

Curriculum Planning

EYFS into KS1

Ofsted inspectors will consider: □ the extent to which leaders and providers plan, design and implement the curriculum □ how well the content of the curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling. *Inspectors Handbook 2021*

Guidance to be used alongside following documentation for September 2021:

□ Statutory Framework □ Development Matters □ EYFS Profile □ National Curriculum

EYFS Educational Programme: 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, story-telling 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.

Birth to Three	Three & Four Year Olds	Reception	Year 1 to 6
<ul style="list-style-type: none"> ▪ Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. ▪ Listen to other people’s talk with interest, but can easily be distracted by other things. ▪ Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. ▪ Listen to simple stories and understand what is happening, with the help of the pictures. ▪ Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. ▪ Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. ▪ Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). <p>Observation Checkpoints:</p> <p>By around 3 years old: □ Can the child shift from one task to another if you get their attention. Using the child’s name can help: <i>“Jason, can you stop now? We’re tidying up.”</i></p> <p>Around the age of 3: □ Can the child show that they understand action words by pointing to the right picture in a book. <i>For example: “Who’s jumping?”</i></p>	<ul style="list-style-type: none"> ▪ Enjoy listening to longer stories and can remember much of what happens. ▪ Can find it difficult to pay attention to more than one thing at a time. ▪ Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. ▪ Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Observation Checkpoint:</p> <p>Around the age of 3: □ Can the child shift from one task to another if you fully obtain their attention, <i>for example, by using their name?</i></p>	<ul style="list-style-type: none"> ▪ Understand how to listen carefully and why listening is important. ▪ Learn new vocabulary. ▪ Engage in story times. ▪ Listen to and talk about stories to build familiarity and understanding. ▪ Listen carefully to rhymes and songs, paying attention to how they sound. ▪ Learn rhymes, poems and songs. ▪ Engage in non-fiction books. ▪ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Early Learning Goal:</p> <p>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><i>See spoken language</i></p>

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Birth to Three	Three & Four Year Olds	Reception	Year 1 to 6
<ul style="list-style-type: none"> ▪ Can become frustrated when they can’t make themselves understood. ▪ Use the speech sounds p, b, m, w. ▪ Are usually still learning to pronounce: <ul style="list-style-type: none"> ■ /r/w/y ■ f/th - s/sh/ch/dz/j ■ multi-syllabic words such as ‘banana’ and ‘computer’ ▪ Start to say how they are feeling, using words as well as actions. ▪ Start to develop conversation, often jumping from topic to topic. ▪ Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. <p>Observation Checklist: Towards their third birthday: □ Can the child use around 300 words? These words include descriptive language. They include words for time (<i>for example, ‘now’ and ‘later’</i>), space (<i>for example, ‘over there’</i>) and function (<i>for example, they can tell you a sponge is for washing</i>). □ Is the child linking up to 5 words together? □ Is the child using pronouns (<i>‘me’, ‘him’, ‘she’</i>), and using plurals and prepositions (<i>‘in’, ‘on’, ‘under’</i>) - these may not always be used correctly to start with. □ Can the child follow instructions with three key words like: <i>“Can you wash dolly’s face?”</i></p>	<ul style="list-style-type: none"> ▪ Use a wider range of vocabulary. ▪ Sing a large repertoire of songs. ▪ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ▪ Develop their communication, but may continue to have problems with irregular tenses and plurals, such as <i>‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’</i> ▪ May have problems saying <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as <i>‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</i>. ▪ Use longer sentences of four to six words. ▪ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ▪ Can start a conversation with an adult or a friend and continue it for many turns ▪ Use talk to organise themselves and their play: <i>“Let’s go on a bus... you sit there... I’ll be the driver.”</i> <p>Observation Checklist: Around the age of 4: □ Is the child using sentences of four to six words – <i>“I want to play with cars” or “What’s that thing called?”</i>? □ Can the child use sentences joined up with words like <i>‘because’, ‘or’, ‘and’</i>? For example: <i>“I like ice cream because it makes my tongue shiver”</i>. □ Is the child using the future and past tense: <i>“I am going to the park” and “I went to the shop”</i>? □ Can the child answer simple <i>‘why’</i> questions?</p>	<ul style="list-style-type: none"> ▪ Use new vocabulary through the day. ▪ Ask questions to find out more and to check they understand what has been said to them. ▪ Articulate their ideas and thoughts in well-formed sentences. ▪ Connect one idea or action to another using a range of connectives. ▪ Describe events in some detail. ▪ Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. ▪ Develop social phrases ▪ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ▪ Use new vocabulary in different contexts. <p>Early Learning Goal: Children at the expected level of development will: □ 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.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Listen and respond appropriately to adults and their peers ▪ Ask relevant questions to extend their understanding and knowledge ▪ Use relevant strategies to build their vocabulary ▪ Articulate and justify answers, arguments and opinions ▪ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ Speak audibly and fluently with an increasing command of Standard English ▪ Participate in discussions, presentations, performances, role play, improvisations and debates ▪ Gain, maintain and monitor the interest of the listener(s) ▪ Consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ Select and use appropriate registers for effective communication.

EYFS / PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation / NATIONAL CURRICULUM KS1 PHSE & RSE

EYFS Educational Programme: 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.

Birth to Three	Three & Four Year Olds	Reception	Year 1
<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Feel strong enough to express a range of emotions ▪ Begin to show ‘effortful control’ ▪ Be increasingly able to talk about and manage their emotion ▪ Safely explore emotions beyond their normal range through play and stories ▪ Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Develop appropriate ways of being assertive. ▪ Talk with others to solve conflicts. ▪ Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ▪ Begin to understand how others might be feeling. ▪ Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Express their feelings and consider the feelings of others. ▪ Show resilience and perseverance in the face of challenge. ▪ Identify and moderate their own feelings socially and emotionally. ▪ Think about the perspectives of others. <p>Early Learning Goal:</p> <p>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 □ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate □ 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><i>*SEE DfE Guidance and WHOLE CURRICULUM ON PHSE & RSE</i></p>

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Birth to Three	Three & Four Year Olds	Reception	Year 1
<p>Managing Self</p> <ul style="list-style-type: none"> ▪ Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. ▪ Grow in independence, rejecting help (“me do it”). 	<p>Managing Self</p> <ul style="list-style-type: none"> ▪ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. ▪ Increasingly follow rules, understanding why they are important. ▪ Do not always need an adult to remind them of a rule. ▪ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly ▪ Make healthy choices about food, drink, activity and toothbrushing. 	<p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage their own needs. ▪ Know and talk about the different factors that support their overall health and wellbeing: <input type="checkbox"/> regular physical activity <input type="checkbox"/> healthy eating <input type="checkbox"/> toothbrushing <input type="checkbox"/> sensible amounts of ‘screen time’ <input type="checkbox"/> having a good sleep routine <input type="checkbox"/> being a safe pedestrian <p>Early Learning Goal: Children at the expected level of development will: <input type="checkbox"/> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <input type="checkbox"/> Explain the reasons for rules, know right from wrong and try to behave accordingly <input type="checkbox"/> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><i>*SEE DfE Guidance and WHOLE CURRICULUM ON PHSE & RSE</i></p>

EYFS / PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Building Relationships / NATIONAL CURRICULUM KS1 PHSE & RSE

EYFS Educational Programme: 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.

Birth to Three	Three & Four Year Olds	Reception	Year 1
<p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities ... ▪ Develop friendships with other children. <p>Observation Checkpoint: Between the ages of 2 and 3: □ Does the child start to enjoy the company of other children and want to play with them?</p>	<p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Develop their sense of responsibility and membership of a community. ▪ Become more outgoing with unfamiliar people, in the safe context of their setting. ▪ Show more confidence in new social situations. ▪ Play with one or more other children, extending and elaborating play ideas. <p>Observation Checkpoint: Around the age of 3: □ Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? □ Can the child settle to some activities for a while? Around the age of 4: □ Does the child play alongside others or do they always want to play alone? □ Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) □ Does the child take part in other pretend play with different roles – being the Gruffalo, for example? □ Can the child generally negotiate solutions to conflicts in their play?</p>	<p>Building Relationships</p> <ul style="list-style-type: none"> ▪ See themselves as a valuable individual. ▪ Build constructive and respectful relationships. <p>Early Learning Goal: Children at the expected level of development will: □ 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>	<p><i>*SEE DfE Guidance and WHOLE CURRICULUM ON PHSE & RSE</i></p>

EYFS PHYSICAL DEVELOPMENT: □ Gross Motor Skills / **NATIONAL CURRICULUM KS1:** □ Physical Education

EYFS Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Birth to Three	Three & Four Year Olds	Reception	KS1
<ul style="list-style-type: none"> ▪ Clap and stamp to music. ▪ Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. ▪ Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. ▪ Begin to walk independently – choosing appropriate props to support at first. ▪ Walk, run, jump and climb – and start to use the stairs independently. ▪ Spin, roll and independently use ropes and swings (for example, tyre swings). ▪ Sit on a push-along wheeled toy, use a scooter or ride a tricycle. <p>Observation Checkpoints: Around their third birthday: □ Can the child climb confidently, catch a large ball and pedal a tricycle?</p>	<ul style="list-style-type: none"> ▪ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ▪ Go up steps and stairs, or climb up apparatus, using alternate feet. ▪ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ▪ Use large-muscle movements to wave flags and streamers, paint and make marks. ▪ Start taking part in some group activities which they make up for themselves, or in teams. ▪ Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ▪ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. ▪ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ▪ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>Observation Checkpoint: Look out for children who appear to be overweight. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p>	<ul style="list-style-type: none"> ▪ Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> ○ rolling - crawling - walking - jumping - running - hopping - skipping - climbing ▪ Progress towards a more fluent style of moving, with developing control and grace. ▪ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ▪ Combine different movements with ease and fluency. ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ▪ Develop overall body-strength, balance, co-ordination and agility. ▪ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ▪ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ▪ Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> □ lining up and queuing □ mealtimes □ personal hygiene <p>Early Learning Goal: Children at the expected level of development will: □ 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>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ Participate in team games, developing simple tactics for attacking and defending ▪ Perform dances using simple movement patterns.

EYFS PHYSICAL DEVELOPMENT: □ Fine Motor Skills / **NATIONAL CURRICULUM KS1:** English □ Writing

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Birth to Three	Three & Four Year Olds	Reception	KS1
<ul style="list-style-type: none"> ▪ Build independently with a range of appropriate resources. ▪ Develop manipulation and control. ▪ Explore different materials and tools. ▪ Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. ▪ Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. ▪ Learn to use the toilet with help, and then independently. 	<ul style="list-style-type: none"> ▪ Use one-handed tools and equipment. For example, making snips in paper with scissors. ▪ Use a comfortable grip with good control when holding pens and pencils. ▪ Start to eat independently and learning how to use a knife and fork ▪ Show a preference for a dominant hand. ▪ Be increasingly independent as they get dressed and undressed, <i>for example, putting coats on and doing up zips.</i> 	<ul style="list-style-type: none"> ▪ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ▪ Develop the foundations of a handwriting style which is fast, accurate and efficient <p>Early Learning Goal: 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><i>See Literacy / Handwriting</i></p>

EYFS LITERACY: □ Reading Comprehension / **NATIONAL CURRICULUM KS1:** English □ Reading Comprehension

EYFS Educational Programme: 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).

Birth to Three	Three & Four Year Olds	Reception	Year One
<ul style="list-style-type: none"> ▪ Enjoy songs and rhymes, tuning in and paying attention. ▪ Copy finger movements and other gestures. ▪ Pay attention and responds to the pictures or the words. ▪ Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. ▪ Ask questions about the book. Makes comments and shares their own ideas. ▪ Develop play around favourite stories using props. 	<ul style="list-style-type: none"> ▪ Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> ▪ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Early Learning Goal: 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. 	<ul style="list-style-type: none"> ▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ Being encouraged to link what they read or hear read to their own experiences ○ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ○ Recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart ○ Discussing word meanings, linking new meanings to those already known ▪ Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ○ Drawing on what they already know or on background information and vocabulary provided by the teacher ○ Checking that the text makes sense to them as they read and correcting inaccurate reading ○ Discussing the significance of the title and events ○ Making inferences on the basis of what is being said and done ○ Predicting what might happen on the basis of what has been read so far ▪ Participate in discussion about what is read to them, taking turns and listening to what others say ▪ Explain clearly their understanding of what is read to them.

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Birth to Three	Three & Four Year Olds	Reception	Year One
<ul style="list-style-type: none"> ▪ Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. ▪ Say some of the words in songs and rhymes. ▪ Sing songs and say rhymes independently, for example, singing whilst playing. ▪ Enjoy sharing books with an adult. ▪ Repeat words and phrases from familiar stories. ▪ Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 	<ul style="list-style-type: none"> ▪ Understand the five key concepts about print: <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - English text is read from left to right and from top to bottom - Name of the different parts of a book - Page sequencing ▪ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> ▪ Read individual letters by saying the sounds for them. ▪ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. ▪ Read some letter groups that each represent one sound and say sounds for them. ▪ Read a few common exception words matched to the school’s phonic programme. ▪ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. <p>Early Learning Goal:</p> <p>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>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills as the route to decode words ▪ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▪ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ▪ Read other words of more than one syllable that contain taught GPCs ▪ Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) ▪ Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ▪ Re-read these books to build up their fluency and confidence in word reading

EYFS Educational Programme: 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).

Birth to Three	Three & Four Year Olds	Reception	Year One
<ul style="list-style-type: none"> ▪ Enjoy drawing freely. ▪ Add some marks to their drawings, which they give meaning to. For example: "That says mummy." ▪ Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> ▪ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. ▪ Write some or all of their name. ▪ Write some letters accurately. 	<ul style="list-style-type: none"> ▪ Form lower-case and capital letters correctly. ▪ Spell words by identifying the sounds and then writing the sound with letter/s. ▪ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. ▪ Re-read what they have written to check that it makes sense. <p>Early Learning Goal: 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>Pupils should be taught to:</p> <p>Spelling (see English Appendix 1)</p> <ul style="list-style-type: none"> ▪ Spell: □ Words containing each of the 40+ phonemes already taught □ Common exception words □ The days of the week ▪ Name the letters of the alphabet: □ Naming the letters of the alphabet in order □ Using letter names to distinguish between alternative spellings of the same sound ▪ Add prefixes and suffixes: □ Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs □ Using the prefix un– □ Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ▪ Apply simple spelling rules and guidance, as listed in English Appendix 1 ▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. ▪ Handwriting: □ Sit correctly at a table, holding a pencil comfortably and correctly □ Begin to form lower-case letters in the correct direction, starting and finishing in the right place □ Form capital letters □ Form digits 0-9 □ Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> ▪ Text cohesion: □ Sequencing sentences to form short narratives ▪ Sentence structure: □ How words can combine to make sentences □ Leave spaces between words □ Joining words and joining clauses using 'and' ▪ Punctuation: □ Begin to punctuate sentences using capital letters, full stops, question marks, exclamation marks □ Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ Word choice and modification: □ Regular plural noun suffixes '-s' or 'es' including the effects of these suffixes on the meaning of the noun □ Suffixes that can be added to verbs where no change is needed in the spelling of the root word e.g. helping, helped, helper □ How the prefix 'un-' changes the meaning of verbs and adjectives e.g. untie, undoing, unkind.

EYFS Educational Programme: 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.

Birth to Three	Three & Four Year Olds	Reception	Year One
<ul style="list-style-type: none"> ▪ Take part in finger rhymes with numbers. ▪ React to changes of amount in a group of up to three items. ▪ Compare amounts, saying 'lots', 'more' or 'same'. ▪ Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. ▪ Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. 	<ul style="list-style-type: none"> ▪ Fast recognition of up to 3 objects, without having to count them individually ('subitising'). ▪ Recite numbers past 5. ▪ Say one number for each item in order: 1,2,3,4,5. ▪ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ▪ Show 'finger numbers' up to 5. ▪ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. ▪ Experiment with their own symbols and marks as well as numerals. ▪ Solve real world mathematical problems with numbers up to 5. ▪ Compare quantities using language: 'more than', 'fewer than'. ▪ Extend and create ABAB patterns. For example - stick, leaf, stick, leaf. Notice and correct an error in repeating pattern 	<ul style="list-style-type: none"> ▪ Count objects, actions and sounds. ▪ Subitise. ▪ Link the number symbol (numeral) with its cardinal number value. ▪ Count beyond 10. ▪ Compare numbers. ▪ Understand the 'one more than/one less than' relationship between consecutive numbers. ▪ Explore the composition of numbers to 10. ▪ Automatically recall number bonds for numbers 0 – 10. ▪ Continue, copy and create repeating patterns. <p>Early Learning Goal:</p> <p>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>Early Learning Goal:</p> <p>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. 	<p>Number and Place Value</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ▪ Count, read and write numbers to 100 in numerals, count in different multiples including 1's, 2's, 5's and 10's given a number, identify 1 more or 1 less ▪ Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ▪ Read and write numbers from 1 to 20 in numerals and words <p>Addition and Subtraction</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Read, write and interpret mathematical statements involving +, - and = signs ▪ Represent and use number bonds and related subtraction facts within 20 ▪ Add and subtract one-digit and two-digit numbers to 20, including zero ▪ Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. <p>Multiplication and Division</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p>Fractions</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Recognise, find and name a half as one of two equal parts of an object, shape or quantity ▪ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

EYFS Educational Programme: 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.

Birth to Three	Three & Four Year Olds	Reception	Year One
<ul style="list-style-type: none"> ▪ Combine objects like stacking blocks and cups. ▪ Put objects inside others and take them out again. ▪ Climb and squeezing selves into different types of spaces. ▪ Build with a range of resources. ▪ Complete inset puzzles. ▪ Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. ▪ Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> ▪ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. ▪ Understand position through words alone – for example, "The bag is under the table," – with no pointing. ▪ Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. ▪ Make comparisons between objects relating to size, length, weight and capacity ▪ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. ▪ Combine shapes to make new ones - an arch, a bigger triangle etc. ▪ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. ▪ Extend and create ABAB patterns. For example - stick, leaf, stick, leaf. Notice and correct an error in repeating pattern ▪ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ▪ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ▪ Continue, copy and create repeating patterns. ▪ Compare length, weight and capacity. 	<p>Measure</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Compare, describe and solve practical problems for: - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) - mass or weight (e.g. heavy/light, heavier than, lighter than) - capacity/volume (e.g. full/empty, more than, less than, half, half full, quarter) - time (e.g. quicker, slower, earlier, later) ▪ Measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) ▪ Recognise and know the value of different denominations of coins and notes ▪ Sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) ▪ Recognise and use language relating to dates, including days of the week, weeks, months and years ▪ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Geometry: Properties of Shapes</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p>Geometry: Position, Direction and Motion</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Describe position, directions and movements, including half, quarter and three-quarter turns.

EYFS UNDERSTANDING THE WORLD: □ Past and Present / NATIONAL CURRICULUM KS1: History

EYFS Educational Programme: 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.

Birth to Three	Three & Four Year Olds	Reception	Key Stage 1
<ul style="list-style-type: none"> ▪ Repeat actions that have an effect. 	<ul style="list-style-type: none"> ▪ Begin to make sense of their own life-story and family’s history. 	<ul style="list-style-type: none"> ▪ Comment on images of familiar situations in the past. <p>Early Learning Goal:</p> <p>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. 	<ul style="list-style-type: none"> ▪ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ▪ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ▪ Significant historical events, people and places in their own locality

EYFS UNDERSTANDING THE WORLD: □ People, Culture & Communities / NATIONAL CURRICULUM KS1: Geography / R.E

EYFS Educational Programme: 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.

Birth to Three	Three & Four Year Olds	Reception	Key Stage 1
<ul style="list-style-type: none"> ▪ Make connections between the features of their family and other families. ▪ Notice differences between people. 	<ul style="list-style-type: none"> ▪ Show interest in different occupations. ▪ Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community. ▪ Name and describe people who are familiar to them. ▪ Draw information from a simple map. ▪ Understand that some places are special to members of their community. ▪ Recognise that people have different beliefs and celebrate special times in different ways. ▪ Recognise some similarities and differences between life in this country and life in other countries. <p>Early Learning Goal:</p> <p>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>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ Name and locate the world’s seven continents and five oceans ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. ▪ Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. ▪ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p style="text-align: right;"><i>See also whole-school curriculum on R.E</i></p>

EYFS UNDERSTANDING THE WORLD: □ The Natural World / NATIONAL CURRICULUM KS1: □ Science

EYFS Educational Programme: 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.

Birth to Three	Three & Four Year Olds	Reception	Key Stage One
<ul style="list-style-type: none"> ▪ Explore materials with different properties. ▪ Explore natural materials, indoors and outside. ▪ Explore and respond to different natural phenomena in their setting and on trips. 	<ul style="list-style-type: none"> ▪ Use all their senses in hands on exploration of natural materials. ▪ Explore collections of materials with similar and/or different properties. ▪ Talk about what they see, using a wide vocabulary. ▪ Plant seeds and care for growing plants. ▪ Understand the key features of the life cycle of a plant and an animal. ▪ Begin to understand the need to respect and care for the natural environment and all living things. ▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ▪ Explore how things work. ▪ Explore and talk about different forces they can feel. ▪ Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> ▪ Explore the natural world around them. ▪ Describe what they see, hear and feel whilst outside. ▪ Recognise some environments that are different to the one in which they live. ▪ Understand the effect of changing seasons on the natural world around them. <p>Early Learning Goal:</p> <p>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. 	<p>Working Scientifically</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: □ Asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment □ Performing simple tests □ Identifying and classifying □ Using their observations and ideas to suggest answers to questions □ Gathering and recording data to help in answering questions.</p> <p>Pupils should be taught to:</p> <p>Plants</p> <ul style="list-style-type: none"> ▪ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ▪ Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals, including humans</p> <ul style="list-style-type: none"> ▪ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ Identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ▪ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Everyday Materials</p> <ul style="list-style-type: none"> ▪ Distinguish between an object and the material from which it is made ▪ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ Describe the simple physical properties of a variety of everyday materials ▪ Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal changes</p> <ul style="list-style-type: none"> ▪ Observe changes across the four seasons ▪ Observe and describe weather associated with the seasons and how day length varies.

EYFS EXPRESSIVE ARTS & DESIGN: □ Creating with Materials / **NATIONAL CURRICULUM KS1:** □ Art & Design

EYFS Educational Programme: 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.

Birth to Three	Three & Four Year Olds	Reception	KS1
<ul style="list-style-type: none"> ▪ Notice patterns with strong contrasts and be attracted by patterns resembling the human face. ▪ Start to make marks intentionally. ▪ Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. ▪ Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. ▪ Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. ▪ Use their imagination as they consider what they can do with different materials. ▪ Make simple models which express their ideas. 	<ul style="list-style-type: none"> ▪ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ▪ Develop their own ideas and then decide which materials to use to express them. ▪ Join different materials and explore different textures. ▪ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ▪ Use drawing to represent ideas like movement or loud noises. ▪ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ▪ Explore colour and colour mixing. 	<ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively sharing ideas, resources and skills. <p>Early Learning Goal: 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>ART & DESIGN</p> <p>Pupils should be taught: □ To use a range of materials creatively to design and make products □ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ To talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>DESIGN & TECHNOLOGY</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> ▪ Design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ▪ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ Explore and evaluate a range of existing products ▪ Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ Build structures, exploring how they can be made stronger, stiffer and more stable ▪ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking & Nutrition</p> <ul style="list-style-type: none"> ▪ Use the basic principles of a healthy and varied diet to prepare dishes ▪ Understand where food comes from.

EYFS Educational Programme: 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.

Birth to Three	Three & Four Year Olds	Reception	Key Stage One
<p>MUSIC</p> <ul style="list-style-type: none"> ▪ Show attention to sounds and music. ▪ Respond emotionally and physically to music when it changes. ▪ Move and dance to music. ▪ Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. ▪ Explore their voices and enjoy making sounds. ▪ Join in with songs and rhymes, making some sounds. ▪ Make rhythmical and repetitive sounds. ▪ Explore a range of soundmakers and instruments and play them in different ways. ▪ Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. <p>ROLE PLAY / DRAMA</p> <ul style="list-style-type: none"> ▪ Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. 	<p>MUSIC</p> <ul style="list-style-type: none"> ▪ Listen with increased attention to sounds. ▪ Respond to what they have heard, expressing their thoughts and feelings. ▪ Remember and sing entire songs. ▪ Sing the pitch of a tone sung by another person (‘pitch match’). ▪ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ▪ Create their own songs, or improvise a song around one they know. ▪ Play instruments with increasing control to express their feelings and ideas. <p>ROLE PLAY / DRAMA</p> <ul style="list-style-type: none"> ▪ Take part in simple pretend play, using an object to represent something else even though they are not similar. ▪ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. ▪ Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. 	<p>MUSIC</p> <ul style="list-style-type: none"> ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Explore and engage in music making and dance, performing solo or in groups. <p>ROLE PLAY / DRAMA</p> <ul style="list-style-type: none"> ▪ Develop storylines in their pretend play. <p>Early Learning Goal:</p> <p>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. 	<p>MUSIC</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ Use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ Play tuned and untuned instruments musically ▪ Listen with concentration and understanding to a range of high-quality live and recorded music ▪ Experiment with, create, select and combine sounds using the inter-related dimensions of music.