

## Early Years Foundation Stage One - Campbell Class

How my child will be learning?

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development. Children should mostly develop the 3 prime areas first in Nursery.

These are:

- Communication and language (C&L)
- Physical development (PD)
- Personal, social and emotional development (PSED)

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are:

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

These 7 areas are used to plan your child's learning and activities. Here at Christ Church, we have the added area of learning - Religious Education which is both treated as a discreet subject area as well as an interwoven part of our daily life here in Nursery. The professionals teaching and supporting your child will make sure that the activities are suited to your child's **unique** needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be **very flexible** so that staff can follow your child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside - both areas forming the children's "classroom".

We have provided here an overarching yearly overview; however, this is purely a guide as we are led by the interests and needs of the class, always subject to change and will be augmented by the continuous enhanced provision in our setting. Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Christ Church, ensuring each individual reaches their full potential from their various starting points. Our curriculum is designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Physical Development, Personal, Social and Emotional Development and Communication and Language, including Oracy. We recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We following children's interests and ideas to foster a lifelong love of learning both in and outside of school.

| Area of Learning | Autumn                                                                                                      | Spring                                                                                                          | Summer                                                                               |
|------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| C&L              | Listen to stories, recall and answer questions, following 2 step instructions and answering "why" questions | Repertoire of familiar songs and rhymes, talk about familiar stories and books, using wider range of vocabulary | Using longer sentences, developing conversations, using irregular tenses and plurals |
| PD,              | Introduction to PE, Dance, Trim Trail, Dressing, Undressing, Washing and Drying                             | Gymnastics, Stretch and Mobility, Dough Disco and Fine Motor Busy Fingers Activities                            | Ball Skills, Games, Sports' Day, One Handed Tools and Pencil Grip Practice           |
| PSED             | Settling in, Ourselves, Rules, Keeping clean                                                                | Perseverance, Friendship, Healthy living                                                                        | Healthy Eating, Transition, Zones of Regulation                                      |
| L                | Understanding the 5 concepts of print. Phase 1 Phonics. Mark making                                         | Extending conversations and vocabulary around literature. Phase 1 Phonics. Mark making with a purpose.          | Using print and letter knowledge for early writing. Phase 1 Phonics. Name writing.   |

|           |                                                                                                                                                                                                                                                                                                                                                                       |                                                             |                                                                   |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------|
| M         | Colours, Matching, Sorting, Comparing, Ordering, Patterns                                                                                                                                                                                                                                                                                                             | 1,2,3, Weight, Height, Length                               | 4,5, More and Less, Shapes, Capacity, Time, Positional Language   |
| UW<br>EAD | These areas are informed by our work in the other areas of learning and RE and are also strongly led by the children's interests. Previously we have focussed upon; eggs/incubation/chicks, Our World and the environment, transport, colour mixing, observational painting, junk modelling, composing and choreography. See Progression Map for Foundation Subjects. |                                                             |                                                                   |
| RE        | God is a name, Festivals and Celebrations, Christmas                                                                                                                                                                                                                                                                                                                  | We are all special, Love is Kind, New life, Symbols, Easter | Caring and Stewardship (for the world, each other) Special Places |

|               |                                                                                         |                                                        |                                        |
|---------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------|
| Magic Moments | Visit to Todders' Group, Firefighter Visit and Road Safety, Christmas Concert and Party | Chicks or tadpoles or butterflies<br>Visit from a baby | Visit from Vicar, Ark Farm, Sports Day |
|---------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------|

|                                                          |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                       |                                                                                                                                                             |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Books that may be used to support our learning each term | Elmer, Brown Bear, Giraffes Can't Dance, Buster, Naughty Bus, A New House for Mouse, 1,2,3 at the Zoo, Rosie's Walk, Each Pear Peach Plum, Peace at Last, Paper Dolls, I'm a Little Firework, It's Okay to be Different, The Nativity, One Snowy Night, Lost and Found, | Rainbow Fish, How to Catch a Star, Room on the Broom, Anno's Counting Book, Six Dinner Sid, Sidney the Silly only eats Six, Kipper's Toybox, None the Number, A Squash and a Squeeze, Jack and the Beanstalk, Oi Frog | Oliver's Vegetables, Handa's Surprise, Dear Zoo, What the Ladybird Heard, Jasper's Beanstalk, Titch, Pete the Cat and his 4 Groovy Buttons, Rumpelstiltskin |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

## **Communication and Language/Literacy – Phonics**

### **Intent**

We endeavour to give the children the **skills** they need for future success i.e. giving each child the best start in life and the support that enables them to fulfil their full potential and achieve future success. We are passionate about creating opportunities for ALL children to communicate more - we welcome children from culturally diverse backgrounds and several of our children are at an early stage of learning English as an additional language (EAL). We support children's development by providing a rich language environment, where conversations, singing and sharing stories become a regular part of the children's day. We intend to cover all 7 Aspects of Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

### **Implementation**

Phase 1 phonics - daily group focus at the start of every session. We use Twinkl Phonics.

#### **Aspect 1 – General sound discrimination – environmental**

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

#### **Aspect 2 – General sound discrimination – instrumental sounds**

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

#### **Aspect 3 – General sound discrimination – body percussion**

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

#### Aspect 4 – Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

#### Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

#### Aspect 6 – Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities may include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

#### Aspect 7 – Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

Twice a week we visit the school library for a story session. We introduce a Borrow Box for the children to use after Autumn Half Term; this enables the class to become used to talking a book home, looking after it and then returning it to school the following week - then choosing a DIFFERENT book.

## **Impact**

We endeavour for pupils to be ready and prepared for the next phase at primary school. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations by the end of Nursery. The impact of our curriculum will also, in fact, be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

## **Mathematics**

### **Intent**

We endeavour to provide the children with the skills to become confident, competent and independent mathematicians and to develop their ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary. We want to build a deep conceptual understanding of maths and its interrelated content so that children can apply their learning in different situations and instil the mind-set in every child and staff member that everyone can do maths and that maths is for everyone...EVERYONE CAN! Children should develop into resilient and inquisitive learners - skills needed to become life-long mathematicians. We use Master the Curriculum which follows White Rose Maths principles and methodology.

### **Implementation**

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once. Practice and consolidation play a central role - much of this takes place during their child initiated learning. We use a Maths Mastery compatible scheme that provides the necessary skill set to support the WRM taught in Reception and above. It is essential

that children have a deep understanding of the most important elements that underpin the mathematics curriculum so that there is consistency and continuity as children move from one year group to the next.

### **Impact**

We believe the children are happy learners who talk enthusiastically about their learning and eager to further their progress in maths and the impact of 'mastery' and the emphasis on accurate use of mathematical language is evident during class/pupil discussions. Children's fluency in number and their ability to subitise is evident when they enter Reception Class and consistent teaching practices are proving to be effective for pupil progress long term, evident across school

## **Progression Map EYFS**

Our seven areas of learning are consolidated and developed in Nursery. We teach the skills underpinning the ELGs and always have these in mind in order to prepare the children for Reception Class. Below are some of the elements we cover.

### **Expressive Art and Design (Art and Design Progression)**

#### **EYFS links:**

##### ***In Nursery we:***

- We encourage regular observational drawings; teaching the children to look closely and select colour for purpose.
- We teach children how to improve their models/Art.
- We explore colour mixing
- We work on small and large scales
- We look at different artists and their work
- We create art outside using natural objects, looking at pattern.
- We teach children to use glue sticks and PVA
- We teach children how to use tools such as paintbrushes, scissors, felt pens, chalk.
- We celebrate children's art and models by sharing with the class.

#### **Expressive Art and design:**

##### **ELG: Creating with Materials**

##### **Children at the expected level of development will:**

- 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;

#### **Physical development:**

##### **ELG: Fine Motor Skills ELG**

##### **Children at the expected level of development will:**

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



## Expressive Art and Design (Design Technology Progression)

### EYFS links:

#### In Nursery we;

- Explore junk modelling
- Teach joining techniques
- Design and build with construction materials e.g. lego and bricks.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Provide various resources of designing and making models; junk modelling/bricks/lego
- We teach children how to improve their models.
- We teach children to use glue sticks and PVA
- We celebrate children's art and models by sharing with the class.
- We display models children have made

### Expressive Art and design

#### ELG: Exploring and using media and materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories

### Physical development:

#### ELG: Fine Motor Skills ELG

Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## Understanding the World (Computing Progression)

**EYFS: Computing is embedded throughout the whole of the curriculum.**

In Nursery we

- Play games on the interactive white board
- Use toy phones/cameras/computers within children's play
- Use iPads
- Use Beebots

## Understanding the World (Geography progression)

### **EYFS links:**

#### **In Nursery we**

- Draw simple maps of the classroom, garden and make treasure maps
- We talk about countries we have visited, encourage children to add photos to Tapestry and send post cards.
- Explore the natural world around them, including our vegetable patch and learn how things grow.
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them
- We look at animals and the different groups they belong to (farm, zoo etc)

#### **Understanding the World**

##### **ELG: People Culture and Communities**

##### **Children at the expected level of development will:**

- 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.

#### **Understanding the World**

##### **ELG: The Natural World**

##### **Children at the expected level of development will:**

- 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.

## Understanding the World (History Progression)

### EYFS links:

#### Understanding the World in Nursery

- Draw on own experiences, look at their own past, when we were babies; bring in photos and discuss what they can now do that they could not before.
- Look at important people in their local community, fire fighters, lolly pop lady etc.
- Share past events in weekly news circle time; what they did at the weekend/holidays.
- Share special events with the class (Photos on Tapestry)
- Learn to sequence events in stories

#### Understanding the World

##### ELG: Past and Present

Children at the expected level of development will:

- 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;

#### Understanding the World

##### ELG: People Culture and Communities ELG

Children at the expected level of development will:

- 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.

#### Communication and Language

##### ELG: Speaking

Children at the expected level of development will:

- 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.

## Mathematics (Maths Progression)

### EYFS links:

#### Mathematics In Nursery;

- Count objects, actions and sounds
- Learn number rhymes
- we learn how to represent numbers using marks on white boards and five/tens frames
- Subitise - Link the number symbol (numeral) with its cardinal number value
- Count beyond to ten
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- learn about patterns
- learn basic 2d shapes

### Mathematics:

#### ELG: Number

#### Children at the expected level of development will:

- 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.

#### EL: Numerical Patterns

#### Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Expressive Art and Design (Music Progression)**

### **EYFS links:**

#### **Expressive Arts and Design In Nursery**

- Learn various nursery rhymes and songs
- Learn about different instruments and how to use them appropriately
- We learn to tap syllables of our names on instruments
- We have a singing chair to develop children's confidence
- We have a nursery rhyme of the week with an interactive display to encourage learning during child initiated time.
  - Listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups

### **Expressive Art and design:**

#### **ELG: Being Imaginative and Expressive**

#### **Children at the expected level of development will:**

- 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.

## Physical Development (PE Progression)

### EYFS links:

#### Physical Development In Nursery

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance and agility
- Combine different movements
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating

#### Physical Development

##### ELG: Gross Motor Skills

##### Children at the expected level of development will:

- 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.

## Personal, Social and Emotional Development (PSHE Progression)

### EYFS links:

#### PSHE In Nursery

- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating and tooth brushing
- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others
- Manage their own needs

#### Personal, Social, and Emotional Development

##### ELG: Self-Regulation

Children at the expected level of development will:

- 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.

#### Personal, Social, and Emotional Development

##### ELG: Managing Self

Children at the expected level of development will:

- 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.

#### Personal, Social, and Emotional Development

##### ELG Building Relationships

Children at the expected level of development will:

- 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



## Understanding the World (RE Progression)

### EYFS links:

#### Understanding the World in Nursery

- The word God is a name (Creation)
- Harvest (Creation) Introducing festivals, joyous occasions and family traditions e.g. birthdays, Remembrance Sunday
- Christmas (Incarnation, Puddles book)
- We are special and precious to God (incarnation)
- God made the Universe (Creation/God)
- Easter (Salvation)
- How we show love to others (Salvation)
- God made our wonderful world, how we should look after it (Creation)
  
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Celebrate different religions and celebrations within our class
- Read stories from the Bible

#### Understanding the World

##### ELG: People Culture and Communities

- Know some similarities and differences between religious & cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories and nonfiction texts

#### Personal, Social, and Emotional Development

##### ELG: Self-Regulation

Children at the expected level of development will:

- 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.

**Personal, Social, and Emotional Development**

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**Personal, Social, and Emotional Development**

**ELG Building Relationships**

Children at the expected level of development will:

- 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

## Understanding the World (Science Progression)

### EYFS links:

#### Understanding the World In Nursery;

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Learn about growing vegetables and plants
- Learn about growing; babies, toddler to adults
- Learn about life cycles through chick eggs and caterpillars

#### Understanding the World

##### ELG: The Natural World

Children at the expected level of development will:

- 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

##### ELG: Managing self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

#### Communication and Language

**ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- 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;

**Communication and Language (English Progression)****Communication and language in Nursery;****Listening**

- Children listen attentively to a range of stories
- Children anticipate key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:**

- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:**

- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events

**Communication and Language****ELG: Listening, Attention and Understanding****Children at the expected level of development will:**

- 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.

**Communication and Language****ELG: Speaking**

**Children at the expected level of development will:**

- 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.

## **Literacy (English Progression)**

### **Literacy in Nursery**

- Learn different stories with repetitive text
- Focus on Phase one phonics activities
- Learn rhymes
- Retell stories using puppets
- Make class books
- Learn to recognise own name
- Small and large mark making inside and outside using different medium
- Use easel to paint giving the opportunity to cross over the body
- Fine motor activities

### **Literacy**

#### **ELG: Comprehension**

**Children at the expected level of development will:**

- 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

### **Literacy**

#### **ELG: Reading**

Children at the expected level of development will:

- 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.

### **Literacy**

#### **ELG: Writing**

Children at the expected level of development will:

- 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

### **Physical development**

#### **ELG: Fine Motor Skills**

**Children at the expected level of development will:**

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.