



Butlers Hill Infant and Nursery School  
*Dream Big.. Aim High*  
Caring, Creative, Confident

## Early Years Foundation Stage (EYFS) Policy

Members of staff responsible: Ali Elkington, Rebecca Chuman  
Date approved by the governors:  
Date to be reviewed: Spring 2024

*“Every child deserves the best possible start in life  
and the support that enables them to fulfil their potential.”  
(EYFS Framework, 2021)*

### Aims

This policy aims to ensure:

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

### Legislation

This policy is based on requirements set out in the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Butlers Hill Infant and Nursery school, children join FI (nursery) at 3 years old and children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

### The Curriculum (See the Butler’s Hill Infant & Nursery School Benchmarking Document)

*“The Foundation Curriculum has been carefully planned around Butler’s Hill’s mission of Dream Big, Aim High, as we want our children to have high aspirations and believe they can make a difference, big or small through their core values and responsible actions. Every child is an exceptional individual and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by learning through play and the teaching of basic skills, knowledge and values that equips our children for their future successes.”*

Butler’s Hill

Butler’s Hill EYFS Mission Statement 2022

The Butler's Hill EYFS curriculum has been written in accordance with the latest version of the ['Statutory framework for the Early Years Foundation Stage \(EYFS\)'](#) (September 2021). The EYFS framework includes seven areas of learning and development that are important and interconnected:

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

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

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

*"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively."*

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

We follow a systematic approach to **phonics** teaching using the Essential Letters and Sounds scheme. Please see our **Butler's Hill Early Reading Policy**.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. Our EYFS curriculum is driven to: recognise children's prior learning and experiences (influenced by their home and community\*), provide first hand learning experiences (filling the gaps from pupils' background), allow the children to develop interpersonal skills, build resilience through our 'Growth Mindset' approach and become critical and creative thinkers.

Our aims;

- Nurture our children to become **caring, creative** and **confident** individuals
- Plan for our children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps developing their curiosity, explorative and problem solving skills
- Provide a curriculum that is ambitious and designed to give our children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

- Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom.
- Foster the development of each child's character
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Reception and then into Year 1 effectively
- Provide purposeful, enticing and well-planned indoor and outdoor environments, which support learning in all areas of the curriculum. encouraging independence in selecting their own resources and tools to support learning and independence
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected
- Prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

*\* Pupils come from an area with high levels of social disadvantage when compared to all infant schools in Nottinghamshire – the school is located in the 20% most deprived areas nationally*

The Butler's Hill EYFS Curriculum follows a cross-curricular approach. In Nursery, there is a carefully thought out stimulus to support the needs of the cohort. The use of a stimulus allows for a starting point but then enables the staff to follow the children's interest and learning needs. The stimuli are chosen to carefully build up the knowledge that the children need ready for Reception, and it is constantly monitored to be flexible to the children's needs and learning. Alongside these stimuli, there are focus texts that have been carefully selected based on the children's starting points and their 'expected' learning along the year and these are used alongside colourful semantics to target speech language and communication focusing on vocabulary and sentence structure. Organising the curriculum in this way enables more time for the children to explore their surrounding and develop their learning independently, alongside quality interactions and observations to ensure learning is extended, broadened, consolidated but also provides children with the curiosity and inquisitiveness.

The running of Nursery is through a balance of in the moment and direct teaching sessions however there is more emphasis on the in the moment planning with quality adult interaction and observations.

In Reception, curriculum drivers are based on themes which we feel are important to broaden the horizons of our children and even though defined, are flexible to follow the interests and questions from the children. Curriculum drivers are introduced with a high quality text and using books in this way teaches children that books and reading form the basis of all learning.

### Teaching and Learning

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

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

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achieving.  
**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Butler's Hill curriculum is ambitious and aims to teach all children the knowledge in order that they reach the seventeen **Early Learning Goals** (see *Appendix B*). We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. Activities are modelled and children are given sufficient time, support and resources to repeat and practise them. We recognise that every child is a learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

**We meet the needs of all our children through:**

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Monitoring children's progress and taking action to provide support as necessary.

## **The Learning Environment**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The EYFS classrooms are organised to inspire and motivate children's learning and allow them to explore and learn independently, securely and safely. There are areas where the children can be active and quieter areas such as the book area. Across the Foundation Stage the classrooms, both indoors and outdoors, cover all learning areas and children are able to find and locate equipment and resources independently, which has a positive effect on the children's development. Access to outdoors is free flow and we encourage all children to partake as being outdoors offers opportunities for doing things in different ways and on different scales offers the children the ability to explore, use their senses and be physically active and exuberant. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. The areas are constantly monitored and adapted to the children's needs and interests.

## **Assessment**

Children are assessed when they enter Nursery in order to gain a baseline. Baseline assessments also take into account conversations with parents and carers and other settings the child has been attending.

Assessment in Nursery includes staff discussions, observations in order to identify next steps including any procedural knowledge to improve on. There is also a constant adaptation of planning based on formative and summative assessments. Medium term planning is also adapted using this information in order to meet the needs of the cohort.

During the first few weeks in Reception, Teachers and TAs assess the ability of each child using a mixture of the statutory government baseline, observations, our own baseline assessments and information given from Nursery or other previous settings. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. Throughout the year, assessment in the Foundation Stage takes the form of informal observations, interactions in play as well as through planned activities e.g. specific phonics assessments, number recognition, phoneme recognition etc. Using our **Butler's Hill Benchmarking document**, we have a professional dialogue about children and establish whether they are on track, below or significantly below or need further challenge and each child's level of development is recorded at the end of each term throughout the year. We then use this information to ensure that future planning reflects identified needs in order to help the children progress as quickly as possible.

### **Inclusion**

All children and their families are valued at Butlers Hill Infant and nursery school. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage. All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs coordinator.

### **Safeguarding and welfare procedures**

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

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

The rest of our safeguarding and welfare procedures are outlined in our suite of safeguarding policies, which have been written in accordance with 'Keeping Children Safe in Education 2021'.

We are a healthy school and participate in the free fruit and milk for under-fives scheme.

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

A member of staff in the setting has a recognised paediatric first aid qualification in line with the EYFS framework 2021.

### Monitoring arrangements

This policy will be reviewed and approved by the Early Years leads every 2 years. At each review, the policy will be shared with the governing board. The Early Years governor will liaise with the EYFS lead teachers at least annually to discuss the EYFS Action Plan and relevant School Improvement Plan (SIP) sections. EYFS leads will carry out monitoring over the year alongside subject leaders linked with their action plans. All monitoring outcomes will be acted upon accordingly.

### Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- A meeting with parents/carers to talk to them about their child and our school in the term before their child starts in F1 and F2
- Home visits are organised and carried out near to when children are going to start FSI or FS2 to get to know children's needs and support in starting points
- Asking parents to complete an admissions form highlighting key information about their child
- Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school.
- ClassDojo for home/school communication
- Encouraging parents to talk to their child's teacher if there are concerns.
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, eg Reading, and Phonics meetings
- In both FSI and FS2 we ensure children have the opportunity to spend time with their teacher before starting school during settling/transfer sessions. FSI have time in their new setting before starting school during 'preschool visit sessions' held throughout the year and transition sessions and days in FS2.
- There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents / carers: Open afternoons, Class assemblies, special celebrations.
- Parents / carers are made aware of the curriculum and ongoing activities through topic letters (weekly in Nursery, half termly in Reception) as well as ClassDojo and activities to carry out at home
- Parent information letters, teacher boards which are accessible to parents informing planning and specific learning areas for the week/ half term also informs the parents about what their child is learning at school.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In F1 each child is allocated a key person and is overseen by the Nursery teacher. In F2 the teachers act as 'Key Person' to all children in EYFS, supported by the other practitioners.

## Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## Health and Safety

At Butlers Hill Infant and Nursery School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2012, we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date.
- Fresh drinking water is available at all times and set times.
- Children's dietary needs are recorded and acted upon when required.
- Toileting policy and consent forms are shared with parents and staff.
- Health plans are put in place for children with specific medical needs and shared around the unit and school.
- Milk and fruit are available during the day
- A first aider is accessible at all times and a record of accidents and injuries is kept.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

## Transition

### From home to F1

Initially each family will have a home visit to find out more information about the child. A parents meeting is also held to give information about our school and nursery procedures. Then they have a visit to nursery for an hour with their parent and then another two or three one hour visits before their start date. Some children have additional visits if needed. Parents/Carers are also given a 'Welcome to FSI prospectus'. Phone calls and/or visit to previous childcare are carried out if applicable.

### From F1 to F2

Children in our F1 setting will see the staff in F2 setting regularly through special events and other informal visits. New children who have not attended our nursery will have a home visit from an FS2 teacher. All parents are invited in for a parents meeting to outline the procedures that they need to be informed of. The children also receive a booklet 'Welcome to F2' which talks through a day in the F2 setting with pictures. FSI also have a welcome to FSI booklet and both year groups have transition booklets for children needs specific

details. The children then have a series of visits to the f2 setting. If we feel that a child would benefit from additional visits then this is put into place. Staff also meet with the F1 practitioners to discuss each individual child and call the pre-school settings for children who have not attended our setting.

### **From F2 to Year 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, exceeding expected levels, or not yet reaching expected levels ('emerging').

Year 1 teachers have access to INSIGHT to refer to children's assessments. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs. The dialogue between the teachers also includes a commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

A. Elkington EYFS Lead

R. Chumun (FS1) A Elkington (FS2)

## Appendix A – Butler’s Hill Infant & Nursery School Curriculum

### The EYFS Reception Year Curriculum at Butler’s Hill Infant & Nursery School

*School Vision: Dream Big, Aim High    School Aims: Caring, Creative, Confident*

#### MISSION STATEMENT & AIMS

The Foundation Curriculum has been carefully planned around Butler’s Hill’s mission of Dream Big, Aim High, as we want our children to have high aspirations and believe they can make a difference, big or small through their core values and responsible actions. Every child is an exceptional individual and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by learning through play and the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals, ready to reach their full potential in an ever-changing world.

Our EYFS curriculum is driven to: recognise children’s prior learning and experiences (influenced by their home and community\*), provide first hand learning experiences (filling the gaps from pupils’ background), allow the children to develop interpersonal skills, build resilience through our ‘Growth Mind Set’ approach and become critical and creative thinkers.

Our aims;

- Nurture our children to become caring, creative and confident individuals
- Plan for our children’s interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps developing their curiosity, explorative and problem solving skills
- Provide a curriculum that is ambitious and designed to give our children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom.
- Foster the development of each child’s character.
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Reception and then into Year 1 effectively
- Provide purposeful, enticing and well-planned indoor and outdoor environments, which support learning in all areas of the curriculum. encouraging independence in selecting their own resources and tools to support learning and independence
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected
- Strive to form positive relationships with parents/carers in order to develop the ‘whole child’.

- Prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

*\* Pupils come from an area with high levels of social disadvantage when compared to all infant schools in Nottinghamshire*

### **Personal Social and Emotional Development**

We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time during PHSE and Take 5. Daily Take 5 sessions teach the children breathing strategies to help regulate their emotions and promote mindfulness and wellbeing. Alongside daily reinforcement during play children also have weekly PHSE sessions using the JIGSAW scheme of work which covers the themes:

1. **BM** (Being Me in My World)  
'Who am I and how do I fit?'
2. **CD** (Celebrating Difference)  
Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)  
Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)  
Being and keeping safe and healthy
5. **RL** (Relationships)  
Building positive, healthy relationships
6. **CM** (Changing Me)  
Coping positively with change

We also teach all children to have a 'growth mindset' to allow the children to build resilience and become critical and creative thinkers.

### **Physical Development**

We believe this area to be of utmost importance to our children and build in as much physical activity as we can during the day. We have free flow access to our outdoor areas and we encourage children to play outside as much as possible. Our intention is that children learn how to take measured risks when climbing, sliding, constructing etc. We encourage children to learn about nature and look after their environment through growing and caring for plants in our garden areas. In F2 There is a well-established and comprehensive PE curriculum, which covers dance, gymnastics and multiskills/games and also includes exposure to different sports e.g. table tennis, archery etc, Children in F2 also follow the NHS 'First Moves' Programme to help develop core strength. Children have a weekly healthy living session and are taught about the importance of regular

exercise and healthy eating and oral hygiene. To help develop fine motor skills the children take part in 'squiggle while you wiggle', dough disco and funky fingers.

## Communication and Language

Communication and Language is at the heart of our curriculum and is given careful thought in all that we plan, deliver and provide for the children. Children are encouraged to listen and communicate appropriately and are taught explicitly what a good listener; talk partner and speaker look like and do. This is reinforced by specific praise and modelling by all staff. New vocabulary is discussed in each session with 'star words' picked out for explicit teaching and reinforced over the year. On both of the FS doors there are three words for adults to discuss with the children when they enter the classroom to show the children that we value vocabulary, speaking and listening. Back-and-forth, interactions are our focus in play and adults use different strategies to develop children's communication and language. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and story-making props to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate have individual 1:1 programs and are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills.

## Reading and Phonics



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

We follow a systematic approach to phonics teaching using 'Ultimate Phonics' in F1 and the Essential Letters and Sounds scheme in F2 (introduced February 2022). Phonics teaching begins in Autumn 1, Week 2 in Reception and lessons are taught daily and in addition to this, children take part in guided reading, either in small groups or individually. ELS includes an apply activity workbook and the children sit at tables to complete this straight after the lesson. Reading books are matched to children's phonics ability and are allocated each week for children to practice at home and at school. Children who need extra help with phonics are targeted for keep up activities and the bottom 20% of children receive extra 1:1 daily phonics and reading practice. In F2 from spring onwards, there is a daily morning phonics activity for children to do independently as soon as they come into school. Precision teaching is used for children who struggle to retain their knowledge of the sounds taught.

Children are also encouraged to take home high quality, age-appropriate picture books to share with an adult and encourage book sharing at home. Books in the book corner are added to each half term to reflect the different seasons, topics taught and children's interests. All children have a daily story time, which is highly valued by all staff. Staff also read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area. Adults discuss favourite authors and books with children and encourage children to share what they are reading at home. In Nursery and Reception there are focus texts used in literacy that have been carefully selected based on the children's starting points. In Nursery, these are used alongside colourful semantics to target speech language and

communication focusing on vocabulary and sentence structure. In Reception they are used in conjunction with 'talk for writing' which also focuses on the acquisition of vocabulary and sentence structures by learning texts 'by heart'.

## Writing

In F1 there is a focus on gross motor development ensuring that muscles have had the time to develop and that the children have good control and confidence in body movements, balance, co-ordination and agility. The Gross motor skills also help provide the foundation skills to be able to complete fine motor skill movement such as pinching or grasping. Fine motor skills are then built up gradually, developing the control, strength and hold of tools and equipment. Nursery has a free flow environment so children can practice their skills inside, out, and in a variety of contexts. Dough disco, fine motor activities, a selection of mark making resources and one handed tools and equipment, pre-writing skills/ resources, introduction of writing formats and an introduction to squiggle whilst you wiggle in Summer term, these are examples of how we teach and support the children. Alongside these we also learn a letter, shape and number a week and encourage the writing or drawing of them. The writing of the letter of the week is done using the correct formation, opportunity for writing is in all areas and a selection of formats and marking making opportunity and resources are available in the continuous provision.

In F2 We introduce writing activities straight away, focusing on pencil grip and fine motor activities as we find a lot of children struggle with this when they first join us. We also do this alongside 'squiggle while you wiggle' and 'dough disco' as many of our children need to improve muscle strength and going from large scale movements to small. We also teach the Nelson handwriting scheme alongside the ELS curriculum. Guided writing activities are taught in groups and are done once a week. Guided writing activities are based on the topic being taught and the class book is often used as a basis for writing. Children are also encouraged to write in the provision and there are writing bags indoors and outdoors to encourage this. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in their guided writing sessions.

## Mathematics

We want our children to be inquisitive and confident about mathematics and have a strong grounding of number sense. In F1 we strive to give the children strong, secure building blocks to all areas of Mathematics and be able to use resources and skills and knowledge in a variety of contexts. We teach mathematics in differentiated mathematics groups twice weekly, through application and exploration of the continuous provision and through quality interaction. In F1 there is a focus securing a good understanding of numbers 0-5.

In F2 we follow White Rose (in line with KSI). Children are taught maths through whole-class teaching using practical activities and also thorough independent application in the maths area and other areas of provision. The main aim of the maths curriculum in F2 is that children have a deep understanding of numbers to 10.

## Knowledge and Understanding of the World

We strive to give children knowledge about the world around them in Hucknall and beyond. The building blocks for Science are taught through most of our topics. Throughout Foundation we support them to understand their own experiences and make sense of the world around them, build curiosity and wonder and learn how to care for themselves, living things and the world that they live in. We give them the building blocks for investigation, questioning and social, cultural, scientific, ecological and technological knowledge and understanding whilst using a rich and varied vocabulary throughout areas of UW. It is important that our children have a strong understanding and knowledge of culture and have an acceptance of others as the world is becoming progressively diverse. We do this through the curriculum drivers, stories and non-fiction, stimulus activities, 'in the moment' planning (FI) and learning and special days i.e. Earth day, Chinese New Year, Diwali, Martin Luther King day.

The building blocks for Geography including maps and countries of the world are taught through our curriculum drivers where we learn about our environment as well as a contrasting environment. This is also taught through exploring and discussing religious events such as Diwali, Christmas around the world etc.

## Expressive Arts and Design

Creativity is one of our school aims and we believe it allows for the uniqueness of a child's thoughts, feelings and ideas to shine through and it is important for every child to be heard through creativity. It builds independence and resilience if their work is valued as part of the individual. Imagination and creativity can be not only used through the arts but across other curriculum areas, for example, to solve problems, understand ideas and concepts and express and share their ideas with others, which in other situations they may find difficult. The children learn to express themselves in a variety of different ways i.e. role-play, music, dance and art.

In Nursery, children are provided with an open ended continuous provision alongside the space, curiosity and time to explore creative activities, we build on their experiences and teach them how to use a variety of tools, equipment's and resources with safety and control. The resources in the continuous provision are enhanced based on the children's interests. We also have a focus at the beginning of the year on introducing the children to the resources, tools and equipment that are found within the continuous provision; we teach these through focused session times and quality interaction in play. In Reception, we want children to sing songs, make music, dance and perform. Children are given time to play imaginative games and make up stories, songs and dances. In art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the staff. We endeavor that children leave Reception with good art skills, as well as encouraging them to use their own ideas and techniques in their art and design work.

**School Key priorities for our context:**

- Aspirations/Being a Responsible citizen
- Healthy Living
- Growth Mindset (this feeds in with every Curriculum Driver)

Term	Curriculum Driver	Rationale	Stimulus
Nursery A1	Let's Talk	<ul style="list-style-type: none"> <li>• Low starting points SLCN</li> <li>• Interaction</li> <li>• Getting to know chin</li> <li>• Social skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Time capsule – create a portrait of themselves for opening in Reception</b></li> <li>• SALT activities</li> <li>• Adults in play modelling interactions</li> <li>• Story linked to repetitive</li> <li>• Music sessions</li> </ul>
Nursery A2	Me and My world	Responsible Citizen – respect, acceptance, celebrating difference <ul style="list-style-type: none"> <li>• A sense of self – who am I? Where am I from?</li> <li>• Acceptance of similarities/differences of each other</li> <li>• Acceptance of others traditions/cultures/religions etc.</li> <li>• Responsibility of caring for our locality/world</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Festivals</li> <li>• Jigsaw (links with Occupations)</li> <li>• Special days</li> <li>•</li> </ul>
Nursery Sp1			
Nursery Sp2	Busy Hands, Busy Bodies	<ul style="list-style-type: none"> <li>• Healthy living – healthy eating/exercise (jigsaw)</li> <li>• Growth mindset</li> <li>• Gross and fine motor skills</li> <li>• Occupations – aspirations</li> <li>• Caring for people</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw</li> <li>• Books/ action songs</li> <li>• Visitors linked to occupations &amp; skills within Gross/ fine motor</li> <li>• Allotment</li> </ul>
Nursery Sum1	Story Tellers Chair	<ul style="list-style-type: none"> <li>• Building on SLCN</li> <li>• Relationships</li> <li>• Looking after environment</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Nursery Sum2	All Things Growing	<ul style="list-style-type: none"> <li>• Healthy living – growing food</li> <li>• Caring for environment</li> <li>• Transition</li> </ul>	<ul style="list-style-type: none"> <li>• Butterflies</li> <li>• allotment</li> </ul>
Reception A1	Can you tell me about you?	<ul style="list-style-type: none"> <li>• Responsible Citizen – respect, acceptance, celebrating difference</li> </ul>	<ul style="list-style-type: none"> <li>• Super Duper You Sophy Henn</li> <li>• Time capsule – open Nursery's and</li> </ul>

		<ul style="list-style-type: none"> <li>• A sense of self – who am I? Where am I from?</li> <li>• Acceptance of similarities/differences of each other</li> <li>• Acceptance of others traditions/cultures/religions etc.</li> <li>• Getting to know the children and their families</li> <li>•</li> </ul>	create new one ready for Year1
<b>Reception A2</b>	<b>What has happened in the home corner?</b>	<ul style="list-style-type: none"> <li>• Exposure to a traditional tale (often not in children's experience)</li> </ul>	<ul style="list-style-type: none"> <li>• The Gingerbread Man</li> </ul>
<b>Reception Sp1</b>	<b>Why do people celebrate CNY?</b>	<ul style="list-style-type: none"> <li>• Responsible Citizen – respect, acceptance, celebrating difference</li> <li>• A sense of self – who am I? Where am I from?</li> <li>• Acceptance of similarities/differences of each other</li> <li>• Acceptance of others traditions/cultures/religions etc</li> </ul>	<ul style="list-style-type: none"> <li>• The Magic Paintbrush Julia Donaldson</li> <li>• China</li> <li>• Chinese New Year</li> </ul>
<b>Reception Sp 2</b>	<b>Who will save the day?</b>	<ul style="list-style-type: none"> <li>• Healthy living</li> <li>• Healthy Lifestyles</li> <li>• Real life super hero – occupations</li> </ul>	<ul style="list-style-type: none"> <li>• Supertato Paul Linnet/Sue Hendra</li> <li>• Healthy Food</li> <li>• Occupations</li> </ul>
<b>Reception Sum1</b>	<b>Where are they hiding?</b>	<ul style="list-style-type: none"> <li>• Caring for the environment</li> <li>• Grow mindset – what can I do to help?</li> <li>• Growth Mindset - Smallest creature has a purpose and link to themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Mad About Minibeasts Ciles Andreas</li> <li>• Life cycle of ladybirds</li> <li>• Bees – importance within the environment</li> </ul>
<b>Reception Sum 2</b>	<b>How do things change over time?</b>	<ul style="list-style-type: none"> <li>• Transition</li> <li>• Environment &amp; seasons</li> <li>• Aspirations and Growth Mindset – being ready to move on to the next year group</li> </ul>	<ul style="list-style-type: none"> <li>• The Growing Story Ruth Krauss</li> <li>• changes looking at a tree alongside weather and animals</li> <li>• Transition to Y1</li> <li>• Send time capsule to Y1</li> </ul>



## Butler's Hill Infant and Nursery School Vocabulary Spine

Curriculum Area	EYFS	Yr1	Yr2
School Values Fairness	Share, take turns	Honest, discussion, agreement	Reasonable, equality, deserve
Respect	Kind hands, kind feet, kind words	Politeness, admiration, equality, kindness, caring	Consideration, discrimination, regard (feelings), attentive
Perseverance	Try, don't give up, learning pit	Determination, resolution, patience, growth mindset	Endurance. Dedication, commitment, growth mindset
Acceptance	Kind words	Approval, welcoming, approving	Non-judgemental, equal rights, embrace
Co-operation	Team work	Team building, partnership, helpful	Collaboration, contribution, participation
Responsibility	Care, jobs	Trust worthiness, control, duty	Liability, influence

<p><b>Art</b> EYFS: Expressive Arts and Design – Creating with Materials</p>	<p>Colour, pattern, line, shape, paint, draw, Enclose, Texture, Refine, Collaboration</p>	<p>Colour, pattern, texture, form, space, shading, proportion, observational, collage, materials, strokes, method</p>	<p>Colour, pattern, texture, form, space, line, elements, style, analyse, proportion, landscape, observe, design,</p>
<p><b>Computing</b></p>	<p>Login Username Password Switch Button On Off Technology iPad Tablet Television Computer Laptop Phone Washing Machine Toaster Microwave Kettle Remote controls Instructions Directions Forwards Backwards Left Right</p>	<p>Login Username Password Log out My Work Avatar Notification Topics Tools Save Sort Criteria Pictogram Data Collate Instruction Algorithm Computer Program Debug Direction Challenge Arrow Undo Rewind Forward Backwards Right turn Left turn Animation E-Book Font File Sound effect Display board</p>	<p>Action Algorithm Background Button Collision detection Debug/debugging Design mode Event Key pressed Nesting Object Predict Scale Run Properties Scene Sound Test When clicked/swiped Sequence Text Timer Search Display Board Internet Sharing Email Attachment Digital Footprint</p>
<p><b>DT</b> EYFS: Expressive Arts and Design – Creating with Materials Physical Development-Fine Motor</p>	<p>Explore, experiment, join, cut, stick, tools, Construct, Build, Balance, Refine, Collaboration</p>	<p>Plan, Design, Explore, Evaluate, Investigate, Attach, Elements Equipment, Product, Purpose, technology, sliders, movement, model, healthy, taste test, ingredients</p>	<p>User, Purpose, Functionality, Innovation, Authenticity, Ingredients, Edible, Adapt, Evaluate, Rate, Product, Promote, Texture, Opinions, Samples, Criteria, Consistency, Axel, Vehicle, Chassis, Tyre tread, Dowel</p>
<p><b>Geography</b> EYFS: Understanding the World – The Natural World &amp; People, Culture and Communities</p>	<p>Live, hot, cold, England, map, wet, dry, shelter, environment, farm, weather words, seasons, Familiar, Plants, Animals, Nature, Natural Similar, Different, Occupations, Family, Community</p>	<p>Pacific Ocean Indian Ocean Arctic Ocean Southern Ocean, Atlantic Ocean, seas, continents, planet earth, rivers, Thames, Nile, Trent, Artic, Antarctic, London, Scotland, Wales, Northern Ireland, habitat, home, pollution, reduce, reuse, recycle, energy, waste, ice cap, glacier, intuits, melting, soil, differences, similarities</p>	<p>Locate Human Physical Crust Parliament National Anthem Landmarks National flower Compass Plot Climates Aerial Fair trade Earth Magma Country County Village valley, harbour, port, Globe Equator Pacific Ocean Indian Ocean Arctic Ocean Southern Ocean Atlantic Ocean Tropic of Capricorn Tropic of Cancer Hemisphere, North, East South West, tropical, rainforests, disappearing, compare, contrast</p>
<p><b>History</b> EYFS: Understanding the World – Past and Present &amp; People Culture &amp; Communities</p>	<p>Nursery – Yesterday, Today, Tomorrow, Before After, Now, Baby, Grandparent/ma/dad etc Timetable F2 – Event, Experience, Special, Past, Figure, Familiar, Special, Community, Society, Similarity, Difference, Now, Then, Special, Family, Fireworks, Gunpowder, Poppies, Remembrance, Past</p>	<p>Long ago, Primary evidence, Secondary evidence, Past, Present, Future, Changes, Time  Expedition, Explorer, Challenge, Race, Equipment, Preparation, Planning, Frostbite, Exhaustion, Clothing, Companions, Journey, Evidence, Primary, Secondary, Fact/fiction</p>	<p>Cause, effect, eye witness account, Chronological order, Primary source, Secondary source, Evidence, Hot seat, Compare/comparison Medieval, Middle Ages, Timeline, oldest/most recent event, feudal system, nobles, peasants, moat, tower, barbican, bailey, portcullis, drawbridge, battlements Locality, reputation, historical person Extinct, theory, Prehistoric/Jurassic/Triassic/Cretaceous period, palaeontologist.</p>

<p><b>Music</b> EYFS: Expressive Arts and Design – Being Imaginative and Expressive</p>	<p>song, music, instruments, actions, loud and soft, fast and slow, rhythm Sing, Imagination, Express Response, Imitate, Props Performance, Feelings, Response Invent, Adapt</p>	<p>dynamic, tempo, pitch (high/low) rhythm and beat.</p>	<p>dynamic, tempo, pitch (high/low) rhythm and beat.</p>
<p><b>PE</b> EYFS: Physical Development – Cross Motor Dance</p>	<p>exercise, movement, speed, action, sequence, height, travel, direction, space, levels</p>	<p>F2 &amp; copy, repeat, equipment, mirroring, canon, unison, routine, control, improvement, pathway</p>	<p>F2, Year 1 &amp; control, levels, rhythm, timing, transitions, timing, competition, performance</p>
<p><b>Gymnastics</b></p>	<p>exercise, sequence, roll, travel, stretch, jump, walk, hop, skip, balance, stillness, under, over, strength, slow, fast,</p>	<p>F2 &amp; linking, travel, tiptoe, hopstotch, gallop, pike, tuck, star, vault, straddle, control, improvement, pathway</p>	<p>F2 &amp; Year 1 &amp; varied, mirroring, partner, unison, performance</p>
<p><b>Multi Skills /Games</b></p>	<p>hit, strike, roll, throw, catch, object, target, bounce, kick, travel, space, chasing, team, games, rules</p>	<p>F2 &amp; send, receive, underarm, overarm, accuracy, control, player, pathway, use space, tactic, defending, attacking, competition, control</p>	<p>F2, Year 1 &amp; position, accuracy, distance, co-ordination, dribbling, courses, speed, technique,</p>
<p><b>RE</b></p>	<p>Religion, special book, special place, special story, Christmas, bible, Church, Jesus, Torah</p>	<p>Religion, spiritual, commitment, values, prayer, faith, thankful, worship, God, Christian, symbol, Christmas, Easter, Jesus, Church, Altar, font, altar, bible, Jewish, synagogue, Torah, Hanukkah, Judaism, shabbat, humanist</p>	<p>Religion, wise sayings, rules for living, co-operation, holiness, belonging, worship, holiness, sacred, creation, creator, Christmas, Easter, gospel, bimah, Ark, shabbat, Judaism</p>
<p><b>Science</b> EYFS: Understanding the World – The Natural World</p>	<p>Science experiment, test, fair, why, sense, world, plants – leaf, stem, root, flower, animals, plants, humans, materials – waterproof, natural, change, growth, decay, environment, heavy, light, float, sink, stretch, snap, magnetic, baby, toddler, child, teenager, adult, egg, caterpillar, chrysalis, bark, stick, branch, seasons, melt, liquid, solid, hard, soft, kitten, puppy, foal etc</p> <p>C of EL</p>	<p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, animals from each vertebrate group Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue (also see PSHE document) Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length</p>	<p>Same as year 1 + light, shade, sun, warm, cool, water, grow, healthy Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc. Offspring, reproduction, growth, child, young/old stages (examples – chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta) Names of materials – increased range from year 1 Properties of materials – as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, Bend/bending, stretch/stretching</p>

Note: Each year group will also have a strong focus on the rich vocabulary and language drawn from any texts that are read/discussed over the year.

EYFS: Personal, Social & Emotional Development			
Being Me in My World	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving
Celebrating Difference	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value
Dreams and Goals	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product
Healthy Me	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious
Relationships	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,
Changing Me	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy

English	EYFS	Yr1	Yr2
Spoken Language	Rhyme, Story, Song, Poem, Action, Who, What, Where, Why, Concentrate, Join in, Question, Instruction, Listen, Remember, Direction, Listen, Question, Answer, Instruction, Non-fiction, Star words (vocab), Conversation, Time, space & function words, Pronouns and prepositions, Conversation, Because, or, and Imagination, Social phrases Imaginary, Star words (vocab) Questions, Sentence, Organise Retell, Discussions, Ideas	Discuss, explain, retell, opinions	Express, reciting, intonation
Phonics Essential Letters & Sounds	Phonics, phoneme, grapheme, drum roll, blend, blending hands, segment, robot arms, sound-talk, stretch, digraph, trigraph, split digraph Pseudo words		
Vocabulary, Grammar and Punctuation	Capital letter, full stop, sentence	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
Reading	Pages, Pictures, Print, Events, Characters, Suggestion, Retell, Stories, Non-fiction, Rhymes, Poems, Rhyme, Rhythm, Song phonemes, Initial, Segment, Blend, blending hands, sound-talk Alphabet, Digraph, Trigraph, Phrase, Sentence	As F2 plus Alternative, Common exception words, endings, suffix, syllable, contractions, fluency, by heart, title, predict,	As F2/Y1 plus Intonation, inferences
Writing	Pincer grasp, Tripod grasp, Tools Draw, Paint, Write, Marks, Representations, Capital letter, Phonemes, segment, robot arms, stretch, Sign, Line, Circle, Mark making, Tools, Copy, Caption Label, Rehearse, Full stop, Sentence, Segment, Blend, Tripod grasp, Lower case, Upper case, Letters, capital letters	As F2 plus Prefixes, suffixes, plural, dictated sentences, digits, compose, sequence, re-read,	As F2/Y1 plus Homophone, near-homophone, contractions, joined up, plan, revise, correct, proof read

Maths	EYFS	Yr1	Yr2
Number & Place Value	zero number one, two, three ... to twenty and beyond tens numbers, eleven, twelve ... twenty none how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair	zero number one, two, three ... to twenty and beyond tens numbers, eleven, twelve ... twenty none how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair  numeral twenty-one, twenty-two ... one hundred forwards backwards equal to equivalent to most, least many multiple of	zero number one, two, three ... to twenty and beyond tens numbers, eleven, twelve ... twenty none how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair numeral twenty-one, twenty-two ... one hundred forwards backwards equal to equivalent to most, least many multiple of two hundred ... one thousand threes, fours and so on tally sequence continue predict rule > greater than < less than
Place value	ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between	ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between  equal to half-way between above, below	ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between equal to half-way between above, below hundreds one-, two- or three-digit number place, place value stands for, represents exchange twenty-first, twenty-second ...
Estimating	guess how many ...? estimate nearly close to about the same as just over, just under too many, too few enough, not enough	guess how many ...? estimate nearly close to about the same as just over, just under too many, too few enough, not enough  roughly	guess how many ...? estimate nearly close to about the same as just over, just under too many, too few enough, not enough roughly exact, exactly
Addition and subtraction	add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between	add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between  addition near double half, halve subtract equals is the same as number bonds/pairs missing number	add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between addition near double half, halve subtract equals is the same as number bonds/pairs missing number one hundred more one hundred less /facts tens boundary

Maths	EYFS	Yr1	Yr2
Nu,ber & Place Value	zero number one, two, three ... to twenty and beyond teens numbers, eleven, twelve ... twenty none how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair	zero number one, two, three ... to twenty and beyond teens numbers, eleven, twelve ... twenty none how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair  numeral twenty-one, twenty-two ... one hundred forwards backwards equal to equivalent to most, least many multiple of	zero number one, two, three ... to twenty and beyond teens numbers, eleven, twelve ... twenty none how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair numeral twenty-one, twenty-two ... one hundred forwards backwards equal to equivalent to most, least many multiple of two hundred ... one thousand threes, fours and so on tally sequence continue predict rule > greater than < less than
Place value	ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between	ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between  equal to half-way between above, below	ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between equal to half-way between above, below hundreds one-, two- or three-digit number place, place value stands for, represents exchange twenty-first, twenty-second ...
Estimating	guess how many ...? estimate nearly close to about the same as just over, just under too many, too few enough, not enough	guess how many ...? estimate nearly close to about the same as just over, just under too many, too few enough, not enough  roughly	guess how many ...? estimate nearly close to about the same as just over, just under too many, too few enough, not enough roughly exact, exactly
Addition and subtraction	add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between	add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between  addition near double half, halve subtract equals is the same as number bonds/pairs missing number	add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between addition near double half, halve subtract equals is the same as number bonds/pairs missing number one hundred more one hundred less /facts tens boundary

Multiplication and division	sharing doubling halving number patterns	sharing doubling halving number patterns multiplication multiply multiplied by multiple division dividing grouping array	sharing doubling halving number patterns multiplication multiply multiplied by multiple division dividing grouping array groups of times once, twice, three times ... ten times repeated addition divide, divided by, divided into share, share equally left, left over one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of row, column multiplication table multiplication fact, division fac
Money	money coin penny, pence, pound price, cost buy, sell spend, spent pay	money coin penny, pence, pound price, cost buy, sell spend, spent pay  change dear, costs more cheap, costs less, cheaper costs the same as how much ...? how many ...? total	money coin penny, pence, pound price, cost buy, sell spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much ...? how many ...? Total bought sold
Geometry	Properties of shape shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetrical pattern, repeating pattern match	Properties of shape shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetrical pattern, repeating pattern match  symmetry, symmetrical pattern	Properties of shape shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetrical pattern, repeating pattern match symmetry, symmetrical pattern surface line symmetry
2-D shape	corner, side rectangle (including square) circle triangle	corner, side rectangle (including square) circle triangle  point, pointed	corner, side rectangle (including square) circle triangle point, pointed triangular pentagon hexagon octagon, circular, rectangular
3-D shape	face, edge, vertex, vertices cube pyramid sphere cone	face, edge, vertex, vertices cube pyramid sphere cone  cuboid cylinder	face, edge, vertex, vertices cube pyramid sphere cone cuboid cylinder
Position and direction	position over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn	position over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn	position over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn underneath centre journey quarter turn,

		underneath centre journey quarter turn, three-quarter turn	three-quarter turn route higher, lower clockwise, anticlockwise right angle straight line
statistics	count, sort group, set list	count, sort group, set list  table vote	count, sort group, set list table vote label, title most popular, most common least popular, least common graph, block graph, pictogram represent tally
General	pattern puzzle what could we try next? how did you work it out? recognise describe draw compare sort	pattern puzzle what could we try next? how did you work it out? recognise describe draw compare sort  problem, problem solving mental, mentally explain your thinking	pattern puzzle what could we try next? how did you work it out? recognise describe draw compare sort problem, problem solving mental, mentally explain your thinking show how you ... explain your method describe the pattern describe the rule investigate mental calculation written calculation

## Appendix C – Early Learning Goals

Communication and Language
<b>Listening, Attention and Understanding</b>
<ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<b>Speaking</b>
<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>

Understanding the World
<b>Past and Present</b>
<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<b>People, Culture and Communities</b>
<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul>
<b>The Natural World</b>
<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

Personal, Social and Emotional Development
<b>Self-Regulation</b>
<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul>
<b>Managing Self</b>
<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<b>Building Relationships</b>
<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>

Expressive Arts and Design	Mathematics
<b>Creating with Materials</b>	<b>Number</b>
<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul>
<b>Being Imaginative and Expressive</b>	<b>Numerical Patterns</b>
<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

Physical Development
<b>Gross Motor Skills</b>
<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Fine Motor Skills</b>
<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

Literacy
<b>Comprehension</b>
<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Word Reading</b>
<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Writing</b>
<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

