

## Franche EYFS Framework – Nursery & Reception



# Franche Framework



The Franche Framework has been created by the:

- Early Years Assistant Head Teacher
- Reception Year Band Lead
- Nursery Teacher
- Nursery Manager
- Tots Manager
- EYFS SAL therapists
- Maths lead
- Phonics lead
- Early reading lead
- Writing lead

The Franche Framework has been developed to support the planning, teaching and development of children at Franche. We have incorporated objectives from these non-statutory documents:

- Birth to Five
- Development Matters
- SALT progression documents

Pre-school and Reception have worked alongside the Tots team when creating the Franche framework to ensure a seamless progression. Tots at Franche focus on developing key foundational skills in the three prime areas of learning. The staff in Tots use Birth to five to plan children's next steps in their learning. For children under 3, Birth to five has smaller incremental steps which can be used to plan for individual next steps for each child.

NB: This framework has been shared with all faculty leaders.



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

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

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

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



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

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

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



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