



Barrowby CE Primary School

Early Years Foundation Stage Curriculum

Vision

Our aim is for our children to be happy, confident, creative, independent and respectful individuals who have a love of learning and are positive about their own identity.

Intent

At Barrowby Church of England Primary School, we provide a high-quality Early Years Foundation Stage education, giving children a secure and positive start to their school life. Every child is recognised as a unique individual, and we want each child to feel happy, valued and loved within our caring church school.

We are committed to nurturing a lifelong love of learning. We place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can go on to become happy, curious life-long learners, who can make a positive contribution to society.

Implementation

At Barrowby Church of England Primary School, we ensure that we comply with the legal requirements of EYFS by following the Statutory Framework for the Early Years Foundation Stage, effective from September 2021.

In Reception, we deliver a broad and balanced curriculum, linked carefully to the seven Areas of Learning. Each area of learning and development is implemented through a range of planned, purposeful adult-directed or child-initiated activities. We maximise opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the '**unique child**' by offering extended periods of play, both indoors and outdoors, and sustained thinking, following children's interests and ideas.

By providing a carefully thought out stimulating environment with different areas for the children to explore, such as construction, small world, creative arts, role play, mark making, stories and reading, dance, music, etc, children are able to develop their knowledge and skills across each of the Prime Areas of Learning (**Communication and Language, Personal, Social and Emotional Development & Physical Development**) and the four Specific Areas of Learning (**English, Mathematics, Understanding the World and Expressive Arts and Design**). Furthermore, we help

the children to understand the importance of physical activity and a healthy lifestyle, including oral healthcare.

The timetable is carefully structured so that children have directed teaching each day, e.g. English, Phonics and Maths. These sessions are followed by focused individual/group work with practitioners guiding the learning through playful, rich experiential activities, modelling varied and ambitious vocabulary. This focused group time ensures that adults can systematically check for understanding, identify and respond to misconceptions quickly. The timetable changes throughout the year to take into consideration the changing needs of the children.

We provide a welcoming environment for all children and parents, which establishes a clear sense of belonging for all children. We establish positive relationships with parents/cares during our transition process and keep parents well informed about the curriculum and their child's progress. Parents/carers are supported with how to help with their child's learning at home, as well as invited to various curriculum meetings throughout the academic year.

Impact

On entry to Barrowby Church of England Primary School, Practitioners spend time interacting and engaging with each child, using their skills and knowledge to understand where the children are developmentally in each Area of Learning. Having a detailed knowledge of each child's starting points ensures that EYFS Practitioners are able to plan a challenging and enjoyable EYFS experience, which reflects the children's needs in all areas of learning and development.

In addition, EYFS Class Teachers administer the Governments Reception Baseline Assessment within the first six weeks of all children starting school. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Children are supported by adults that are well trained and passionate about providing the best education for every child in EYFS. Through a mixture of adult- led, adult directed and child - initiated opportunities, children make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs. The percentage of children achieving the Good Level of Development within the Early Years Foundation Stage Profile is in line with or above the national average.

Observations, on-going informal assessments and formal assessments, e.g. phonics and number assessments, are embedded as an integral part of the learning and development process. We use termly Assessment Points, linked to our Reception long term plan, to identify those who are on track and those who are not on track. Early years staff meet regularly to discuss children and to moderate judgements. Each term, practitioners complete Pupil Progress notes and these are shared during Pupil Progress meetings with the Head Teacher.

For those children not on track, next steps are used to inform planning, set targets and aid early identification of any special educational need. Where a child has emerging special educational needs, practitioners liaise with the SENDCO to assess and support with targeted interventions, thus ensuring there is a robust 'graduated response'. Where children move on quickly, our emphasis is on deepening their learning rather than introducing new skills or concepts.

At the end of Reception, each EYFS teacher makes a holistic, best-fit judgement about each child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, the early years teacher draws on their knowledge of each child and their own expert professional judgement. This is the assessment of a child's individual level of development in relation to each of the Early Learning Goals. The profile is shared with parents/carers at the end of the academic year, as part of their end of year report.

At the end of each academic year, Reception and Year 1 teachers have a transition meeting about each child moving into Year 1. At this meeting the EYFS profile is shared and each child's preferred learning styles and interests, linked to the Characteristics of Effective Learning are discussed.

The Early Years Foundation Stage - Communication and Language (Listening, Attention and Understanding)

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Stop and listen carefully for environmental sounds, e.g. tidy up time, fire alarm and end of play time.</p> <p>Use active listening skills, e.g. look at the person who is speaking, think about what they are saying and begin to respond with relevant comments.</p> <p>Listen to songs and rhymes and join in with repeated phrases and actions.</p> <p>Listen to simple poems, stories and rhymes and, with support, hear rhyming words, e.g. Twinkle, twinkle, little star, how I wonder what you are.</p> <p>Listen with enthusiasm to a range of texts, with increasing attention and recall.</p> <p>Use new vocabulary related to what they have heard and read.</p> <p>Hold a simple conversation with adults and peers, listening and responding appropriately.</p>	<p>Listen carefully to and follow simple instructions, e.g. come and sit on the carpet.</p> <p>Use active listening skills in different contexts, e.g. small group work, talking partners, Collective Worship and when things are going on around them. Respond with relevant comments and ask questions to further their understanding,</p> <p>Listen to and build a bank of familiar songs and rhymes for their own repertoire.</p> <p>Identify rhyming words in texts, rhymes and poems and continue a simple rhyming string, e.g. cat, bat, mat.</p> <p>Hold their attention whilst listening to a story, non-fiction text, poems and rhymes and talk about what they have heard, using modelled vocabulary.</p> <p>Use new vocabulary, based on what they have heard and read, when talking about their work and during their play.</p> <p>Hold a conversation with adults and peers, showing an awareness of their audience, e.g. facial expressions, intonation, volume, etc</p>	<p>Listen carefully to and follow simple two step instructions.</p> <p>Use active listening skills when listening or engaging in conversations. Understand questions, such as who, why, when, where and how.</p> <p>Join in with songs and rhymes and anticipate upcoming repeated phrases, based on what they have heard.</p> <p>Listen to poems, stories and rhymes and suggest an alternative rhyming pair.</p> <p>Listen attentively to a story and can re-tell key events in the correct sequence.</p> <p>Listen and respond to a range of texts and discuss information/key events, using topic related vocabulary accurately.</p> <p>Engage in back - and - forth exchanges with adults and peers. They will understand simple humour, e.g. jokes.</p>

<p><u>Assessment Points</u></p> <p><i>Communication and Language - Listening, Attention and Understanding</i></p> <p>The majority of children will be able to...</p>	<p>Stop and listen carefully for environmental sounds, e.g. tidy up time, fire alarm and end of play time.</p> <p>Listen to songs and rhymes and can join in with repeated phrases and actions.</p> <p>Use active listening skills, e.g. look at the person who is speaking, think about what they are saying and begin to respond with relevant comments.</p>	<p>Listen carefully to and follow simple instructions, e.g. come and sit on the carpet.</p> <p>Hold their attention whilst listening to a story, non-fiction text, poems and rhymes and talk about what they have heard, using modelled vocabulary.</p> <p>Hold a conversation with adults and peers, showing an awareness of their audience, e.g. facial expressions, intonation, volume, etc.</p>	<p><u>ELG</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
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The Early Years Foundation Stage - Communication and Language (Speaking)

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
Say good morning and good afternoon during the register, using appropriate volume.	Speak at an appropriate volume and speed, showing awareness of their audience.	Take part in conversations, showing awareness of conversation conventions, such as, turn taking, waiting and responding sensitively to others.
Say please and thank you appropriately, e.g. greet familiar adults, using their name.	Take turns in conversations, developing their one to one discussion. They will show an awareness of their audience, e.g. facial expressions, intonation, volume, etc.	Speak in full sentences, including the use of past, present and future tenses. They will use intonation, rhythm and phrasing to make the meaning clear when expressing themselves.
Join in with ELS rhymes, and pronounce phonemes correctly, showing awareness of the shape of their mouth, tongue and teeth placement e.g. /th/ and /f/.	Join in with ELS rhymes, and pronounce phonemes correctly, showing awareness of the shape of their mouth, tongue and teeth placement e.g. /th/ and /f/.	Use knowledge of phonemes to hear sounds in words and articulate them correctly, e.g. f r o s t, c r a y o n.
Use new vocabulary related to what they have heard and read and will use this with adult support.	Use new vocabulary, based on what they have heard and read, when talking about their work and during their play.	Listen and respond to a range of texts and discuss information/key events, using topic related vocabulary accurately.
Imagine and recreate roles linked to literature, using basic story language and animated voices.	Re - tell a familiar story, using expressive voices for different characters and increasingly adventurous vocabulary, linked to what have heard and read in class.	Re-tell a story in the correct sequence, using story language and props.
Ask for help and support to manage their own needs.	Ask questions, showing awareness of appropriate conventions, "Would you like to play with me?" "Please can you help me?" "Please may I go to the toilet?"	Extend their sentences using additional conjunctions, e.g. and, because, so, but, etc.
Talk about their feelings when engaged in a conversation with an adult, e.g. "I am sad, cross, happy".	Extend their sentences using and/because, "I am feeling left out because..." when talking with an adult.	Use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please can we share?"
Talk about past and present events in their own lives and in the lives of their family members, using simple past tense.	Use the past tense during whole class discussions, e.g. 'yesterday', 'went', etc. They will show awareness of future tense.	Express experiences, ideas and feeling, using full sentences, including the use of past, present and future tenses.

<p><u>Assessment Points</u></p> <p><i>Communication and Language - Speaking</i></p> <p>The majority of children will be able to...</p>	<p>Say please and thank you appropriately. They will greet familiar adults, using their name.</p> <p>Ask for help and support to manage their own needs.</p> <p>Talk about past and present events in their own lives and in the lives of their family members, using simple past tense.</p>	<p>Join in with ELS rhymes, and pronounce phonemes correctly, showing awareness of the shape of their mouth, tongue and teeth placement e.g. /th/ and /f/.</p> <p>Take turns in conversations, developing their one to one discussions. They will show an awareness of their audience, e.g. facial expressions, intonation, volume, etc.</p> <p>Use the past tense during whole class discussions, e.g. 'yesterday', 'went', etc. They will show awareness of future tense.</p>	<p><u>ELG</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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The Early Years Foundation Stage - Personal, Social and Emotional Development Self Regulation

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
Stop what they are doing during a focussed activity when the adult says their name or when they hear environmental sounds.	Listen carefully to and follow simple instructions, responding appropriately, even when engaged in an activity.	Listen carefully to and follow simple two step instructions.
Collaborate to create indoor and outdoor class rules and behaviour expectations and follow them.	Follow agreed class and school rules and expectations, such as mutual respect, compromise, caring behaviour towards themselves, others and the environment.	Follow the class/school rules and expectations, controlling their immediate impulses when appropriate.
Talk about their own and others' feelings and behaviour and begin to show empathy.	Manage conflict, e.g. showing restraint, sharing, negotiation and compromise.	Show empathy, manage conflict appropriately and use a range of techniques/strategies to regulate their emotions, e.g. what can I do when I feel angry?
Express their feelings "I am sad, cross, happy, excited".	Express their feelings and give reasons why, e.g. "I am cross, sad, happy, excited because..." when talking with an adult.	Use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please can we share?"
Share resources with support and will take turns with adult support.	Manage their feelings and tolerate situations in which their wishes cannot be met, e.g. having to wait for their turn or a resource.	Manage their feelings and tolerate situations in which their wishes cannot be met, e.g. having to wait for an adult or a resource.
Select activities, based on their own interests.	Have a clear idea about what they want to do in their play and how they want to go about it.	Talk in detail about what they are going to do and what they will need in order to carry out their ideas/activities.
Share successes with familiar adults and enjoy receiving praise.	Work towards simple self chosen goals and use language such as, "I am proud of...", "I enjoyed making this because..."	Be rightfully proud of their own achievements, working towards their own goals (inner motivation). They will celebrate the success of others.

<p>Assessment Points</p> <p><i>Personal, Social and Emotional Development - Self Regulation</i></p> <p>The majority of children will be able to...</p>	<p>Collaborate to create indoor and outdoor class rules and behaviour expectations and follow them.</p> <p>Express their feelings "I am sad, cross, happy, excited".</p> <p>Share successes with familiar adults and enjoy receiving praise.</p>	<p>Listen carefully to and follow simple instructions, responding appropriately, even when engaged in an activity.</p> <p>Manage conflict, e.g. showing restraint, sharing, negotiation and compromise.</p> <p>Have a clear idea about what they want to do in their play and how they want to go about it.</p>	<p>ELG</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
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The Early Years Foundation Stage - Personal, Social and Emotional Development

Managing Self

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Manage their own toileting needs, mostly independently.</p> <p>Look after their own belongings, with encouragement, e.g. putting coats on pegs and drinks in the drinks in the drinks trolley.</p> <p>Put their coat and shoes on with growing independence. They will be able to undress independently for PE and redress with some support.</p> <p>Access a variety of self-chosen resources and activities.</p> <p>Access new activities with growing confidence.</p> <p>Follow simple rules, e.g. I can line up, I keep my hands to myself, I tidy up when I've been asked, etc.</p> <p>Share their interests/experiences and say what they like to do.</p> <p>Recognise the changes that happen in their body when exercising i.e. their hearts beat faster, they will feel warm, they will breathe quicker, etc</p>	<p>Manage their own personal hygiene needs, including dressing and going to the toilet.</p> <p>Get ready independently at the beginning and end of the school day.</p> <p>Independently get changed for PE and can manage some trickier fastening, e.g. buttons, zips, buckles.</p> <p>Know where and how equipment is stored and access this from continuous provision. They will select and use tools and resources safely and independently. They will store resources and tools safely once the activity is complete.</p> <p>Show confidence and independence when choosing resources and persevere with a chosen activity.</p> <p>Explain the reasons for rules and know right from wrong.</p> <p>Describe what they can do well and are getting better at.</p> <p>Understand what it means to be healthy in terms of keeping active, eating a balanced diet and being hygienic.</p>	<p>Wash their hands at various points in the school day, including after using the toilet and before eating.</p> <p>Turn their clothes the correct way around when dressing.</p> <p>Follow classroom expectation, regarding how equipment is stored and looked after, e.g. showing respect for our school and property.</p> <p>Show perseverance and resilience when carrying out new activities and when challenges arise.</p> <p>Know why we have rules and behave accordingly.</p> <p>Describe themselves in positive terms.</p> <p>Discuss why a good night's sleep is important, why we brush our teeth and which foods are healthy for us.</p>

<p><u>Assessment Points</u></p> <p><i>Personal, Social and Emotional Development – Managing Self</i></p> <p>The majority of children will be able to...</p>	<p>Manage their own toileting needs, mostly independently.</p> <p>Look after their own belongings, with encouragement, e.g putting coats on pegs and drinks in the drinks in the drinks trolley.</p> <p>Access new activities with growing confidence.</p>	<p>Know where and how equipment is stored and access this from continuous provision. They will select and use tools and resources safely and independently. They will store resources and tools safely once the activity is complete.</p> <p>Independently get changed for PE and can manage some trickier fastening, e.g. buttons, zips, buckles.</p> <p>Understand what it means to be healthy in terms of keeping active, eating a balanced diet and being hygienic.</p>	<p>ELG</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
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The Early Years Foundation Stage - Personal, Social and Emotional Development Building Relationships

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Use their manners around the school environment, e.g. saying 'please' and 'thank you'.</p> <p>Share classroom resources with adult guidance.</p> <p>Play others engaged in the same play.</p> <p>Invite others into their play, with adult support.</p> <p>Name the key adults and peers in school; seek out a familiar adult when they need help or are upset.</p>	<p>Use positive manners, e.g. please and thank you and begin to say 'excuse me, please'.</p> <p>Share classroom resources independently and begin to play cooperatively.</p> <p>Listen to the view of others in play situations, sharing experiences and play ideas.</p> <p>Recognise when a peer is sad, tired, angry and offer comfort.</p> <p>Use their experiences of adult behaviours to guide their social relationships and interactions.</p>	<p>Speak to others with respect and begin to show awareness of who they are talking to, e.g. teacher/friend.</p> <p>Respect others' ideas during play.</p> <p>Resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</p> <p>Recognise others' emotions and offer comfort, showing sensitivity to individual needs.</p> <p>Play alone, alongside and with others, inviting others to play and attempting to join others' play.</p>

Assessment Points			ELG
<p><i>Personal, Social and Emotional Development – Building Relationships</i></p> <p>The majority of children will be able to...</p>	<p>Use their manners around the school environment, e.g. saying 'please' and 'thank you'.</p> <p>Children can name the key adults and peers in school. They will seek out a familiar adult when they need help or are upset.</p> <p>Children can play alongside others engaged in the same play.</p>	<p>Children can share classroom resources independently and begin to play cooperatively.</p> <p>Listen to the view of others in play situations, sharing experiences and play ideas.</p> <p>Children can recognise when a peer is sad, tired, angry and offer comfort.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

The Early Years Foundation Stage – Physical Development

Gross Motor Skills

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Static Balance Stand still for 10 seconds.</p> <p>Co-ordination - Footwork Hop on either foot. Gallop, leading with either foot. Explore different travelling techniques, e.g. walking, jumping, running, hopping, galloping, skipping.</p> <p>Dynamic Balance—Jumping and landing. Jump and land from 2 feet forwards, backwards and side-to-side.</p> <p>Static Balance - Seated Balance with one hand/foot.</p> <p>Move safely in a large space i.e. playground or school hall.</p> <p>Understand what a 'space' is, reaching out to either side, front and back to ensure that they are not touching anyone else.</p> <p>Adjust their speed of movement, moving quickly and slowly on command.</p> <p>Sit upright on the carpet for a short amount of time, developing core strength.</p> <p>Stop and start on command, either verbally or with the use of a sound, e.g. whistle, tambourine.</p>	<p>Static Balance - Stance Walk and stand on a line with stability.</p> <p>Co-ordination - Ball skills Stand or sit to roll a ball up and down legs and round upper body using 2 hands.</p> <p>Dynamic Balance—On a line. Walk forwards and backwards with fluidity and minimum wobble.</p> <p>Counter Balance—in pairs Sit holding hands with toes touching, lean in together then apart..</p> <p>Move around spaces safely, adjusting their speed and direction in order to avoid bumping into others and equipment.</p> <p>Find a space to perform movements, showing an awareness of obstacles.</p> <p>Play simple games that use and apply directional changes, moving safely yet quickly in a space.</p> <p>Sit upright on the carpet for a short amount of time, developing core strength.</p>	<p>Static Balance - Floor Work Hold mini—front support position.</p> <p>Co-ordination - Sending and Receiving Roll a large ball, then small and collect the rebound.</p> <p>Co-ordination - Agility, Reaction and Response React and catch a large ball from a bounce.</p> <p>Agility - Ball Chasing Roll a ball, chase it and collect it.</p> <p>Move around spaces safely, independently negotiating obstacles and adjusting their speed and direction, including when on a balance bike</p> <p>Travel confidently over, under, around and through climbing equipment, showing increasing strength and stability.</p> <p>Work safely and collaboratively with their group, showing awareness of space.</p> <p>Sit upright on the carpet for an extended amount of time, displaying core strength and stability.</p>

<p><u>Assessment Points</u></p> <p><i>Physical Development</i> – Gross Motor Skills</p> <p>The majority of children will be able to...</p>	<p>Children will learn how to adjust their speed of movement, moving quickly and slowly on command.</p> <p>Children will balance with one hand/foot.</p> <p>Children will explore different travelling techniques, e.g. walking, jumping, running, hopping, galloping, skipping.</p>	<p>Children will walk forwards and backwards with fluidity and minimum wobble.</p> <p>Children will stand or sit to roll a ball up and down legs and round upper body using 2 hands.</p> <p>Children will continue to move around spaces safely, adjusting their speed and direction in order to avoid bumping into others and equipment.</p>	<p>ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
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The Early Years Foundation Stage – Physical Development Fine Motor Skills

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Show a preference for a dominant hand when picking up objects.</p> <p>Use an effective pencil grip when mark making, using different drawing implements, e.g. paintbrush, crayon, felt tip, etc.</p> <p>Draw vertical lines and anti clockwise circles in preparation for letter formation.</p> <p>Hold scissors correctly, using their dominant hand to cut snips in paper.</p> <p>Shape dough, using their hands (roll, splat, squeeze), roll dough out, and use simple cutters.</p> <p>Hold a knife and fork correctly, with adult support.</p>	<p>Use a dominant hand to complete activities, such as drawing, writing, painting, tweezing, threading, pegging.</p> <p>Use a tripod grip to make marks or draw pictures.</p> <p>Draw simple representations of every day objects/people, e.g. Mummy, Daddy, the dog.</p> <p>Hold scissors with increasing accuracy to cut along a straight line and a range of curved lines.</p> <p>Manipulate malleable materials with increasing control and intention.</p> <p>Hold a knife and fork correctly and cut food with a knife independently.</p>	<p>Use their dominant hand, with increasing control to complete activities, such as drawing, writing and painting.</p> <p>Hold a pencil comfortably, in preparation for fluent writing.</p> <p>Show increasing accuracy and care when drawing, e.g. person with a body, arms, legs, feet, etc.</p> <p>Cut neatly around a range of different shapes and lines with increasing precision.</p> <p>Manipulate malleable materials (including clay) with increasing control and intention.</p> <p>Use a knife and fork to cut food independently.</p>

<p>Assessment Points</p> <p><i>Physical Development</i> – Fine Motor Skills</p> <p>The majority of children will be able to...</p>	<p>Show a preference for a dominant hand when picking up objects.</p> <p>Use an effective pencil grip when mark making, using different drawing implements, e.g. paintbrush, crayon, felt tip, etc.</p> <p>Draw vertical lines and anti clockwise circles in preparation for letter formation.</p>	<p>Use a tripod grip to make marks or draw pictures.</p> <p>Draw simple representations of every day objects/people, e.g. Mummy, Daddy, the dog.</p> <p>Hold scissors with increasing accuracy to cut along a straight line and a range of curved lines.</p>	<p>ELG</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
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The Early Years Foundation Stage – Literacy Comprehension

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Listen with enthusiasm to a range of texts, with increasing attention and recall.</p> <p>Use new vocabulary related to what they have heard and read and begin to use this with adult support.</p> <p>Answer simple questions about what has been read to them.</p> <p>Re-tell key events from a story, using props with support from an adult.</p> <p>Discuss characters and settings and link them to their own experiences.</p> <p>Use the vocabulary related to the features of books. E.g. title, front cover, blurb, etc.</p>	<p>Hold their attention whilst listening to a story, non-fiction text, poems and rhymes and talk about what they have heard, using modelled vocabulary.</p> <p>Use new vocabulary, based on what they have heard and read, when talking about their work and during their play.</p> <p>Make simple predictions about what might happen next.</p> <p>Re-tell a familiar story, using expressive voices for different characters and increasingly adventurous vocabulary, linked to what have heard and read in class.</p> <p>Describe the main story settings, events and characters in increasing detail, using recently introduced vocabulary from books read in class.</p> <p>Name the key features of books, for example the front cover, blurb, title, author and illustrator etc.</p>	<p>Listen attentively to a story and can re-tell key events in the correct sequence.</p> <p>Listen and respond to a range of texts and discuss information/key events, using topic related vocabulary accurately.</p> <p>Make simple predictions about what might happen next and why, based on personal experience or books that they have read before.</p> <p>Re-tell a story in the correct sequence, using story language and props, as part of imaginative play.</p> <p>Describe what they have experienced from a range of books (including non-fiction, poetry) with increasing detail, using their own words.</p> <p>Name key features of fiction and non-fiction texts, for example the front cover, back cover, blurb, author, illustrator, labels.</p>

<p>Assessment Points</p> <p><i>Literacy -</i> Comprehension</p> <p>The majority of children will be able to...</p>	<p>Listen with enthusiasm to a range of texts, with increasing attention and recall.</p> <p>Use new vocabulary related to what they have heard and read and begin to use this with adult support.</p> <p>Re-tell key events from a story, using props with support from an adult.</p>	<p>Hold their attention whilst listening to a story, non-fiction text, poems and rhymes and talk about what they have heard, using modelled vocabulary.</p> <p>Describe the main story settings, events and characters in increasing detail, using recently introduced vocabulary from books read in class.</p> <p>Make simple predictions about what might happen next.</p>	<p>ELG</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
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The Early Years Foundation Stage – Literacy

Word Reading

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Know that words and print have meaning. They will recognise and read their own name, e.g. on their peg, name card, book bag, etc and names of people that are important to them.</p> <p>Recognise and say the corresponding sounds for the graphemes taught in Autumn (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu and ch, sh, th, ng, nk, ai, ee, igh, oa) - See ELS Curriculum map.</p> <p>Orally blend phonemes that they can hear in words.</p> <p>Segment and blend graphemes in words that have been taught, using robot arms and blending hands.</p> <p>Read harder to read and spell words taught in Autumn as part of systematic synthetics phonics scheme (See curriculum map).</p>	<p>Recognise names that are important to them in print, e.g. their name, names of their sibling, etc.</p> <p>Recognise and say the corresponding sounds for the graphemes taught in Spring (oo, oo, ar, ur, or, ow, oi, ear, air, ure, er, ow) - See ELS Curriculum map.</p> <p>Hear sounds in words with increasing accuracy and will orally blend phonemes that they can hear in words.</p> <p>Segment and blend graphemes in words, including digraphs that have been taught, using robot arms and blending hands.</p> <p>Read harder to read and spell words taught in Spring as part of systematic synthetics phonics scheme (See ELS curriculum map).</p>	<p>Recognise names of familiar characters in texts, e.g. Biff, Kipper, Chip.</p> <p>Read CVCC, CCVC, CCVCC, CCCVC, CCCVCC words which include the graphemes taught as part of ELS to date (see ELS Curriculum map).</p> <p>Hear sounds in words with increasing accuracy.</p> <p>Decode simple sentences, using segmenting and blending as a key reading strategy, reading some harder to read and spell words on sight.</p> <p>Read harder to read and spell words taught in Summer as part of systematic synthetics phonics scheme (see ELS curriculum map).</p>

<p>Assessment Points</p> <p><i>Literacy – Word Reading</i></p> <p>The majority of children will be able to...</p>	<p>Recognise and read their own name, e.g. on their peg, name card, book bag, etc and names of people that are important to them.</p> <p>Orally blend phonemes that they can hear in words.</p> <p>Segment and blend graphemes in words that have been taught, using robot arms and blending hands.</p>	<p>Hear sounds in words with increasing accuracy and will orally blend phonemes that they can hear in words.</p> <p>Segment and blend graphemes in words, including digraphs that have been taught, using robot arms and blending hands.</p> <p>Read harder to read and spell words taught in Spring as part of systematic synthetic phonics scheme (See ELS curriculum map).</p>	<p>ELG</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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The Early Years Foundation Stage – Literacy Writing

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Make marks with a purpose, beginning to move in the correct direction for early letter formation attempts E.g. anticlockwise circles, vertical and horizontal lines.</p> <p>Write their name from memory and some names of those who are important to them.</p> <p>Write for a purpose in their play, such as a card, a label, a list, names, etc.</p> <p>Form some recognisable letters in the correct orientation (See ELS Curriculum Map).</p> <p>Hear sounds in words and write simple VC, CV and CVC words, consistent with their phonic knowledge.</p>	<p>Use their name and some names of those who are important to them when writing in their play.</p> <p>Write for meaning in their play, e.g. a shopping list, a story, etc.</p> <p>Form recognisable letters, including capital letters, in the correct orientation (See ELS Curriculum Map).</p> <p>Hear and represent sounds in words (including digraphs) consistent with their phonic ability (see ELS curriculum map).</p> <p>Spell some harder to read and spell words independently (see ELS curriculum map).</p> <p>Re-Read-read what they have written to an adult.</p>	<p>Orally rehearse a sentence, hold their sentence in their head and use their phonic knowledge to write in their play.</p> <p>Form recognisable letters in the correct orientation (See ELS Curriculum Map) showing control over letter size.</p> <p>Hear and represent sounds in words to write simple phrases and sentences that can be read by others.</p> <p>Spell some harder to read and spell words independently (see ELS curriculum map).</p> <p>Re-read what they have written to an adult.</p>

<p>Assessment Points</p> <p><i>Literacy – Writing</i></p> <p>The majority of children will be able to...</p>	<p>Write their name from memory and some names of those who are important to them.</p> <p>Form some recognisable letters in the correct orientation (See ELS Curriculum Map).</p> <p>Hear sounds in words and write simple VC, CV and CVC words, consistent with their phonic knowledge.</p>	<p>Write for meaning in their play, e.g. a shopping list, a story, etc.</p> <p>Form some recognisable letters, including capital letters, in the correct orientation (See ELS Curriculum Map).</p> <p>Hear and represent sounds in words (including digraphs) consistent with their phonic ability (see ELS curriculum map).</p>	<p>ELG</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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The Early Years Foundation Stage – Mathematics

Number

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>LS1- Subitising (including equivalence, more and less) Recognise familiar patterns to subitise, noticing when the patterns are the same and different Make the same values in different patterns to subitise. Notice when something has a different value when subitising. Identify more or less when subitising. Subitise to identify same, more or less when objects can move.</p>	<p>LS10—Regrouping the Whole Identify parts within a given whole, using subitising. Regroup a whole into two parts using subitising, recognising that when combined, they equal the whole. Identify that a whole can be broken into many parts. Use subitising to identify multiple parts within a given whole. Use a mixed set of objects to create a given whole, identify parts and provide reasoning for the groupings.</p> <p>LS11—Regrouping parts to find the total (the whole) Regroup subitisable parts to make subitisable totals. Regroup subitisable parts and counting all to find the total. Recognise that regrouping different combinations of parts can make the same whole. Subitise one part and then counting on the number in the other part to find the whole. Count on from either part makes the same whole.</p>	<p>LS12—Finding the Whole and Missing Parts Find the missing whole. Find the missing part, identifying what it could be and what it couldn't be? Subitise the missing part, e.g. how many more? How many left? Can you find the difference?</p> <p>LS14—Doubling and Halving Identify equal and unequal groups Identify doubles and halves (including the context of pattern) Explore the relationship between doubles and halves Establish part, whole understanding where the parts are equal</p>

<p><u>Assessment Points</u></p> <p><i>Mathematics - Number</i></p> <p>The majority of children will be able to...</p>	<p>Recognise numbers to 5, linking their names to their value.</p> <p>Subitise (recognise quantities without counting) up to 5.</p>	<p>Recognise numbers to 10, linking their names to their value.</p> <p>Have a deep understanding of the numbers to 10.</p> <p>Automatically recall of numbers to five and know some bonds to ten.</p>	<p>Through a deep understanding of numbers to 10, children will have automatic recall of number bonds to 5 and some bonds to 10 and compare amounts.</p> <p>Explore and represent patterns within numbers up to 10, including doubling and halving.</p> <p><u>ELG</u> - Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
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The Early Years Foundation Stage – Mathematics Numerical Patterns

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>LS2—Counting Skills (stable order and one to one correspondence) Touch a small set of similar objects (more than one), one at a time and rehearse the number names in the correct order. Use number names to count a set of objects accurately, when they could be moved. Use number names to count a set of moving objects accurately when they cannot be touched and / or seen.</p> <p>LS3 - Comparison – Measures Identify what makes objects similar and different, using the language of longer/taller and shorter to compare length or height, wider/fatter/thicker and thinner to compare thickness, heavier and lighter to compare mass/weight. Explore that bigger things might not be heavier. Order a small set of objects by a given attribute.</p> <p>LS4 - Pattern Recognition Compare patterns, identifying what is the same/different? Continue a repeating pattern. Identify the unit of repeat and describe in many contexts. Create varied patterns and independently decide upon the unit of repeat.</p> <p>LS5 - Classification Identify objects that could be added to a set, using given criteria. Identify an attribute that enables a collection to be classified and then sort into those that belong and those that don't. Identify an attribute that enables a collection to be classified into multiple groups. Create sets where some objects don't meet any criteria and some create an intersection by meeting both.</p>	<p>LS7 - Using Counting to Compare Use one to one correspondence to compare quantities. Use counting to compare totals. Count forward and backwards to identify a difference.</p> <p>LS8 - Spatial Thinking Have knowledge of and apply positional language. Have knowledge of and apply directional language in the real world. Compare routes. Explain routes and positions of objects in scaled versions of known environments. Explain routes and positions of objects in represented known environments where objects are replaced by abstract symbols.</p> <p>LS9 - Magnitude – Ordering and Estimating Recognise that a count starts with nothing (zero) and increases equally by one each time. Order values in a linear way, noticing and comparing their positions to each other and key benchmarks. Practice the count – 1 more, 1 less. Estimate relative position using benchmark numbers.</p>	<p>LS13 - Ten and Some More Relate the numbers zero – ten to benchmarks of 0, 5 and 10. Find ten – creating the unit of ten. Make ten and some more, writing them in digits. Match ten and some more, the number names and the number in digits. Find one more / one less than a given number.</p> <p>LS15 - Odd and Even Identify and recognise odd and even quantities by sharing into two groups. Recognise odd and even attributes in mathematical models. Explore the numerical pattern further in consecutive sequences of number.</p> <p>LS16 - Counting Beyond 20. Use counting to identify amounts. Use counting to compare quantities and find a precise difference. Understand magnitude of numbers beyond 20. Understand that the pattern in consecutive numbers continues, using one more and one less. Regroup to find the parts and the whole in numbers beyond 20. Understand the special grouping that organises collections into groups of ten,</p>

<p>Compare the groups after being classified.</p> <p>LS6 - Counting the Sort (including cardinality)</p> <p>Touch a small set of similar objects (more than one), one at a time and use counting to establish the value of the set.</p> <p>Compare sets of mixed objects by their values through counting and matching values in grids to numerals.</p> <p>Use number names to count and compare sets of objects when their representations are not identical.</p> <p>Understand that counting is a tool to identify a quantity (not just a sequence of number names) and use this skill purposefully.</p>		
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<p>Assessment Points</p> <p><i>Mathematics – Numerical Patterns</i></p> <p>The majority of children will be able to...</p>	<p>Count reliably, using number names in order and with one to one correspondence.</p> <p>Compare objects by length, thickness and weight/mass, using appropriate language to describe and order them.</p> <p>Notice, describe and extend patterns. In repeating patterns, they will think about which part is repeated.</p> <p>Compare and classify objects, using given criteria and using their own ideas. They will compare the amount within groups after classification.</p> <p>Children will accurately count a set of items, give the set a value and be able to compare this to the amounts in other sets.</p>	<p>Use counting to compare and find a precise numerical difference in wide and varied contexts.</p> <p>Develop spatial thinking and spatial language linked to position and direction, both in movements and represented using symbols.</p> <p>Know the position of numbers to 10 and their relationship to other numbers.</p>	<p>Have a deep understanding of numbers to 10 and begin to count confidently beyond ten, recognising patterns in the counting system.</p> <p>Understand the reasons why numbers and quantities can be described as odd or even.</p> <p>Have a deep understanding of number to 20 and beyond and to count confidently and continue to recognise patterns in the counting system.</p> <p>ELG - Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
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The Early Years Foundation Stage – Understanding the World

Past and Present

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Talk about the people in their family that are important to them.</p> <p>Talk about past and present events in their own lives and in the lives of their family members.</p> <p>Understand and use vocabulary related to the passing of time in the correct context, e.g. 'yesterday' and 'before'.</p> <p>Listen to stories about real life people from beyond their own families detailing what life was like in the past. E.g. Guy Fawkes</p> <p>Know that their lives are different to the people in the past.</p> <p>Create a simple timeline. E.g. family tree.</p>	<p>Talk about important jobs people in the community do and how they helps us, e.g. fire fighters, police officers, nurses, dentists, etc.</p> <p>Talk about past and present events in their own lives and in the lives of their family members and use past and future terms more accurately.</p> <p>Understand and use vocabulary related to the passing of time in the correct context, e.g. 'a long time ago', 'in the past'.</p> <p>Learn about people from the past, looking at story books and non - fiction books, and learn how they had an influence on the present. E.g. Edith Smith, Christopher Columbus.</p> <p>talk about similarities and differences between the past and present.</p> <p>Put events or objects in chronological order, with support from an adult.</p>	<p>Identify people in the school community who help them, e.g. teachers, TAs, lunchtime supervisors, office staff.</p> <p>Compare people's lives from past to their own experiences, using learnt time related vocabulary.</p> <p>Comment on what life is like now and what life was like in the past using past, present and future vocabulary.</p> <p>Discuss what they have learned about the past from reading story books and non - fiction texts. E.g. Florence Nightingale, Samuel Peeps.</p> <p>Identify similarities and differences between the past and their own lives using appropriate time related vocabulary.</p> <p>Put events or objects in chronological order based on what they have heard or read in class.</p>

<p>Assessment Points</p> <p><i>Understanding the World – Past and Present</i></p> <p>The majority of children will be able to...</p>	<p>Talk about the people in their family that are important to them.</p> <p>Understand and use vocabulary related to the passing of time in the correct context, e.g. 'yesterday' and 'before'.</p> <p>Listen to stories about real life people from beyond their own families detailing what life was like in the past. E.g Guy Fawkes</p>	<p>Discuss important jobs people in the community do and how they helps us, e.g. fire fighters, police officers, nurses, dentists, etc.</p> <p>Understand and use vocabulary related to the passing of time in the correct context, e.g. 'a long time ago', 'in the past'.</p> <p>Talk about similarities and differences between the past and present.</p> <p>Put events or objects in chronological order, with support from an adult.</p>	<p>ELG -</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
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The Early Years Foundation Stage – Understanding the World People, Culture & Communities.

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Describe the environment around them, using their senses to consider what they can see, feel and hear when they are outside.</p> <p>Understand that a picture of our environment can be captured on a map and they will be able to draw information from a simple maps.</p> <p>Understand that some environments are different from the one in which they live, e.g. contrast seaside with countryside, city with country.</p> <p>Identify people/family members who are important to them and others. They will know that God is important to Christians.</p> <p>Explore special people in religion, e.g. God, Allah, Jesus, Prophet Muhammad.</p> <p>Join in with family customs and routines and explore the idea of special times for themselves and others, such as birthdays, Harvest festival, Christmas.</p> <p>Describe key features of some Religious festivals, including Eid and identify who they are important to.</p> <p>Listen to stories to find out about different beliefs and celebrations across different cultures and communities.</p> <p>Discuss similarities and differences between themselves and others and among families, communities, cultures and traditions.</p>	<p>Describe their environment, using knowledge from discussion and stories.</p> <p>Draw a simple map, showing their understanding and knowledge through their observations, discussions and the texts that they have read.</p> <p>Identify similarities for people living in different countries, drawing on knowledge of what has been read to them.</p> <p>Identify places that are special to them.</p> <p>Understand that people have special places that are different to their own.</p> <p>Identify special places within different religions, responding positively and respectfully.</p> <p>Talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary.</p> <p>Identify that people can learn about God and Allah from stories in Religious texts e.g. Yunas and the whale.</p> <p>There are stories in the Bible that tell Christians about God. Re—tell simple stories from Religious texts about people of importance to different religions.</p>	<p>Describe their own immediate environment, using knowledge from non - fiction texts and maps. They will describe how environments vary from one another.</p> <p>Make maps and plans to represent places, using positional language.</p> <p>Discuss similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non - fiction texts and maps.</p> <p>Describe why there are people in religions who are special and who they are special to, e.g. Jesus is important to Christians.</p> <p>There are people in religions who are special and who they are special to, e.g. Jesus is important to Christians. They believe Jesus came to show God's love. Christians try to show love to others, just as Jesus showed that he loved them.</p> <p>The word God is a name. Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p>

<p><u>Assessment Points</u></p> <p><i>Understanding the World – People, Cultures and Communities</i></p> <p>The majority of children will be able to...</p>	<p>Children will talk about people/family members who are important to them and others. They will know that God is important to Christians.</p> <p>Children will describe the environment around them, using their senses to consider what they can see, feel and hear when they are outside.</p> <p>Children will join in with family customs and routines and explore the idea of special times for themselves and others, such as birthdays, Harvest festival, Christmas.</p>	<p>Children will draw a simple map, showing their understanding and knowledge through their observations, discussions and the texts that they have read.</p> <p>Children will describe key features of some Religious festivals, including Eid and identify who they are important to. They will talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Describe why there are people in religions who are special and who they are special to, e.g. Jesus is important to Christians.</p>
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The Early Years Foundation Stage – Understanding the World

The Natural World

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
<p>Explore the natural world around them and will make simple observations about what they see, hear and feel.</p> <p>Identify how the seasons change and observe natural features such as trees or plants change with the seasons and a simplistic version of why this happens i.e. it gets colder in the winter and some of the trees lose their leaves.</p> <p>Make simple observations about what has been read in class, e.g. simple physical attributes of living things.</p> <p>Know that living things needs to be looked after and treated with care.</p> <p>Observe and discuss how states of matter change (heating, melting, cooling).</p>	<p>Discuss likes/dislikes about their environment, making observations and drawing pictures.</p> <p>Identify how the seasons change and observe and record this (trees, flowers, weather).</p> <p>Use their experiences and what has been read in class to make informed observations about living things.</p> <p>Know that living things need different things to survive, depending on their environment, e.g. Cacti in the desert.</p> <p>Observe and discuss how states of matter change (melting ice, freezing water).</p>	<p>Discuss similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class..</p> <p>Identify how the seasons change and the similarities and differences between the four seasons.</p> <p>Explore the natural world around them, making observation and drawing pictures of animals and plants that are increasingly detailed.</p> <p>Know what plants and animals need to grow and survive.</p> <p>Understand some important processes, including changing states of matter.</p>

<p><u>Assessment Points</u></p> <p><i>Understanding the World – The Natural World</i></p> <p>The majority of children will be able to...</p>	<p>Children can discuss how the seasons change and observe natural features such as trees or plants change with the seasons and a simplistic version of why this happens i.e. it gets colder in the winter and some of the trees lose their leaves.</p> <p>Children will make simple observations about what has been read in class, e.g. simple physical attributes of living things.</p>	<p>Children will discuss likes/dislikes about their environment, making observations and drawing pictures.</p> <p>Children will know that living things need different things to survive, depending on their environment, e.g. Cacti in the desert.</p> <p>Children observe and discuss how states of matter change (melting ice, freezing water).</p>	<p>ELG -</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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The Early Years Foundation Stage – Expressive Arts and Design

Creating with Materials

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
Use a glue stick to join a range of materials with large, flat surfaces.	Use a spatula to spread PVA glue to join a range of materials.	Use a smaller tool to spread PVA glue, e.g. cotton bud, to join a range of materials; children can dispense glue into a smaller container independently.
Experiment with a range of joining materials, e.g. pipe cleaners, masking tape, threading.	Use new joining techniques with increasing accuracy, such as using pva glue, masking tape, cutting slits in cardboard tubes to join other materials.	Use effective joining techniques for a purpose, e.g. to use a hole punch, split pins and treasury tags.
Draw simple pictures, using a range of mark making materials, e.g. pencils, crayons, paintbrush.	Hold a paintbrush/pencil, using a tripod grip to make clear marks and pictures.	Draw/paint increasingly detailed pictures for a specific purpose, e.g. illustrations for writing.
Paint with a purpose in mind, showing some control of the lines/marks they make.	Paint for a particular purpose and select appropriate colours for their artwork.	Mix colours for a particular purpose when painting.
Verbally plan their ideas and intention with adults and their peers when model making.	Draw the model that they intend to make (design and make).	Create increasingly detailed drawings to create a model of their choice (design and make).
Talk in detail about what they are going to do and what they will need. Say “I have made...” “I used...” “I am really proud of”.	Be rightfully proud of their creations and enjoy sharing them with their peers and adults.	Confidently share their models and explain some of their choices and processes.
Combine cut papers to fill in a template (collage).	Cut around shapes and objects with increasing control to fill a template (collage) and/or their own drawing.	Demonstrate more complex tearing, folding and cutting to create a collage of their choice.
Re—tell a story, using props and materials with support from an adult.	Re—tell a story, using props with independence.	Re - tell a story, using resources of their choice, e.g. props from the classroom or self-made props.
Manipulate dough by squishing, pinching, poking, pounding and twisting of playdough pieces with hands and tools.	Manipulate dough to create simple, recognisable forms with more detail such as mouth and eyes. Children will be able to roll dough to make balls. They will roll out dough and use cutters.	Create standing forms and objects, with attention to the detail, making balls and three-dimensional shapes.

<p>Assessment Points</p> <p><i>Expressive Arts and Design – Creating with Materials</i></p> <p>The majority of children will be able to...</p>	<p>Draw simple drawings, using a range of mark making materials.</p> <p>Talk about what they have made.</p> <p>Join a range of materials, using a glue stick.</p>	<p>Re—tell a story, using props with independence.</p> <p>Use new joining techniques with increasing accuracy, such as using pPVA glue, masking tape, cutting slits in cardboard tubes to join other materials.</p>	<p>ELG -</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>
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The Early Years Foundation Stage – Expressive Arts and Design Being Imaginative and Expressive

Autumn Term Cycle A - Looking After Ourselves Cycle B - Commotion in the Ocean	Spring Term Cycle A – Extinct & Endangered Cycle B – Wagons Roll	Summer Term Cycle A – Homes & Habitats Cycle B – Open Your Eyes
Invent simple storylines into their own solitary play and alongside a peer.	Invent simple storylines into their play with a small group of peers.	Invent simple storylines into their play with a small group of peers.
Join in during small group and whole class activities to recount simple stories with adult support.	Recount well known stories in their play, showing an awareness of the sequence of events, with growing independence.	Recount well known stories in their play, showing an awareness of the sequence of events, with growing independence.
Learn and join in with familiar songs and nursery rhymes.	Learn and join in with new topic related rhymes and songs.	Learn and join in with new topic related rhymes and songs.
Explore how to use their voices to create high and low notes when singing.	Sing on their own in play based situations, matching the melody.	Sing on their own in play based situations, matching the melody.
Perform simple topic related songs, poems and rhymes with their class.	Perform simple topic related songs, poems and rhymes in front of their class.	Perform simple topic related songs, poems and rhymes in front of their class.
Move to music, copying the ideas of an adult or peer.	Move to music, thinking of their own ideas.	Move to music, thinking of their own ideas.
Move their bodies in different ways to music.	Move with expression to different styles of music.	Move with expression to different styles of music.
Share their response to a variety of music from different cultures.	Listen to music from a range of cultures and discuss how a piece of music makes them feel.	Listen to music from a range of cultures and discuss how a piece of music makes them feel.
Explore musical instruments on their own and in groups.	Use musical instruments to plays along to the beat of the song they are singing or music they are listening to.	Use musical instruments to plays along to the beat of the song they are singing or music they are listening to.

<p>Assessment Points</p> <p><i>Expressive Arts and Design –</i> <i>Being Imaginative and Expressive</i></p> <p>The majority of children will be able to...</p>	<p>Invent simple storylines into their own solitary play and alongside a peer.</p> <p>Learn and join in with familiar songs and nursery rhymes.</p> <p>Move their bodies in different ways to music.</p>	<p>Listen to and build a bank of familiar songs and rhymes for their own repertoire (<i>Link with Listening Attention & Understanding</i>).</p> <p>Recount well known stories in their play, showing an awareness of the sequence of events, with growing independence.</p> <p>Listen to music from a range of cultures and discuss how a piece of music makes them feel.</p>	<p>ELG - Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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