



Dosthill Primary Academy Early Years Foundation Stage Curriculum

Our curriculum is designed to include everything we want a child to experience, learn and be able to do. It builds on strengths and aims to meet the needs of all children in our setting. Our curriculum ensures we consider how children learn as well as what they will learn. We use the Development Matters non-statutory guidance as a point of reference to a child's developmental milestones, however this does not replace professional judgement.

We will deliver our curriculum through a balance of adult led and child-initiated activities based on children's interests. Children will learn through purposeful play that is fun and engaging and that challenges and supports all children whatever their starting point, in line with the expectations set out in the Early Years Foundation Stage Statutory Framework 2024.

The Prime Areas, Communication and Language, Personal, Social and Emotional Development and Physical Development, underpin the curriculum and provide the foundations to what children will learn and how they develop. We provide our children with opportunities to develop their gross motor skills, to develop their imagination and their sense of curiosity. We develop all children's ability to reason and to self-regulate by providing an environment where all children feel safe and secure. Effective communication is important to us, and we greatly value the relationship that we develop with parents.

"When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."

Development Matters Non-statutory curriculum guidance for the early years foundation stage



Prime Areas and CoETL

These three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Communication and Language		Personal Social and Emotional Development			Physical Development	
Listening Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Fine Motor Skills	Gross Motor Skills

Characteristics of Effective Teaching and Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
-----------------------	-----------------	----------------------------------

'In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.' DFE: Development Matters 2023

3 characteristics of effective teaching and learning 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 achievements
- *creating and thinking critically* – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The focus of the characteristics of effective teaching and learning is on **how** children learn rather than **what** they learn, the process over outcome. At DPA underpinning the CoETL is the understanding by practitioners that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives.



Specific Areas

At DPA we have designed a bespoke and flexible curriculum that incorporates the Statutory Framework for the Early Years Foundation Stage (EYFS). As children progress through Reception, they will have access to carefully planned sequences of knowledge and be exposed to a wide breadth of vocabulary and experiences that enable them to make **good progress building on the prime areas of learning into the specific areas of learning**, which provide a foundation for life-long education. Learning is planned based on children's next steps and used as a tool to enable our children to gain more knowledge and develop transferable skills.

Literacy			Mathematics		Understanding the World			Expressive Arts and Design	
Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past and Present	People, Culture and Communities	The natural World	Being Imaginative	Creating with Materials

Characteristics of Effective Teaching and Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
-----------------------	-----------------	----------------------------------

Seven key features of effective practice

The best for every child	The curriculum: what we want children to learn	High-quality care	Pedagogy: helping children to learn	Assessment: checking what children have learnt	Self-regulation and executive function
--------------------------	--	-------------------	-------------------------------------	--	--

Partnerships with Parents

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Toy Story!	A Ticket to ride	Come Outside!	Terrific Tales	Fun at the seaside!

CoETL and virtues and values at DPA

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

At DPA the virtues and values underpin the character development of our children. Within Reception we understand and think carefully about how these values link to our approaches, making considerations at all points to the COETL. Within each discrete area of learning we have considered how children learn best as well as what we would like them to be learning. We think about at each point how we can best develop children understanding of themselves in their world and the wider world.

Virtues and Values

Performance	Civic	Moral	Intellectual
-------------	-------	-------	--------------



Building the foundations for future learning.

At DPA the Overarching Principles as set out in the Statutory Guidance for the Early Years Foundations Stage (EYFS) 2023, provide the foundation for which practice is shaped within Early years and beyond. Our EYFS curriculum plans for and encourages activities and experiences for children, as set out under each of the areas of learning. This building foundations for future development of knowledge. We ensure experiences prepare children for their next step into Key Stage 1 and that Year 1 builds upon children's experiences in the EYFS

Overarching Principles



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes EYFS	All About me	Toy Story!	A Ticket to ride	Come Outside!	Terrific Tales	Fun at the seaside!
Areas of focus History and Geography Year 1	Geography: Our Local Area What's it like where we live?	History: My Family History What was lifelike when our grandparents were children?	Geography: People and their Communities Where in the world do these people live?	History: The Greatest Explorers Who were the greatest explorers?	Geography: Animals and their Habitats Where do our favourite animals live?	History: Great Inventions – Transport How did the first flight change the world/Why were the Rainhill trials important?



Reception Long Term Plan 2023 - 2024

"Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments."

The long-term plan for Reception at DPA is underpinned by the non-statutory guidance for the EYFS, Development Matters Documentation, alongside schemes of learning for Mathematics (White Rose Maths) Physical Development; Gross Motor (The PE Hub) and Phonics (Read Write Inc Phonics). We plan based on the needs and interests of the children always making considerations to how each child learns best. The knowledge of the child is vital and is prioritised through gaining positive relationship with parents and creating an environment that enable positive relationships to be fostered. This leads the way we adapt plans to ensure the needs of every child are met.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Toy Story! Old and new My favourite toy What did my parents play with? What did my grandparents enjoy? Celebrations Diwali Birthdays Bonfire night Christmas Nativity performance Nativity story Santa's grotto Design a toy Letters to Santa	A Ticket to ride Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport!	Come Outside! Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle	Terrific Tales Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man	Fun at the seaside! Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seaside in the past Compare: Now and then! Seaside art
Parental Involvement	Staggered Start Drop in session Home / School Agreement Wish upon a star Tapestry Home learning Curriculum overviews	Wow moments Tapestry Parents evening Nativity Parents Evening Book at Bedtime Phonic workshop Curriculum overviews	Wow moments Early writing workshop Share a story Stay and Read morning Curriculum overviews	Wow moments Parents Evening Share a story - mums Look at me! Talent show! Maths Morning Curriculum overviews	Wow moments Share a story - dads Tell me a story – reading morning Look how far we have come! Art stay and play Curriculum overviews	Wow moments Share a story - grandparents Parents open evening Parent's Picnic Curriculum overviews
Enrichment	Children in need Anti Bullying week Black History focus Poetry	Theatre trip Christmas cards Calendars Diva lamps Decoration Remembrance Road Safety	Number Day Safer Internet Day World Kindness Day – mental health National Story telling week Chinese New Year	Mother's Day Farm trip World book day Comic relief	Father's Day New stay and plays Author / theatre visit into school	Seaside day Links with year 1 Teddy Bears picnic Y1 Transition
Assessment	RBA LW assessments General baseline PPMs Tapestry concerns	LW ongoing assessments Concerns / no concerns Tap PPMs Network moderation Review SEND maps	LW assessments Network meetings PPMs Concerns / no concerns Tap reflections	LW assessments Look at FSP and gaps PPM Concerns / no concerns Network moderation Review SEND maps	LW assessments FSP data submission Network meeting Moderation with OPOJ PPMs	Trust moderation PPMs Transition data Review and next steps for SEND

How we assess at DPA.

The Early years foundation stage statutory framework states that;

"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence. Practitioners should keep parents and/or carers up to date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals."

At DPA we plan through a combination of objective led and in the moment approaches. All planning including a combination of well-planned adult led interactions and child led opportunities help to build a picture of what each child can do already and what they need to be learning next. We use Tapestry to record key moments in learning and to communicate these moments with parents and carers. Parents and carers are also able to and are encouraged to share their child's learning experiences from home using this platform, so that this adds to the photo album of knowledge we have of each child.

"Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1."

At DPA we have worked hard to ensure we have clear and purposeful links in our curriculum to the learning outcomes required when children move into Key Stage 1. We have created a climate where dialogue between practitioners working within the EYFS and KS1, in particular Y1 happens regularly and includes detailed information about each child's learning and development and how each child learns best. We have worked to develop a golden thread of learning experiences that moves from the EYFS into Key Stage one, to help support a smooth transition and that provides a solid foundation of the knowledge and skills required.

Ongoing assessment

"Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners understanding children's interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should make and act on their own day-to-day observations about children's progress and observations that parents and carers share. However, there is no requirement to keep written records in relation to this."

At DPA planning is adapted to ensure we meet the needs and interests of all children. We make regular observations of children engaging in purposeful play and consider feedback from parents to make changes to the provision and planned learning experiences. Tapestry is used as the vehicle to record 'concerns' which signposts where changes to the provision need to be made to ensure children are able to access learning opportunities in line with their peers and the expected levels of development. Practitioners then move to plan ways in which we can ensure all children keep up. We can make reflections and feedback to parents on how they can best support their child at home.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Toy Story!	A Ticket to ride	Come Outside!	Terrific Tales	Fun at the seaside!
Communication and Language	<p><i>'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.'</i> (Statutory guidance for EYFS 2024)</p> <p>At DPA all adults will be commenting regularly 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 by doing this. In addition, practitioners will read frequently to children, and engage them actively in stories, non-fiction texts, rhymes and poems, and then provide them with extensive opportunities to use and embed new words in a range of contexts.</p> <p>The overarching focus within Reception at DPA is on the development of our children's Communication and Language skills. Knowledge and skills, including a rigorous focus on vocabulary, are developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED sessions, stories, singing, SALT delivery, Little Wandle phonic sessions, Story Dough sessions, Drawing Club, Little Wandle reading sessions and phonic keep up sessions.</p>					
<p>Daily story times in line with whole school approach to enhance fluency. Focus includes chorale and echo reading, and discrete focus on vocabulary as recommended by the EEF.</p> <p>Send home familiar and good-quality books for parents to read aloud and talk about with their children. Show parents how to share stories with their children.</p>	<p>Listening</p> <p>Promote and model active listening skills Signal when you want children to listen Establish and embed routines Praise and remodel listening Link listening Adults will ask questions to find out why and to check understanding</p>	<p>Speaking</p> <p>Use complete sentences in everyday talk Build on incidental talk Focus on open ended questions Model accurate grammar Narrate events and actions Use reminders Extend thinking</p>	<p>Talk</p> <p>Describe events Use talk to clarify thinking (how and why) Develop social phrases (key times of the day) Use and have fun with phrases from stories in new ways Begin to introduce more rhymes and songs each week alongside stories</p>	<p>Songs</p> <p>Listen to a range of songs and rhymes Notice patterns Think about how they sound Discuss rhyme model noticing patterns Alliteration Create rhymes and nonsense songs Introduce beat and rhythm Clap syllables and structure</p>	<p>Stories</p> <p>Learn poems rhymes and songs Think about how they tell a story Read and re read stories Focus on repetitive refrains Retell and act out familiar stories Talk about illustrations Make stories up based on the illustrations</p>	<p>Non-fiction</p> <p>Read aloud non-fiction books Discuss format of non-fiction Make comparisons Discuss features Link to UW and current topic Re-read to develop key language Share with home Include non-fiction home reading books</p>
Ongoing learning opportunities	<p>Children will learn new vocabulary Practitioners will use the new vocabulary throughout the day New vocabulary will be mapped out in line with the drawing club objective led planning, on a daily basis Practitioners will list previously learned vocabulary to be reviewed in a variety of contexts.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Toy Story!	A Ticket to ride	Come Outside!	Terrific Tales	Fun at the seaside!
Personal, social and emotional development	<p><i>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. (Statutory Guidance for the Foundation Stage 2024)</i></p> <p>At DPA practitioners will develop strong, warm and supportive relationships with children that will enable them to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through supported interactions with others, children will learn how to make good friendships, co-operate and resolve conflicts peaceably.</p>					
Links to the 3Rs Ready Responsible Respectful behaviour expectations at DPA	<p>Respect</p> <p>Getting to know the child and their family Highlight interests Listening to each other Sharing and cooperation Consider feelings kindness</p>	<p>Resilience</p> <p>Tell each other about work and play – reflect and self-evaluate Resolve a problem Set goals celebrate achieving them Dialogic story times Explain own feelings and emotions</p>	<p>Responsibility</p> <p>Exercise Dressing and undressing Coats on independently Knowing what belongs to them and taking responsibility</p>	<p>Respect</p> <p>Think about perspectives Discuss emotions and feelings of others Recognise impact of behaviour and understand expectations Scenarios for feelings</p>	<p>Resilience</p> <p>Constructive support Set goals and talk about how to achieve them Reflect and self-evaluate Strategies to stay calm when frustrated</p>	<p>Ready</p> <p>Eating healthily Importance of sleep Healthy lifestyle Safe travel Road safety</p>
<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p>						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes		All About me	Toy Story!	A Ticket to ride	Come Outside!	Terrific Tales	Fun at the seaside!
Physical Development	Fine Motor	<p>EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. (Statutory Guidance for the EYFS 2024)</p> <p>At DPA adults will be providing opportunities for play both indoors and outdoors. Adults will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility through well planned adult led opportunities and purposeful play. <i>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</i> (Development Matters 2023)</p> <p>Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. As a result, adults at DPA will provide repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with timely feedback and support when needed. This will allow children to develop proficiency, control and confidence.</p>					
		<p>Daily Fine Motor activities within continuous indoor and outdoor provision, that may include but not be restricted to - threading, cutting, weaving, playdough, painting, mark marking, construction, small world sets, tweezers, screw tops, Drawing Club, Story Dough, dough gym and WriteDance</p>					
		<p>Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Build things with smaller linking blocks, such as Duplo</p>	<p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Can put on their coat, jumper / cardigan</p>	<p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items with increasing control Independence over Clothing Cutting with Scissors - control</p>	<p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Forms numbers correctly Cut along a straight line with scissors Start to draw pictures that are recognisable Begin to fasten buttons, zips on clothing</p>	<p>Develop pencil grip and letter formation continually and numbers with the correct orientation Use one hand consistently for fine motor tasks Cut along a straight line with scissors and Start to cut along a curved line</p>	<p>. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Develop drawing of pictures that are recognisable Build things with smaller linking blocks, such as smaller Lego Fasten buttons and zips</p>
		<p>PE Hub Dance Different ways of moving to be explored indoor and outdoor Negotiating space SmartMoves Provision</p>	<p>Dance related activities Stretch and move – yoga SmartMoves provision Move in a variety of ways Preparation for PE hub gym unit 1 Follow simple instructions, movements inc. walking running, rolling, crawling</p>	<p>Gymnastics focus The PE Hub block 1 Jumping sliding rolling moving over and under apparatus, landing, travelling copy and repeat, shapes and balance SmartMoves provision</p>	<p>PE Hub Gym unit 2 Learn and refine shapes, jumps, balances, rolls. Link simple balances, jumps, and travel actions SmartMoves Provision</p>	<p>PE Hub Body Management Unit 1 Balance and managing own body – stretch, reach, extend and position. Unit 2 – rolling, sliding, jumping take offs and landing with different combinations, participate in small group co-ordinated activities</p>	<p>PE Hub Manipulation and Coordination Handle a balloon, ball, kick a ball, hop, jump, step, send a ball / beanbag, send and stop in a game Play parachute games, use a baton to push, dribble, perform jumps, handle a hoop</p>
<p>Ongoing assessments will continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities. Weekly smart moves sessions for key children. Once per week PD session based on the PE scheme at DPA from The PE Hub. Daily outdoor provision to provide opportunities to develop gross motor skills inline with area of need.</p>							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Toy Story!	A Ticket to ride	Come Outside!	Terrific Tales	Fun at the seaside!

EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (Statutory Guidance for the EYFS 2024)

At DPA we prioritise developing and encouraging a **love of reading**. Along with a rigorous focus on vocabulary, adults will model and demonstrate an enjoyment of the sharing of stories, rhymes, tales and poems. Children will take part in daily planned systematic phonic sessions, underpinned by Little Wandle Letters and Sounds revised synthetic phonic and reading scheme of learning. In addition to this, children will be emersed in a language rich environment that focuses on talk, listening and tuning into sounds. Adults will read daily and will include approaches in line with the whole school approach to reading and fluency development, including chorale and echo reading. Adults at DPA will be providing a firm foundation with the development of skills across the Prime Areas of learning. Building on this, children will take part in daily Drawing Club sessions, which start with a story, tale or animation over the course of one week. Vocabulary is planned and again prioritised. Children grow their knowledge and understanding of a range of texts, build a bank of vocabulary and develop their fine motor skills through drawing and make links to their phonological awareness.

Daily story times, music assembly and weekly singing sessions focusing on repetition, rhyme and alliteration.

Underpinning the 2021 reforms to the Early Years Foundation Stage was the aim of improving early years outcomes for all children, particularly disadvantaged children, in the critical areas that build the foundations for later success, such as language development and literacy. This includes reducing the language gap between children from language-rich homes and those from homes in which spoken language is not as varied or as rich.

Literacy	Reading	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> •print has meaning •print can have different purposes •we read English text from left to right and from top to bottom •the names of the different parts of a book •page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> •spot and suggest rhymes •count or clap syllables in a word •recognise words with the same initial sound, such as money and mother <p>Write some or all of their name. Write some letters accurately.</p>	<p>Reads individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Can join in with repeated refrains in familiar stories and tales</p> <p>Develop phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. <p>Begin to develop an awareness of alliteration</p> <p>Asks questions about stories. Repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them, in line with RWI phonic programme</p> <p>Reads words that contain letter groups</p> <p>An awareness of rhyme and alliteration</p> <p>Find a matching rhyming word</p>	<p>In addition to previous aims:</p> <p>Read a few common exception words matched to the RWI phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Continue to develop an awareness of rhyme and alliteration</p> <p>Continue a rhyming string</p> <p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area.</p> <p>Requests favourite stories and poems.</p>	<p>In addition to previous aims:</p> <p>Read a few common exception words matched to the RWI phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Children will Re-read favourite books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Adults will model this</p> <p>Beginning to identify first and surname with support</p>	<p>In addition to previous aims:</p> <p>Read some common exception words matched to the RWI phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences</p> <p>Can identify first and surname</p> <p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p>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</p>
		<p>In addition, see drawing club overview for the year and weekly objective led planning.</p> <p>Daily reading texts will be chosen based on children’s needs and interests. Stories will be read and re-read so they become familiar. Weekly Drawing club stories will be shared with parents.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Toy Story!	A Ticket to ride	Come Outside!	Terrific Tales	Fun at the seaside!

EYFS Statutory Educational Programme: Writing is an important lifelong skill. Children need to learn to write so they can communicate and express themselves. Formal writing, taught later in reception, involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Research shows that for writing to develop, you should provide young children with opportunities to build their physical strength and control in the core, upper body, hands and fingers. Writing develops alongside all learning areas, especially Physical Development Communication and Language, Reading and Mathematics. Gov.uk

At DPA we ensure that, when reading texts, practitioners model that print carries meaning. When modelling writing, practitioners explain what decisions are being made, so children understand how they share thoughts, ideas and feelings. As writing is modelled adults support children to:

- understand language patterns
- develop their thinking skills
- solve problems
- make sense of their experiences

Listening to children talking and modelling how to write down the words they say helps children to see how sounds become words on paper. Sharing children's early mark-making attempts with parents and carers builds children's confidence and self-esteem. Gov.uk

Daily story times, music assembly and weekly singing sessions focusing on repetition, rhyme and alliteration.

Literacy	Writing	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words by identifying the sounds and then writing the sound with letter/s.	In addition to previous aims: Creating own story maps, writing captions and labels writing simple sentences.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Form lower-case and capital letters correctly.
		Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Write some or all of their name. Write some letters accurately.	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, . Help children identify the sound that is tricky to spell. Sequence the story	Writes name from memory Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.	Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences	Beginning to write first and surname with support instructions Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Create a story board.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Beginning to write first and surname Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – B, M & E.

In addition, see drawing club overview for the year and weekly objective led planning.
Daily reading texts will be chosen based on children's needs and interests. Stories will be read and re-read so they become familiar. Weekly Drawing club stories will be shared with parents.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Toy Story!	A Ticket to ride	Come Outside!	Terrific Tales	Fun at the seaside!

"The first few years of a child's life are especially important for mathematics development. Research shows that early mathematical knowledge predicts later reading ability and general education and social progress" ncetm.org

As a result, practitioners working in Reception at DPA aim to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. At DPA we follow the White Rose Maths scheme of learning. In addition to this we ensure children are exposed to a range of opportunities to explore mathematical concepts as outlined by the NCETM, including the use of Numberblocks.

The NCETM state there are **six key areas of Early Mathematical Learning**. These are key concepts that should underpin any early mathematical curriculum. These are **Cardinality and Counting, Composition, Comparison, Pattern, Shape and Space, Measures** and underpin the steps within the White Rose Maths programme of study. Within each of these key areas, children will develop:

- Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents
- Understanding that comparing numbers involves knowing which numbers are worth more or less than each other
- Understanding that one number can be made up from (composed from) two or more smaller numbers
- Looking for and finding patterns helps children notice and understand mathematical relationships
- Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking
- Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.

Maths

Numberblocks is a resource used to support the daily teaching of Mathematics at DPA.

The six areas of Early Mathematical Learning form the fundamental mathematical basis of a CBeebies series of five-minute animated programmes called Numberblocks. The NCETM has provided support materials linked to the Numberblocks programmes. These are designed to help Early Years practitioners draw out and build on the mathematics embedded in the stories contained in each episode. [Early Years | NCETM](#)

<p>RBA baseline DPA baseline – tapestry Match objects and pictures Identify a set Sorting Compare amounts Compare size, mass and capacity Explore, copy and create simple patterns 1,2,3 – find, subitise and represent 1 more 1 less Composition of 1,2,3</p>	<p>Shapes – 2D Circles and triangles Position Find, subitise, represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition 1-5</p> <p>Shape – 4 sides Day and night</p>	<p>Zero Find, subitise, represent 0-5 1 more 1 less Composition of 0-5 conceptual subitising</p> <p>Compare and explore mass Compare capacity Find a balance</p> <p>6,7,8 Find, represent and composition of 6,7,8 1 more, 1 less Find and make doubles Combine 2 groups</p>	<p>Explore and compare height and length Talk about, order and sequence time 9 and 10 Find, compare and represent 9,10 Conceptual Subitising to 10 Composition to 10 Bonds and arrangements to 10</p>	<p>3D shape Pattern Beyond 10 Build numbers, continue patterns beyond 10 Continue patterns beyond 10 Verbal counting beyond 20 Noticing patterns beyond 10 Add 1 more Take away Shapes - 2D</p>	<p>Sharing Grouping Even and odd Doubles pattern Position Mapping Makine connections</p>
--	--	--	---	--	---

Conceptual subitising happens across all key learning

There are opportunities to explore and apply knowledge and skills throughout the provision, both in and outdoors. Provision is adapted to meet the needs of the children and will match the modelled adult led learning sessions that take place.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes		All About me	Toy Story!	A Ticket to ride	Come Outside!	Terrific Tales	Fun at the seaside!
Understanding The World Past and present People Culture and communities The Natural World	<p>Understanding the World involves guiding children to make sense of their physical world and their community. (EYFS Statutory Framework 2024)</p> <p>It is recommended that practitioners consider planning for Understanding the World through three key areas. These are Personal Experiences, Diverse World and Widening Vocabulary. (Gov.uk) When children begin to understand their personal experiences, through interaction with adults and other children, they begin to make sense of the world. Personal experiences contribute to children's emerging sense of place, such where they live and other familiar places, and their sense of time. They begin to understand what happens over a day. They're aware of morning, afternoon, evening and night-time. Understanding of a diverse world also includes understanding technological and ecological diversity. The diverse world should be integral to everyday practice, as well as the celebrations of religious days, visitors and visits. Developing a child's understanding of a diverse world builds their knowledge of the world, about families, seasons and days of the week, places, days gone by, natural habitats and the built environment. Practitioners should work to enrich all children's vocabulary whatever their starting point. Understanding the world presents the young child with a vast range of language and literacy possibilities.</p>						
	<p>Fostering a love of reading is important to us at DPA. The statutory guidance for the EYFS states that <i>listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p> <p>Books, both stories and non-fiction, underpin the experiences we provide within this area of learning.</p>						
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.	Share different cultures versions of famous fairy tales. Diwali Bonfire night To introduce children to a range of 'Long ago, stories – How time has change. Toys Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. The Christmas Story The Nativity Comment on images or familiar situations from the past – toys Toys with batteries – how do they work?	Use stories to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage children to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA space travel if there is an interest. Can children differentiate between land and water? Consider taking children to places of worship and places of local importance to the community – Dosthill church	Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Seasons: Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Plant seeds and care for growing plants Focus on The Very Hungry Caterpillar Look at the life cycle of a butterfly	Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Links to drawing Club range of stories, tales and animations Learning about different cultures, people and places expands our understanding of the world we live in. It also helps us develop empathy. By engaging with diverse stories, we broaden our perspectives and open ourselves up to connecting more deeply with others. include books with minority ethnic main characters, books that celebrate difference and books with representations of cultural diversity, different types of families, physical disabilities, visual impairment and neurodiversity. Daily story time focus from the 50 YR reads books that celebrate diversity - appendix	To understand about types of holidays from the past and how these have changed. Learn about what a people would have worn to go to the beach, what they would have done and what they would have taken in the past and make comparisons Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seaside's long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Use a range of under the sea stories and discuss the creatures that come up Explore a range of sea creatures and their environments and habitats	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes		All About me	Toy Story!	A Ticket to ride	Come Outside!	Terrific Tales	Fun at the seaside!
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EAD</p> <p>Drawing will develop over time and will be evidenced through daily drawing club sessions</p>		<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. (EYFS Statutory Framework 2024)</p>					
		<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion</i></p>					
		<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Draw and paint lines and circles</p> <p>Use colours for a purpose</p> <p>Link art work to favourite toys, new and old</p> <p>Artist focus Kandinsky's circles – linked to maths</p> <p>Explore colour and texture, including modelling clay to create:</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas,</p> <p>Christmas songs/poems</p> <p>Music: general sound discrimination: tuning in to sounds, environmental sounds and instrumental sounds</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Design and make a variety of models with a focus on ways of travelling Sea, air, road, rail, foot etc Sailing boats, design and make. Inc Underwater journeys Link underwater journeys to musical experiences Exploration of floating and sinking Papier mâché hot air balloons Learn songs and dance from other cultures and countries and perform them Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Encourage children to create their own music. Junk modelling independently, houses, bridges boats and transport. Mother's Day cards Exploration of other countries. Retelling familiar stories Creating space pictures Provide children with a range of materials for children to construct with. Music: percussion</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother’s Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination. Music: Rhythm and Rhyme Easter crafts Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating a nimal masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Make links to Drawing Club texts</p> <p>Tell and retell and range of stories</p> <p>Act out a range of stories</p> <p>Make up actions to a range of stories and songs</p> <p>Listen to music and make their own dances in response.</p> <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Alliteration</p> <p>Music: Voice sounds</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p>	<p>Sand pictures / Rainbow fish collages Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father’s Day Crafts</p> <p>Holiday role play opportunities (airports, travel agents etc)</p>

Early Learning Goals

Children at the expected standard will:

Communication and Language	Personal Social and Emotional development	Physical development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Early Learning Goals The EYFS Statutory Framework 2024 states that: The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs) as set out below. The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child’s development at the end of the EYFS, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child’s 13 individual level of development in relation to each of the ELGs. Recorded written or photographic evidence is not required.</p>						
<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Self regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>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.</p> <p>Managing self: Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p> <p>Building relationships: Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>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.</p> <p>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, paint brushes and cutlery. Begin to show accuracy and care when drawing</p>	<p>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.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Word reading: Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>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.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Number: Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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</p> <p>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.</p>	<p>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</p> <p>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.</p> <p>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.</p>	<p>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. 17 Make use of props and materials when role playing characters in narratives and stories.</p> <p>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</p>