



Early Years Curriculum Handbook

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*Aspiring to build a community where
the roots of learning are founded in
awe and wonder*



EveryMomentMatters



PupilsFirst



TogetherStronger

Intent

Mission Statement: 'Through effective collaboration within the wider team and all those involved in the pupils lives, we will work together to create a holistic, open ended child led curriculum.'

Introduction

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' (Statutory Framework for the Early Years Foundation Stage 2014; 2023).

Rationale

At Five Acre Wood school we believe that a child's experience of education at this stage in their development has the most significant effect on success in later life. We take this responsibility very seriously and ensure that children are welcomed into a secure, caring and stimulating environment in which they can thrive.

Aims of the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) at Five Acre Wood applies to children from Reception to the end of Year 1. At Five Acre Wood School children join the Reception classes in the year in which they turn five. Starting full time education is a very exciting time and we aim to make learning fun and challenging. Based on the revised EYFS curriculum and Development Matters, we provide a structured and stimulating curriculum in a caring and secure environment where the children can feel safe to explore, investigate and learn through first hand experiences.

In September 2024, the Specialist Intervention Nursery moved to an Outreach model, with Five Acre Wood specialist staff providing off-site intervention to children at their mainstream nursery setting. The aim of the Nursery Outreach is to provide specialist intervention to children off-site, support the SEND offer in local nurseries and support parents and carers to better understand their child's needs. The summation of this process could be an application for an EHCP or upskilled practitioners at an appropriate setting.

Implementation

Transition into Five Acre Wood

At Five Acre Wood we recognise, value and encourage the contribution of parents and carers and from the beginning we aim to work in partnership with them to give their child the best possible start to their school life. Children and their families are at the centre of our transition process. During the Summer term a meeting is set up for each individual child to which we invite parents/carers and representatives from pre-school and multi agencies involved with the child. This meeting is a perfect opportunity to share valuable information, providing a detailed picture about the whole child thus allowing a smooth transition into school.

Also during the Summer term new children and their parents/carers are given the opportunity to meet staff, current members of the class and their parents/carers at a transition taster session. Once in school, parents/carers are continually informed of what their child has been doing at school and their progress via the home/school diary, parent's evenings, consultation meetings, Person Centred Reviews and by telephone or email. We welcome parents/carers to become fully involved in their child's education and to continue sharing information about their child's interests and achievements at home.

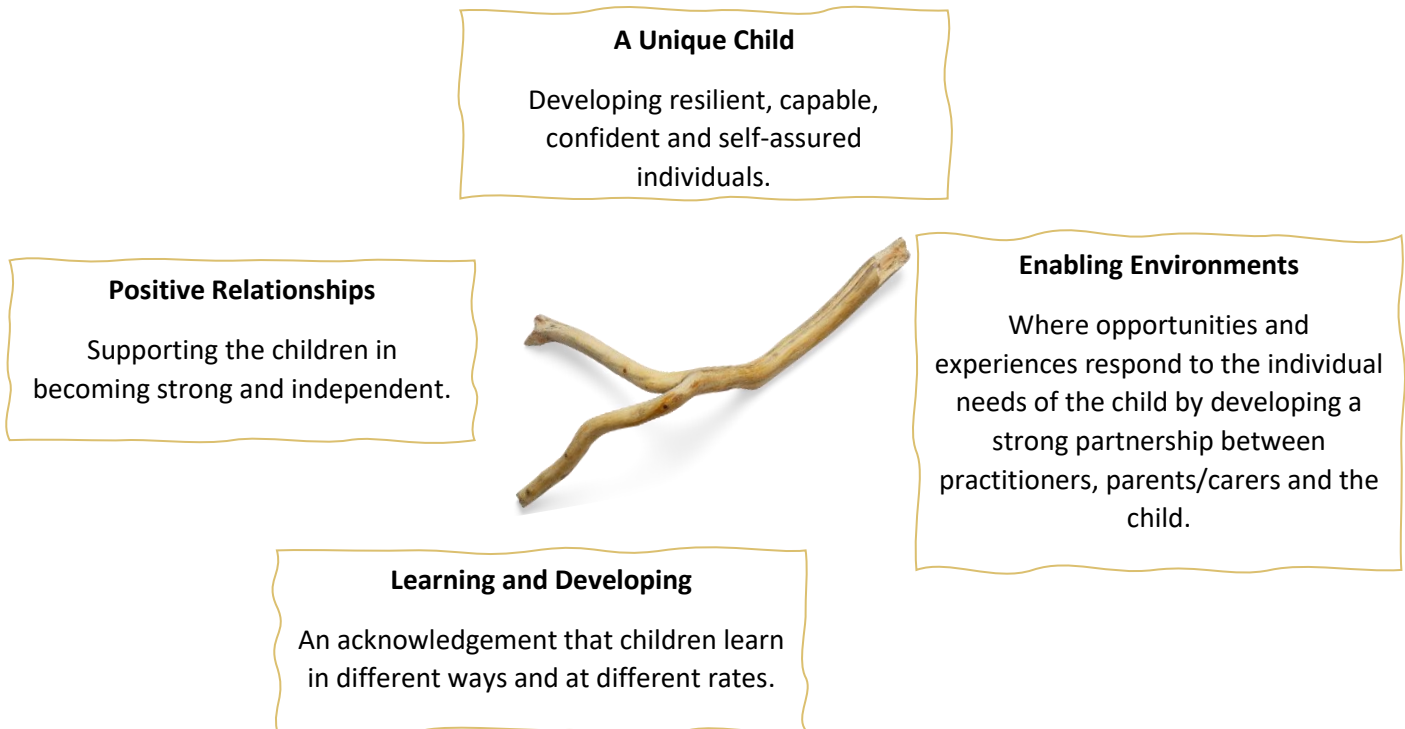
We are committed to providing ongoing support to parents/carers and have a family support TEAM who are available to give support to families as their child starts school and to offer continued support whenever needed throughout the child's time in school.

Specialist Staff

At Five Acre Wood the children are supported in all their learning by experienced staff who provide activities that build upon the children's experience and interests. Our curriculum planning allows the child to take part in both child initiated and adult led learning activities which are evaluated and used to inform our future planning. We use both the indoor and outdoor environments to provide opportunities for exploring and for the children to be actively involved in their learning. They are encouraged to make their own discoveries and communicate their ideas. We recognise that opportunities for learning occur spontaneously and so these are encouraged and embraced. It is recognised that each child is an individual who will develop in different ways at varying rates. In the EYFS at Five Acre Wood we lay the foundations for each individual child to build on as they progress through their learning journey.

Foundation Stage Curriculum

The revised Early Years curriculum is based upon four principles:



Three characteristics of effective learning are identified:

- ✿ **Playing and exploring** - children investigate and experience things, and 'have a go'
- ✿ **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- ✿ **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These characteristics are pivotal in enabling positive learning behaviours to develop and as such, are the main focus of the current EYFS curriculum at Five Acre Wood. The curriculum is organised into three 'prime areas' of learning and development and four 'specific' areas.

The 'Prime' areas are:

- ✿ **Personal Social and Emotional Development** - including supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted; developing an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners; providing opportunities that enable children to co-operate and work harmoniously alongside and with each other.
- ✿ **Communication and Language** – including opportunities for all children to practice their communication in a widening range of situations, to respond to adults and each other, to practise and extend the range of communication skills they use and listen carefully.
- ✿ **Physical Development** – including opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe;

These 'Prime' areas are facilitated through continuous provision planning and built in to EHCP, Therapy and other pupil specific outcomes.

The 'Specific' areas are:

- ✿ **Literacy** - opportunities for all children to explore, enjoy, learn about and use words/symbols and text in a broad range of contexts and to experience a rich variety of books.
- ✿ **Mathematics** – including opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, and practise.
- ✿ **Understanding of the World** – including opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives.
- ✿ **Expressive Arts and Design** – including opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative role play activities.

These 'Specific' areas are facilitated through continuous provision planning and built in to EHCP, Therapy and other pupil specific outcomes.

It is recognised that all areas of Learning and Development are inter-connected, are equally important and are underpinned by the Principles of the EYFS. One experience may provide children with opportunities to develop a range of skills and concepts across several areas of learning. We encourage the transfer and generalisation of skills and knowledge as we recognise this is something that many of our pupils have difficulty with.

Teaching and Learning

In the Early Years classes, the children are supported in all their learning by experienced staff who provide activities that build upon the children's experience and interests. Our curriculum planning allows the child to take part in both child-initiated and adult-led learning activities which are evaluated and used to inform future planning and assessment. We use both the indoor and outdoor environments throughout the day to provide opportunities for exploring and for the children to be actively involved in their learning. They are encouraged to make their own discoveries and communicate their ideas. We recognise that opportunities for learning occur spontaneously and so these are encouraged and embraced. The outdoor area attached to a EYFS class is used regularly throughout the day and in addition the children have opportunities to access other playground areas within the school at various planned times in order to experience different environments and to socialise with other children.

Opportunities for inclusion are provided through formats such as the Early Years School Council representatives, with an aim to enhance the development of social skills and self-advocacy. Frequent cross class learning carousels are also used to support inclusion and facilitate consolidation of previously acquired skills.

Structure and routine are built into the day so that the children begin to understand what is expected of them and consistent approaches supported by visual cues are used so that anticipation of routines and activities is developed.

Makaton is consistently used to support communication. Additionally children are supported to communicate through the provision of different communication aids according to their individual need. Opportunities to practice and develop communication skills are planned into the day including sessions such as snack time and play times. The children are given regular opportunities to make choices and show preferences. The children are supported to interact and build relationships with those around them through planned activities and experiences. Each child, their thoughts and their interactions are valued and they are encouraged to have confidence in themselves, and in their own ability and worth. Every individual's success is recognised and celebrated and children are encouraged to take pride in their achievements.

It is recognised that each child is an individual who will develop in different ways and at varying rates. In the Early Years Foundation Stage at Five Acre Wood we lay the foundations for each individual child to build on as they progress on their learning journey and move into their new class to follow the curriculum of their future Learning Approach.

Staff are expected:

- ✿ To join in, getting down to the children's level and playing, following children's leads and modelling play skills where necessary.
- ✿ To value all children's attempts at communication. Listen attentively and give children time to make responses.
- ✿ To use 'Makaton' and/or symbols to support communication.
- ✿ To recognise that learning opportunities occur constantly and spontaneously.
- ✿ To acknowledge what the children say and discover.
- ✿ To be constantly looking to build upon skills and ensure progressions.
- ✿ To celebrate individual children's achievements.
- ✿ To make written or photographic observations in accordance with the class protocol.
- ✿ To encourage independence in all areas.
- ✿ To wear clothing and footwear that supports them in getting to a child's level and playing and engaging with children at floor level.

Equal Opportunities

The principles of Equal Opportunities are central to Five Acre Wood School and therefore, underpin the ethos of the Early Years. All children are given an equal opportunity to develop at their own rate regardless of gender, culture, belief or special educational needs. We aim to make sure that our resources reflect this and that our staff will help children see that we live in a multi-cultural society and that we should respect all cultures. (See Equal Opportunities policy).

Promoting British Values

- ✿ **Liberty:** The Early Years curriculum is child-led and lays an emphasis on the delivery of open-ended activities. This allows students to express their own choices and ideas through physical actions within their learning activities.
- ✿ **Tolerance:** Early Years classes embark upon assemblies on a weekly basis and offer a range of inclusion opportunities through shared timetables for some of our core curriculum offers including Saplings.
- ✿ **Respect:** The Early Years promotes a love of learning through the use of hygge. This creates warm, inviting learning spaces and focuses on the connectedness between a child and their teacher/peers. This is paired with the use of natural resources through The Curiosity Approach and a lived experience of 'natural consequences' if resources are mis-handled and thus broken.
- ✿ **Democracy:** The Early Years emphasises joint attention and early communication skills, supporting these with a range of AAC including a Total Communication Approach, objects of reference and communication boards. The nurture principles are embedded into the classrooms so that trusting relationships are established early on, allowing pupils to freely communicate with adults that work closely with them.
- ✿ **Rule of Law:** The following of laws is introduced subtly in the Early Years through strategies such as establishing a 'readiness' for learning within students so that they are emotionally ready to accept adaptations to behaviours or follow boundaries. Students are introduced to visual timetables and transitional songs to support their understanding of the expectation.

RE themes are embedded within play-based and pupil-led learning as part of a rotating cycle of topics. Pupils access daily collective worship in a way which is appropriate for their developmental stage. Examples of this include:

communication and co-operation based group learning tasks; sharing of space where the development social play-skills are developed and reflective work on feelings, linking with a 'Zones of Regulation' approach.

Other Professionals

It is recognised that individual children may need the extra input from specialists like:

- ✿ The School Nurse
- ✿ Speech and Language Therapist
- ✿ Physiotherapist
- ✿ Occupational Therapist
- ✿ Visiting Teachers for the Sensory impaired
- ✿ Paediatricians and other medical professionals
- ✿ Educational Psychologist
- ✿ Behavioural Support Services

We have a commitment to working closely with all other professionals to provide children with individual, joined up and consistent support as and when necessary. It is our aim to integrate specialist programmes into activities across the day, where possible, providing the right support in the most effective way for each child.

Safety

Safety is of prime importance. Children are taught to handle and use tools and equipment with appropriate care and according to the rules and guidelines laid down. Staff, students, volunteers and parents are made aware of the need for the physical safety of the children (see Health and Safety policy).



Early Learning Curriculum Key Values:

EYFS Term & Theme	1 Getting to Know You	2 Seasonal Sparks	3 Understanding Our World	4 The Great Outdoors	5 Animal Magic	6 Travel
Topics						
Year One: 2025-2026	Likes/Motivators	‘Spooksville’	Dinosaurs & fossils	Life On the Farm	Woodland animals	Building & construction
	Animation	Diwali	Robots & machines	Animal Lifecycles	Safari animals & trips	Transport (via FAWbulous projects)
	Experiencing Autumn	Christmas				
Year Two: 2026-2027	Likes/Motivators	‘Spooksville’	Infinity and Beyond – space, planets, astronauts, rockets and the moon	In the Garden	Sea Animals	Exploring different cultures/countries (food, music, dressing up)
	Animation (Disney, Pixar, Dreamworks,)	Fireworks/Bonfire		Growing	Pirates & Mermaids	
	Autumn Celebrations (farm life, food & veg, crops, changes, planting)	Christmas		Mini beasts/pond life	The Seaside	
Books Related to Topic						

Books & Sensory Stories Year 1 Academic Year 2025-2026	Linked to pupils interests The very helpful hedgehog That's not my hedgehog We're Going on a Leaf Hunt	Pumpkin Soup Fox in the dark Room on the broom Meg and Mog Jolly Christmas Postman Father Christmas needs a wee The mouse that cancelled Christmas	Tyrannosaurus Drip Stomp, Roar (song) Harry and the Dinosaurs Dinosaur Roar Dinosaur Rap (Barefoot Books) Harry and His Robots That's Not My Robot Bluey: Daddy Robot Big Bot, Small Bot	What the ladybird Heard Farmer Duck The Pig in the Pond Farmyard Hullabaloo Oh Dear The Odd Egg One Farm	The Gruffalo Owl babies We're going on a bear hunt That's not my squirrel Night, night forest friends	Goodnight, Goodnight, Construction Site When I Build with Blocks The Journey Home From Grandpa's Let's Build a House We Catch the Bus The Big Yellow Digger
Books & Sensory Stories Year 2 Academic Year 2026-2027	Linked to pupils interests Tree: Seasons come, seasons go Owl Babies Story Sack	The stick man The witch and the warthog Whoosh went the witch Santa Loves Underpants Mogs Christmas Calamity The Magic Christmas Sleigh	Whatever Next How to Catch a Star Zoom to the Moon Zoom, Rocket, Zoom Aliens Love Underpants You Choose In Space Space Song Rocket Ride, Barefoot Books	A squash and a squeeze Winnie the pooh: Pooh's secret garden Peter Rabbit Super worm Hungry Caterpillar Oliver's Vegetables	Shark in the park Commotion in the Ocean Snail and the whale Sharing a shell The Singing Mermaid Peppa the Pirate 10 Little Pirates	Sensory Stories – see LAL Around the World with Max and Lemon Non-fiction books about focussed cultures
Continuous Provision Morning focus: Pupil specific targets, Invitation to Play, Curiosity Afternoon: Topic enrichment	<p>EHCP Prime Areas: Communication & Interaction; Cognition & Learning; Social, Emotional and Mental Health; Physical & Sensory; Independence/Preparing for Adulthood</p> <p>Self-awareness ; Weather ; Sense ; Healthy Living ; Seasons ; Peer Relationships</p> <p>RSE: Families and people who care for me ; Caring friendships ; Respectful relationships ; Being safe ; Mental wellbeing; Internet safety & harms; Physical health and fitness ; Health and prevention</p>					

<p><u>Pupil Engagement</u> (SCERTS, Engagement Model)</p>	<p>Alongside core interventions used across the whole school, such as the SCERTS model and the Engagement Model, the Early Years uses the following approaches to learning:</p> <p style="text-align: center;"><u>The Curiosity Approach</u></p> <p>A modern-day approach focusing on open-ended resources, loose parts and the natural world that fits in with the current technological times. It brings curiosity, awe and wonder into early childhood and creates the ‘thinkers and doers’ of the future. The Curiosity Approach aims to empower and ignite passion and excitement in practitioners.</p> <p style="text-align: center;"><u>Hygge</u></p> <p>A Scandinavian term that doesn’t translate to English. It is a feeling, an atmosphere – a cosy, comfortable and warm space. Where children can feel connectedness with adults, build trust. For staff to rebalance themselves creating a feeling of contentment and positive well-being.</p> <p style="text-align: center;"><u>Forest School/Saplings</u></p> <p>A bespoke learning provision within our Outdoor Learning Environment. Saplings is a pre-cursor to forest school sessions that are led by the Outdoor Learning Team. Saplings allows students to build a connection with nature, have the freedom to explore in a way that they cannot within the confines of a classroom and prepares them for forest school sessions.</p>
<p>Communication and Interaction</p> <p>Functional skills and Communication in mornings Informed by EHCP targets, SaLT, SCERTS</p>	<p style="text-align: center;"><u>Speaking & Listening</u></p> <p style="text-align: center;">1. Attention and Listening Skills (Use of visual, tactile, verbal prompts, use of total communication, accompanied by signs etc.)</p> <p style="text-align: center;">2. Play and Interaction</p> <p>3. Communicating and Interacting (Functional Communication/Pragmatics– is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes)</p> <p>4. Understanding Language (Receptive/Listening- understanding simple key words, moving onto instructions with increasing range of words and concepts-position, description, size etc..., understanding questions, time concepts, jokes)</p> <p>5. Using Language (Expressive/Speaking, this includes developing use of AAC devices, increasing vocabulary, improving use of grammar (personal pronouns, tense etc), increasing range of communication functions, recall of words and events,)</p> <p style="text-align: center;">6. Speech- articulation- this should be done with advice from SALT)</p> <p>7. Language for Thinking – is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about. Abstract concepts such as things you can’t see, imagination, thinking, how, why and inference.</p>

<p>Language and Literacy</p>	<p style="text-align: center;">ASPECTS, LANGUAGE AND LITERACY</p> <p style="text-align: center;">Reading</p> <ol style="list-style-type: none"> 1. Reading behaviour– is about children understanding and enjoying stories, books and rhymes, 2. Pre Reading- Satisfactory eyesight and hearing, Visual discrimination, Sound discrimination, Memory (repeat a short phrase, repeat a nursery rhyme or 4/5 line poem or tongue twister), Concentration – can engage in a task for at least 5 - 10 minutes, Knows how to hold a book, turn the pages. Knows that in English, print reads from top to bottom, left to right. 3. Pictures and Symbols - recognising that print carries meaning, Recognises Logos, or symbols. ‘Reading’ both fiction and fact, and reading a range of familiar words and simple sentences. 4. Linking Sounds and Letters – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending. 5. Reading Words and Phrases- using combination of skills to decode and blend in order to read for meaning. Recalling events, making predications and inferring from text. <p style="text-align: center;">Writing</p> <ol style="list-style-type: none"> 1. Muscle strength and Fine motor- Fine motor skills developed, Hand eye co-ordination developed, Satisfactory sight (if VI, specialist advice followed), 2. Mark Making and Writing– is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes. 3. Handwriting– is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters. 4. For further skills see National Curriculum.
<p>Early Numeracy</p> <p><i>‘Mathematizing Everyday Interactions’</i></p>	<p style="text-align: center;">The Big Seven:</p> <p>Number – Pupils understanding of number in relation to counting, developing an understanding of numbers 1-10, the relationships between them and identifying patterns</p> <p>Sets and Sorting – identifying when things are the same and grouping by different traits or attributes</p> <p>Number Operations – understanding that one number can be made up from other, smaller numbers</p> <p>Spatial Relationships – how pupils understand the way things move and are located in relation to themselves and others, including positioning</p> <p>Shapes – understanding how shapes fit together in the world around us and how we can use 2D shapes to create 3D shapes</p> <p>Measurement – measurement is based on the idea of using numbers of units in order to compare attributes, such as length or capacity</p> <p>Patterns – A repeating sequence of shapes, colours, sounds or movements</p>

Impact

Assessment and Recording

At Five Acre Wood we follow the main EYFS assessment method using observations of children in different teaching and learning contexts, including both adult-led activities and child-initiated play. All members of the class team are involved in observing children and observations are made daily. Also, spontaneous observations of significant moments in the children's learning and development are recorded and duly celebrated by everyone. These observations are collected in each child's individual profile along with contributions from parents and carers. Observations are used to help inform staff of children's abilities, needs, interests, play and learning styles. From this, learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps.

We also hold a Person Centred Review to look at the new Education and Health Care Plan and review the progress that has been made against the outcomes and individual targets and set new targets where appropriate. Parent's evenings and regular parent consultation meetings are then held to discuss the child's progress against these targets throughout the year.

At the end of the year the parents receive a report on their child which details progress in each of the seven areas of learning. In addition there are comments on the characteristics of effective learning which covers such areas as how the child plays, explores and their involvement in activities.

Moving on

At the end of the Foundation Stage we complete the EYFS Profile and put together a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This information, along with, any individual plans/equipment, reports from other professionals and information from parents/carers, is then used as the basis for discussion with the next class teacher in specific transition meetings.

During the Summer term, towards the end of the Reception year the children take part in planned transition sessions, where they visit their new Key Stage 1 class to join in with activities and explore the environment. Parents are also given the opportunity to visit their child's new class and to meet the new teacher during the last couple of weeks of the Summer term. In this way we ensure that each and every child benefits from a smooth transition.

References

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Five Acre Wood School (2024) **Early Years Foundation Stage Policy**

Five Acre Wood School (2024) **EYFS Supervision Policy**

KELSI (2025) **Gathering Together: Kent SACRE Guidance for Collective Worship**. Webref:

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Example documents

BSquared assessment Early Steps Framework > Communication and Language

Individual Assessment

17 Jul 2025 - Communication & Language - Communication & Language - Level: 8
- / - Start Date: 20 May 2025 / Progress: 27%

Five Acre Wood School

Listening & Attention

- | | | |
|---|--|--|
| <input checked="" type="radio"/> G Accepts suggestions from peers | <input type="radio"/> Listens in staff-led discussion | <input checked="" type="radio"/> G Recognises when something is wrong (calling a dog a cat) |
| <input checked="" type="radio"/> M Answers a simple question about the story giving a single word answer | <input checked="" type="radio"/> G Listens to a member of staff who is offering a choice | <input checked="" type="radio"/> G Remains quiet whilst a member of staff gives instruction |
| <input checked="" type="radio"/> G Asks a question about a narrative | <input checked="" type="radio"/> M Listens to short narratives which are of interest to them | <input checked="" type="radio"/> M Repeats short, simple, and repetitive rhymes |
| <input checked="" type="radio"/> M Completes a familiar phrase when a member of staff communicates part of it | <input checked="" type="radio"/> G Listens to talk with interest but becomes easily distracted | <input checked="" type="radio"/> M Responds to familiar people in one-to-one discussions about a range of familiar contexts |
| <input checked="" type="radio"/> M Completes simple actions that have been requested, e.g. stand up | <input type="radio"/> Makes it clear they agree with a suggestion | <input checked="" type="radio"/> M Responds with their own name in response to "Who wants ...?" |
| <input checked="" type="radio"/> M Copies a new word or short phrase they enjoyed hearing, e.g. containing alliteration | <input type="radio"/> Makes it clear they do not agree with a suggestion | <input checked="" type="radio"/> M Shows interest in a narrative/story by asking for it again or continuing a conversation about it |
| <input checked="" type="radio"/> M Demonstrates pleasure in finding objects in picture books which relate to questions | <input type="radio"/> Makes it clear they need more information or clarification | <input checked="" type="radio"/> M Smiles or laughs in response to something funny |
| <input checked="" type="radio"/> E Follows a short verbal account of texts/symbols/pictures | <input type="radio"/> Makes predictions in familiar narratives | <input checked="" type="radio"/> M Understands a simple story when it is supported with pictures |
| <input checked="" type="radio"/> E Follows instructions containing an adjective, e.g. give the big box to Tom | <input type="radio"/> Picks out key events in a narrative | <input checked="" type="radio"/> E Understands concepts of over, under, in and on |
| <input checked="" type="radio"/> M Follows two-step instructions, e.g. get your cup, and bring it here | <input checked="" type="radio"/> G Picks out key people in a narrative | <input checked="" type="radio"/> E Uses symbols/pictures to retell a narrative |
| <input checked="" type="radio"/> E Listens for the answers to questions | <input checked="" type="radio"/> G Picks out symbols/pictures that relate to a narrative they have heard | <input checked="" type="radio"/> E Babies, toddlers and young children will be learning to listen to simple stories and understand what is happening, with the help of the pictures. [DM 2021] |
| | <input checked="" type="radio"/> G Puts pictures/symbols of a narrative in order | |

Speaking

- | | | |
|---|---|---|
| <input checked="" type="radio"/> E Asks questions, raising intonation at the end of the sentence or phrase | <input type="radio"/> Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences | <input checked="" type="radio"/> A Responds to something new with questions |
| <input checked="" type="radio"/> M Communicates a second word, sign, or symbol to define a concept, e.g. "MORE drink", "Coat ON", etc | <input type="radio"/> Copies new words, repeating them over and over | <input checked="" type="radio"/> G Shows enjoyment in saying a new word |
| <input checked="" type="radio"/> M Communicates about their needs, e.g. hunger, thirst, toilet, etc. | <input checked="" type="radio"/> E Describes an object they have in their hand, giving more than one property | <input type="radio"/> Takes part in a simple staff-led discussion in which they can express their views |
| <input checked="" type="radio"/> A Communicates basic expectations to their friends, e.g. "You should share your toy with me" | <input type="radio"/> Expresses phrases starting with "I am going to..." | <input type="radio"/> Uses facial expression to enhance meaning |
| <input checked="" type="radio"/> A Communicates clearly 80% of the time | <input type="radio"/> Expresses phrases with three key words | <input type="radio"/> Uses facial expression when speaking |
| <input checked="" type="radio"/> A Communicates possession through the use of the terms 'yours' and 'mine' | <input checked="" type="radio"/> A Expresses simple opinions, e.g. too hot, or too loud, etc. | Is still learning to pronounce: [DM 2021] |
| <input checked="" type="radio"/> A Communicates two words, signs, or symbols together | <input type="radio"/> Expresses simple prepositions correctly | <input checked="" type="radio"/> G -l/r/w/y |
| <input checked="" type="radio"/> A Communicates using descriptive language, e.g. I want the big box | <input type="radio"/> Includes intonation, pitch and changing volume when 'talking' | <input checked="" type="radio"/> G -f/th |
| <input checked="" type="radio"/> M Communicates using positional language, e.g. the ball is in the box | <input type="radio"/> Indicates needs with words, signs, or symbols like 'more' and 'again' | <input checked="" type="radio"/> G -s/sh/ch/dz/j |
| <input checked="" type="radio"/> M Communicates using temporal language, e.g. I play later? | <input type="radio"/> Interacts using simple pronouns, e.g. "Me", "You", "Him" and "Her" | <input checked="" type="radio"/> G -multi-syllabic words such as 'banana' and 'computer' |
| | <input type="radio"/> Requests information about a new activity/object/event | <input checked="" type="radio"/> G Babies, toddlers and young children will be learning to use the speech sounds: p, b, m, w. [DM 2021] |

BSquared assessment Early Steps Framework > Understanding the World

Individual Assessment

Five Acre Wood School

17 Jul 2025 Understanding the World - Understanding the World - Level: 8
/ - Start Date: 20 May 2025 / Progress: 55%

Past & Present

- | | | |
|--|--|---|
| <input type="radio"/> Actively wants to explore a prediction made on past experiences | <input type="radio"/> Communicates about drawings and paintings | <input type="radio"/> Make a 'list' of what they want to do tomorrow |
| <input checked="" type="radio"/> Anticipates daily events from less obvious auditory clues, e.g. the growing noise in corridor indicates lunchtime | <input checked="" type="radio"/> Communicates using temporal language, e.g. I play later? | <input checked="" type="radio"/> Relates an event to their own experience |
| <input type="radio"/> Anticipates daily events from less obvious visual clues, e.g. the arrival of specific visitor indicates the start of a particular activity | <input type="radio"/> Joins in discussions when sharing information they have found, e.g. online, newspapers | <input checked="" type="radio"/> Relates present activities and past experiences |
| <input checked="" type="radio"/> Asks questions about a new or unfamiliar object | <input type="radio"/> Listens to a recording of themselves and friends with interest | <input checked="" type="radio"/> Shows something of interest to them that they have found in a book, leaflet, online or newspaper |
| | | <input checked="" type="radio"/> Starts talking about themselves |


People, Culture & Communities


- | | | |
|--|--|---|
| <input checked="" type="radio"/> Answers 'Who?', 'What?' or 'Where?' questions | <input checked="" type="radio"/> Expresses an awareness of other people's belongings | <input checked="" type="radio"/> Shows affection for others |
| <input checked="" type="radio"/> Communicates using positional language, e.g. the ball is in the box | <input checked="" type="radio"/> Finds an object by location, e.g. find me a member of staff from the office | <input checked="" type="radio"/> Tidies away their belongings on request (not necessarily in the correct place) |
| <input checked="" type="radio"/> Communicates who their friends are | <input checked="" type="radio"/> Locates an object kept in a familiar place | Babies, toddlers and young children will be learning to make connections between the features of their family and other families. [DM 2021] |
| <input checked="" type="radio"/> Demonstrates affection for peers | <input checked="" type="radio"/> Puts rubbish in the bin | |

The Natural World

- | | | |
|---|--|---|
| <input checked="" type="radio"/> Communicates about changes they notice, e.g. an ice cube when it is left to melt | <input checked="" type="radio"/> Drops items into water to see if they float/sink | <input checked="" type="radio"/> Points to the main features on a person's body when asked |
| <input checked="" type="radio"/> Communicates about textures | <input checked="" type="radio"/> Explores an activity for ten minutes independently, communicating what they have found | <input checked="" type="radio"/> Pulls, pushes or spins an object to see how it moves |
| <input checked="" type="radio"/> Communicates about the appearance of similar objects | <input checked="" type="radio"/> Investigates how far they can make an object move | <input checked="" type="radio"/> Selects objects with assistance to help their investigation, e.g. chooses a magnet when offered a choice |
| <input checked="" type="radio"/> Demonstrates confusion when an object does not do what they expect when investigated | <input checked="" type="radio"/> Investigates how they can make an object move | <input checked="" type="radio"/> Shows peer a new/unfamiliar object, communicating something they know about it |
| <input checked="" type="radio"/> Demonstrates curiosity in the outside world | <input checked="" type="radio"/> Investigates what they can do to make something happen, e.g. keeping a balloon in the air | <input checked="" type="radio"/> Sorts objects using simple equipment, e.g. a magnet |
| <input checked="" type="radio"/> Demonstrates obvious enthusiasm with a new/unfamiliar object | <input checked="" type="radio"/> Matches 2D shapes | <input checked="" type="radio"/> Suggests what to do with an object they have not seen before after examining it |
| <input checked="" type="radio"/> Describes an object they have in their hand, giving more than one property | <input checked="" type="radio"/> Matches colours | <input checked="" type="radio"/> Tries to use knowledge of familiar equipment when trying new equipment |
| <input checked="" type="radio"/> Describes how two objects are used | <input checked="" type="radio"/> Offers a word when hypothesising, e.g. if we went outside in the snow, without a coat, how might we feel? | <input checked="" type="radio"/> Volunteers to help with a familiar task that they enjoy, e.g. watering plants, putting away equipment |
| <input checked="" type="radio"/> Describes the next step in a familiar experience | | |

Assessment using Evidence for Learning

 Date: Mon 2nd Jun 2025

 Photo(s) / Video(s)



Aa Comments: [redacted] spent approximately 10 minutes using the pipettes to mix coloured water together. He used his left hand in a tripod grip and was able to demonstrate good technique with squeezing the pipette to draw the water up and to release it back into the bowl. [redacted] also put red water into the purple water and stored it with the pipette to see if the water would change colour.


 Frameworks:

[redacted] Provision Plan 24/25 (created Sep-Dec) - no Lit and Num

> Physical and/or Sensory > EHCP Long Term Target: By the end of Key Stage 1, [redacted] will be able to manage his sensory engagement to access more of the curriculum on offer, and to meet his sensory needs helping him to manage his behaviors. > EHCP Annual Target: By the end of October 2025, [redacted] will be able to engage with messy sensory play, including exploration with food, at least 3 times a week, to extend his interactions with the whole curriculum on offer. > Intervention: Curiosity approach open ended learning opportunities, Teacch rotation, weekly food explorers

>> Target 1: [redacted] will be able to engage with messy play alongside an adult at least twice a week, engaging for at least 2 minutes.



 Tags: Early Steps: Physical Development Early Steps: Expressive Arts & Design

Provision Plan

Items	Personal Progress Achievement Continuum	
		Evidence Count
Cognition and Learning		6
EHCP Long Term Target: By the end of Key Stage 1 [redacted] will be able to take part in a TEAACH rotation following a schedule so that he accesses more learning on offer and extend his opportunities.		6
EHCP Annual Target: By the end of October 2025 [redacted] will be able to attend to a teach rotation at least one a day so that he is accessing more adult led learning and extending his opportunities.		6
Intervention: Teacch rotation		1
Target 1 [redacted] will attend the 1:1 activity in a Teacch rotation at least once a day for 3/5 days.	9	1
Intervention: Teacch rotation and personal schedule		5
Target 2 [redacted] will attend to 2 part of a rotation at least once a day with 50% success using his schedule to check into the activity. [redacted] will go to his schedule and select what he wants to do usually with a little adult prompting. and will always check [redacted] outside.	10	5
Intervention: Teacch rotation and personal schedule		
Target 3 [redacted] will be able to attend a full rotation of activities following his schedule, once a day, with minimal adult prompting. on 3/5 days	1	
Communication and Interaction		
EHCP Long Term Target: By the end of Key Stage 1 [redacted] will use language for a wider range of social functions, directing his communication to another person, so he can engage a peer and request play and engage while playing with peers.		
EHCP Annual Target: By the end of October 2025 [redacted] will use language for a wider range of social functions, requesting a peer to play with him and then engaging with them, with the support of an adult, so that he can extend his friendships.		
Intervention: choosing boards, daily peer turn taking opportunities		
Target 1 [redacted] will select who he will transition with, using a choosing board at least once a day and request they hold his hand. on 3/5 occasions.	7	
Intervention: Detail strategies to be used (may be the same as intervention for Target 1).		