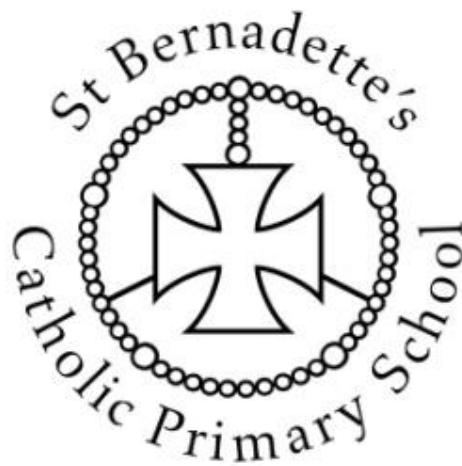


# Early Years Foundation Stage (EYFS) Policy

## September 2026



Member of staff responsible: EYFS Leader

Date policy written: September 2025, reviewed and updated Sept 2026

Date approved by the Full Governing Board:

Date to be reviewed: September 2027 - unless changes to legislation require an earlier review

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### 1. **Aims**

At St Bernadette's Catholic Primary School, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

This policy aims to ensure:

- That children learn and develop well and are kept healthy and safe
- That children access a broad and balanced curriculum that gives them 'school readiness' and a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets 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

This policy is guided by the following principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
- Children learn to be independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between staff and parents and/or carers
- The importance of learning and development, with a consideration that children develop and learn at different rates

## **2. Guidance**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage](#) (EYFS framework), effective from 1 September 2026, and the latest version of the Department for Education's statutory guidance [Keeping Children Safe in Education](#).

## **3. Structure of the EYFS**

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year. In our school, up to 30 children join us in our Nursery at the age of three (the academic year in which they turn four). We offer 20 x 30-hour funded or paid places and 10 x 15-hour places. The nursery is staffed by a qualified teacher and qualified nursery nurses.

The year following the Nursery (FS1) known as the Reception (FS2) has capacity for 60 children that join us at the beginning of the school year in which they turn five. Staffing within FS2 consist of 2 full time teachers (FTE), and qualified nursery nurse.

Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right and also in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

Each child in nursery is assigned a key member of staff who helps to ensure that their learning and care is tailored to meet their needs. In Reception Classes, the key member of staff is the child's class teacher. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework. A bespoke curriculum has been written which has been tailored for the children at St. Bernadette's Catholic Primary School and Nursery (see Appendix).

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. Three areas, known as the prime areas, are seen as particularly important for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS framework, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;

- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

#### **4.1 Planning and teaching**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and (sometimes) exceed the Early Learning Goals.

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to ensure a strong foundation for children's development in the 3 prime areas.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience. If a member of staff is worried about a child's progress in any prime area, they will discuss this with the child's parents and/or carers and agree how to support the child.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

Staff recognise that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems.

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Staff will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create medium term plans based on a series of topics, each of which offers experiences in all seven areas of learning.

At the beginning of each topic the children are encouraged to share their ideas for learning. These ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas to focus on.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'*. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

## **5. Assessment**

At St Bernadette's, ongoing assessment is an integral part of the learning and development processes. 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 and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When assessing whether an individual child is at the expected level of development, staff will draw on their knowledge of the child and their own expert professional judgement. Staff are not required to prove this through collection of any physical evidence.

### **Starting reception**

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

The RBA is a short, practical activity that each child will complete with their teacher during their first 6 weeks in reception. It looks at early mathematics, literacy, communication and language. It provides a starting point from which the school can measure how much progress pupils make across primary school. From summer 2028, results are compared with pupils' Key Stage 2 outcomes at the end of year 6 to give an overall progress measure for the school as a whole - not for individual children.

The RBA is not used to make judgements about early years provision, either current or retrospective, and the RBA and its data is not used for any other purpose apart from creating primary progress measures.

### **The end of EYFS**

In the final term of the academic year in which the child reaches age 5, and no later than 30 June in that term, staff will complete the EYFS profile for each child. Each child is 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 EYFS profile will reflect staff members' own knowledge and professional judgement of a child to inform discussions with parents and/or carers, and any other person whom the teacher, parent and/or carer judges can offer a useful contribution.

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

An EYFS profile will be completed for all children, including those with special educational needs or disabilities (SEND). We will make the appropriate reasonable adjustments to the assessment process for children with SEND.

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 Milton Keynes Council.

## **6. Working with parents/carers**

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person works closely with the class teacher (nursery) to support parents and/or carers in guiding their child's development at home and helps families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding information evenings before the children start school;
- Talking to them about their child's interests and needs during our 1:1 meetings in school carried out each June/July for Reception and September for Nursery;
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to a parent consultation in the autumn and spring terms to discuss how their child has settled and share progress and next steps for learning;
- Valuing parents' contributions to learning journeys;
- Encouraging parents to read with their child at home and make comments in their diaries;
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home;
- Welcoming parents as volunteers into our school;
- Providing parents with an annual report in the summer term and two mid-year reviews in autumn and spring term.
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

## **7. Staff**

### **7.1 Staff training**

At St. Bernadette's we will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy.

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

### **7.2 Safer recruitment**

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining at least 1 written reference for any member of staff (including students and volunteers) before they are recruited
- Carrying out the necessary checks, including an enhanced DBS check with barred list checks for all individuals (including volunteers) aged 16 and over (except supervised volunteers who only help out very occasionally) prior to them starting work in Early Years.
- Staff aged under 17 are supervised at all times
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures.

### **7.3 Whistleblowing**

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of Governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

#### **7.3.1 Malicious or vexatious allegations**

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

## **8. Safeguarding and welfare procedures**

The safety and welfare of our children is paramount at our School. We have robust policies and procedures in place to ensure their safety.

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy on our website for more information.

### **Reporting allegations or concerns**

If we have concerns about children's safety or welfare, we will notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If a concern or allegation is about:

- A member of staff (including supply staff, trainee teachers, volunteers and contractors) posing a risk of harm to children, we will report it to the headteacher as soon as possible
- The headteacher, we will report it to the chair of the governing board

Where we believe there's a conflict of interest in reporting to the headteacher, we will report it directly to the local authority designated officer (LADO).

We will then follow the procedures set out in our child protection and safeguarding policy available on our school website for managing the allegation.

If an allegation of harm or abuse by anyone working or looking after children at the premises is made (whether the alleged harm or abuse happened on the premises or elsewhere), we will inform Ofsted as soon as it is reasonably practicable and within 14 days of the allegation being made. We will also inform Ofsted about the action we have taken in response to the allegation(s).

### **8.1 Staffing Ratios**

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

In our pre-school nursery (for children aged 3 and over)

- We have at least 1 member of staff for every 13 children
- At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

For Reception Classes:

- we comply with infant class size legislation and have at least 1 teacher per 30 pupils

### **8.2 Paediatric First Aid (PFA)**

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. The PFA certificate is for a full course consistent with the criteria set out in Annex A of the EYFS framework This PFA certificate is renewed every 3 years as required.

### **8.3 The Designated safeguarding Lead (DSL)**

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

### **8.4 Absence**

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts. If we are unable to make contact, a home visit is carried out by the DSL/Deputy DSLs.

We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered as prolonged.

Any concerns will be referred to local children's social care services and/or a police welfare check requested.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

### **8.5 Oral health and Tooth Brushing**

We promote good oral health, as well as good health in general, in the early years in numerous ways, including the provision of healthy nutritious snacks, daily milk and ongoing access to water. We also promote oral health and tooth brushing through our curriculum in nursery and reception.

### **8.6 Safer Eating**

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation, handling and supervision at each mealtime and snack time.

The school has an Allergy Safety Policy which all staff adhere to.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child - with the help of health professionals, where appropriate
  - We will also keep this information up to date and share it with all staff

- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

We will notify Ofsted of any food poisoning affecting 2 or more children as soon as is reasonably practicable, but, in any event, within 14 days of the incident.

### **8.7 Accident or Injury**

We keep a first aid kits (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority and Ofsted of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable, but in any event, within 14 days of the incident occurring.

### **8.8 Safety of Premises**

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

At our School we have robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

We take reasonable steps to ensure the safety of children, staff, and others on our premises in the case of fire or any other emergency. We have:

- An emergency evacuation procedure which is regularly practised
- Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order
- Clearly identifiable fire exits and fire doors free of obstruction and easily opened from the inside
- Clear, practised lock-down procedures

We do not keep, and do not allow to be present on our premises at any time, any dog of a type banned under [section 1 of the Dangerous Dogs Act 1991](#).

We do not allow smoking, vaping or use e-cigarettes in or on our premises.

The Child Protection Policy is in place to ensure the safety of all stakeholders at our School. Backing up this policy is a dedicated safeguarding team which includes a Designated Safeguarding Lead and two Deputy Designated Safeguarding Leads. Staff have access to the CPOMS safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8.9 Toileting and privacy**

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities for changing any children who are in nappies
- An adequate supply of necessary items such as wipes, paper towels, spare clothes and any other necessary items
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

## **8.10 Screen use**

We have regard to the DfE's [help for early years providers: screen use](#) guidance when making decisions about how and when children use screens in our setting.

## **8.11 Organising premises for confidentiality and safeguarding**

We make sure that:

- There is an area where staff may talk to parents and/or carers confidentially
- There is an area for staff to take breaks away from areas being used by children
- Children are only released into the care of individuals of whom the parent and/or carer has explicitly notified us
- Children do not leave our premises unsupervised

We take all reasonable steps to prevent unauthorised persons entering our premises and have an agreed procedure for checking the identity of visitors.

## **9. Inclusion**

We value all our children as individuals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. We have a designated SENCo in school who supports us with any additional needs a child may have.

## **10. Transitions**

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings.

Parents/carers must attend a 1:1 visit to school (with the Class Teacher and Nursery Nurse). This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have.

At the end of the EYFS, our Reception teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend time towards the end of the school year in the Year 1 classroom with the Year 1 teacher to ensure that they are familiar and comfortable with their transition the KS1.

## **11. Monitoring arrangements**

This policy will be reviewed by the Early Years Leader and Headteacher and approved by the Full Governing Board every year in September.

## Appendix 1. List of statutory policies and procedures for the EYFS

| Statutory policy or procedure for the EYFS                                  | Where can it be found?                                                                        |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Safeguarding policy and procedures                                          | School website                                                                                |
| Procedure for responding to illness                                         | See health and safety policy, First Aid Policy and medical conditions policy - school website |
| Administering medicines policy                                              | See supporting pupils with medical conditions policy - see website                            |
| Emergency evacuation procedure                                              | See health and safety policy - school website                                                 |
| Procedure for checking the identity of visitors                             | See child protection and safeguarding policy - school website                                 |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy and attendance policy - website                  |
| Procedure for dealing with concerns and complaints                          | See complaints and suggestions policy - school website                                        |
| Allergy Safety Policy                                                       | School website                                                                                |

## St Bernadette's Catholic Primary School and Nursery Foundation Stage Curriculum Goals.

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Catholic Life</b> | Loving, Serving and Growing together with Jesus<br>At St. Bernadette's Catholic Primary School and Nursery, we learn that Jesus is our friend and we are all unique and have been created in God's image. Through the Christian Values Curriculum we begin to learn Bible Stories, how we can grow to be more like Jesus and value each other's similarities and differences. This underpins everything we learn and do. |
| <b>S</b> ettle In    | Settle in and become a happy, independent and confident learner                                                                                                                                                                                                                                                                                                                                                          |
| <b>T</b> alk         | Develop our vocabulary to be a confident and fluent speaker                                                                                                                                                                                                                                                                                                                                                              |
| <b>B</b> uild        | Build positive relationships and resolve conflicts with growing confidence                                                                                                                                                                                                                                                                                                                                               |
| <b>E</b> xplore      | Explore God's wonderful world                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>R</b> ead         | Develop a love of books and use my phonic knowledge to read independently                                                                                                                                                                                                                                                                                                                                                |
| <b>N</b> umber       | Make, understand and retell number stories                                                                                                                                                                                                                                                                                                                                                                               |
| <b>A</b> uthor       | Write my own sentences                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>D</b> ance        | Learn and enjoy a range of songs and rhymes to perform my own dances                                                                                                                                                                                                                                                                                                                                                     |
| <b>E</b> xercise     | Exercise daily and explain ways to be healthy                                                                                                                                                                                                                                                                                                                                                                            |
| <b>T</b> ell         | Tell a story using my own words                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>T</b> echnique    | Explore different artistic techniques                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>E</b> xperiment   | Plan and carry out my own experiments                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>S</b> olve        | Be a problem solver                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                            |                            |
|--------------------------------------------|----------------------------|
| Communication and Language                 | Mathematics                |
| Physical Development                       | Understanding the World    |
| Personal, Social and Emotional Development | Expressive Arts and Design |
| Literacy                                   |                            |

# EYFS Curriculum milestones

| <div>Autumn FS1</div> <div>Summer FS1/Autumn FS2</div> <div>Summer FS2</div> |                                                                                   |                                                                    |                                                          |                                                  |                                                                        |                                                                                  |                                                                    |                                                                                    |                                                                                |                                                                                          |                                                                                    |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>R.E. and Values</b>                                                       | Make the sign of the cross                                                        | Learn Morning Prayer                                               | Learn Lunchtime Prayer                                   | Learn going home prayer                          | To know that God Knows each of us by name                              | To know that God lives in our heart                                              | To know that Jesus is God's Son                                    | To know the Bible is a Special book                                                | To know some Bible stories, such as the Creation story                         | To know our Christian values and how to behaviour more like Jesus                        | To know that Jesus is our friend and respect other's similarities and differences. |
| <b>Settle in</b>                                                             | Use words to ask for help                                                         | Wash my hands and use the toilet independently                     | Know where my things go                                  | Manage my coat, shoes, hat, gloves, PE Kit Etc.  | Show good listening                                                    | Know its ok to make mistakes as this is how we learn                             | Select resources independently                                     | Know and use the names of adults and children with in the school community         | Use social phase's to communicate with visitors and the wider school community | Be able to say where I am taking my learning                                             | To become a happy and confident learner ready for Yr1                              |
| <b>Talk</b>                                                                  | To use words to be able to meet my own needs                                      | To know and use the names of the people who are important to me    | To be able to ask who, what, why, when and how questions | To know and use descriptive language             | To notice, compare and talk about similarities and differences you see | To use words to express my thoughts and ideas                                    | To be able to hold a two way conversation                          | To use talk to help me play nicely with others                                     | To think of a solution to the problem and communicate to others                | To use sentences to talk about the past                                                  | Develop our vocabulary to be a confident and fluent speaker                        |
| <b>Build</b>                                                                 | Know the names of the adults and children in my class                             | To know the zones of regulation and some words to express feelings | To be able to identify and express my own feelings       | To know some strategies for self-calming         | To be able to identify feelings in other people                        | To know my actions can affect how others feel                                    | To use words to ask for or offer a turn                            | Use words to suggest how to solve problems e.g. you go first then I can have a go. | Listen to someone else's ideas without interrupting                            | Say whether I agree/disagree and give reasons                                            | Build positive relationships and resolve conflicts with growing confidence         |
| <b>Explore</b>                                                               | Explore and talk about seeds- in fruit at snack time and the plants I see outside | Know how to be gentle and care towards living things               | Know that some plants are grown from seeds               | Know words for talking about sequences of events | Explain the lifecycle of a plant and animal                            | Observe and describe what I can see in the natural world – growth, change, decay | Name parts of plants and their functions: root, stem, leaf, petals | Explain what living things need to be healthy including people                     | Talk about how to look after God's wonderful world                             | Talk about why nature is important                                                       | Explore God's wonderful world                                                      |
| <b>Read</b>                                                                  | Enjoy listening to stories read by an adult or through IWB                        | Recognise logos, my name and other letters in my environment       | Understand the 5 key concepts of print                   | Identify words and a space                       | Recognise the phonemes in my reading book                              | To be able to blend decodable CVC words                                          | Recognise tricky red words                                         | Read short phases and sentences                                                    | Read fluently, pause for punctuation and add expression when I read.           | Share a book with a friend so we can both see or share an audible story using technology | Develop a love of books and use my phonic knowledge to read independently          |

Loving, Serving and Growing together with Jesus

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| <b>Number</b>    | Say number names in order                                             | Recognise numbers 1-5 the 1-10                                                    | Count objects and know the last number I say is how many are in the set                  | Know the one more/one less relationship between consecutive numbers                                      | Know how to combine numbers by counting how many altogether | Know how to take one away from another by removing and counting how many are left              | Know number bonds for number 0-5                            | Know number bonds 5-10                                                  | Solve a real life problem by talking and using objects, making marks or using technology    | Say and solve the number sentence for my story                          | Make, understand and retell number stories                           |
| <b>Author</b>    | To develop gross motor muscles                                        | To develop fine motor muscles                                                     | Make lines, circles and other marks                                                      | Mark make using some clearly identifiable letters – in play                                              | To be able to hold a pencil using a tri grip                | Form correct letter shapes                                                                     | Copy and then write my own name                             | Form lower case and capital letters correctly                           | Write given short sentences                                                                 | Write my own sentences independently using capital letter and full stop | Re-read what I have written to check it makes sense                  |
| <b>Dance</b>     | Sing/say a large range of songs/rhymes                                | Listen to and talk about sounds/music                                             | Recognise repeated sounds and sound patterns                                             | Make a steady beat and rhythm on an instrument                                                           | Match movements to music                                    | Recognise specific tunes or rhythmic patterns                                                  | Make up my own moves to a steady beat or rhythm             | Make up a sequence of dance moves                                       | Learn a sequence of dance moves and respond to feedback                                     | Perform my dance moves to a group                                       | Learn and enjoy a range of songs and rhymes to perform my own dances |
| <b>Exercise</b>  | Wash my hands independently and explain how and why we wash our hands | Know how to look after myself-washing, brushing teeth and getting plenty of sleep | Be able to catch, kick, throw a large ball                                               | Move in different ways, skip, hop, run, balance, climb, dig, roll, jump, crawl                           | Take exercise regularly – join in with the daily mile       | Talk about the effects of exercise on my body e.g. heart beats faster, get hot, out of breathe | Explain what makes a healthy diet, including drinking water | Know how to be safe online and what is a sensible amount of screen time | Use some strategies for self-calming breathing up and down fingers; counting to 10 and back | Explain the ways I am making healthy choices                            | Exercise daily and explain ways to be healthy                        |
| <b>Tell</b>      | Join in with repeated refrains of stories                             | Say who is in the story and where the story happens                               | Correctly use tricky words from the story                                                | Understand that stories have a sequence, beginning, middle and end                                       | Use story language e.g. once upon a time                    | Talk about the story                                                                           | Sequence a story, using props                               | Create my own story map of the story using objects or 2simple           | Act out my story using different voices                                                     | Present my story to others using my story voice                         | Tell a story using my own words                                      |
| <b>Technique</b> | Make lines, circles and other marks                                   | Draw a closed shape to represent an object using a pencil or technology           | Explore different mark making equipment e.g. chalk, pencils, felt pens, crayons, pastels | Explore and create pictures using different materials such as, tissue paper, card, glitter or technology | Know the primary colours                                    | Know how to mix the primary colours to get secondary                                           | Know how to mix lighter and darker colours                  | Mix paints to make appropriate colours                                  | Draw details of faces, people and animals using pencils or technology                       | Plan my picture to fit the page                                         | Explore different artistic techniques including multimedia           |

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| <b>Experiment</b> | Ask a question about something I have seen in the environment | Talk about what I already know | Understand the problem e.g. we need to stop the gingerbread man escaping | Know what an experiment is | Know how to make an experiment fair | Be able to plan an experiment | Be able to carry out my experiment | Be able to make comments about how well my approach is working | Be able to adapt my approach to ensure a successful outcome | Be able to say if my experiment was successful and why | Plan and carry out my own experiments |
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| <b>Solve</b> | Explore the resources in the setting | To be able to sort and compare objects | To use mathematical vocabulary to discuss my learning | To be able to recognise and talk about shape and pattern in the environment | To begin to make comparisons using standard and non-standard measures | To make independent choices when selecting resources and begin to talk about what I am doing with support | To learn and apply subject specific vocabulary to compare shape, space and measure | To use and apply standard and non-standard measures using some taught technical vocabulary. | To be able to talk about how I can adapt my approach to shape, space and measure | To be able to explain how I solved the problem using the knowledge and vocabulary I have acquired. | Be a problem solver and independent learner |
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