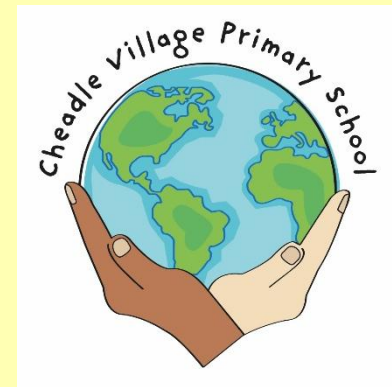




EYFS Curriculum at Cheadle Village Primary School

The school at the heart of the village: Free to flourish; ready to learn and succeed

EYFS Curriculum at Cheadle Village Primary School

Cheadle Village Primary School is a safe and happy place to learn, work and play and this begins in our Foundation Stage Unit (Nursery and Reception classes). We provide an engaging and enriching curriculum which responds to children's needs and interests whilst embedding a positive attitude to school and learning. We work closely with families (including transition, termly parent events, parent meetings, weekly 'what we have learnt this week' correspondence) and other agencies to ensure all children achieve their full potential. Children are encouraged to become independent, imaginative, confident and emotionally aware.

We plan a stimulating curriculum which values prior learning and embraces different cultures whilst providing a firm foundation for Key Stage 1. The timetable of the day balances adult-led carpet sessions, adult-led focused activities, independent tasks for the children to complete alone and together, and time for child initiated learning through play in our continuous and enhanced provision areas both indoors and out.

Our curriculum is designed to follow the Statutory Framework for the Early Years Foundation Stage alongside the non-statutory document 'Development Matters' which set out what a child should know from birth until the end of the Reception year. There are seven main areas of learning.

The Prime Areas:

Personal, Social and Emotional Development
Communication and Language
Physical Development

The Specific Areas:

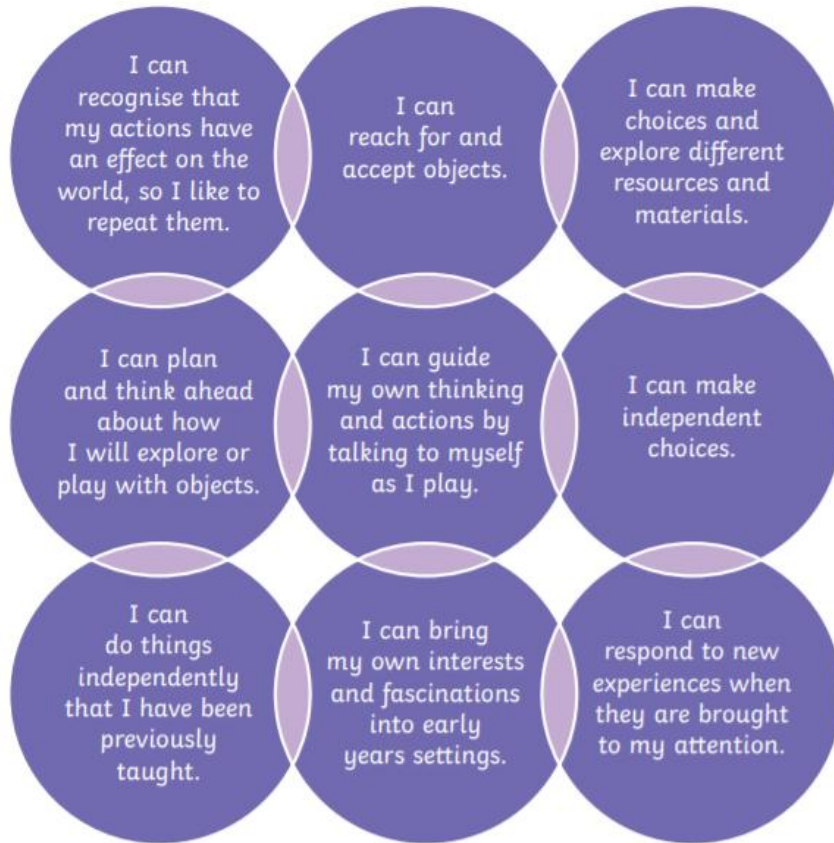
Literacy
Mathematics
Understanding the World
Expressive Arts

All of these areas of learning are linked and connected and the 'Characteristics of Effective Learning' weave through them all.

Characteristics of Effective Learning

Playing and Exploring

Children investigate and experience things and 'have a go'.



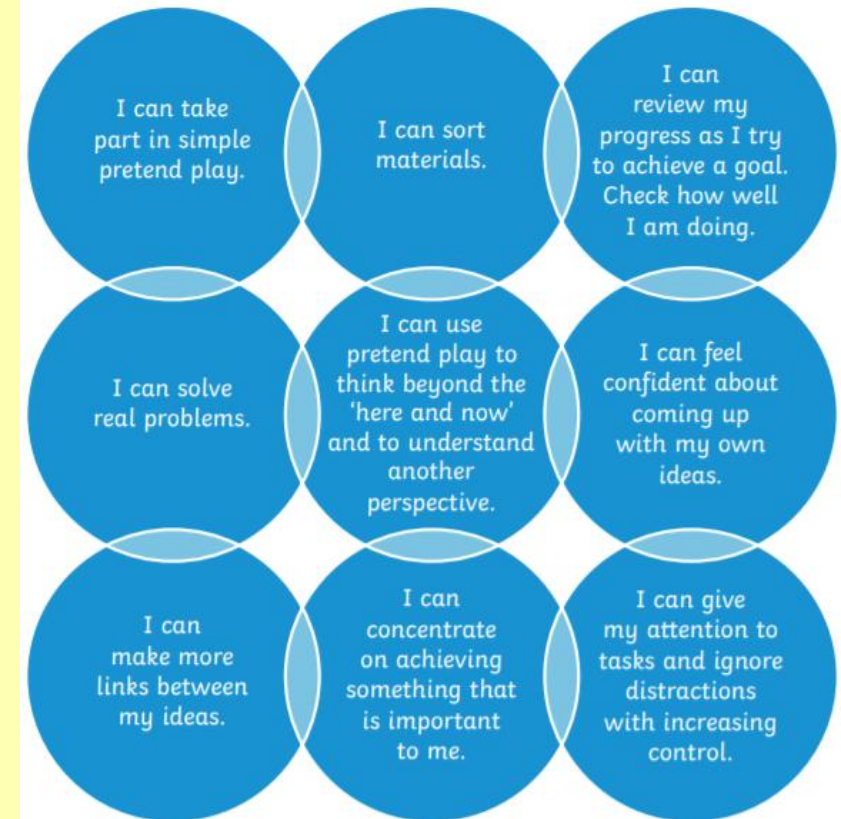
Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.



Overview of topics

In EYFS the Nursery and Reception classes work as a unit so we sometimes have our own topics and sometimes have topics which overlap. This allows us to ensure that children experience a broad range of topics and experiences in their time with us as well as opportunities to revisit and build on prior skills and knowledge.

Nursery Topics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous Me Children will talk about themselves, their body, their family and their interests. They will also learn about their own life story and those of close family.	Let's Celebrate Children will learn about festivals from their own and other cultures.	People Who Help Us Children will learn about different occupations and people who help us in the community. We will also look at emergency vehicles.	Rhyme Time Children will focus on different nursery rhymes, learn to recite them and experiment with instruments.	How does your garden grow? Children will look in detail at the natural world around them, learn how to look after the natural world, plant and grow seeds and learn about the lifecycles of plants and minibeasts/woodland animals.	We're all going on a Summer Holiday! Children will learn about holiday destinations in the UK and abroad and compare the different countries.

Reception Topics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who am I? Children will talk about themselves and their interests, name and describe familiar people and talk about members of their family and people in the community and their roles, talking about what they want to be when they grow up.	Light and Dark Children will learn about festivals of light in different cultures, day and night, nocturnal animals and Christmas.	A Long Time Ago Children will compare the past and present in various familiar situations i.e. home, school, transport. They will also learn about castles and medieval times and some important figures from the past.	Once Upon A Time Children will focus their learning on some key traditional tales which link to their interests.	Spring and Minibeasts Children will learn about their local environment and seasonal changes, draw plants and animals, recap on lifecycles.	Amazing Animals Children will learn about animals from different environments (jungle, arctic, desert, farm etc), compare life in these countries to the UK and learn about maps.

Communication and Language - Nursery

Enjoy listening to longer stories
and can remember much of
what happens.

Use talk to organise themselves and
their play: "Let's go on a bus... you sit
there... I'll be the driver."



Be able to express a point of view and to
debate when they disagree with an adult or
a friend, using words as well as actions.



Understand a question or instruction
that has two parts, such as "Get your
coat and wait at the door".

Can start a conversation with an
adult or a friend and continue it
for many turns.

Understand 'why' questions, like:
"Why do you think the caterpillar
got so fat?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about
familiar books, and be able to tell a long
story.

Communication and Language - Reception

Learn rhymes, poems and songs.

Understand how to listen carefully and why listening is important.

Use new vocabulary in different contexts.



Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Articulate their ideas and thoughts in well-formed sentences.

Describe events in some detail.



Listen to and talk about stories and non-fiction texts to build familiarity and understanding.

Connect one idea or action to another using a range of connectives.

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.



How do we teach....?

Communication and Language

Educational programme

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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

- Adult modelling, questioning and conversation.
- Adults thinking out loud to solve problems, modelling complete sentences, and accurate grammar.
- Carpet sessions and assemblies for attentive listening.
- Daily story time and re-reading of texts.
- Quality, vocabulary rich, fiction and non-fiction texts used for taught sessions and story times.
- Tales Toolkit and Drawing Club used to develop storytelling.
- Daily nursery rhymes and songs to develop vocabulary.
- Nursery 'News time' using home/school communication books to encourage children to speak about their weekend.
- All children in Nursery are screened using WELLCOMM assessment on entry and individuals identified for intervention/support groups. Reception children are screened using 'Language Links'.
- Observed interaction between peers and remodelling of sentences to support.
- Scaffolded play.
- Adults narrating children's actions.
- Use of 'talk partners' to encourage sharing ideas leading into small group/whole class discussions.
- Open ended questioning from staff to encourage elaboration and conversation.
- Drama techniques such as hot-seating to encourage asking questions.
- Visitors into school and visits out of school to encourage children to ask questions, learn new vocabulary in context and listen in different situations.

Personal, Social and Emotional Development - Nursery

Make healthy choices about food, drink, activity and toothbrushing.

Begin to understand how others might be feeling.

Select and use activities and resources, with help when needed.



Increasingly follow rules, understanding why they are important.

Talk with others to solve conflicts.



Play with one or more other children, extending and elaborating play ideas.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.



Show more confidence in new social situations.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Personal, Social and Emotional Development - Reception

Identify and moderate their own feelings socially and emotionally.



Express their feelings and consider the feelings of others.

Build constructive and respectful relationships.



Show resilience and perseverance in the face of challenge.

Think about the perspectives of others.

Manage their own needs.

See themselves as a valuable individual.

Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.



How do we teach....?

Personal, Social and Emotional Development

Educational programme

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. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should 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 adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

- Daily modelling and reminders of school rules.
- Clear routines to support positive behaviour.
- Positive reinforcement of expected behaviour – stickers, praise, certificates in celebration assembly.
- Circle time and scaffolded interactions to support friendship issues.
- Behaviour issues managed using restorative approaches techniques.
- Children coached in 'Zones of Regulation' and this is referred to throughout the day.
- Parental involvement, home visits, parents in for settling sessions and pupil voice ensure we get to know the child and their interests.
- Children make choices about own friendship group and who to sit with at lunchtime etc. whilst also being encouraged to play with others.
- Children encourage to reflect on and evaluate their own work.
- Specific taught sessions on emotions and feelings, SRE and staying safe (including online).
- Adults encourage children to express their feelings if they are hurt or upset.
- Constructive feedback given.
- Weekly celebration assembly for 'Star of the Week' and 'Well Done' certificates. Prizes and awards for 'Star of the Term', 'Writer of the Term', 'Reader of the Term' and 'Mathematician of the Term'. Children are also encouraged to share awards they achieve out of school.
- Calm down/quiet time for children who need it before returning to the activity.
- Calm room and onsite 'Mental Health First Aider' (Miss Simpson) for children or parents who need additional support. School has achieved the Bronze level Attachment, Trauma, Sensitive Schools Award (ATSSA).
- Reference to the UNICEF 'Rights of the child' articles where appropriate. School has achieved the Gold level UNICEF Rights Respecting Schools Award.
- Annual visit from the dental nurse to promote oral health.
- Weekly 'Basic Skills' sessions in Nursery focusing on self-care and independence.

Physical Development - Nursery

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.



Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Use a comfortable grip with good control when holding pens and pencils.



Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Start taking part in some group activities which they make up for themselves, or in teams.



Be increasingly independent as they get dressed and undressed, eat using a knife and fork and meet own care needs such as brushing teeth and toileting.

Physical Development - Reception

Develop overall body-strength, balance, co-ordination and agility.



Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.



Develop their small motor skills so that they can use a range of tools competently, safely and confidently.





How do we teach....?

Physical Development

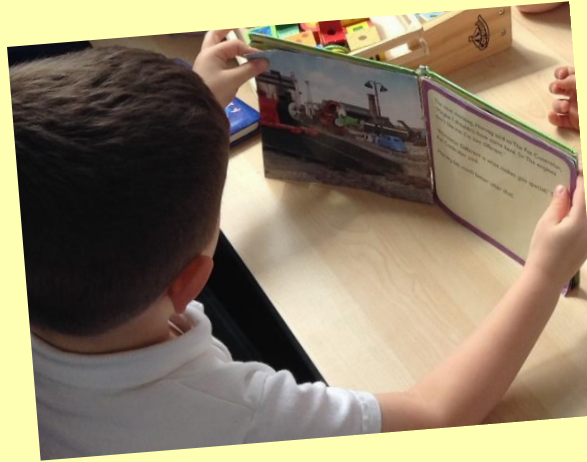
Educational programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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, adults can support 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. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- Daily access to outdoor and indoor provision which includes opportunities for gross motor play i.e. bikes, large bricks, tyres, balance beams, hoops, dens, water wall, mud kitchen, sand pit, parachutes, bats and balls, bean bags and more.
- Daily access to outdoor and indoor provision which includes opportunities for fine motor play through 'Funky Fingers' i.e. small sand trays, painting, drawing, scissors, playdough, chalk, pegs, colouring, threading, jigsaws, construction, water play etc.
- Nursery have daily 'Squiggle Whilst You Wiggle' sessions to encourage gross motor skills – movement with scarves leading into 'big' writing/drawing.
- Weekly timetabled PE sessions both in the hall and outdoors to focus on specific skills.
- Visits to the 'Trim Trail' in the school garden to practise climbing and balancing.
- Regular physical activity/brain break sessions using resources such as Go Noodle, Cosmic Yoga, Jumpstart Jonny etc throughout the day.
- Children expected and supported to eat school dinner with a knife and fork and drink milk at snack time from an open cup.
- Pencil grip continuously monitored and children moved onto the next stage of progression when ready. Pencil grips provided where necessary.
- Emphasis on correct letter formation for Phonics and all writing.
- Provision of both left and right handed scissors.
- Use of sensory resources to encourage mark making in various ways i.e. shaving foam, sand, glitter, paint, printing, chalkboards etc.

Literacy - Nursery

Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.



Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Recognise words with the same initial sound.



Write some or all of their name.

Write some letters accurately.

Count or clap syllables in a word.

Spot and suggest rhymes.



Literacy - Reception

Read individual letters by saying the sounds for them.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

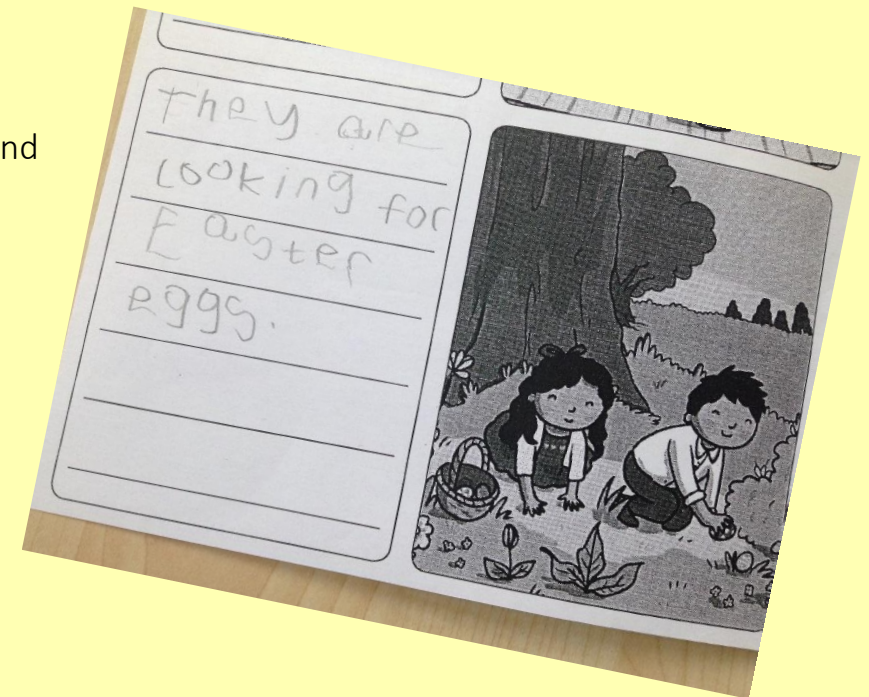
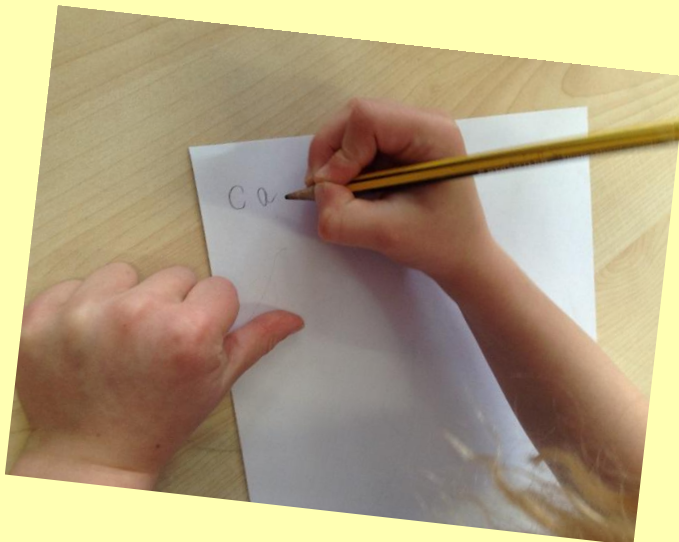
Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read what they have written to check that it makes sense.





How do we teach....?

Literacy

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).

- Planned and sequenced daily Phonics sessions in both Nursery and Reception using Phase 1 Letters and Sounds (Nursery) and Bug Club Phonics (Nursery and Reception).
- Use of phonics scheme to teach progressive tricky and high frequency words in Reception.
- Parents in Reception invited to a Phonics meeting in first half term to ensure they are aware of how we teach reading and writing and how they can support at home.
- Regular phonics assessment/tracking to ensure children are working at the correct phase and interventions to address gaps.
- Phonetically decodeable reading scheme books for the children to practise and consolidate their phonics knowledge.
- Daily nursery rhyme time in Nursery. Regular singing of Nursery rhymes in Reception.
- Daily handwriting sessions in Reception following 'Write Rules' handwriting scheme. Nursery to follow the same letter formation rhymes when looking at 'Sound of the week'.
- Frequent shared and modelled reading and writing in Literacy carpet sessions.
- Comprehension taught during carpet sessions and also when hearing individual readers.
- Quality, vocabulary rich, fiction and non-fiction texts used for taught sessions and daily story times. Reception to begin to follow the 'Literacy Tree – Story Saplings' as this resource develops.
- A varied selection of diverse fiction and non-fiction picture books in the provision indoors and outdoors.
- Wordless books sent home in Nursery to support book skills and story telling.
- Grapheme and tricky word mats and visuals available at all times in the provision.
- Meaningful reasons and opportunities for the children to read and write for a purpose.
- Daily opportunities for oral blending and segmenting.
- Weekly formal writing activity in Reception. Varied daily writing/writing skill opportunities in provision.
- Continuous provision includes resources such as notebooks, envelopes, post box, post it notes, chalk boards etc.
- Reception children heard to read in school at least once per week.
- Daily name writing until children are secure in this skill without using a name card.

Mathematics - Nursery

Recite numbers past 5.

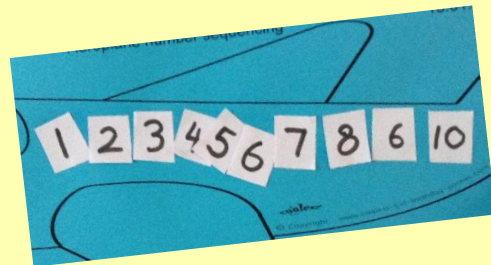
Experiment with their own symbols and marks as well as numerals.

Fast recognition of up to 3 objects, without having to count them individually ('subitising').

Show 'finger numbers' up to 5.

Say one number for each item in order: 1,2,3,4,5.

Make comparisons between objects relating to size, length, weight and capacity.

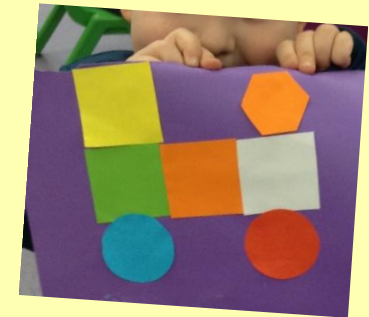


Compare quantities using language: 'more than', 'fewer than'.



Link numerals and amounts.

Describe a familiar route.



Talk about and identifies the patterns around them.

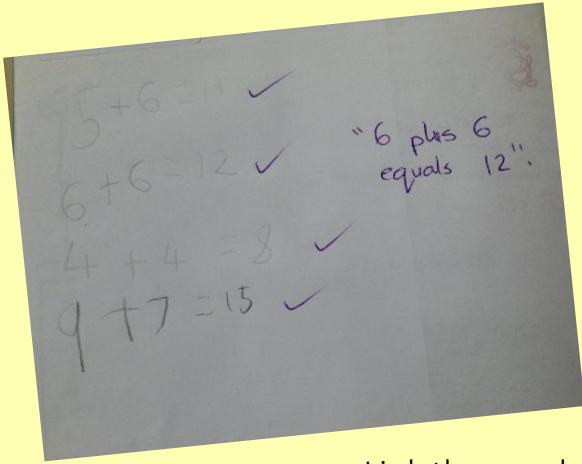
Extend and create ABAB patterns – stick, leaf, stick, leaf.

Understand position through words alone.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Mathematics - Reception



Count beyond ten.

Link the number symbol (numeral) with its cardinal number value.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.



Continue, copy and create repeating patterns.

Compare length, weight and capacity.

Count objects, actions and sounds.

Subitise.

Understand the 'one more than/one less than' relationship between consecutive numbers.



Automatically recall number bonds for numbers 0–10.

Compare numbers.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.



How do we teach....?

Mathematics

Educational programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- Planned and sequenced daily Maths lessons following the Mastering Number programme (for Reception).
- Maths learning linked to topics for Nursery to ensure children see that it is purposeful and relevant.
- Use of Numberblocks videos and resources for deeper learning.
- Focus on composition of smaller numbers before moving on.
- Consistent modelling of correct mathematical vocabulary.
- Number tracks and lines on view and available at all times.
- Continuous provision includes various counters, objects for sorting, Numicon, number tracks and lines, tens frames, items to support numeral recognition.
- Frequent singing of number rhymes and number songs.
- Maths activity recorded in Maths books in Reception and regularly in Learning Journeys in Nursery.
- Modelled and scaffolded play to introduce how Maths can be linked i.e. measuring distances with throwing and jumping games, keeping score in target games, timers for games to know when it is time to swap etc.

Understanding the World - Nursery



Use all their senses in hands-on exploration of natural materials.

Begin to make sense of their own life-story and family's history.

Explore and talk about different forces they can feel.



Talk about what they see, using a wide vocabulary.

Explore how things work.



Continue to develop positive attitudes about the differences between people.

Begin to understand the need to respect and care for the natural environment and all living things.



Talk about the differences between materials and changes they notice.

Show interest in different occupations.

Understand the key features of the life cycle of a plant and an animal.



Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Understanding the World - Reception



Compare and contrast characters from stories, including figures from the past.

Comment on images of familiar situations in the past.



Draw information from a simple map.

Recognise some environments that are different to the one in which they live.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Understand that some places are special to members of their community.

Understand the effect of changing seasons on the natural world around them.



Explore the natural world around them.

Talk about members of their immediate family and community.



How do we teach....?

Understanding the World

Educational programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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.

- Planned carpet sessions as well as learning in the environment.
- Regular discussions about weather and seasons, including how the environment is changing.
- Visits to the garden area to look at seasonal changes as well as local visits to parks and woodland.
- Provision of collections of natural objects used i.e. sticks, pine cones, conkers, leaves, shells etc. to encourage children to investigate, discuss and describe.
- Visitors into school from professionals from various occupations linked to topics i.e. dental nurse, firefighters etc.
- Visits to places in the local area and beyond such as museums, libraries, farms etc.
- Parents asked to send in baby/family photographs for children to share within the classroom and discuss growth and diversity of families.
- Opportunities to learn about concepts of growth, display and change by planting seeds, observing changes in the garden over time, observing lifecycles when we have caterpillars/tadpoles in the classroom.
- Encouraging children to look at books and online resources to support learning.
- Plan and introduce new vocabulary.
- Draw children's attention to forces i.e. how the water pushes up when they try to push a plastic boat under it, how they can stretch elastic, snap a twig but not bend metal, investigating magnetic forces etc.
- Provide opportunities for children to change materials from one state to another i.e. melting ice, cooking etc.
- Explore sinking and floating.
- Celebrations from different cultures taught and discussed throughout the year as they arise and through topics. Visitors invited in to talk about their celebrations. Christmas and Eid celebrated through parties in school annually.
- Varied and diverse texts chosen which support understanding and appreciation of different cultures, countries, disabilities and lifestyles.
- Topic focusing on other countries and comparing them to each other and to the village of Cheadle (Nursery and Reception) and what life was like in the past in relation to school, home, transport etc. and a focus on castles (Reception).
- Regular RE sessions in Reception.

Expressive Arts and Design - Nursery

Remember and sing entire songs.



Create their own songs, or improvise a song around one they know.

Listen with increased attention to sounds.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Play instruments with increasing control to express their feelings and ideas.



Take part in simple pretend play, using an object to represent something else.



Explore different materials freely, in order to develop their ideas about how to use them and what to make.



Join different materials and explore different textures.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.



Explore colour and colour-mixing.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Expressive Arts and Design - Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings.



Listen attentively, move to and talk about music, expressing their feelings and responses.



Explore and engage in music making and dance, performing solo or in groups.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively sharing ideas, resources and skills.



Develop storylines in their pretend play.



Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.



How do we teach....?

Expressive Arts and Design

Educational programme

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. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

- Provision of a range of materials for children to construct with. Adult modelling to encourage them to think about and discuss what they want to make, identify problems and how to overcome them, and review their work.
- Modelling and teaching of a range of techniques for joining different materials.
- Provide a range of artistic materials and tools and teach children how to use them with care and precision.
- Develop their drawing skills using a variety of media.
- Encourage children to notice features of objects and help them to represent the colour, shape and texture.
- Give children an insight into different types of music including music from around the world, linked to topics and celebrations, and encourage them to move to it.
- Provide a range of musical instruments to explore.
- Daily singing, encouraging children to follow the pitch and melody.
- Provide costumes and props to support children's pretend play.
- Play movement and listening games which use different sounds for different movements.
- Daily opportunities to follow choreographed movement through activities such as Cosmic Yoga and Go Noodle.
- Encourage children to choreograph their own dances.
- Children take part in Christmas performance for parents.

Early Learning Goals

By the end of the Reception year children are expected to achieve the following. They will be given a level of either 'Emerging' or 'Expected' for each area of learning.

Communication and Language 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. 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.	Personal, Social and Emotional Development Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.	Physical Development Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
Understanding the World Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Expressive Arts and Design Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Mathematics Number - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
		Literacy Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.



Curriculum Goals

By the end of the Reception year children are expected to achieve our curriculum goals. These are:

To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings	To become an Independent Individual who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy	To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment
To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)	To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5
To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places	To become a Compassionate Citizen who can help to look after their community and care for the environment, be proud of being part of Cheadle, have an awareness of other people's cultures and beliefs	To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it