

Area of Learning	FS1	FS2	ELG
<p style="text-align: center;"><u>Communication and Language</u></p> <p>At Heaton Park Primary School we understand the key role that language and communication plays in children's early development across all areas. Speech and language is the key to unlocking learning in all areas of the curriculum. We recognise that we have a high number of children that require support in this area, with children often starting school at lower level than their chronological age. Many measures are put in place to support their language development from the moment they start school using such as Wellcomm, Word Aware, 3 a day books and Supersonic Phonic Friends. We have endeavoured to create a language rich environment where talk and new vocabulary is encouraged and role modelled at all times.</p> <p style="text-align: center;">If a special need is identified in this area, action is taken quickly and support from our school Speech and Language Therapist is sought.</p>			
<p>Listening, Attention and Understanding</p>	<p>Learn and use new vocabulary</p> <p>Show how to be a good listener: sitting quietly, look at the speaker, putting hand up to speak.</p> <p>Follow a 1 step instruction</p>	<p>Learn and use new vocabulary</p> <p>Understands how to listen carefully and why listening is important.</p> <p>Follow a 2/3 step instruction</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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

End Points - Summer Term



<p>Speaking</p>	<p>Learn and use new vocabulary</p> <p>Articulate individual speech sounds</p> <p>Express own wants and needs</p> <p>Back and forth interaction</p> <p>To be able to ask appropriate questions - what and where</p> <p>To give a statement</p> <p>To use 'and' and 'because' to connect basic ideas.</p>	<p>Learn and use new vocabulary</p> <p>Speak clearly in full words and sentences</p> <p>Be a confident speaker in groups and 1 to 1</p> <p>Turn taking when speaking</p> <p>Use social ques when speaking</p> <p>To be able to ask appropriate questions - why and how</p> <p>To give a detailed account or description that explains why</p> <p>Using connectives to connect ideas when speaking</p>	<p>exchanges with their teacher and peers.</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
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Literacy

At Heaton Park we strive to engage all children in learning through exciting topics that are closely linked to their interests. This supports a love learning and children therefore access reading and writing throughout the continuous provision areas. Children are encouraged to write for a variety of purposes and creative writing techniques are modelled by adults. Children are encouraged to see writing as a life skill and something that happens in a variety of contexts and situations. We encourage writing and mark making in all areas of our provision including our outdoor area.

Reading for pleasure is a high priority at Heaton Park. We encourage children to respect books, look at them independently. Use of high quality texts are used to engage the children in a cross curricular way. This supports language development and encourages children to read independently. Reading is also encouraged at home. Children are given 2 reading books to share at home each week. These are closely matched to the child's phonic ability. Through twice weekly guided reading sessions, children's phonic ability is closely monitored and intervention take place where necessary. High emphasis is placed on comprehension as well as decoding text. Children are encouraged to predict and discuss the texts that they have read.

<p>Comprehension</p>	<p>Learn and use new vocabulary</p> <p>To recall basic facts from a story</p> <p>To predict</p> <p>Follow a 1 step instruction</p> <p>To learn basic facts from a non-fiction text</p>	<p>Learn and use new vocabulary</p> <p>To understand in more detail about what has happened in a story</p> <p>To ask and answer questions about a story</p> <p>To retell and sequence a story in their own words</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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;
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End Points - Summer Term



<p>Writing</p>	<p>To have an awareness of rhyme</p> <p>To learn a variety of nursery rhymes</p> <p>To have an awareness of alliteration</p> <p>To be able to able to identify environmental and instrumental sounds</p> <p>To recognise familiar signs and symbols in the environment</p> <p>To recognise their name</p> <p>To clap and count syllables in a word</p> <p>To have an awareness of a book</p>	<p>Mastery of phase 3 including application to reading and writing.</p>	<ul style="list-style-type: none"> - 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.
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End Points - Summer Term



	<p>To use a dominant hand</p> <p>To mark marks that have meaning</p> <p>To talk about the marks they have made</p> <p>To start to use a pincer grip when holding one handed tools</p> <p>To form some recognisable letters in their name</p>	<p>To write a sentence that includes a capital letter, finger spaces and a stop mark.</p> <p>To use sound spelling choices that matches the phonic phase that they are at</p> <p>To form some letters and numerals correctly using entrance and exit strokes</p> <p>To use a pincer grip when holding one handed tools</p> <p>To be able to read back what they have written</p> <p>To write and spell some tricky words</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
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Maths

At Heaton Park, we strive for our children to become confident mathematicians. Children explore Maths through a variety of different techniques. We are currently taking part in a Mastering Number program through the NCETM. We also follow the White Rose Schemes for learning. Through this, challenges and opportunities are made available for children to embed their learning through access to resources in the continuous provision areas. Through repetition and quality first teaching, we strive to ensure that basic skills are mastered through concrete, pictorial and abstract methods. Children are given as many opportunities to engage in practical Maths as possible. We aim provide opportunities for children to access Maths across our daily routine and visually in the environment. Problem solving is high on our agenda for Maths development and children are encouraged to become active problem solvers.

<p>Number</p>	<p>To count to 10 independently</p> <p>To show numbers to 5 on their fingers</p> <p>To count using 1 to 1 correspondence to 5</p> <p>To know counting rhymes off by heart</p> <p>To be able to continue an abab repeating pattern</p>	<p>To recall number bonds to 10</p> <p>To count objects using 1 to 1 correspondence</p> <p>To represent numbers with marks</p> <p>To understand different representations of number</p> <p>To use tools to show different representations of number</p> <p>To add to groups together</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
<p>Numerical Patterns</p>			

End Points - Summer Term



	<p>To be able to compare quantities</p> <p>To build a bank of facts about 2d and 3d shape</p> <p>To know and use positional language</p>	<p>To be able to say 1 more and 1 less for numbers up to 10</p> <p>To know double facts for numbers to 10</p> <p>To show numbers to 10 on their fingers</p> <p>To continue a abcabc repeating pattern</p> <p>To name and describe 2d and 3d shape</p> <p>To investigate mass, size and capacity</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
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Physical Development:

As a prime area, we understand the role that physical development plays in the development of other areas. Children's wellbeing is a priority in our school and from a very early age, children are taught about how to lead a healthy life style.

We are blessed with a large outdoor space and it is used to its full potential. Physical education is a high priority. We employ a specialist sports coach who encourages the development of gross motor skills through a variety of different activities including forest school.

EYFS children receive a minimum of 1 PE session per week, combined with daily outdoor play on equipment that helps to develop gross motor skills. We want children to be confident in the way they move, to have agility, coordination and gross motor strength. We encourage a wide variety of sports and games for children to actively engage with.

We recognise that before children can become confident writers, they need to develop a good level of fine motor control.

As a precursor to this we give children lots of opportunities to develop upper body strength and engage in gross motor mark making and movements. Fine motor skills are supported through a range of activities and equipment. Children have daily access to various tools that help to develop their fine motor skills.

<p>Gross Motor Skills</p>	<p>To develop balance when standing on one leg</p> <p>To make big movements with the whole arm using ribbons and chalk</p>	<p>To have good spatial awareness and control when moving</p> <p>To be able to hop on one foot</p> <p>To be able to skip</p> <p>To be able to stand on one leg</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
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End Points - Summer Term



<p>Fine Motor Skills</p>	<p>To show preference for a dominant hand</p> <p>To begin to fasten and unfasten their coat</p>	<p>To fasten and unfasten their coat</p> <p>To put shoes on the correct feet and fasten using Velcro</p> <p>To be able to fast and unfasten buttons</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.
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Understanding the World:

At Heaton Park, we plan for a variety of exciting and engaging topics that allow children to learn about the world around them. This includes exploring the local environment, observing the nature around them, visiting local parks and learning about different cultures and beliefs. Children are encouraged to be scientists from Early Years onwards. We sneak a scientific experiment into our curriculum where ever we can. Children are given lots of equipment to explore and test ideas with. They are encouraged to think critically and creatively.

At every possible opportunity, we teach children about living things, the natural world and the events that occur naturally within the yearly calendar.

Children are taught to distinguish between the past, present and future and artefacts are used to support children's understanding of this.

<p>Past and Present</p>	<p>To have an understanding of their position in their own family and to be able to name and talk about older family members</p> <p>To begin to talk about their lives</p> <p>To celebrate and have an understanding of different festivals and cultures</p> <p>To understand the local context</p>	<p>To talk in more detail about their lives and the people around them</p> <p>To have a good understanding of old and new and ask questions about the past</p> <p>To celebrate and have an understanding of different festivals and cultures</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
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End Points - Summer Term



	<p>To have a basic understanding of weather and seasons</p> <p>To explore the natural world around them</p> <p>To have a basic understanding of how plants grow</p> <p>To have a basic understanding of how to care for animals</p> <p>To have an understanding of the different groups of animals.</p>	<p>To have a more detailed understanding of weather and seasons</p> <p>To have a more detailed understanding of how plants grow</p> <p>To have a more detailed understanding of how to care for animals</p> <p>To have an awareness of different types of natural environment including oceans, jungles, etc.</p> <p>To compare countries.</p> <p>To be able to group and categorise animals based on their knowledge of them.</p>	<ul style="list-style-type: none"> - 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.
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Expressive Arts and Design

At Heaton Park, we foster an environment where children can express themselves creatively. A selection of media is always available for the children to choose from. Natural media is also made available for the children manipulate. This creates opportunities for the development of language and enhances vocabulary.

<p>Creating with Materials</p>	<p>To be able to use equipment safely</p> <p>To begin to explore colour mixing</p> <p>To use a variety of one handed tools</p> <p>Explore different materials and textures</p> <p>Represent a face with a circle</p>	<p>To be able to use equipment safely and with precision</p> <p>To understand that colour will change when colours are mixed</p> <p>Express ideas and feelings through different media</p> <p>To create a representation of an object, person or animal with more detail and be able to explain what they have created</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
<p>Being Imaginative and Expressive</p>	<p>To be able to name different instruments</p>	<p>To show emotion in your drawing</p>	<p>Children at the expected level of development will:</p>

End Points - Summer Term



	<p>To know how to change a sound</p> <p>To tap out a basic rhythm</p> <p>Have a bank of songs that they know off by heart</p> <p>To move rhythmically</p> <p>To play imaginatively</p>	<p>To play imaginatively with different themes in a group</p> <p>To incorporate narrative into role play</p> <p>To use props imaginatively</p> <p>To have a wider bank of songs that they know off by heart</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>
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Personal, Social and Emotional Development

At Heaton Park we value the role that PSED can play in a child's life. When ensure that all children have access to emotionally available adults that are all trauma informed trained. We also have a pastoral team that are committed to ensuring that our children's thought and feelings are heard and that their needs are being met.

Children are taught how to manage and deal with their emotions and the emotions of others. Adult guidance is key in children developing friendships and learning how to be a responsible citizen. Through this, we strive for our children to become resilient and confident learners.

Children's wellbeing is a priority in our school and from a very early age, children are taught about how to lead a healthy life style. We also encourage the development of independent personal care.

<p>Self Regulation</p>	<p>To be confident in their own abilities</p> <p>To be confident around others</p>	<p>To see the good qualities in themselves</p> <p>Be aware of their own identity</p> <p>To express feeling in the correct way</p> <p>To be able to articulate emotions</p> <p>To understand the different emotions</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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
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End Points - Summer Term



<p>Managing Self</p>	<p>To begin to take turns</p> <p>To begin to form friendships</p> <p>To begin to share</p> <p>To know the importance of brushing their teeth</p>	<p>To understand and follow a set of simple rules</p> <p>To be able to manage their own personal hygiene including toileting</p> <p>To be able to use a knife, fork and spoon</p> <p>To be able to solve small conflicts</p> <p>Making choices about healthy foods</p> <p>To regulate their emotions so that an appropriate response is given</p>	<p>even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
<p>Building Relationships</p>		<p>To understand which parts of their body are private</p> <p>To understand privacy in different situations</p>	<p>Children at the expected level of development will:</p>

End Points - Summer Term



		<p>To wash hands effectively</p> <p>To know the importance of brushing their teeth</p>	<ul style="list-style-type: none">- 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.
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