, 4, 5 To know one more and one less To name and describe shapes with 4 sides To know the difference between squares and rectangles</p>	<p>To recognise numeral 0 and understand what it means To compare numbers to 5, using language more/fewer and know one/two more/less To know ways to make 4 and 5 by combining smaller numbers To compare mass and capacity using correct language To recognise 6, 7, 8 and representations of them</p>	<p>To recognise and use numbers 9 and 10 To compare numbers to 10 To explore number bonds to 10 using resources such as numicon, 10 frames To name and describe 3D shapes To continue more complex patterns</p> <p>To consolidate all previous learning and</p>	<p>To count beyond 10 To build numbers over 10, using numicon, tens frames To see the pattern of 10+1s to make the numbers To count beyond 20, including looking 100 To explore shapes and shape puzzles, looking at rotating and manipulating shapes</p>	<p>To find and explore doubles To share into equal groups To explore grouping numbers in different ways To begin to understand even and odd numbers To use positional language To solve mathematical</p>

	<p>and capacity To make simple repeating patterns To identify representations of 1, 2, 3 To compare 1, 2, 3 To know that numbers are made of smaller numbers combined together To identify, name and describe circles and triangle</p>	<p>To know that shapes can be joined or split to make other shapes To use language relating to time</p>	<p>To match pairs and sort into pairs To combine groups and find the total To compare length and height</p>		<p>To add more and count on To take away, using objects To explore shapes made when shapes are combined</p>	<p>problems To make and extend complex patterns To make and describe routes on maps</p>
Understanding the World	<p>Houses Families and Pets Nocturnal animals Doctors, dentists, opticians Fruit and vegetables</p> <p>To talk about events in their own lives To talk about family and friends and where they live To know that some animals are nocturnal and diurnal To know about the jobs that some people do to keep us healthy To talk about and describe</p>	<p>Castles Comparing houses Fireworks Celebrations, Diwali, Bonfire night, Christmas, Hannukah Dinosaurs Light and shadows</p> <p>To know that information can be found out on a computer To join in and talk about celebrations (Christmas/Hannukah/Diwali) knowing that people celebrate in similar and different ways To know that people in the past lived differently To compare dinosaurs To explore shadows-how can we make a shadow? To identify</p>	<p>Australia Africa France Arctic/Antarctic China India Beebots</p> <p>To know that there are different places. To see where these are in the world. To find similarities/differences between them-homes, people, clothing, environment, animals To investigate ice melting</p>	<p>Planets Aliens Flying machines and investigating flight Wheeled vehicles Robots</p> <p>To know the names of the planets To begin to understand day and night To recognise that transport has over time To know about different manmade machines To investigate things which fly-kites/parachutes To investigate how things move on different surfaces To make simple predictions To identify signs of Spring</p>	<p>Mini beasts Butterfly garden What lives in the woods Plants and seeds Farms and food</p> <p>To watch life cycle of butterfly To know where different animals live To watch plants growing and talk about what they can see and how to look after them To know that all animals share the same needs for SWAF To know how some food grows To draw simple pictures showing what they have found out</p>	<p>What lives under the sea What was it like on a pirate ship Floating and sinking Investigating water Plants and animals in the rainforest Desert habitats</p> <p>To know about different places and animals To investigate what floats and what sinks, to experiment with how to make boats To investigate which material makes the</p>

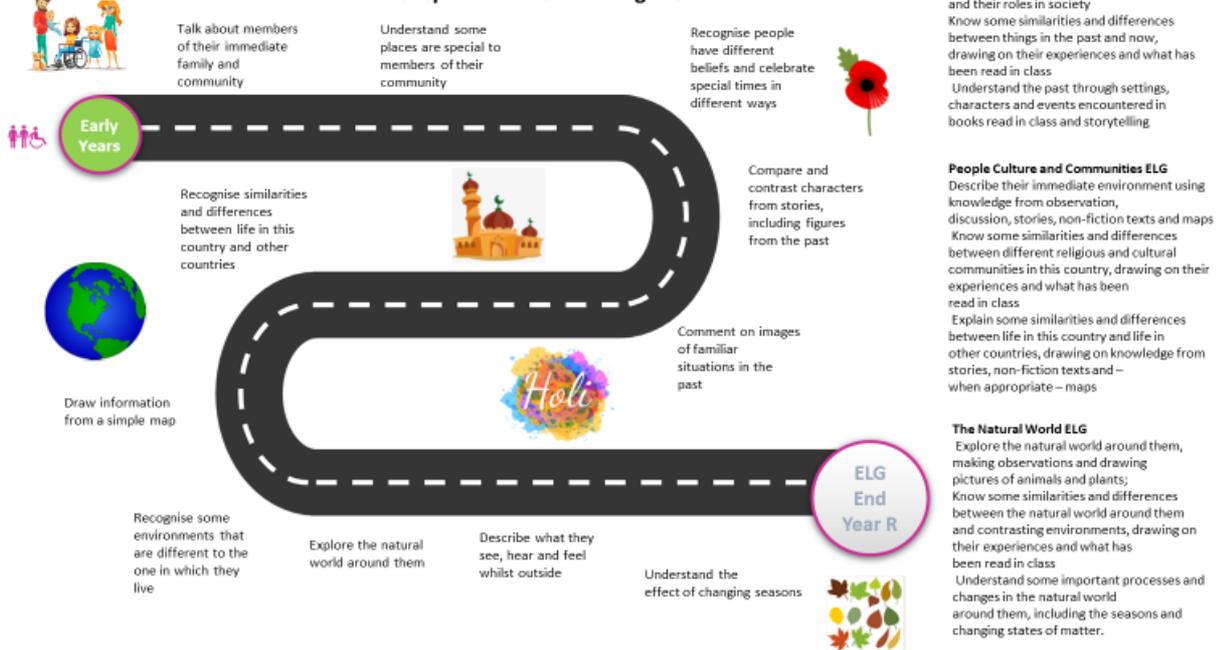
	<p>what they can see</p> <p>To explore simple maps and aerial images</p> <p>To explore the outside and identify Autumn signs</p>	<p>changes showing it is Winter</p>				<p>best tent for teddy-recording their ideas in simple ways</p> <p>To identify signs of Summer</p>
<p>Expressive arts and design</p> <p>Music is being updated</p>	<p>To sing a few simple songs (Harvest) and sing to self</p> <p>To tap out simple rhythms and make their own</p> <p>To be aware of high and low notes</p> <p>To recognise loud and quiet sounds and music</p> <p>To explore how colours can be changed</p> <p>To use a variety of materials</p> <p>To use a variety of construction equipment</p> <p>Engage in role play with others</p>	<p>To learn more songs (Christmas)</p> <p>To mix colours for a purpose</p> <p>To use tools for a purpose</p> <p>To combine pastels and tissue paper</p> <p>To draw more detailed pictures of people/objects/places</p> <p>To select specific colours</p>	<p>To create texture with different materials</p> <p>To combine different materials, paint and tissue paper</p> <p>To combine white with blue to create lighter colours</p> <p>To learn how to make a block print</p> <p>To act out a story</p> <p>To play musical instruments loudly and quietly</p> <p>To make up vocal sounds</p> <p>To play and copy rhythms on the African drums</p> <p>To play musical instruments to make gentle sounds</p>	<p>To move in time to music</p> <p>To move in response to stimuli</p> <p>To move in ways that show feelings</p> <p>To carefully select materials and resources for a purpose, explain what they are doing</p> <p>To use pencils to draw, drawing from their imagination</p> <p>To think carefully about the materials and tools they are using</p> <p>To play high and low sounds on a xylophone</p> <p>To play more complex rhythms on the drums</p> <p>To play instruments to match sounds in a story</p>	<p>To begin to draw what they can see, from careful observation</p> <p>To learn how to use other media- chalk pastels</p> <p>To construct with a clear purpose</p> <p>To find new ways of using materials/equipment</p> <p>To listen and copy sounds</p> <p>To make up own musical patterns</p> <p>To listen for high and low notes</p> <p>To clap/play beats in words</p>	<p>To draw more accurately from observation</p> <p>To experiment with water and ink</p> <p>To learn to use brush dyes</p> <p>To combine what they have learnt in imaginative ways.</p> <p>To play sounds to match sounds in a story</p> <p>To play quieter and quieter sounds</p> <p>To play sounds to match pictures, to play as a group, listening to others</p> <p>To perform songs together, with music and actions</p> <p>To play drums together, perform</p>

Appendix B Road Maps

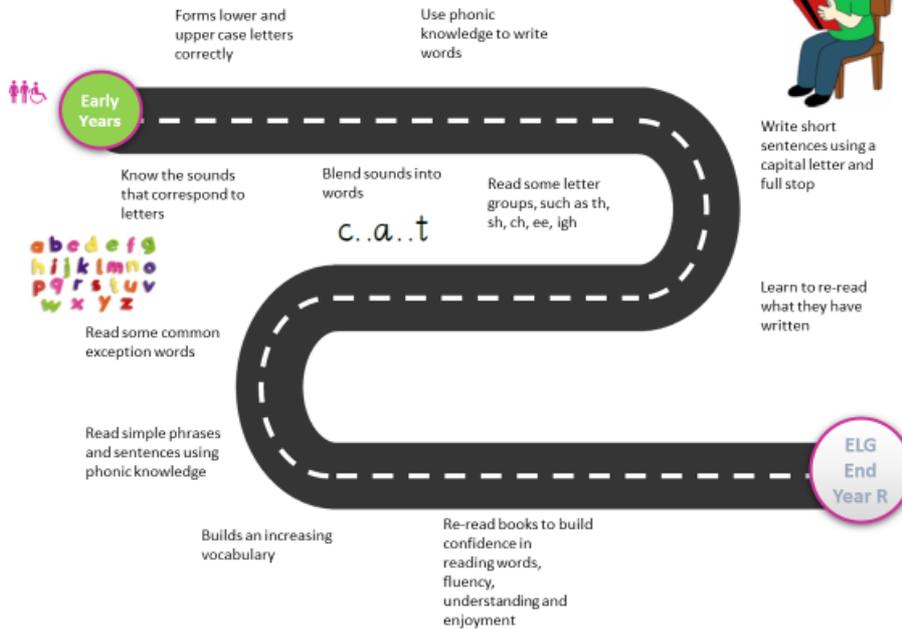
Reception – Personal, Social and Emotional Development



Reception- Understanding the World



Reception- Literacy



Comprehension ELG

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 ELG

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.

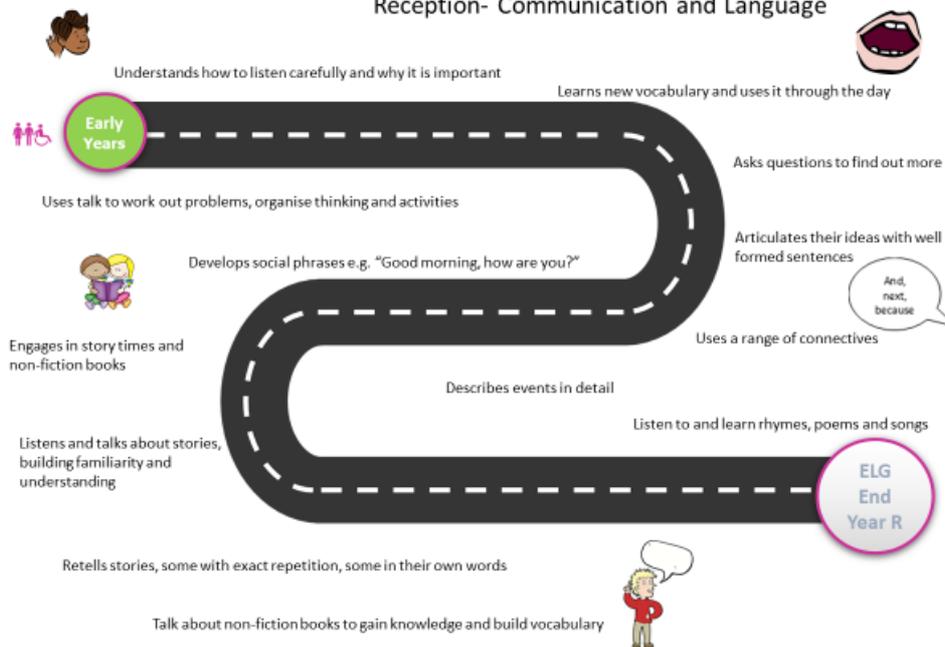
Writing ELG

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.

Reception- Communication and Language



Listening, Attention and Understanding ELG

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 ELG

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

Reception- Physical Development

