



Early Years Foundation Stage Curriculum Delivery Plan 2022-2023

- Created using Development Matters and Birth to 5 Matters (Range 5 (when appropriate) and Range 6)
 - Assessments made and linked to age related milestones 4 times per year on Arc Pathway
 - Coverage monitored termly (RAG) and used for weekly planning in team meetings.
 - Retrospective coverage document is built weekly and monitored for gaps and coverage
 - Topics driven by children's interests

| Autumn 2022 | Spring 2023 | Summer 2023 |
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| Starting school Autumn Bonfire night Light and Colour (Diwali) Christmas | Winter Chinese New Year Growth, Change, Spring Easter | Mini-beasts Traditional tales Around the World Animal Kingdom |
| Possible core books and texts (can be changeable between terms) | | |
| Starting School We're going on a bear hunt The enormous turnip The scarecrow's wedding Pumpkin Soup / A pipkin of pepper / Delicious Stickman Whatever Next? Owl babies The Jolly Christmas Postman Whoever you are Diwali non-fiction The Gruffalo's Child Have you filled a bucket today? | People who help us non-fiction What the ladybird heard/ What the ladybird heard next Zog Tell me a dragon Chinese New Year non-fiction Dinosaurs non-fiction Cave baby Superheroes comic strips Life cycles non-fiction Jack and the Beanstalk Peter Rabbit tales Mama Panya's pancakes Elliot the Midnight Superhero | The very hungry caterpillar Minibeasts non-fiction Superworm Farm non-fiction Farmer duck Wild animals non-fiction The singing mermaid Pirates non-fiction Fairytales What the ladybird heard at the seaside PSHE under the sea stories Goldilocks and the three bears The crunching munching caterpillar Rainforest Romp Where the Wild things are Handa's surprise |
| Special festival dates and whole school events | | |
| 4 th – 5 th October – Yom Kippur 24 th October – Diwali 18 th December- 26 th December – Hanukkah 25 th December – Christmas Day | 26 th January – Australia Day 22 nd January – Chinese New Year (Rabbit) 21 st February – Mardi Gras 23 rd April – World Book Day 6 th - 7 th April – Holi 19 th March – Mother's Day 23 rd March – April 20 th Ramadam 13 th April – Vaisakhi (Sikh new year) 9 th April – Easter | 22 nd April – Eid-al-fitr 2 nd June – Vesak (Buddhist) 5 th May – International Space Day 8 th June - World Oceans Day 18 th June – Father's Day |
| Other possible topics based on popularity and children's interests | | Values and PSHE Jigsaw whole school approach |
| Cornerstones Topics (possible starting points) <ul style="list-style-type: none"> Me and my Community, Exploring Autumn, Sparkle and Shine, Once Upon a Time Winter Wonderland, Starry Night, Puddles and Rainbows, Shadows and Reflections Dangerous Dinosaurs, Sunshine and Sunflowers, Big Wide World, Splash Others topic ideas (based on previous year popularity): Under the Sea Space Superheroes Transport Pirates | | Autumn Term 1 – Courage and Jigsaw: Being me in my world Autumn Term 2 – Unique and Jigsaw: Celebrating difference Spring Term 1 – Respect and Jigsaw: Dreams and goals Spring Term 2 – Independent and open ended and Jigsaw: Healthy me Summer Term 1 – Understanding and Jigsaw: Relationships Summer Term 2 – Supportive and Jigsaw: Changing me |

| Possible linked experiences and parent engagement | | |
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| AUTUMN | SPRING | SUMMER |
| Autumn exploring the woodland walk | Farm Trip Spring Walk | In school - Zoo visit |

Our Unique Provision

Our learning environment is organised into areas of continuous provision providing the children with opportunities for child-initiated learning both indoors and outdoors. Our learning environments are designed to promote independence and curiosity. The learning environments are carefully enhanced to ensure that children can practise and apply. The adults will share ideas, set uncapped challenges and support and scaffold where appropriate 'in the moment'

We recognise that young children do not necessarily learn in a linear way and plan to deliver a broad and balanced curriculum that touches on all aspects across the year, based on the observations of children's play and what their interests are. This appears in the weekly enhancements to the continuous provision, as well as in the adult-led focused work and group-time work. The characteristics of effective teaching and learning sit at the heart of our curriculum offer and are included in our ongoing assessments of children.

As our planning is child centred, driven by individual interests and next steps, we follow a loosely structured yearly overview plan, the only fixed themes being transitional provision, key seasonal interests, and celebrations such as Christmas and Diwali. This document is used termly to ensure progression, challenge and coverage across the continuous provision, enhanced provision, whole class teaching, group work and independent challenge.

Medium Term planning is used informally by class teachers to ensure a balance of provision and also respond to children's interests. Through tracking of progress of individual children and the cohort, areas for development are highlighted and planned for. Opportunities for parents to be involved in their child's learning are also identified to ensure regular opportunities and a variety of ways to be involved throughout the year. This is captured through our assessment and tracking system.

As part of our provision, we identify Core Books which are used to support children to build the foundations for literacy, understanding and encouraging and promoting the enjoyment of stories, books and rhymes. This helps children early in their development to recognise that print carries meaning. In addition to this the children have decodable books allocated to them; books which match their current phonic attainment.

SMSC (spiritual, moral, social, and cultural development) is delivered as part of our whole school ethos and in line with some of our PSHE links and JIGSAW. In the early years at Olney Infant Academy, we are constantly encouraging and teaching our children to have the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. We foster a sense of enjoyment and fascination in learning about themselves, others, and the world around them and practise our use of imagination and creativity. We offer experiences to be reflective about our own learning and behaviour and are always teaching and nurturing our children to help them best understand the consequences of their behaviours and actions. The early learning goals in the area of 'understanding the world' help us to teach the foundations of acceptance and engagement with all the fundamental British values. This enables our children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

EYFS Educational Programmes

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| | <p>Communication and Language The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | <p>Personal, Social and Emotional Development Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> | <p>Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy, and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> |
| <p>Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> | <p>Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p> | <p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> | <p>Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe</p> |

Characteristics of Effective Teaching and Learning

| | <i>Playing and Exploring</i> | Active Learning | Creating and Thinking Critically |
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| | <p>Children investigate and experience things, and ‘have a go’</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them. Reach for and accept objects. Make choices and explore different resources and materials. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” Make independent choices. Do things independently that they have been previously taught. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention. | <p>children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set or get their coat when the door to the outdoor area opens. Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Keep on trying when things are difficult. | <p>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions. |
| ELGs | <p>Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge | <p>Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Self Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate | <p>Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate |

| PSED | Making relationships | Sense of self | Understanding emotions |
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| Range 5 | <ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play | <ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies himself in relation to social groups and to their peers • Is sensitive to others’ messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help | <ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt, and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings • Understands that expectations vary depending on different events, social situations, and changes in routine, and becomes more able |
| Range 6 | <ul style="list-style-type: none"> • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking • Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship | <ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity | <ul style="list-style-type: none"> • Understands their own and other people’s feelings, offering empathy and comfort • Talks about their own and others’ feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Seeks support, “emotional refuelling” and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise |
| ELGs | <p>Building Relationships: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others’ needs. <p>Managing Self: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly | <p>Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge | <p>Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <p>Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly |

| CaL | Listening and Attention | Understanding | Speaking |
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| Range 5 | <ul style="list-style-type: none"> • Listens to others in one-to-one or small groups when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) | <ul style="list-style-type: none"> • Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions | <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle |
| Range 6 | <ul style="list-style-type: none"> • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span | <ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers • Beginning to understand humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how | <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play |
| ELGs | <p>Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Self-Regulation (PSED ELG) Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Comprehension (Literacy ELG) Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play | <p>Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |

| PD | Moving and Handling | Health and Self Care |
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| Range 5 | <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons | <ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom |
| Range 6 | <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed | <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience |
| ELGs | <p>Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing | <p>Managing Self (PSED ELG) Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |

| Lit | Reading | Writing |
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| Range 5 | <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> ◆ Shows awareness of rhyme and alliteration ◆ Recognises rhythm in spoken words, songs, poems and rhymes ◆ Claps or taps the syllables in words during sound play ◆ Hears and says the initial sound in words | <ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words |
| Range 6 | <ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • Begins to develop phonological and phonemic awareness <p>Continues a rhyming string and identifies alliteration</p> <ul style="list-style-type: none"> ◆ Hears and says the initial sound in words ◆ Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them ◆ Starts to link sounds to letters, naming and sounding the letters of the alphabet ◆ Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee <ul style="list-style-type: none"> • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. | <ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences |
| ELGs | <p>Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> • Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play | <p>Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. <p>Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases |

| Maths | Comparison | Counting | Cardinality | Composition | Spatial Awareness | Shape | Pattern | Measure |
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| Range 5 | <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! | <ul style="list-style-type: none"> May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 | <ul style="list-style-type: none"> Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings | <ul style="list-style-type: none"> Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same | <ul style="list-style-type: none"> Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like | <ul style="list-style-type: none"> Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Attempts to create arches and enclosures when building, using trial and improvement to select blocks | <ul style="list-style-type: none"> Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next | <ul style="list-style-type: none"> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories |
| Range 6 | <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size | <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) | <ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10) | <ul style="list-style-type: none"> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" | <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmarks | <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build | <ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern "rule" Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat | <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time with timers and calendars |
| ELGs | <p>Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | | | |

| UW | People and Communities | The World | Technology |
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| Range 5 | <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work Developing an understanding of growth, decay, and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment | <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images Knows that information can be retrieved from digital devices and the internet Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet |
| Range 6 | <ul style="list-style-type: none"> Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions | <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes | <ul style="list-style-type: none"> Completes a simple program on electronic devices Uses ICT hardware to interact with age-appropriate computer software Can create content such as a video recording, stories, and/or draw a picture on screen Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can use the internet with adult supervision to find and retrieve information of interest to them |
| ELGs | <p>Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling <p>People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | <p>The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | NONE |

| EAD | Creating with Materials | Being Imaginative and Expressive |
|---------|---|---|
| Range 5 | <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation, and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose | <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme |
| Range 6 | <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. | <ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative |
| ELGs | <p>Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories. | <p>Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt, and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music. |