

Primary Specification



Early Years

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Trust Level

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

The ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. Children do not need to have mastered every part of the ELG. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge and experience of the child and their own expert professional judgement.

This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs.

Early years providers must report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department.

School Level

At school level the EYFS specification document for each subject will be supported by the school's own planning documents/ portals which also include LTPs, MTPs,

Long Term Plans provider leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Scheme of Work

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Characteristics of Effective Learning

The characteristics of effective learning are at the heart and thus underpin everything within the EYFS. They focus on three key elements: engagement, motivation and thinking. At Marus Bridge, CoEL's determine the way we respond to both the teaching and learning of each unique pupil. The focus of the CoEL is on how our children learn rather than what they learn: **process over outcome**. During EY, our children form attitudes about learning that will last them a lifetime. We ensure that our children receive high quality support and encouragement during these fundamental years so that they become empowered, confident, creative and adventurous lifelong learners.

- **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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Schemas

Characteristics of Effective Learning acknowledge schemas with reference to schematic play: curiosity, problem solving, pretending objects are something from their experience, developing ideas of grouping, sequences, cause and effect. Within our nursery setting, and two's provision in particular, schematic preferences reveal our children's interest and their different ways of thinking through patterns of repeated behaviours. Schemas indicate deep level play with children demonstrating high levels of involvement. Practitioners identify dominant or schema clusters for specific children and then plan additions or provocations within the continuous provision to support and extend further thinking. The repetition of these schemas is essential in promoting neural growth. Common schemas that are regularly observed within our two's provision are:

- Connection schema
- Trajectory schema
- Rotation schema
- Enclosing schema
- Enveloping schema
- Positioning schema
- Transporting schema
- Transforming schema
- Orientation schema

Sustained Shared Thinking

CoEL, Schemas and Sustained Shared thinking are integral to all three of our EY provisions: overlapping and enhancing our interactions on a daily basis. Sustained Shared Thinking is key within EY as it leads to deep-level learning: learning that is more than just remembering facts. It encourages key skills such as critical thinking, problem-solving, and curiosity, and it encourages the act of thinking. By valuing and taking the time to understand our children's different perspectives, our children feel safe to propose ideas. Furthermore, having our practitioners model thinking, by demonstrating thought processes out loud, the process is celebrated – and the focus is not on the outcome alone. Throughout these interactions, two or more individuals contribute to the thinking for it to be effectively developed and extended. At Marus Bridge, Sustained Shared Thinking is supported through:

- practitioners showing genuine interest
- respecting children's own decisions and choices and inviting them to elaborate
- using encouragement to further thinking
- giving specific praise
- offering an alternative viewpoint.

Early Learning Goals & Subject Intent, Impact and Implementation

The Early Learning Goal Descriptors

Communication and Language

ELG: 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.

ELG: 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

ELG: 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.

ELG: 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.

ELG: 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

ELG: 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: 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.

ELG: 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.

ELG: 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.

Mathematics

ELG: 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.

ELG: 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.

Understanding the World

ELG: 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.

ELG: 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.



ELG: 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

ELG: 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.

ELG: 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.

EARLY YEARS INTENT

The early years team at Marus Bridge Primary School foster a love of learning by developing children's abilities, skills, knowledge, fascinations and interests. We believe that the Early Year's Foundation Stage is the fundamental underpinning of every child's journey through education. Therefore, it is vital that children are provided with secure foundations for future learning and development. The aim of the Early Years curriculum is to provide an exciting and engaging curriculum which is an ever evolving process. Communication, Language and stories are at the heart of our Early Years Curriculum.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

(Statutory Framework for the Early Years Foundation Stage)

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

We aim to provide:

Children with a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.

Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.

A secure foundation, through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.

A solid partnership working between practitioners and with parents and/or carers.
Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Our philosophy in the Early Years at Marus Bridge is that all young children learn best through play. Our curriculum has been carefully designed to broaden children's experiences, build on their prior knowledge and skills and prepare children for the next stage in their education. It is based on the Early Years Foundation Stage curriculum and adapted through our knowledge of each 'unique' individual, underpinned by our bespoke continuums.



EARLY YEARS IMPLEMENTATION

The curriculum is a top-level plan of everything the Marus Bridge EYFS Team want the children to learn, in which progressive language development is at the heart. The curriculum is ambitious and carefully sequenced in order to build on learning over time. The children's learning is often driven by their interests and thereby plans are flexible. 'Young children do not develop in a fixed way their development is like a spider's web with many strands, not a straight line. Depth in early learning is much more important than covering lots of things in a superficial way.' (Development Matters 2020, page 6) The curriculum is planned to enable children to learn through adult led and child initiated activities in the classrooms, continuous provision areas, outdoor learning zones and the local area. Opportunities are planned to provide purposeful enhancements that further extend children's ability to use, apply and consolidate what has been learned.

EARLY YEARS IMPACT

Our children develop detailed knowledge and skills across all seven areas of learning by the end of Reception and are ready for their next stage of their education in Year 1. Those children who do not meet all the goals at the end of Reception make great personal progress from their starting points.

Educational Programme's

Communication and Language	<p>Communication and Language 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.</p>
Personal, Social and Emotional Development	<p>Personal, Social and Emotional Development 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 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.</p>
Physical Development	<p>Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and</p>

	<p>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.</p>
<p>Literacy</p>	<p>Literacy 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).</p>
<p>Maths</p>	<p>Mathematics 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.</p>
<p>Understanding the World</p>	<p>Understanding the World 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</p>

	<p>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.</p>
<p>Expressive Arts and Design</p>	<p>Expressive Arts and Design 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.</p>

Objectives

Objectives for children within our separate nursery provisions are also from Development Matters. These are used to help shape our thinking; however, do not form or curriculum.

Communication and Language

Understand how to listen carefully and why listening is important.
Learn new vocabulary.
Use new vocabulary through the day.
Ask questions to find out more and to check they understand what has been said to them.
Articulate their ideas and thoughts in well – formed sentences.
Connect one idea or actions to another using a range of connectives.
Describe events in some detail.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Develop social phrases.
Engage in storytimes.
Listen and talk about stories to build familiarity and understanding.
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Use new vocabulary in different contexts.
Listen carefully to rhymes and songs paying attention to how they sound.
Learn rhymes, poems and songs.
Engage in non – fiction books.
Listen to and talk about selected non – fiction to develop and deep familiarity with new knowledge and vocabulary.
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.
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

<p>Personal, Social and Emotional Development</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate own feeling socially and emotionally. Think about the perspectives of others. Manage their own needs: personal hygiene. Know and talk about the different factors that support their overall health and well being. 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. 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. 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.</p>
<p>Physical Development</p>	<p>Revise and refine the fundamental movements skills they have already acquired. E.g rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical educations sessions and other physical disciplines including dance, gymnastic, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and wiring, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely used a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.</p>

	<p>Further develop and refine a range of ball skills including, throwing, catching , kicking, passing, batting and aiming, Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <p>Lining up and queuing and mealtimes.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>
<p>Literacy</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter – sounds correspondences.</p> <p>Read some letter groups that respects one sound and say the sounds for them.</p> <p>Read a few common exception words matched to the school’s phonics programme.</p> <p>Read simple phrases and sentences made up of words and known letters sound correspondences and, where necessary, a few exception words.</p> <p>Re -read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower – case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sounds- letter correspondences using capital letter and full stop.</p> <p>Re – read what they have written to check that it makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p>

	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Maths</p>	<p>Count objects, actions and sounds.</p> <p>Subitize up to 5.</p> <p>Link the number symbol (numeral) with it's cardinal number value.</p> <p>Count beyond 10.</p> <p>Compare numbers.</p> <p>Understand the 'one more/ one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10 including double facts.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p>Verbally count to 20.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding the World</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about the lives of the people around them and their roles in society.</p>

	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Computing</p>	<p><u>E-Safety</u></p> <p>Talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.</p> <p>Play appropriate games on the Internet.</p> <p>Talk about good and bad choices when using websites – being kind, telling a grown up. if something upsets us & keeping ourselves safe by keeping information private.</p> <p><u>Programming</u></p> <p>Help adults operate equipment around the school, independently operating simple equipment.</p> <p>Use simple software to make things happen.</p> <p>Press buttons on a floor robot and talk about the movements.</p> <p>Explore options and make choices with toys, software and websites.</p> <p><u>Multimedia</u></p> <p>Use a mouse to rearrange objects and pictures on a screen.</p> <p>Recognise text, images and sound when using ICT.</p> <p>Use a camera or sound recorder to collect photos or sound.</p> <p>Use paint programs to create pictures.</p> <p>Begin to use a keyboard see programming.</p> <p>Develop an interest in ICT by using age appropriate websites or programs.</p> <p><u>Technology in Our Lives</u></p> <p>Recognise purposes for using technology in school and at home</p> <p>Understand that things they create belong to them and can be shared with others using technology.</p> <p>Recognise that they can use the Internet to play and learn.</p> <p><u>Data Handling</u></p>

	Collect information as photos or sound files.
Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making dance, performing solo or in groups.</p> <p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt, and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</p>

EYFS Assessment Criteria

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority. The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below. The ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. Children do not need to have mastered every part of the ELG. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge and experience of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Early years providers must report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department.

At Marus Bridge, ongoing assessment is an integral part of the learning and development processes. Assessment is about noticing what children can do and what they know. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Effective assessment requires practitioners to understand child development. Formal assessments may be administered in different ways depending on the school. E.g. writing assessments, Soundwrite assessments. Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.





Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



The Rowan Learning Trust
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