

Springfields Early Years Curriculum



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1. Intent

Our EYFS curriculum is based upon six basic principles:

1. Brain development - one of the key windows of opportunity to maximise development of the brain is between three and five years of age. The Early Years are the most active period for establishing the neural connections.
2. Expressive function and self-regulation - helping children develop these skills through imaginary play, by developing rules to guide them, working with others, challenging themselves, encouraging attention control through quieter activities and by giving opportunities to test themselves physically.
3. Movement and cognition -by providing a wide range of opportunities for movement we can ensure that children develop the stability they need to sit up, crawl, cruise around furniture, hop, skip, jump and to develop object control. The more children move the more controlled their movements will become.
4. Relationships - Children who develop warm, positive relationships with their key workers are more excited about learning, more positive about coming to school, more self-confident and achieve more in the classroom.
5. The importance of play - Free play is essential to children's development. It is enjoyable and helps children to develop social skills, executive function and self-regulation, imagination and creativity.
6. How learning happens - learning is a change in the long-term memory; information is processed through the working memory; the working memory has limited capacity and can be easily overloaded; spaced repetition is the most effective way to overcome the limitations.

At Springfields, we aim:

- To establish an entitlement for all pupils;
- To provide a knowledge rich creative curriculum, which recognises prior learning, provide first hand learning experiences, allows the children to develop inter-personal skills, build resilience and become creative, critical thinkers.
- To establish expectations for teachers of the areas of learning;
- To promote continuity and coherence across Early Years;
- To ensure an appropriate fun, purposeful and challenging curriculum is planned to ensure all children make progress each year from their starting points;
- To provide stimulating learning experiences for all of the children in EYFS;
- To celebrate diversity. Through positive attitudes we can develop the whole child meeting individual needs;
- To teach basic skills, knowledge, concepts and values;
- To provide enrichment opportunities to engage learning ensuring there are no limits to curiosity and thirst for new experiences;
- To provide give children the cultural capital - the knowledge the children need to achieve their Early Learning Goals

- To provide children with the language (vocabulary) to enable them to think. We plan for three tiers of vocabulary acquisition including Tier 1 (everyday words), Tier 2 (academic or expressive language) and Tier 3 words (subject-specific words.)
- To ensure that reading is the gateway to learning and that texts are selected to give the children cultural capital and powerful knowledge.
- To promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success;
- To work in close partnership with the community to develop future citizens;
- To ensure that children who leave Springfields have a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become life-long learners.

2. Implementation

The Early Years curriculum is based on a two-year rolling programme that includes a range of creative topics to give structure to planning and resources. Key skills are taught in line with Development Matters and Chris Quigley Progression Framework. Within these topics, pupil interests are noted and acted upon, where appropriate. In addition, parents are encouraged to share what their children do at home including particular things that interest them.

General Early Years practice is planned in line with guidelines and supports the concept of continuous provision, free-flow, outdoor learning, purposeful pedagogy, high quality learning conversations and an engaging and developing learning environment. All learning opportunities are designed to ensure that the majority of our pupils leave the Early Years with a Good Level of Development.

Young children learn best through real and purposeful experiences. For much of the school day they will be learning through play. During the foundation years, the children will experience learning through a variety of methods:

Whole class Focused Activity: The children all work together with the teacher or the teaching assistant.

Group Adult Focused Activity: The children will work with the teacher or the teaching assistant in a small group of between 4 and 6. Adult led sessions ensure learning and teaching that is age appropriate and ensures at least 6 steps progress from starting points for all our children.

Self-Initiated Activity/Continuous provision: The children access learning activities of their choice to engage

Early Years Creative Curriculum

Assessment:

- **Reception baseline:**
- Used alongside our observations to help make judgements in September to inform our ability groups, plans, targeted support, notice any gender differences, shared with Parents etc.
- Used to highlight any gaps in any particular groups

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Year A	Welcome! Super me! Christmas		Winter Wonderland and Spring sunshine		Splish, Splash, Splish! Moving on	
Role play-reception	Baby Clinic/Dr Surgery	Superheroes HQ	Winter house	Flower shop/garden centre	Camp site	Pirate Ship
Trips/WOW moments	Super hero day	Foxfield railway	Snow day	Gruffalo day/forestry day	Summer fun day	
EYFS Year B	Welcome! My Bear and Me Christmas		Are we nearly there yet? Marvellous machines.		Animal magic Moving on	
Role play-reception	Three Bear's Cottage	Toy shop	Home corner	Garage	Safari camp/jungle	Fruit and veg shop
Trips/WOW moments	Teddy bear picnic	Trip to see Santa (Cannock chase)		Emergency services visit	Farm trip	Doctor/nurse/vet visit

- Used alongside EYFS profile and Target Tracker tracking.
- Observations are made of the children throughout EYFS using Target Tracker and these are recorded on the Target Tracker system, which tracks both progress and attainment. These observations are shared with Parents each half term and are printed and put in a child's learning journey for them to view throughout the year.

- **Inclusion:**

Teachers are required to set high expectations for every pupil ensuring work sufficiently stretches all pupils - including those children who are working above the expected standard. In addition, work is planned at the appropriate level for those children who are working below expectations or who come from disadvantaged backgrounds. In addition, teachers ensure that planning evidences that there are no barriers to achievement and attainment. For children who have English as an additional language teaching opportunities help to develop their grasp of English and aim for children to access all subjects. Children are encouraged to discuss various issues, as well as being encouraged to develop high level questioning skills in order to steer their own learning.

3. Early Years Foundation Stage - Curriculum delivery and coverage

Each class has a long-term overview showing the full curriculum, a medium-term plan based around the key concepts/milestones expected for each age group, a topic web and a weekly overview of learning. Separate English, Maths and Phonics planning are produced in Reception Class. Links to each National Curriculum area are highlighted to ensure progression of key knowledge and skills in all subjects.

In the **Early Years Communication and Language** is one of the Prime areas of learning. These requirements are delivered through adult-led sessions and child-initiated experiences.

Three and four year olds will be learning to:

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Children in Reception will be learning to:

- 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 action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.

- Engage in story times.
- Listen to 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 a deep familiarity with new knowledge and vocabulary.

Early Learning Goal

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Early Years Foundation Stage

Personal, Social and Emotional Development is delivered through adult-led sessions and child-initiated experiences.

Three and four year olds will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.

- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Children in Reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Early learning Goal

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Early Years Foundation Stage

PE is covered under **physical development**. This covers both fine and gross motor development. It is delivered through adult-led sessions and child-initiated experiences.

Three and four year olds will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities, which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.

- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

Children in Reception will be learning to:

- Revise and refine the fundamental movement skills they have already acquired: 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 education sessions and other physical disciplines including dance, gymnastics, 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 writing, paintbrushes, scissors, knives, forks and spoons.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style, which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - tooth brushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes
 - personal hygiene

Early Learning Goal

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

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

In the Early Years **Literacy** is taught as part of our creative curriculum. It is delivered through adult-led sessions including daily Phonics sessions in Reception and child-initiated experiences.

Three and four year olds will be learning to:

- Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Children in Reception will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Early Learning Goal

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

In the Early Years **Maths** is taught as a discrete subject. It is delivered through adult-led sessions and child-initiated experiences and is currently based on the Numicon and White Rose schemes.

Three and four year olds will be learning to:

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone - for example, "The bag is under the table," - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.

- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Children in Reception will be learning to:

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Early Learning Goal

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Early Years Foundation Stage

In the Early Years History, Geography, Science, RE are covered in **Understanding the World**. These are delivered through adult-led sessions and child-initiated experiences.

Three and four year olds will be learning to:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Children in Reception will be learning to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goal

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Early Years Foundation Stage

Art, Design, Technology, Music, Drama and Dance are all covered under **Expressive Arts and Design**. These are delivered through adult-led sessions and child-initiated experiences.

Three and four year olds will be learning to:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Children in Reception will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.

- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goal

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)

- Practitioners ensure that children understand their own and others' behaviour and its consequence.
- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty, or freedom for all* (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Year 1.
- *Mutual respect and tolerance, or treating others as you want to be treated* (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
- Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire tolerance, appreciation, respect for their own, and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

- **Impact:**

Observations are made of the children throughout EYFS using Target Tracker and these are recorded on the Target Tracker system, which tracks both progress and attainment. All children complete the EYFS Baseline at the beginning of Reception and they are assessed at the end of Reception against the Early Learning Goals. These results are shared with Parents and Year 1

staff to ensure that an appropriate curriculum is planned for the children in Year 1. Lessons and planning are monitored to ensure that our curriculum is implemented for the good of our children and that it impacts positively on their emotional and educational wellbeing and progress.