



Nishkam Schools

Early Years Foundation Stage Assessment Framework

The four guiding principles from the statutory framework will shape practice in the early year settings. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and 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 practitioners and parents and/or carers
- Importance of learning and development. Children develop and learn at different rates including those pupils with additional needs.

NST Early Years Curriculum	<p>Curriculum Intent</p> <p>Children in our Early Years phase follow the Early Years Foundation Stage Curriculum, which consists of seven areas of learning. We teach children by ensuring there are challenging, playful opportunities across both the prime and specific areas. Our 3 golden threads which underpin our curriculum intent across all subjects in the primary phase, provide a foundation for our learners to become independent learners rooted with the knowledge of virtues needed to lead a virtuous life.</p> <ol style="list-style-type: none"> 1. Love and forgiveness vs enmity/hate 2. Peace/collaboration vs conflict/war 3. Trust in God <p>These threads will be discussed and taught using the high-quality texts which are central to any topic being taught in Reception, further detail can be found on half termly planning. We recognise that all children develop and learn at different rates and so our EYFS curriculum is designed to meet the needs of all individuals. Support is provided through effective, skilful interactions and observations which lead to detailed next step planning. The Characteristics of Effective Learning underpin our curriculum:</p> <ol style="list-style-type: none"> 1. Playing and exploring (Engagement) 2. Active learning (Motivation) 3. Creating and thinking critically (Thinking) <p>As children utilise and develop these characteristics, they become effective and motivated learners who demonstrate high levels of well-being and involvement. These will feature throughout all areas of the curriculum outlines below. We recognise that the environment plays a significant role in supporting children's learning and development and so our indoor and outdoor spaces are designed to promote high levels of involvement and challenge. Well-planned, high quality continuous provision provides children with familiar and consistent areas and resources that are open ended and flexible, promoting all areas of learning and development. The curriculum we develop for our children will have key 'milestones'. Those key milestones will guide our approach to assessment. <i>(When we are clear about what we want children to experience, know and be able to do, we will also be clear about what we need to assess.)</i> By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1.</p>
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<p>Characteristics of Effective Learning</p> <p>In planning and guiding what children learn, practitioners will take into account the different rates at which children are developing and adjust their practice accordingly. The three characteristics of effective learning will underpin how the pupils will learn in reception through interactions with adults as well as child-initiated learning time.</p> <ol style="list-style-type: none"> 1. Playing and exploring – where children will be able to play and explore, experience things and 'have a go', respond to new experiences and make independent choices 2. Active learning – where children will be able to concentrate and keep trying if they encounter any difficulties, use a range of strategies to reach a goal and enjoy their achievements. 3. Creating and thinking critically – where children will be able to think of their own ideas, make links between them, develop strategies for doing them and concentrate on achieving their goal with control and attention.

Curriculum Implementation					
Areas of learning and key skills	Baseline	By December	By April	End of year point (Following the objectives throughout the year will ensure pupils are on track to achieve a good level of development)	Early Learning Goals (Statutory Assessment at the end of reception)
<p>Communication and Language</p> <p><i>Skills</i> <i>Listen</i> <i>Process information</i> <i>Sustain attention</i> <i>Connect ideas</i></p>	<p>Listening</p> <ul style="list-style-type: none"> • Can listen to others in a small group or one-to-one • Can respond appropriately to simple questions. • Listens to stories. • Can understand a simple instruction 	<p>Listening</p> <ul style="list-style-type: none"> • Listens to simple stories every day with the help of artefacts, actions and pictures. • Repeats words and phrases in stories, songs, rhymes, poems and from other adults • Can ask relevant questions. 	<p>Listening</p> <ul style="list-style-type: none"> • Listens and responds to stories, songs, poems and rhymes and non-fiction to develop vocabulary and knowledge. • Responds to two-part instructions and questions including 'why'. • Begin to focus on a chosen activity for a longer period of time 	<p>Listening</p> <ul style="list-style-type: none"> • Clarifies understanding and knowledge with questions. • Carries out activities requiring concentration and sustained attention. 	<p>Listening</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.

<p>Ask questions Discuss Explain Retell Describe Predict Narrate Retrieve Sequence Repeat Share ideas Imitate Remember articulate Take turns Follow instructions</p>	<p>Speaking</p> <ul style="list-style-type: none"> • Talks about what they have heard • Uses simple sentences using 4-6 words • Uses a range of everyday language 	<p>Speaking</p> <ul style="list-style-type: none"> • Listen carefully to songs, rhymes, stories and non-fiction with interest and attention. • Begin to focus on a chosen activity for a short period of time • Maintains careful listening, understands it is important to listen. • Able to follow an instruction that is out of routine/not in direct context 	<p>Speaking</p> <ul style="list-style-type: none"> • Continue to develop and understand new vocabulary <p>Speaking</p> <ul style="list-style-type: none"> • Use and embed new words in a range of contexts • Retell familiar stories. • Can build up sequences of sentences. • Can speak in full sentences • Use a range of tenses, although there may be errors in irregular forms. • Able to ask simple questions to increase curiosity • To answer simple questions to develop understanding • Describes known events in some detail (sequencing) • Children are able to share and develop their ideas through role play and short conversations 	<p>Speaking</p> <ul style="list-style-type: none"> • Listens and talks about a deep interest in non-fiction books (based on school topic) <p>Speaking</p> <ul style="list-style-type: none"> • Acquires and uses new vocabulary and social phrases with confidence • Extends sentences with conjunctions e.g. because, and • Uses talk for range of purposes – imagine, retell, discuss, clarify, explaining how and why, expressing feelings, describing details. • With support can correctly use tenses of past, present and future tenses and extends vocabulary. • Explain why some things happen • Can confidently share their ideas through role play using a rich range of vocabulary • To be able to have a focussed in-depth meaningful conversation and elaborate on their ideas 	<p>Speaking</p> <ul style="list-style-type: none"> • 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. <p>Speaking</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.
<p>Personal, Social and Emotional Development</p> <p>Skills Share Imitate Communicate Observe Ask questions Follow rules Solve problems Express emotions Make choices and decisions Mediate Dress and undress Compromise Express opinions Manage behaviour Develop a positive attitude Listen to others</p>	<p>Building relationships</p> <ul style="list-style-type: none"> • Can leave parent/carer with support • Beginning to form friendships with peers • Beginning to form positive attachments with known adults • Beginning to understand how others might be feeling <p>Managing self</p> <ul style="list-style-type: none"> • Can go to the toilet without help • Can wash and dry their hands • Can take their coat off • Can select own activities • Start to eat independently • Eat healthily 	<p>Building relationships</p> <ul style="list-style-type: none"> - Shows interest in playing with other children. - Plays in groups beyond one or two other children beginning to develop their confidence in social contacts beyond close family and friends. - Has strong, supporting, trusting relationships with adults - Beginning to show awareness of the needs of others <p>Managing self</p> <ul style="list-style-type: none"> - Able to follow rules and routines - Able to go to the toilet independently. - Manage their personal needs with growing confidence. E.g. washing hands before food, after toilet, putting coat on - Have an awareness of the class rules, behavioural expectations and boundaries 	<p>Building relationships</p> <ul style="list-style-type: none"> - Shows awareness of the needs of others - Starting to understand the importance of Nishkam virtues e.g. kindness, love, helpfulness, compassion, forgiveness - Beginning to understand the need to take turns and share with others <p>Managing self</p> <ul style="list-style-type: none"> - Develops confidence trying new activities. - Know and can follow the class rules, behavioural expectations and boundaries - Develops a positive sense of self and the confidence in their abilities - Set personal goals - Understand the importance of healthy food choices 	<p>Building relationships</p> <ul style="list-style-type: none"> - Takes turns and shares with others. - Takes account of views and needs of others in play and when working together co-operatively. <p>Managing self</p> <ul style="list-style-type: none"> - Show some understanding that exercise, eating and sleeping habits and hygiene can affect health. - Able to make good choices and talk about their decisions - Understand right from wrong and the impact it has on themselves and others - Demonstrate the use of virtues taught when making simple choices - Making some healthy food choices 	<p>Building Relationships</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. <p>Managing Self</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.

		<ul style="list-style-type: none"> - Have an awareness of healthy food choices. - Have an awareness of dental hygiene and good bedtime routines 	<ul style="list-style-type: none"> - Beginning to understand some key virtues and how these can be used in everyday life e.g. kindness, honesty, love, compassion - Understanding what is needed for a healthy body 		
	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Start to follow some instructions • Listen to adults and respond appropriately • Beginning to show an understanding of their own feelings and emotions. • Able to identify emotions from pictures 	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Understands and uses some emotive language such as happy sad, scared, angry, excited etc. - Selects resources needed to achieve goals, sometimes with help. - Is able to be involved in play for longer activities. - Beginning to understand feelings through the use of Nishkam virtues 	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Recognises and identifies feeling: sad, angry, worried, happy, excited. Knows the reasons for these feelings. - Considers effect of the action of others - Takes into account feelings of others. - Beginning to manage feelings through the use of Nishkam virtues - Talks and expresses about how they are feeling. - Uses strategies to stay calm sometimes with support. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Concentration is developed and able to refocus, if necessary, for example on instructions being given. - Has plans/wishes and works towards them delaying gratification if necessary. - Able to resolve conflict independently 	<p>Self-Regulation</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 even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<p>Physical Development</p> <p>Skills</p> <p><i>Balance</i> <i>Throw and catch</i> <i>Hop and skip</i> <i>Run and jump</i> <i>Roll and turn</i> <i>Spin</i> <i>Climb</i> <i>Form a tripod grip</i> <i>Take risks</i> <i>Make healthy choices</i> <i>Make symmetrical movements</i> <i>Left and carry heavy objects</i> <i>isolate fingers</i></p>	<p>Gross Motor</p> <ul style="list-style-type: none"> • Can run safely • Explores moving in different ways • Can move with control and co-ordination. E.g. Can copy letter join gross motor actions. Can draw large circles in the air. • Can go up and down stairs using alternate feet <p>Fine Motor</p> <ul style="list-style-type: none"> • Has some form of pencil grip with a sufficient pencil pressure • Can draw some recognisable objects • Has a preference for dominant hand • Ability to complete an inset puzzle 	<p>Gross Motor (ongoing throughout)</p> <ul style="list-style-type: none"> • Joining games for play both indoors and outdoors. • Developing co-ordination and positional awareness • Sensory exploration • Develop core strength (Write Dance/Letter-join) • Spatial awareness and agility • Negotiate space and obstacles safely, with consideration for themselves and others. • Able to sit still during carpet time for a short amount of time. <p>Fine Motor</p> <ul style="list-style-type: none"> • Developing hand/eye co-ordination skills • Small world play • Ability to complete a simple puzzle • Ability to manipulate a range of materials, such as play-doh • Beginning to use a range of small tools, including scissors (making cuts in paper), big paintbrushes, chunky pencils and cutlery. • Begin to form recognisable letters using a range of mediums • Moving away from whole hand grasp when holding a pencil 	<p>Gross Motor</p> <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Develop a range of ball skills i.e. throwing, catching, targeting, batting, aiming, kicking • Able to sit still during carpet time for set sessions • Develop balance skills p balance skills <p>Fine Motor</p> <ul style="list-style-type: none"> • Develop control and confidence when using small manipulatives • Begin to show accuracy and care when drawing • Begin to use the tripod grip when forming letters known using appropriate aids if required • Able to form some recognisable letters 	<p>Gross Motor</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Have good posture during a focused time <p>Fine Motor</p> <ul style="list-style-type: none"> • Independently form letters correctly and access fine motor tools (scissors etc) *Whole school scheme Letter Join followed when developmentally ready • Hold a pencil effectively in preparation for fluent writing – using the tripod grip. • Nip it, flip it, grip it (pencil) 	<p>Gross Motor Skills</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. <p>Fine Motor Skills</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, paintbrushes and cutlery. <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing
<p>Literacy</p> <p>Reading skills</p> <p><i>Predict</i> <i>Connect ideas</i></p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Holds a book the correct way round and turns pages. • Talks about illustrations. • Shows an awareness of print. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Use and understand rhymes, stories, non-fiction and poems during role play. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Anticipate key events in stories. • Use and understand vocabulary during discussions about stories and non-fiction texts. 	<p>Comprehension</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. 	<p>Comprehension</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.

<p>Repeat Form opinions Join in Retell Discuss Respond Imagine Copy Listen Segment and blend Sequence Recognise words Decode Connect ideas Use intonation</p> <p>Writing skills (in addition to reading) Draw Mark make Form letters correctly Spell Recognise words memorise</p>	<ul style="list-style-type: none"> • Joins in with repeated refrains. <p>Word Reading</p> <ul style="list-style-type: none"> • Can recognise their own name • Can spot and suggest rhymes • Can recognise words with the same initial sound such as money - mother <p>Writing</p> <ul style="list-style-type: none"> • Uses shapes to represent objects/people • Distinguishes between marks • Can give meanings to the marks they make • Beginning to write own name • Use some of their print for early writing 	<ul style="list-style-type: none"> • Enjoy and join in with rhymes, poems and songs together. • Can talk about their favourite part of the story • Talks about the characters, events and settings. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each single grapheme taught (Autumn assessment) • Beginning to read and recognise tricky words based on phase been taught • Blending words with phase 2 graphemes (Little Wandle) <p>Writing</p> <ul style="list-style-type: none"> • Write some recognisable letters • Write their own name • Can write initial sounds for words based on the phonics taught • Can write the initial and final or CV sounds in words • Able to orally segment CVC <p><i>Phonics – Little Wandle Teach phase 2 by the end of this term</i></p>	<ul style="list-style-type: none"> • Demonstrate an understanding of what has been read to them and answer questions about the text. • Can talk about the story in detail including likes and dislikes <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for some digraphs taught (in phase 3) • Read words consistent with their Phonic knowledge by sound blending and segmenting. • Can read some tricky words from phase 2 and 3 <p>Writing</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Beginning to write captions using phase 2 or 3 phonemes and graphemes • Write CVC words containing phase 2 and phase 3 graphemes • To be able to articulate a sentence • Spell tricky words in writing in line with Little Wandle <p><i>Phonics – Little Wandle Teach phase 3 by the end of this term</i></p>	<ul style="list-style-type: none"> • Able to make links between familiar stories • Able to make predictions based on familiar stories <p>Word Reading</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their Phonic knowledge including tricky words from phases 2,3 and 4. • Can apply their knowledge of phonics to decode unknown words <p>Writing</p> <ul style="list-style-type: none"> • Write phrases and sentences that can be read by themselves and others. • Use tricky words in writing in line with Little Wandle • Beginning to use capital letters and full stops in sentences for writing. • Can use their phonic knowledge to segment words for writing. <p><i>Phonics Teach phase 4 by the end of this term</i></p>	<ul style="list-style-type: none"> • 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. <p>Word Reading</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. <p>Writing</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.
<p>Mathematics Shape, space and measures will be taught through opportunities within continuous provision.</p> <p>Skills Reason Investigate Sort and match Count Estimate Compare Calculate Think Explain</p>	<p>Number</p> <ul style="list-style-type: none"> • Can recite numbers to 5 • Can show finger numbers to at least 5 • Recites numbers, uses random numbers in songs and games • Beginning to show understanding of 1-1 correspondence • Knows that numbers identify how many objects are in a set • Recognise that not only objects can be counted 	<p>Number</p> <ul style="list-style-type: none"> • Understand and can subitise to 3 • Counts accurately to 5 in practical contexts • Begins mathematical mark making • Accurately counts 5 objects and recognises numerals to 5 • Can recite numbers to 10 • Beginning to understand the composition of numbers up to 5. • Matches some quantities to numbers • Recall number bonds up to 3 	<p>Number</p> <ul style="list-style-type: none"> • Can subitise beyond 3 • Counts beyond 10 • To recall addition number bonds up to 5 • Accurately counts 10 objects and recognises numerals to 10 • Beginning to understand the composition of numbers up to 10 • Beginning to practically add and subtract • Beginning to double using concrete objects 	<p>Number</p> <ul style="list-style-type: none"> • Has an understanding of subtraction facts when exploring number bonds to 5 and 10 • Deeper understanding of numbers to 10 • Can automatically recall number bonds to 5-10 • Able to recall some double facts. 	<p>Number</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>Check Record</p>	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • Notice a repeating pattern • Talk about the patterns around them • Combine shapes to make new ones for a purpose • Beginning to talk about the numbers around them (environmental) • Can talk about 2d shapes and name some • Can recognise which group has more <p>*Shape, Space and Measure will be taught during throughout the year</p>	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • Notices numerals which are the same – as their age, house number • Notices number patterns in stories and songs – The very hungry caterpillar • Compares amounts using more and fewer • Beginning to understand greater, less than and the same • 1 more and less to 5 (using objects or a number line) 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • Can compare amounts by starting greater than/ less than/ same, at least 10 • Estimating how many objects and then subitising and then checking • Understands and notices the patterns of odd and even numbers • Starting to understand the concept of doubling • Beginning to share objects equally and can use the mathematical language to explain • Understand that some quantities are greater than others, less or the same 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • Can notice patterns when doubling numbers. • Is able to share objects equally into groups • Able to count to 20 • Understand and identifies odd and even numbers 	<p>Numerical Patterns</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.
<p>Understanding the World</p> <p>To use throughout the year according to topic.</p> <p>Each Trust school may look different but the same end of year expectations are relevant.</p> <p>Skills</p> <p>Compare observe Ask questions Explore Use historical vocabulary Measure Use senses Draw, read and follow maps Gather information Sort and classify Test ideas Try things out Communicate ideas Solve problems Draw conclusions</p>	<p>Understanding of the world</p> <ul style="list-style-type: none"> • Can explore materials with similar properties • Begin to make sense of their family history • Explore how things work • Begin to understand the need to respect and care for the natural environment and all living things 	<p>People, Culture and Communities (ongoing to suit curriculum topic)</p> <ul style="list-style-type: none"> • 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. • Recognise some similarities and differences between life in this country and life in other countries. • Understanding the world involves guiding children to make sense of their physical world and family. • Visitors (people in society) such as – police officers, firefighters, nurses etc. • Visiting local areas and have experiences such as – parks, libraries, museums etc. • Listening to a broad selection of stories, non-fiction, rhymes and poems. • Refer to NST additional EYFS experience document, which will build on children’s experience of developing cultural capital. • Begin to use technology to support learning. • Exposure to a range of books to support understanding of the world we live in. • Follow the NST Faith Calendar to further develop children’s knowledge of multi-faith festivals and celebrations. • Follow the NST guidelines on the virtue of the week linked to the event 	<p>The Natural World (ongoing to suit curriculum topic)</p> <ul style="list-style-type: none"> • Draw information from a simple map. • 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. • Understand the effect of changing seasons on the natural world around them. • Recognise some environments that are different to the one in which they live. 	<p>Past and Present (ongoing to suit curriculum topic)</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • 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. <p>The Natural World</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. <p>Past and Present</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.

		<ul style="list-style-type: none"> - Has increased knowledge and sense of the world around them. - Understanding of our culturally, socially, technologically and ecologically diverse world. 			
Expressive Arts and Design <i>Skills</i> <i>Manipulate and control tools</i> <i>Mould</i> <i>Sculpt</i> <i>Mix</i> <i>Draw</i> <i>Paint</i> <i>Pull tear</i> <i>Fold</i> <i>Cut</i> <i>Join</i> <i>Stick</i> <i>Roll</i> <i>Explain</i> <i>Combine</i> <i>experiment</i>	Creating with Materials <ul style="list-style-type: none"> - Can explore different textures - Can talk about colours and experiments with colour mixing Being Imaginative and Expressive <ul style="list-style-type: none"> - Take part in simple role play - Begin to develop stories using small world play - Can sing entire rhymes 	Creating with Materials <ul style="list-style-type: none"> - Explores colours and textures and constructs using a range of materials. - Beginning to use materials, tools, & techniques to express own ideas e.g. chunky chinks, big paintbrushes, markers, rollers, sponges, stampers Being Imaginative and Expressive <ul style="list-style-type: none"> - Participates with songs, rhymes. - Creates movements through music. - Able to recount stories they have heard before 	Creating with Materials <ul style="list-style-type: none"> - Begins to explain what they have made. - Able to use tools with purpose. - Creates texture, colour, form, design in their work. - Uses and creates props and uses materials in role play. - Able and use scissors with increasing control. Being Imaginative and Expressive <ul style="list-style-type: none"> - Introduces a storyline or narrative into their play. - Sings well known nursery rhymes/songs - Beginning to perform stories, rhymes, dance with others. 	Creating with Materials <ul style="list-style-type: none"> - Confidently talks about own creations. - Makes safe use of range of tools. - Able to evaluate things they have made and think about how they can improve. Being Imaginative and Expressive <ul style="list-style-type: none"> - Develops skills of storytelling through play - Composes own music. - Choreographs own dances. - Perform dance, stories with others independently 	Creating with Materials <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. Being Imaginative and Expressive <ul style="list-style-type: none"> • 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.

Impact (Assessment)

Assessment for Nishkam settings, plays an important part in helping parents and practitioners to recognise pupil's progress, understand their needs and plan and support effectively as a result. On-going assessment is an integral part of the learning and development process. It involves practitioners knowing pupils' level of achievements and interests and then shaping teaching and learning experiences for each child reflecting that knowledge. Effective interactions with adults allow for teachers to observe and assess all the time.

Pupils in reception will be assessed more formally at the start and end of their time in reception. Within 6 weeks of attending the school, all pupils will be assessed to establish a baseline in the following ways:

1. The reception baseline assessment (RBA)
2. Wellcomm screening check (focused on communication and speaking)
3. NST EYFS baseline check

Baseline assessments will be added to Insight Tracker to allow for data analysis to be completed for both Wellcomm and NST assessments under 'entry' for term of assessment. The impact of the curriculum will be monitored each term through moderation internally, across trust schools as well as schools within each local authority. This will ensure teacher judgements are accurate and robust and the curriculum is meeting the needs of its pupils.

The screening check and the NST baseline will establish starting points on which the curriculum will be tailored to. Teaching and learning will reflect the needs of the pupils.

In the final term of the year the EYFS profile will be completed for all pupils. The profile provides parents with a well-rounded picture of the child's knowledge, understanding and abilities and their readiness for Year 1. The profile will reflect the knowledge and professional judgement of the teacher for that child. Pupils will be assessed at meeting the expected levels of development or if they are not reaching expected levels (emerging). The profile will be shared with parents once completed.

Moderation

To further support EYFS colleagues and to validate teacher judgements, moderation will take place at least 4 times during the year:

1. After baseline assessments are completed (EYFS Leads only)
2. At the end of the first term (December)
3. At the end of the Spring term (April)
4. At the end of the year before data is submitted to LA. (EYFS leads only)

In addition to NST internal moderation, each school setting will moderate with local schools in their local authority.

The purpose of the moderation will be to ensure that the curriculum is fit for purpose and pupils are being taught the curriculum in sequence. Pupils not on track will be the focus to ensure all the necessary strategies have been implemented to ensure all pupils make the expected progress.