

Franche EYFS Framework – Nursery & Reception

Communication and Language	
Nursery aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Develop and use a wider range of vocabulary including level 1 concepts - Listen to others in one-to-one or small groups, when conversation interests them - Listen to familiar stories with increasing attention - Pay attention to more than one thing at a time, which can be difficult - be able to follow directions (instructions 1 part)
Spring	<ul style="list-style-type: none"> - Develop their pronunciation but may have problems saying multisyllabic words - Use talk to organise themselves and their play: 'Let's go on a bus...you sit there...I'll be the driver' - Develop their communication but may continue to have problems with irregular tenses and plurals such as 'runned' for 'run' and 'swimmed' for 'swam' - Use longer sentences of four to six words - Understand a question or instruction that has two parts such as 'Get your coat and wait at the door' - Use a variety of pronouns, plurals and prepositions, sometimes incorrectly to start with - Start a conversation with a friend or adult and continue it for many turns
Summer	<ul style="list-style-type: none"> - Sing a large repertoire of songs - Enjoy listening to longer stories and can remember much of what happens - Know many nursery rhymes, be able to talk about familiar books and be able to tell a story - Understand simple 'why' questions - Be able to express a point of view when they disagree with an adult or a friend, using words as well as actions - Develop pronunciation but may have problems saying some sounds – r, j, th, ch and sh
Reception aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Demonstrate the four rules of good listening during whole class situations - Learn and use new vocabulary in a range of situations (including level 2 concepts) - Use language to imagine and recreate roles and experiences in play situations - Introduces a storyline or narrative into their play - Engage in story time sessions by answering and asking questions - Engage in back and forth conversational exchanges with peers and/or teachers
Spring	<ul style="list-style-type: none"> - Articulate their thoughts and ideas in well-formed sentences - Retell a familiar story (some aspects of repetition and some in their own words) - Learn rhymes, poems and songs - Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary - Listen and respond to ideas expressed by others in conversation or discussion - To use present and future tenses during conversations
Summer	<ul style="list-style-type: none"> - Ask questions to find out more and to check they understand what has been asked - Demonstrate two-channelled attention - Connect one idea or action to another using a range of connectives - Describe events in some detail (using past, present and future tenses if appropriate) - Use talk to solve problems, organise thinking and activities and to explain how things work and why they might happen - Use new vocabulary in different contexts - Understand and respond to questions (including who, what, when, where and how)

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Personal, Social and Emotional Development	
Nursery aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - feel a sense of belonging through being involved in daily tasks - Enjoy playing alone and alongside others - Enjoy playing with familiar children - Is becoming more confident to express their needs and ask familiar adults for help - Select and use activities and resources with help when needed - Talk about their feelings using words like 'happy', 'sad'
Spring	<ul style="list-style-type: none"> - Become more outgoing with unfamiliar people, in the safe context of their setting - Show more confidence in new social situations - Increasingly follow rules, understanding why they are important - Develop their sense of responsibility and membership of a community - Develop appropriate ways of being assertive - Understand gradually how others might be feeling - Be increasingly independent in meeting their own care needs - Take part in pretend play with different roles - Take turns and share with adult support correct place
Summer	<ul style="list-style-type: none"> - Play alongside others, extending and elaborating play ideas - Select and use activities and resources independently - Begin to independently negotiate solutions to conflicts in their play by talking to other - Remember rules without needing an adult to remind them - Make healthy choices about food, drink, activity and toothbrushing - be able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
Reception aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Express their own feelings - Understand and follow behavioural expectations - Build constructive, respectful and positive relationships with adults - Confidently manage their own personal hygiene needs - Talk freely about their home, family and community - Show confidence in speaking to others about their own wants and needs - Seek support in emotional refuelling and practical help in new or challenging situations - Is becoming more aware of the similarities and differences between themselves and others in more detailed ways - To show confidence when trying new activities and/or experiences - Shows confidence in choosing resources
Spring	<ul style="list-style-type: none"> - Consider the feelings of others and become more cooperative and flexible because of this - Identify and moderate their own feelings socially and emotionally - Work and play cooperatively and take turns with others as they understand other peoples needs, wants and behaviours - Attempt to repair situations where they have caused upset and understand their actions have an impact on others - Show confidence in speaking to others about their interests and opinions - Set and work towards simple goals - Build constructive, respectful and positive relationships with peers
Summer	<ul style="list-style-type: none"> - Talk about the perspective of others - Be increasingly skilled socially by taking steps to resolve conflicts with other children (including negotiating and finding a compromise) and begin to regulate their behaviour - See themselves as a valuable individual and describe themselves in positive terms - Show resilience and perseverance in the face of challenge - Know and talk about the different factors that support their overall health and wellbeing - Demonstrate an ability to wait for what they want and control their immediate impulses when appropriate

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Physical Development	
Nursery aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Climb confidently - Use large muscle movements (gross motor) to wave flags and streamers, paint and make marks - Show preference for a dominant hand - Holds mark-making tools with thumb and all fingers - Take part in activities that they make up for themselves or in teams with support
Spring	<ul style="list-style-type: none"> - Catch a large ball - Ride scooters and pedal trikes - Go up steps and stairs or climb apparatus using alternate feet - Collaborate with others to manage large items, such as moving a long plank safely - Begin to use one handed tools and equipment, for example, making snips in paper with scissors - Be increasingly independent as they get dressed and undressed e.g. putting on coats, doing up zips
Summer	<ul style="list-style-type: none"> - Skip, hop, stand on one leg and hold a pose for a game like musical statues - Match their developing physical skills to activities in the setting e.g. deciding whether to crawl, walk or run across a plank depending on its length and width - Remember sequences and patterns of movements which are related to music and rhythm - Observe and describe in words or actions the effect of physical activities on their bodies - Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons - Use a comfortable grip with good control when holding pens and pencils (static tri-pod grip)
Reception aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have required e.g running, jumping, skipping - Use their core muscle strength to achieve a good posture when sitting at a table and sitting on the floor - Use anti-clockwise movements and retrace vertical lines when writing - Begin to form recognisable letters using a controlled pencil grip - Uses tools effectively to effect changes to materials - Shows an understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
Spring	<ul style="list-style-type: none"> - Confidently and safely use a range of small and large apparatus indoors and outdoors (including climbing equipment) - Handle tools, objects, construction and malleable materials safely and with increasing control and intention (including pencils for writing/drawing, paintbrushes, scissors and cutlery) - Form recognisable letters independently - Control letter size when writing graphemes - Combine different movements with ease and fluency - Develop overall body strength, co-ordination, balance and agility
Summer	<ul style="list-style-type: none"> - Negotiate space and obstacles safely - Further develop and refine a range of ball skills including throwing, catching, kicking and aiming - Hold a pencil correctly using the tripod grip - Show accuracy and care when drawing - Form most letters correctly (in line with Little Wandle)

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Literacy	
Nursery aged children will be learning to...	
Autumn	<p>Reading</p> <ul style="list-style-type: none"> - Understand that print has meaning - Recognise logos - Understand the purpose of page sequencing in print - Join in with repeated refrains in stories <p>Writing</p> <ul style="list-style-type: none"> - Sometimes give meaning to their mark making - begin to include mark making in their play
Spring	<p>Reading</p> <ul style="list-style-type: none"> - Understand that print can have different purposes and can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) - Recognises own name - Uses vocabulary and phrases from familiar stories independently - Engages in conversations about stories whilst beginning to use some vocabulary from the text <p>Writing</p> <ul style="list-style-type: none"> - Ascribe meaning to their mark making - Include mark making and early writing in their play - Copy some pre-writing shapes accurately - Attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
Summer	<p>Reading</p> <ul style="list-style-type: none"> - Name the different parts of books - Has built up a memory bank of familiar nursery rhymes - Engages in extended conversations about stories, learning new vocabulary - Develop their phonological awareness so that they can demonstrate a range of skills, such as; Showing an awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words <p>Writing</p> <ul style="list-style-type: none"> - Copy some pre-writing shapes accurately - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words - Write some or all of their name
Reception aged children will be learning to...	
Autumn	<p>Reading</p> <ul style="list-style-type: none"> - Hear and say the initial sounds in words - Read individual graphemes by saying the corresponding phoneme (phase 2) - Read CVC words using phase 2 phonic knowledge - Talk about key events, characters and settings in stories <p>Writing</p> <ul style="list-style-type: none"> - Give meaning to the marks they make as they paint, draw and write - Begin to form letters correctly using anti-clockwise movements - hear and say the initial sound in words - Use text to communicate meaning for a wide range of purposes (invitations, lists, cards etc) - Write CVC words using phase 2 phonic knowledge
Spring	<p>Reading</p> <ul style="list-style-type: none"> - Read a few common exception words matched to Little Wandle phonics programme - Read individual graphemes (digraphs) by saying the corresponding phoneme (phase 3) - Read simple phrases and sentences made up of words that contain digraphs - Enjoy an increasing range of books, both fiction and non-fiction - Re-enacts and reinvents stories they have heard in their play - Anticipate key events in stories (predictions) <p>Writing</p> <ul style="list-style-type: none"> - Write own name independently

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	<ul style="list-style-type: none">- Spell words by identifying the phoneme and then writing the corresponding grapheme- Write captions whilst applying some phase 3 phonic knowledge
Summer	<p>Reading</p> <ul style="list-style-type: none">- Identify letter names and sounds for letters in the alphabet- Read aloud simple sentences and books including common exception words- Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment- Demonstrate an understanding of what they have read by answering questions- Identify rhyme and alliteration in words- To build up a repertoire of familiar stories, poems and rhymes <p>Writing</p> <ul style="list-style-type: none">- Form most letters correctly when writing- Write simple sentences that can be read by themselves and others (using GPC knowledge)- Begin to use forms of punctuation (capital letter and full stop)- Re-read what they have written to check that it makes sense

Early Learning Goal links – ELG Comprehension, ELG Word Reading, ELG Writing

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Mathematics	
Nursery aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Recite numbers past 5 - Say one number name for each item in order: 1,2,3,4,5 (1:1 correspondence) - Show finger numbers up to '5' - Talk about and identify the patterns around them e.g. stripes on clothes - Extend and create ABAB patterns - Predict, move and rotate objects to fit the space or create the shape they would like
Spring	<ul style="list-style-type: none"> - Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) - Match numeral to quantity, up to 5 - Recite numbers to 10 - Experiment with their own symbols and marks as well as numerals - Understand and respond to position through words alone - Use correct language to discuss route and position using words like 'in front' and 'behind' - Show awareness of shape similarities and differences between objects - Select shapes appropriately through play: flat surfaces for building, a triangular prism for a roof, etc. - Combine shapes to make new ones e.g. an arch, a bigger triangle
Summer	<ul style="list-style-type: none"> - Enjoy counting verbally as far as they can go - Beginning to use understanding of number to 5 to solve practical problems in play and meaningful activities - Begin to recognise that each counting number is one more than the one before - Begin to recognise numerals 0 to 10 - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Compare quantities using language: 'more than', 'fewer than', 'same' - Begin to make comparisons between objects relating to size, length, weight and capacity - Recall a sequence of events in everyday life and stories using words such as 'first', 'then' etc - Notice and correct an error in a repeating pattern - Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next
Reception aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Count objects, actions and sounds - Count accurately with 1:1 correspondence to 10 - Accurately link the numeral to quantity to 10 - Continue, copy and create repeating patterns (ABC, ABBA, ABCD) - Count by rote to 20 - Name some 2D shapes - Explore the composition and decomposition of shapes, recognising a shape can have other shapes within it (just as a number can)
Spring	<ul style="list-style-type: none"> - Subitise to 5 - Order numbers to 5 - Use language such as more than, less than, fewer than and equal to, to compare quantities to 10 - Understand the one more and one less than relationship between cardinal numbers - To understand the composition of numbers to 5 - Compare length, weight and capacity and use appropriate language when doing so (non standard units of measure) - Is able to order and sequence events using every day language related to time
Summer	<ul style="list-style-type: none"> - Automatically recall number bonds for numbers to 5 - Explore and represent patterns within numbers to 10(odds/evens, equal/un-equal groups) - Count forwards and backwards (to and from 10) - Practically solve addition and subtraction number problems - To understand the composition of numbers to 10 - Order numbers to 10 (quantity and numerals)

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Understanding the World	
Nursery aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Show interest in the lives of people who are familiar to them - Begin to make sense of their own life story - Recognise some differences between themselves and others - Use all their senses in hands-on exploration of natural materials - Begin to understand the need to respect and care for the natural environment and all living things. - Explore how things work
Spring	<ul style="list-style-type: none"> - Show interest in different occupations - Plant seeds and care for growing plants - Begin to understand the key features of the life cycle of a plant and or an animal - Continue developing positive attitudes about the differences between people - Explore and talk about the differences between materials and the changes they notice - Comment about aspects of their familiar world such as the place where they live or the natural world
Summer	<ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary - Ask questions about aspects of their familiar world such as the place where they live or the natural world - Understand the key features of the life cycle of a plant and or animal - Know that there are different environments and talk about differences they have experienced or seen in photos. - Explore and talk about different forces they can feel (pushing and pulling)
Reception aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Talk about members of their immediate family and community - Know that other children do not always enjoy the same things and is sensitive to this - Name and describe people who are familiar to them - Draw on information from a simple map - Talks about past and present events in their own life and lives of family members - Knows about similarities and differences between themselves and others
Spring	<ul style="list-style-type: none"> - Understand that some places are special to members of their community - Describe what they see, hear and feel whilst outside whilst exploring the natural world - Understand the effect of changing seasons on the natural world around them - Look closely at similarities, differences, patterns and change in nature - Talk about features of their own immediate environment and how environments may vary from one another
Summer	<ul style="list-style-type: none"> - Recognise that people have different beliefs and religions and celebrate these in different ways - Recognise some similarities and differences between life in this country and life in other countries. - Recognise and talk about how these environments are different to the one in which they live - Know some similarities and differences between things in the past and now - Comment on images of familiar situations in the past

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Expressive Arts & Design	
Nursery aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Explore different materials and textures - Create closed shapes, using continuous lines and begin to use these shapes to represent objects - Uses various construction materials - Explore colour and colour mixing - Take part in simple pretend play, using an object to represent something else
Spring	<ul style="list-style-type: none"> - Begin to develop imaginative stories and ‘small worlds’ using blocks, equipment and construction kits - Engage in imaginative play based on own ideas or first-hand or peer experiences. - Develop their own ideas and then decide which materials to use to express them - Sing the pitch of a tone sung by another person - Listen with increased attention to sounds - Explore sounds and how these can be changed - Tap out simple repeated rhythms - Sing the melodic shape of familiar songs
Summer	<ul style="list-style-type: none"> - Show different emotions in their drawing - Remember and sing entire songs - Play instruments with increasing control to express their feelings and ideas - Create their own songs and improvise around ones they know - Draw with increasing complexity and detail, such as representing a face. - Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park
Reception aged children will be learning to...	
Autumn	<ul style="list-style-type: none"> - Develop a repertoire of well-known songs and dances (including nursery rhymes) - Develop storylines and narrative in their pretend play - Make creations using a variety of resources (materials, boxes etc) with an end product in mind - Create collaboratively, sharing ideas, resources and skills - Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative - Create representations of both real life and imaginary events, people and objects
Spring	<ul style="list-style-type: none"> - Make music in a range of ways using a variety of resources - Begin to demonstrate an understanding of rhythm when responding to music - Talk about the process they used for their own creations - Make use of props and materials when role playing characters in narratives and stories - Explore and engage in music making and dance, performing solo and in groups - Return to and build on their previous learning, refining ideas and developing their ability to represent them - Use a combination of art forms e.g singing and moving, making objects to enhance their imaginative play
Summer	<ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses - Safely use and explore a variety of materials, tools and techniques to create an end product - Share their creations, explaining the process they have used and challenges that may have occurred - Chooses particular movements, instruments/sounds, colours and materials for their own imaginative play