Text

Description automatically generated

**Curriculum Planning**

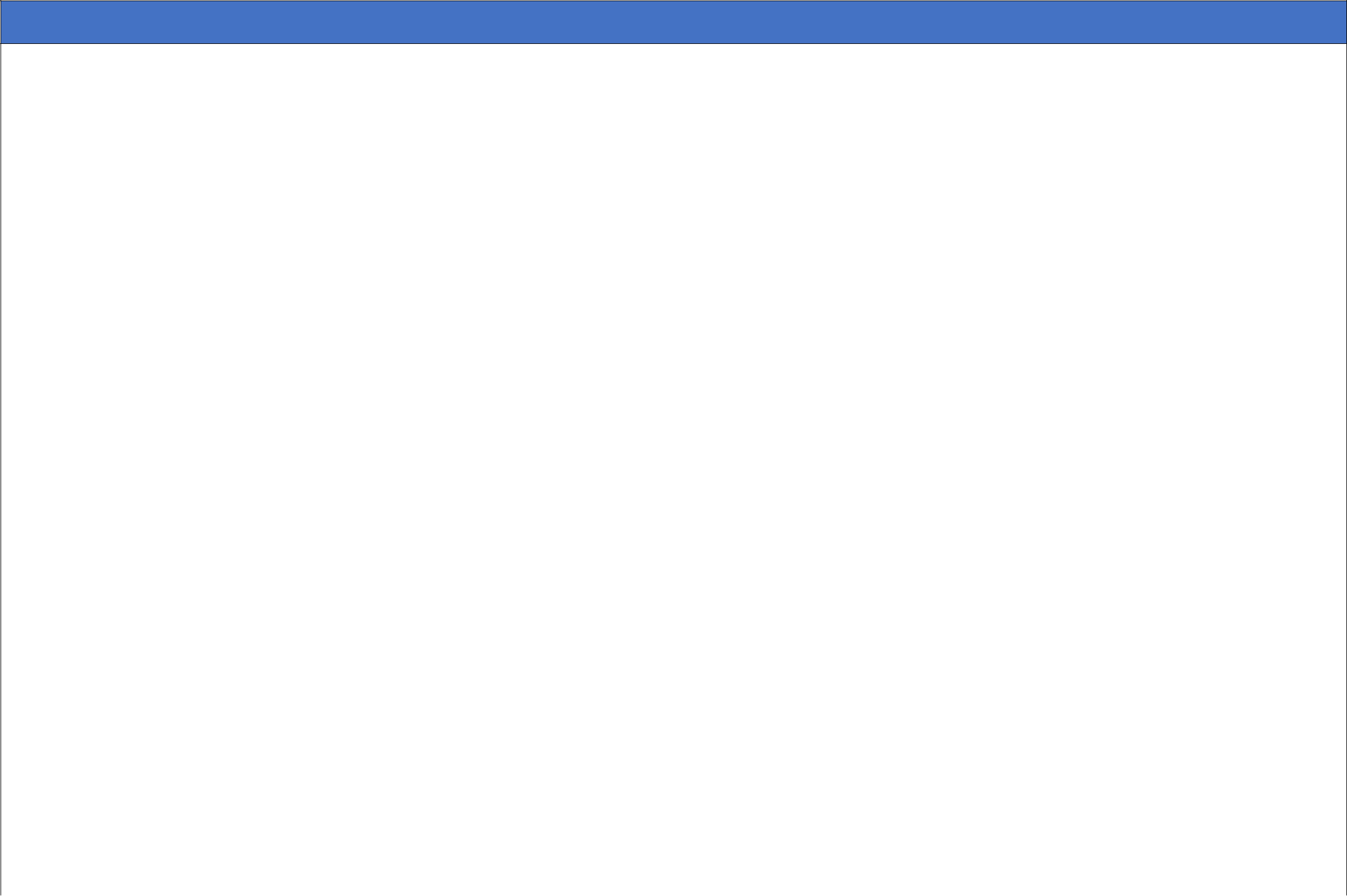
**EYFS into KS1**

**Progression from EYFS into KS1 National Curriculum:**

**Guidance to be used alongside following documentation for September 2022:**

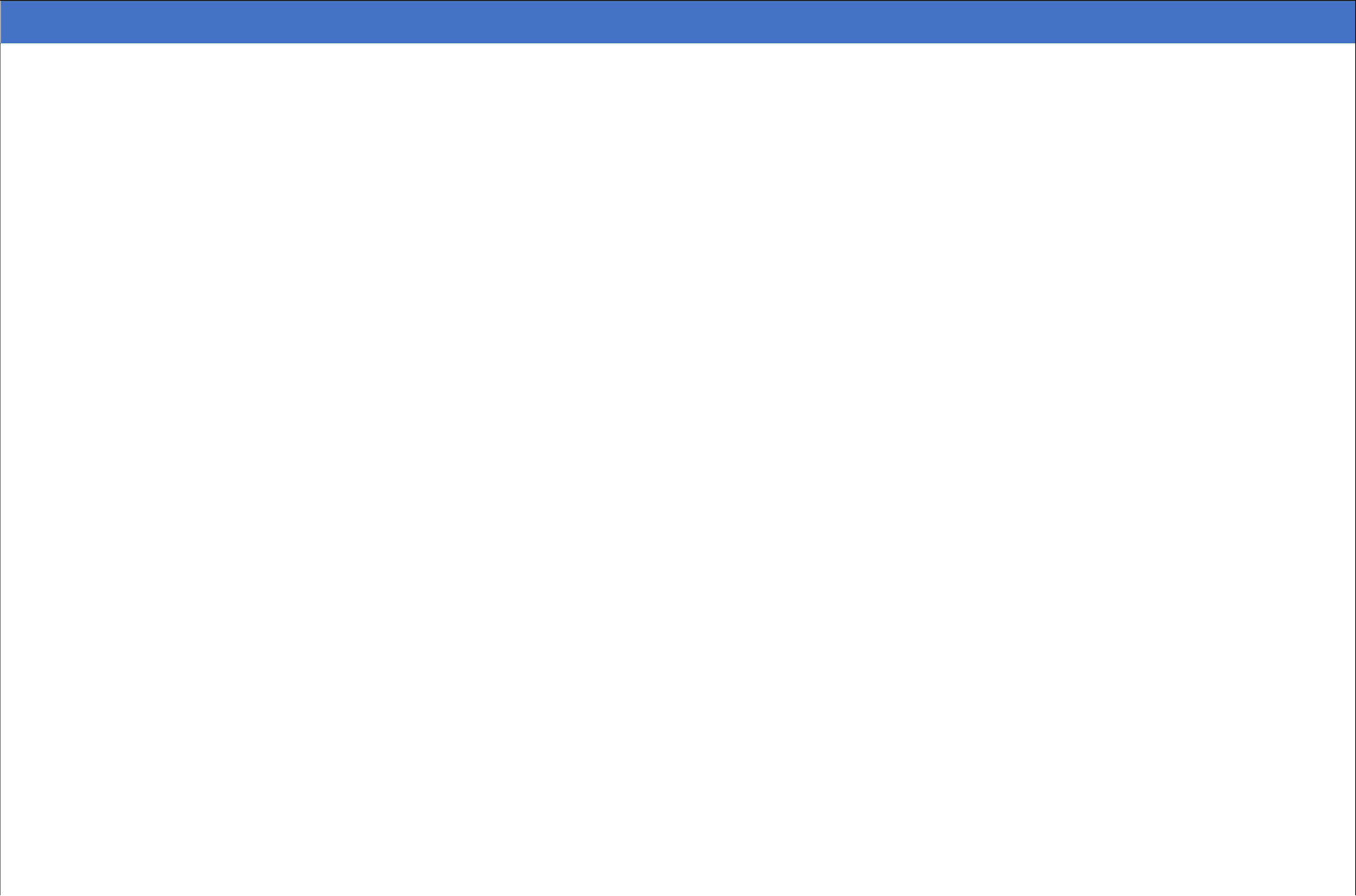
□ Statutory Framework □ Development Matters □ EYFS Profile □ National Curriculum

www.ey2p.org Draft: May 2021

**EYFS COMMUNICATION & LANGUAGE:** □Listening, Attention & Understanding / **NATIONAL CURRICULUM KS1 English: □** Spoken Language

**EYFS Educational Programme:** The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions froman 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** |  |
|  |  | ▪ Generally, focus on an activity of their own | | | | | | | | | | ▪ Enjoy listening to longer stories and can | | | |  | ▪ | Understand how to listen carefully and why | | | | *See spoken language* |  |
|  |  |  | choice and find it difficult to be directed by | | | | | | | | |  | remember much of what happens. | | |  |  | listening is important. | |  |  |  |  |
|  |  |  | an adult. | |  |  |  |  |  |  |  | ▪ Can find it difficult to pay attention to more | | | |  | ▪ | Learn new vocabulary. | |  |  |  |  |
|  |  | ▪ Listen to other people’s talk with interest, | | | | | | | | | |  | than one thing at a time. | | |  | ▪ Engage in story times. | | |  |  |  |  |
|  |  |  | but can easily be distracted by other things. | | | | | | | | | ▪ Understand a question or instruction that | | | |  | ▪ Listen to and talk about stories to | | | build | |  |  |
|  |  | ▪ Develop pretend play: ‘putting the baby to | | | | | | | | | |  | has two parts, such as: “Get your coat and | | |  |  | familiarity and understanding. | |  |  |  |  |
|  |  |  | sleep’ or ‘driving the car to the shops’. | | | | | | | | |  | wait at the door”. | | |  | ▪ | Listen carefully to rhymes and songs, | | | |  |  |
|  |  | ▪ Listen to simple stories and understand | | | | | | | | | | ▪ Understand ‘why’ questions, like: “Why do | | | |  |  | paying attention to how they sound. | |  |  |  |  |
|  |  |  | what is happening, with the help of the | | | | | | | | |  | you think the caterpillar got so fat?” | | |  | ▪ Learn rhymes, poems and songs. | | |  |  |  |  |
|  |  |  | pictures. | |  |  |  |  |  |  |  |  | **Observation Checkpoint:** | | |  | ▪ Engage in non-fiction books. | | |  |  |  |  |
|  |  | ▪ Identify familiar objects and properties for | | | | | | | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  | ▪ Listen to and talk about selected non-fiction | | | | |  |  |
|  |  |  | **Around the age of 3: □** Can the child shift from | |  |  |  |  |
|  |  |  | practitioners when they are described: for | | | | | | | | |  |  |  |  |  |
|  |  |  |  | one task to another if you fully obtain their | |  |  |  | to develop a deep familiarity with | | new | |  |  |
|  |  |  | example: ‘Katie’s coat’, | | | ‘blue car’, | | ‘shiny | | | |  |  |  |  |  |  |
|  |  |  |  | attention, *for example, by using their name?* |  |  |  |  | knowledge and vocabulary. | |  |  |  |  |
|  |  |  | apple’. | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Early Learning Goal:** | | |  |  |  |  |
|  |  | ▪ | Understand and act on longer sentences | | | | | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | like ‘make teddy jump’ or ‘find your coat’. | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | Children at the expected level of development | | | |  |  |  |
|  |  | ▪ Understand simple questions about ‘who’, | | | | | | | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | will: |  |  |  |  |  |  |
|  |  |  | ‘what’ and ‘where’ (but generally not ‘why’). | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | □ Listen attentively and respond to what they | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Observation Checkpoints:** | | | | |  |  |  |  |  |  |  |  |  |  | hear with relevant questions, comments and | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | actions when being read to and during whole | | | |  |  |  |
|  |  | By around **3 years old:** □ Can the child shift | | | | | | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | class discussions and small group interactions | | | |  |  |  |
|  |  | from one task | | | to another | if you | get | their | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | □ Make comments about what they have heard | | | |  |  |  |
|  |  | attention. Using | | | the child’s | name | can | help: | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | and ask questions to clarify their understanding | | | |  |  |  |
|  |  | *“Jason, can you stop now? We’re tidying up”.* | | | | | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | □ Hold conversation when engaged in back- | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Around the age of 3:** □ Canthe child show that | | | | | | | |  | |  |  |  |  |  | and-forth exchanges with their teacher and | | | |  |  |  |
|  |  | they understand action words by pointing to the | | | | | | | |  | |  |  |  |  |  | peers. | |  |  |  |  |  |
|  |  | right picture in a book. *For example: “Who’s* | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | *jumping?”* | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**O EYFS COMMUNICATION & LANGUAGE:** □Speaking / **NATIONAL CURRICULUM KS1 English: □** Spoken Language **& LANGUAGE:** □ Speaking

**EYFS Educational Programme:** The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions froman 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** | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | | | | |  |  |  |  |
|  |  |  | ▪ | Can become frustrated when | they | | | |  | ▪ | Use a wider range of vocabulary. | | |  | ▪ Use new vocabulary through the day. | | | | |  | Pupils should be taught to: | | | | | | | |  |  |  |  |
|  |  |  |  | can’t make themselves understood. | | | | |  | ▪ | Sing a large repertoire of songs. | | |  | ▪ Ask questions to find out more and to | | | | |  | ▪ | Listen | and | | respond | | | appropriately | | | to |  |
|  |  | ▪ Use the speech sounds p, b, m, w. | | | | | | |  | ▪ | Know many rhymes, be able to talk about | | |  |  | check they understand what has been said | | | |  |  | adults and their peers | | | | | |  |  |  |  |  |
|  |  | ▪ Are usually still learning | | | to | | | |  |  | familiar books, and be able to tell a long | | |  |  | to them. | | | |  | ▪ Ask relevant questions to extend their | | | | | | | | | | |  |
|  |  |  |  | pronounce: |  |  |  |  |  |  | story. | | |  | ▪ Articulate their ideas and thoughts in well- | | | | |  |  | understanding and knowledge | | | | | | | | |  |  |
|  |  |  |  | ■ l/r/w/y ■ f/th - s/sh/ch/dz/j ■ multi- | | | | |  | ▪ | Develop their communication, but may | | |  |  | formed sentences. | | | |  | ▪ Use relevant | | | | | strategies to build their | | | | | |  |
|  |  |  |  | syllabic words such as ‘banana’ and | | | | |  |  | continue to have problems with irregular | | |  | ▪ Connect one idea or action to another | | | | |  |  | vocabulary | |  |  |  |  |  |  |  |  |  |
|  |  |  |  | ‘computer’ |  |  |  |  |  |  | tenses and plurals, such as *‘runned’ for* | | |  |  | using a range of connectives. | | | |  | ▪ | Articulate | |  | andjustify | | | |  | answers, | |  |
|  |  |  |  |  |  |  |  |  |  |  | *‘ran’, ‘swimmed’ for ‘swam* | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ▪ Start to say how they are feeling, | | | | | |  |  |  | ▪ Describe events in some detail. | | | | |  |  | arguments and opinions | | | | | | |  |  |  |  |
|  |  |  |  | using words as well as actions. |  |  |  |  |  | ▪ | May have problems saying | | |  | ▪ Use talk to help work out problems and | | | | |  | ▪ Give | | well-structured descriptions, | | | | | | | | |  |
|  |  |  | ▪ Start to develop conversation, often | | | | | | - | | some sounds: r, j, th, ch, and sh | | |  |  | organise thinking and activities explain | | | |  |  | explanations | | | | and | | narratives | | | for |  |
|  |  |  |  | jumping from topic to topic. |  |  |  |  | - | | multisyllabic words such as *‘pterodactyl’,* | | |  |  | how things work and why they might | | | |  |  | different | | purposes, | | | | including | | | for |  |
|  |  |  | ▪ | Develop pretend play: ‘putting | the | | | |  |  | *‘planetarium’ or ‘hippopotamus’.* | | |  |  | happen. | | | |  |  | expressing feelings | | | | | |  |  |  |  |  |
|  |  |  |  | baby to sleep’ or ‘driving the car to | | | | |  | ▪ | Use longer sentences of four to six words. | | |  | ▪ Develop social phrases | | | | |  | ▪ | Maintain | | attention | | | | and | participate | | |  |
|  |  |  |  | the shops’. |  |  |  |  |  | ▪ | Be able to express a point of view and to | | |  | ▪ Retell the story, once they have developed | | | | |  |  | actively in collaborative conversations, | | | | | | | | | |  |
|  |  |  | **Observation Checkpoint:** | |  |  |  |  |  |  | debate when they disagree with an adult | | |  |  | a deep familiarity with the text; some as | | | |  |  | staying on topic and initiating and | | | | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  | or a friend, using words as well as actions. | | |  |  | exact repetition and some in their own | | | |  |  | responding to comments | | | | | | |  |  |  |  |
|  |  |  | **Towards their third birthday:** □ Canthe | | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | ▪ | Can start a conversation with an adult or | | |  |  | words. | | | |  | ▪ | Use | spoken | | | language | | | to | develop | |  |
|  |  |  | child use around 300 words? These | | | |  |  |  |  |  |  |  |
|  |  |  | words include descriptive language. They | | | |  |  |  |  | a friend and continue it for many turns | | |  | ▪ Use new vocabulary in different contexts. | | | | |  |  | understanding | | | |  | through | | speculating, | | |  |
|  |  |  |  |  |  | ▪ | Use talk to organise themselves and their | | |  |  |  |  |  |  |  |  | hypothesising, imagining and exploring | | | | | | | | | |  |
|  |  |  | include words for time *(for example, ‘now’* | | | |  |  |  |  | **Early Learning Goal:** | | | | |  |  |  |
|  |  |  |  |  |  |  | play: “Let’s go on a bus... you sit there... | | |  |  |  | ideas |  |  |  |  |  |  |  |  |  |  |
|  |  |  | *and ‘later’), space (for example, ‘over* | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | Children at the expected level of development | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | I’ll be the driver.” | | |  |  |  |  | ▪ | Speak audibly | | | | | and | fluently | | with | an |  |
|  |  |  | *there’) and function (for example,* | | *they* | |  |  |  |  |  |  | |  |  |
|  |  |  |  |  |  |  |  | will: |  |  |  |  |  |  |
|  |  |  | *can tell you a sponge is for washing).* □ Is | | | |  |  |  | **Observation Checkpoint:** | | | |  |  |  | | |  |  | increasing | |  | command of | | | | | Standard | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | □ Participate in small group, class and one-to- | | |  |  |  |  |  |  |
|  |  |  | the child linking up to 5 words together? □ | | | |  |  |  |  |  |  |  |  | English | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Around the age of 4**: □ Is the child using | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | one discussions, offering their own ideas, | | |  |  |  | ▪ |  |  |  |  |  |  |  |  |  |
|  |  |  | Is the child using pronouns *(‘me’, ‘him’,* | | | |  |  |  |  |  |  |  |  | Participate | |  |  |  | in |  | discussions, | | |  |
|  |  |  |  |  |  | sentences of four to six words – “I want to play | | |  |  |  | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | using recently introduced vocabulary □ Offer | | |  |  |  |  |  |  |  |  |
|  |  |  | *‘she’*),and using plurals and prepositions | | | |  |  |  |  |  |  | |  |  | presentations, performances, role play, | | | | | | | | | |  |
|  |  |  |  |  |  | with cars” or “What’s that thing called?”? □ Can | | |  |  | explanations for why things might happen, | | |  |  |  |  |  |
|  |  |  | *(‘in’, ‘on’, ‘under’*)- these may not always | | | |  |  |  |  |  |  | |  |  | improvisations and debates | | | | | | | |  |  |  |
|  |  |  |  |  |  | the child use sentences joined up with words | | |  |  | making use of recently introduced vocabulary | | |  |  |  |  |  |  |  |
|  |  |  | be used correctly to start with. □ Can the | | | |  |  |  |  |  |  | |  | ▪ Gain, maintain and monitor the interest | | | | | | | | | | |  |
|  |  |  |  |  |  | like ‘because’, ‘or’, ‘and’? For example: “I like | | |  |  | from stories, non-fiction, rhymes and poems | | |  | |  |  |
|  |  |  | child follow instructions with three | | key | |  |  |  |  |  |  |
|  |  |  |  |  |  | ice cream because it makes my tongue shiver”. | | |  |  | when appropriate □ Express their ideas and | | |  |  |  |  | of the listener(s) | | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | words like: *“Can you wash dolly’s face?”* | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | □ Is the child using the future and past tense: | | |  |  | feelings about their experiences using full | | |  |  |  | ▪ Consider | | |  | and | | evaluate different | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
|  |  |  |  |  |  |  |  |  |  | “I am going to the park” and “I went to the | | |  |  | sentences, including use of past, present and | | |  | |  |  | viewpoints, attending to and building | | | | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  | shop”? □ Can the child answer simple ‘why’ | | |  |  | future tenses and making use of conjunctions, | | |  | |  |  | on the contributions of others | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  | questions? | |  |  |  | with modelling and support from their teacher. | |  |  | |  | ▪ Select and | | | | use | | appropriate registers | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | for effective communication. | | | | | | | |  |  |  |

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

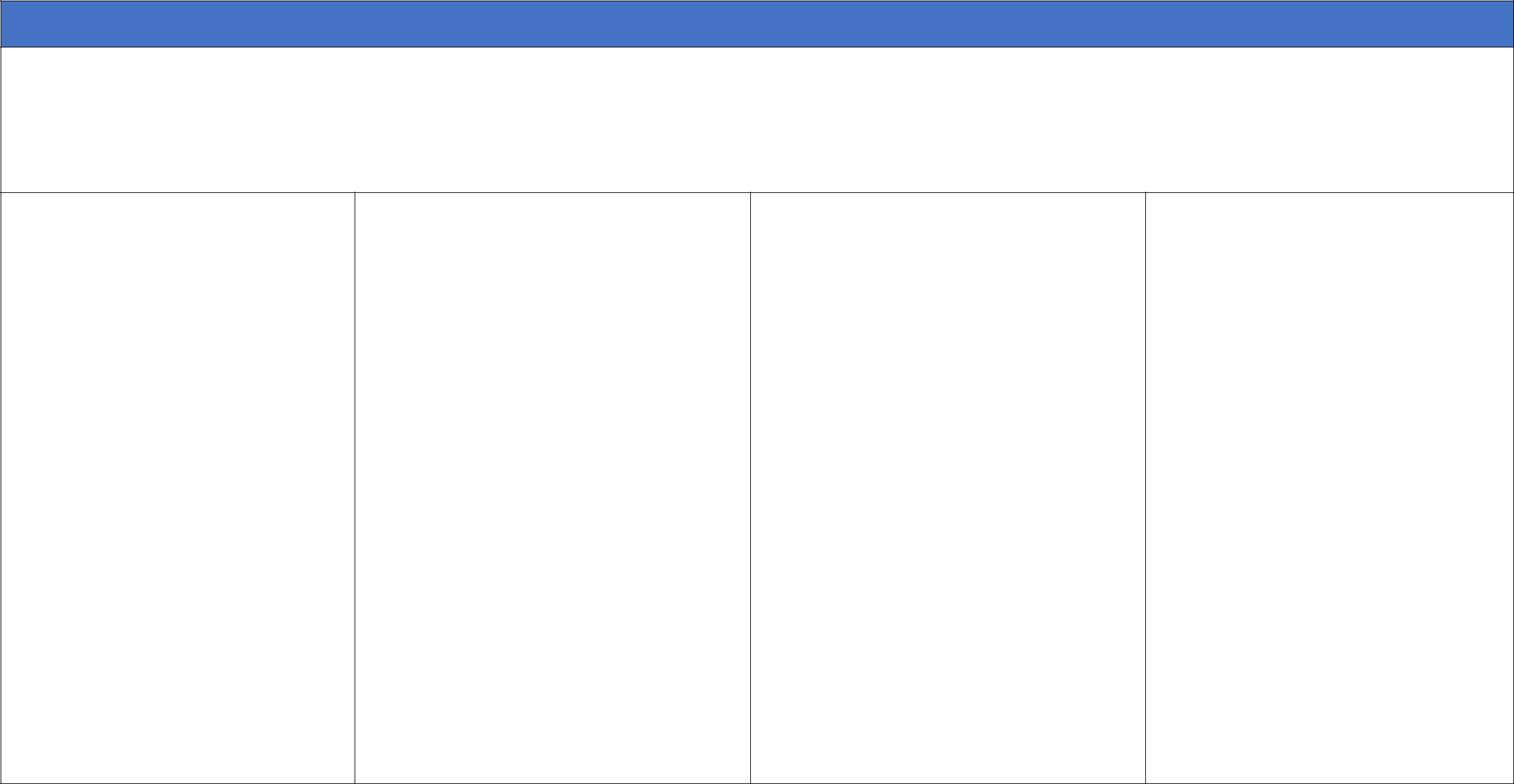
**EYFS Educational Programme:** Children’s personal, social andemotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to theircognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, 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** |  |
|  |  | **Self-Regulation** | |  |  | **Self-Regulation** | |  | **Self-Regulation** | | | | | | *\*SEE DfE Guidance and WHOLE* |  |
|  |  | ▪ | Feel strong enough to express | a |  | ▪ | Develop appropriate ways of being |  | ▪ | | Express their feelings and consider the | | | | *CURRICULUM ON PHSE & RSE* |  |
|  |  |  |  |  |  |  |  | feelings of others. | | | |  |  |
|  |  |  | range of emotions |  |  |  | assertive. |  |  |  |  |  |
|  |  |  |  |  |  |  | ▪ Show resilience and perseverance in the | | | | | |  |  |
|  |  | ▪ Begin to show ‘effortful control’ | |  |  | ▪ Talk with others to solve conflicts. | |  |  |  |
|  |  |  |  |  |  |  | face of challenge. | | | |  |  |
|  |  | ▪ Be increasingly able to talk about and | | |  | ▪ Talk about their feelings using words like | |  |  |  |  |  |
|  |  |  |  | ▪ | | Identify and moderate their own feelings | | | |  |  |
|  |  |  | manage their emotion |  |  |  | ‘happy’, ‘sad’, ‘angry’ or ‘worried’. |  |  |  | socially and emotionally. | | | |  |  |
|  |  | ▪ Safely explore emotions beyond their | | |  | ▪ Begin to understand how others might be | |  |  |  |  |  |
|  |  |  |  | ▪ Think about the perspectives of others. | | | | | |  |  |
|  |  |  | normal range through play and | |  |  | feeling. |  |  |  |  |  |  |  |  |  |
|  |  |  | stories |  |  | ▪ Help to find solutions to conflicts and | |  | **Early Learning Goal:** | | | | | |  |  |
|  |  | ▪ Are talking about their feelings | | in |  |  | rivalries. For example, accepting that not |  |  |  | |  | | |  |  |
|  |  |  |  |  | Children at the expected level of development | | | |  | |  |  |
|  |  |  | more elaborated ways: *“I’m sad* | |  |  | everyone can be Spider-Man in the game, |  | will: |  |  |  |  |  |  |  |
|  |  |  | *because…” or “I love it when …”.* |  |  |  | and suggesting other ideas. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | □ 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 | | | |  | |  |  |
|  |  |  |  |  |  |  |  |  | whattheteachersays,responding | | | |  | |  |  |
|  |  |  |  |  |  |  |  |  | appropriately even when engaged in activity, | | | |  | |  |  |
|  |  |  |  |  |  |  |  |  | and show an ability to follow instructions | | | |  | |  |  |
|  |  |  |  |  |  |  |  |  | involving several ideas or actions. | | |  | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

**EYFS Educational Programme:** Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happylives, and is fundamental to theircognitive 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** |  |
|  | **Managing Self** | **Managing Self** | |  | **Managing Self** | | | | | *\*SEE DfE Guidance and WHOLE* |  |
|  | ▪ Feel confident when taken out | ▪ Select and use activities and resources, | |  | ▪ Manage their own needs. | | | | | *CURRICULUM ON PHSE & RSE* |  |
|  | around the local neighbourhood, and |  | with help when needed. This helps them to |  | ▪ Know and talk about the different factors | | | | |  |  |
|  | enjoy exploring new places with their |  | achieve a goal they have chosen, or one |  |  | that support their overall health and | | | |  |  |
|  | key person. |  | which is suggested to them. |  |  | wellbeing: □ regular physical activity □ | | | |  |  |
|  | ▪ Grow in independence, rejecting help | ▪ | Increasingly follow rules, understanding |  |  | healthy eating □ toothbrushing □ sensible | | | |  |  |
|  | (“me do it”). |  | why they are important. |  |  | amounts of ‘screen time’ □ having a good | | | |  |  |
|  |  | ▪ Do not always need an adult to remind | |  |  | sleep routine □ being a safe pedestrian | | | |  |  |
|  |  |  | them of a rule. |  | **Early Learning Goal:** | | | | |  |  |
|  |  | ▪ | Be increasingly independent in meeting |  |  |  |  | | |  |  |
|  |  |  | Children at the expected level of development | | |  | |  |  |
|  |  |  | their own care needs, e.g. brushing teeth, |  | will: |  |  | |  |  |  |
|  |  |  | using the toilet, washing and drying their |  |  |  |  |  |  |  |  |
|  |  |  |  | □ Be confident to try new activities and show | | |  |  |  |  |
|  |  |  | hands thoroughly |  |  | |  |  |
|  |  |  |  | independence, resilience and perseverance in | | |  |  |  |  |
|  |  | ▪ Make healthy choices about food, drink, | |  |  | |  |  |
|  |  |  | the face of challenge □ Explain the reasons for | | |  | |  |  |
|  |  |  | activity and toothbrushing. |  | rules, know right from wrong and try to behave | | |  | |  |  |
|  |  |  |  |  | accordingly □ Manage their own basic hygiene | | |  | |  |  |
|  |  |  |  |  | and personal needs, including dressing, going | | |  | |  |  |
|  |  |  |  |  | to the toilet and understanding the importance | | |  | |  |  |
|  |  |  |  |  | of healthy food choices. | |  | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**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 isfundamental to theircognitive 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** |  |
|  |  |  | **Building Relationships** | |  |  |  |  | **Building Relationships** | | | |  |  | **Building Relationships** | | | |  |  |  |  |  | *\*SEE DfE Guidance and WHOLE* |  |
|  |  |  | ▪ | Notice and ask questions | about | |  |  | ▪ Develop their sense of responsibility and | | | |  |  | ▪ See themselves as a valuable individual. | | | | | | | |  | *CURRICULUM ON PHSE & RSE* |  |
|  |  |  |  | differences, such as skin colour, | | |  |  |  | membership of a community. | | |  |  | ▪ Build | | constructive | | and | respectful | | |  |  |  |
|  |  |  |  | types of hair, gender, special needs | | |  |  | ▪ | Become more outgoing with unfamiliar | | |  |  |  | relationships. | | |  |  |  |  |  |  |  |
|  |  |  |  | and disabilities … |  |  |  |  |  | people, in the safe context of their setting. | | |  |  | **Early Learning Goal:** | | | |  |  |  |  |  |  |  |
|  |  |  | ▪ | Develop friendships with | other | |  |  | ▪ | Show more confidence in new social | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Children at the expected level of development | | | | | |  |  |  |  |  |
|  |  |  |  | children. |  |  |  |  |  | situations. | | |  |  |  | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | will: |  |  |  |  |  |  |  |  |  |  |
|  |  |  | **Observation Checkpoint:** | |  |  |  |  | ▪ Play with one or more other children, | | | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | | |  | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  | □ Work and play cooperatively and take turns with | | | | | |  | |  |  |  |
|  |  |  |  |  |  |  |  |  |  | extending and elaborating play ideas. | | |  |  | others □ Form positive attachments to adults and | | | | | |  |  |  |  |  |
|  |  |  | **Between the ages of 2 and 3:** □ Doesthe | | |  |  |  |  |  |  |  | |  |  |  |
|  |  |  | child start to enjoy the company of other | | |  |  |  | **Observation Checkpoint:** | | | |  |  | friendships with peers □ Show sensitivity to their | | | | | |  | |  |  |  |
|  |  |  | children and want to play with them? | |  |  |  |  |  |  | own and to others’ needs. | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **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

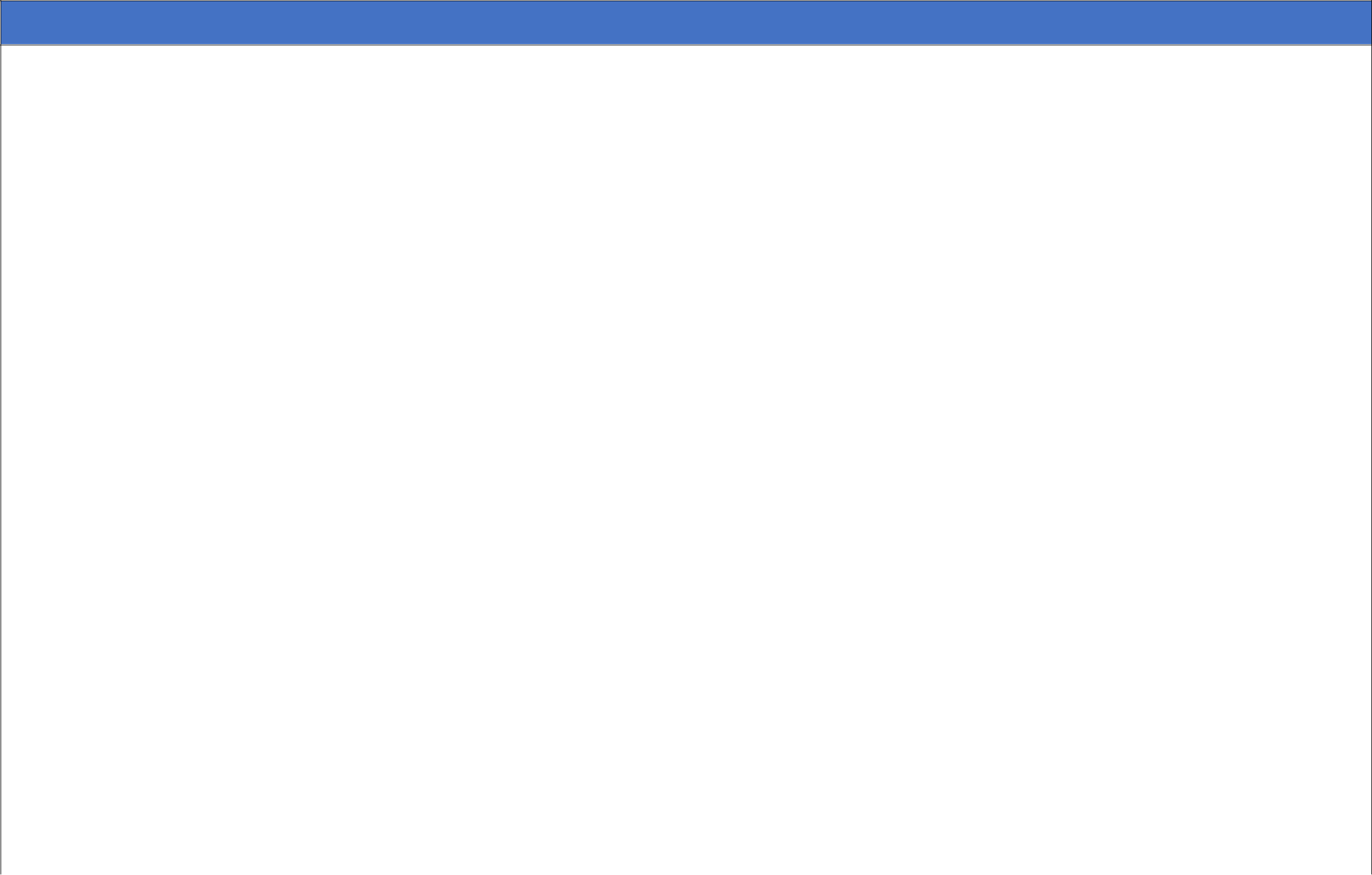
alone? □ Does the child take part in pretend play

(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?

**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 experiencesdevelop 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.

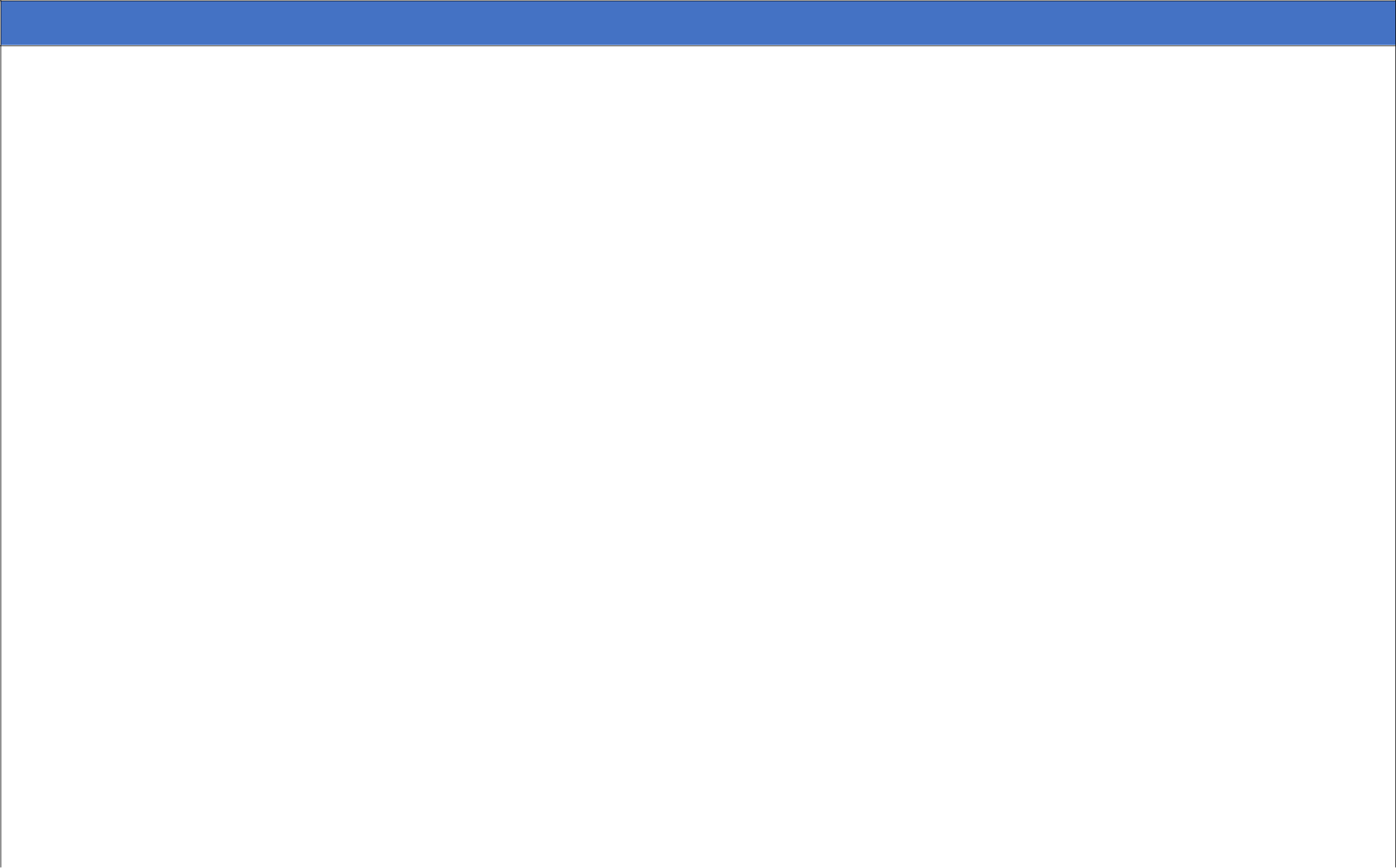
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Birth to Three** | | |  |  |  | **Three & Four Year Olds** | | |  |  | **Reception** | | | |  |  | **KS1** | |  |  |  |  |  |  |  |
|  |  | ▪ Clap and stamp to music. | | | | |  | ▪ Continue to develop their movement, balancing, | | | | ▪ Revise and refine the fundamental movement skills they have | | | | | |  | Pupils | | should | | |  | develop | |  |
|  |  | ▪ Fit themselves into spaces, | | | | |  |  | riding (scooters, trikes and bikes) and ball skills. | | |  |  | already acquired: | | | |  | fundamental | | | |  | movement | | |  |
|  |  | like tunnels, dens and large | | | | |  | ▪ Go up steps and stairs, or climb up apparatus, | | | |  |  | o rolling - crawling - walking - jumping - running - hopping - | | | |  | skills, become increasingly | | | | | | | |  |
|  |  | boxes, and move around in | | | | |  |  | using alternate feet. | | |  |  | skipping - climbing | | | |  | competent | | | and | | confident | | |  |
|  |  | them. | | |  |  |  | ▪ Skip, hop, stand on one leg and hold a pose for | | | | ▪ | | Progress towards a more fluent style of moving, with | | | |  | and access a broad range | | | | | | | |  |
|  |  |  |  |  |  | of opportunities | | | | | to | extend | |  |
|  |  | ▪ Enjoy starting to kick, throw | | | | |  |  | a game like musical statues. | | |  |  | developing control and grace. | | | |  |  |
|  |  |  |  |  |  |  | their | agility, | | | balance | | | and |  |
|  |  | and | | catch | balls. Build | |  | ▪ Use large-muscle movements to wave flags | | | | ▪ Develop the overall body strength, co-ordination, balance and | | | | | |  |  |
|  |  |  |  | coordination, | | | |  | individually | | |  |
|  |  | independently with a range | | | | |  |  | and streamers, paint and make marks. | | |  |  | agility needed to engage successfully with future physical | | | |  | and | with | |  | others. | | | They |  |
|  |  | of appropriate resources. | | | | |  | ▪ Start taking part in some group activities which | | | |  |  | education sessions and other physical disciplines including | | | |  | should be able to engage in | | | | | | | |  |
|  |  | ▪ Begin to walk independently | | | | |  |  |  | dance, gymnastics, sport and swimming. | | | |  |  |
|  |  |  |  | they make up for themselves, or in teams. | | |  |  |  | competitive | | | | (both | | against | |  |
|  |  | – | | choosing | appropriate | |  | ▪ Are increasingly able to use and remember | | | | ▪ Use their core muscle strength to achieve a good posture | | | | | |  | self and against others) and | | | | | | | |  |
|  |  | props to support at first. | | | | |  |  | sequences and patterns of movements which | | |  |  | when sitting at a table or sitting on the floor. | | | |  | co-operative | | | |  |  | physical | |  |
|  |  | ▪ Walk, run, jump and climb – | | | | |  |  | are related to music and rhythm. | | | ▪ | | Combine different movements with ease and fluency. | | | |  | activities, | | | in | a | range of | | |  |
|  |  | and start to use the stairs | | | | |  |  |  |  |  | increasingly | | | | challenging | | | |  |
|  |  |  | ▪ Match their developing physical skills to tasks | | | | ▪ | | Confidently and safely use a range of large and small | | | |  |  |
|  |  | independently. | | |  |  |  |  | and activities in the setting. For example, they | | |  |  | apparatus indoors and outside, alone and in a group. | | | |  | situations. | | |  |  |  |  |  |  |
|  |  | ▪ Spin, roll and independently | | | | |  |  |  |  |  | Pupils should be taught to: | | | | | | | |  |
|  |  |  |  | decide whether to crawl, walk or run across a | | | ▪ | | Develop overall body-strength, balance, co-ordination and | | | |  |  |
|  |  | use ropes and swings (for | | | | |  |  | plank, depending on its length and width. | | |  |  |  | ▪ | Master | | |  |  |  | basic |  |
|  |  | example, tyre swings). | | | | |  | ▪ | Choose the right resources to carry out their | | |  |  | agility. | | | |  |  | movements | | | | including | | |  |
|  |  |  | ▪ | | Further develop and refine a range of ball skills including: | | | |  |  |  |
|  |  | ▪ Sit on a push-along wheeled | | | | |  |  |  |  | running, | | |  | jumping, | | |  |
|  |  |  |  | own plan. For example, choosing a spade to | | |  |  |  |  |  |  |
|  |  |  |  |  |  | throwing, catching, kicking, passing, batting, and aiming. | | | |  |  |  |  |
|  |  | toy, use a scooter or ride a | | | | |  |  | enlarge a small hole they dug with a trowel. | | |  |  |  |  | throwing and catching, | | | | | | |  |
|  |  |  |  | ▪ | | Develop confidence, competence, precision and accuracy | | | |  |  |  |
|  |  | tricycle. | | |  |  |  | ▪ Collaborate with others to manage large items, | | | |  |  | as | well | | as | developing | | |  |
|  |  |  |  |  |  |  | when engaging in activities that involve a ball. | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | balance, agility and co- | | | | | | |  |
|  |  | **Observation Checkpoints:** | | | | |  |  | such as moving a long plank safely, carrying | | |  |  |  |  |  |
|  |  |  |  | ▪ Further develop the skills they need to manage the school day | | | | | |  |  |  |
|  |  |  |  |  |  | ordination, | | | | and | | begin |  |
|  |  |  |  |  |  |  |  |  | large hollow blocks. | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Around their **third birthday:** □ | | | |  |  |  |  |  | successfully: | | | |  |  | to apply these in a | | | | | | |  |
|  |  |  |  | **Observation Checkpoint:** | | | |  |  |  |  |  |
|  |  | Can the child climb confidently, | | | |  |  |  |  | □ lining up and queuing □ mealtimes □ personal hygiene | | | |  |  | range of activities | | | | | | |  |
|  |  | catch a large ball | | | and pedal a |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ | Participate | | | | in | | team |  |
|  |  |  |  | Look out for children who appear to be overweight. | | |  |  | **Early Learning Goal:** | | | | |  |  |
|  |  | tricycle? |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Discuss this sensitively with parents and involve the | | |  |  |  |  |  |  |  |  |  | games, | | |  | developing | | |  |
|  |  |  |  |  |  |  |  |  |  | Children at the expected level of development will: | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | child’s health visitor. Adapt activities to suit their | | |  |  |  | |  |  | simple | |  | tactics | | | for |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | □ Negotiate space and obstacles safely, with consideration for | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  | particular needs, so all children feel confident to | | |  |  |  |  |  | attacking | | | |  |  | and |  |
|  |  |  |  |  |  |  |  |  |  | themselves and others □ Demonstrate strength, balance and | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | move and take part in physical play. | |  | |  |  |  |  | defending | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | coordination when playing □ Move energetically, such as running, | | | |  |  | ▪ |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Perform dances using | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | jumping, dancing, hopping, skipping and climbing. | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  |  | simple | |  |  | movement | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | patterns. | | | |  |  |  |  |

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

**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 experiencesdevelop 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.

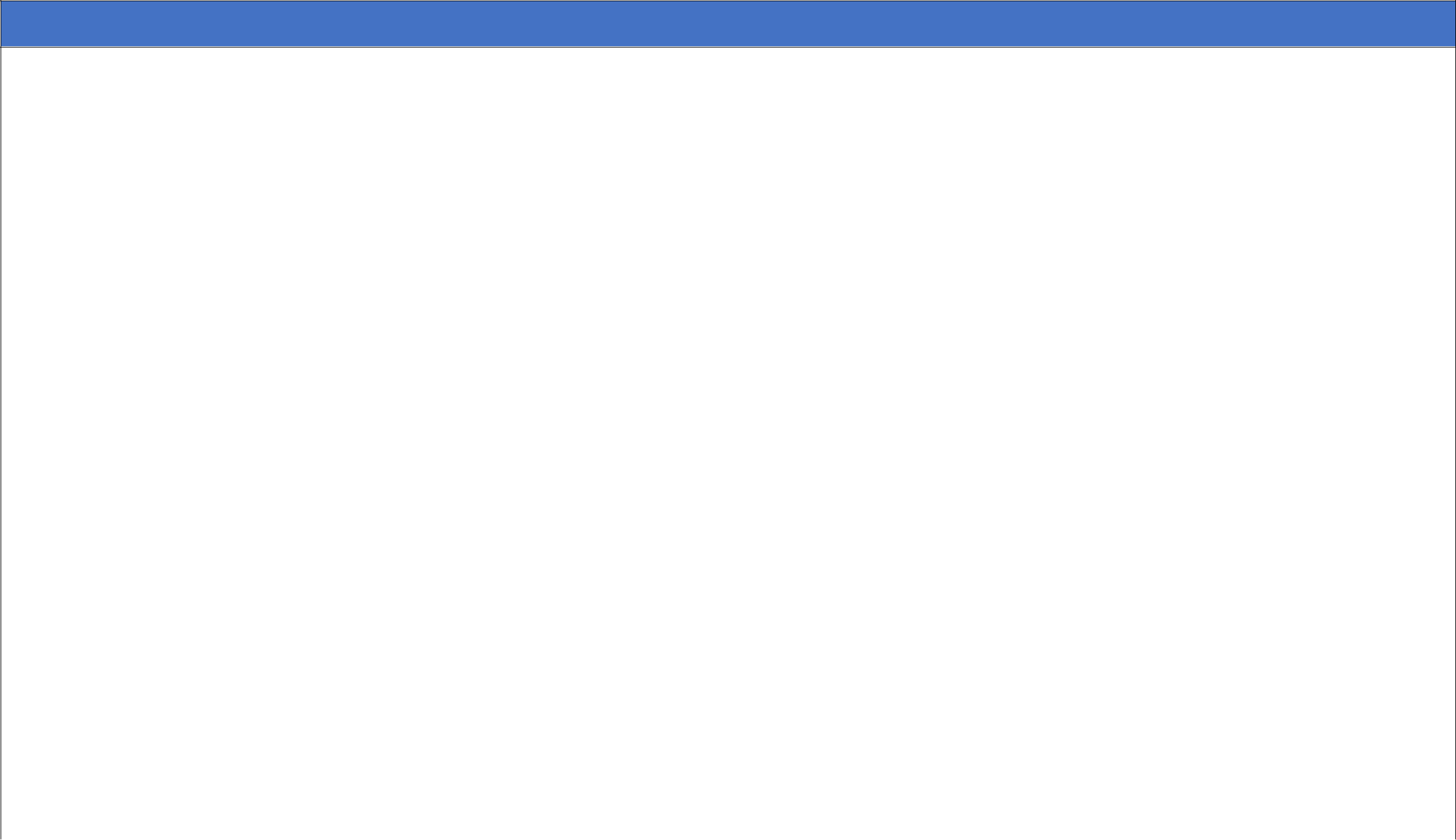
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Birth to Three** | | |  |  |  | **Three & Four Year Olds** | |  | **Reception** | | | |  |  |  | **KS1** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ▪ | Build independently with a range | | |  |  | ▪ | Use one-handed tools and equipment. For |  | ▪ | Develop their small motor skills so that they can use a range | | | | |  | *See Literacy / Handwriting* |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  | of appropriate resources. | |  |  |  |  | example, making snips in paper with |  |  | of tools competently, safely and confidently. Suggested tools: | | | | |  |  |  |
|  | ▪ | Develop | manipulation | and |  |  |  | scissors. |  |  | pencils for drawing and writing, paintbrushes, | | | scissors, | |  |  |  |
|  |  |  | ▪ Use a comfortable grip with good control | |  |  | knives, forks and spoons. | | |  |  |  |  |  |
|  |  | control. |  |  |  |  |  |  |  |  |  |  |  |
|  | ▪ | Explore different materials and | | |  |  |  | when holding pens and pencils. |  | ▪ Develop the foundations of a handwriting style which is fast, | | | | | |  |  |  |
|  |  |  | ▪ Start to eat independently and learning how | |  |  | accurate and efficient | | |  |  |  |  |  |
|  |  | tools. |  |  |  |  |  | to use a knife and fork |  | **Early Learning Goal:** | | | |  |  |  |  |  |
|  | ▪ Use large and small motor skills | | | |  |  |  |  |  |  |  |  |  |
|  |  |  | ▪ Show a preference for a dominant hand. | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Children at the expected level of development will: | | |  |  |  |  |  |  |
|  |  | to do things independently, for | | |  |  | ▪ Be increasingly independent as they get | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | example | manage buttons | and |  |  |  | □ Hold a pencil effectively in preparation for fluent writing – using | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  | dressed and undressed, *for example,* |  |  |  |  |  |  |  |  |  |  |
|  |  | zips, and pour drinks. | |  |  |  |  |  | the tripod grip in almost all cases □ Use a range of small tools, | | | | |  |  |  |  |
|  |  |  |  |  |  | *putting coats on and doing up zips.* |  |  |  |  |  |
|  | ▪ Show an increasing desire to be | | | |  |  |  |  | including scissors, paint brushes and cutlery □ Begin to show | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | accuracy and care when drawing. | |  |  |  |  |  |  |  |
|  |  | independent, such as wanting to | | |  |  |  |  |  |  | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | feed themselves and dress or | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | undress. |  |  |  |  |  |  | . | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* Learn to use the toilet with help, and then independently.

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

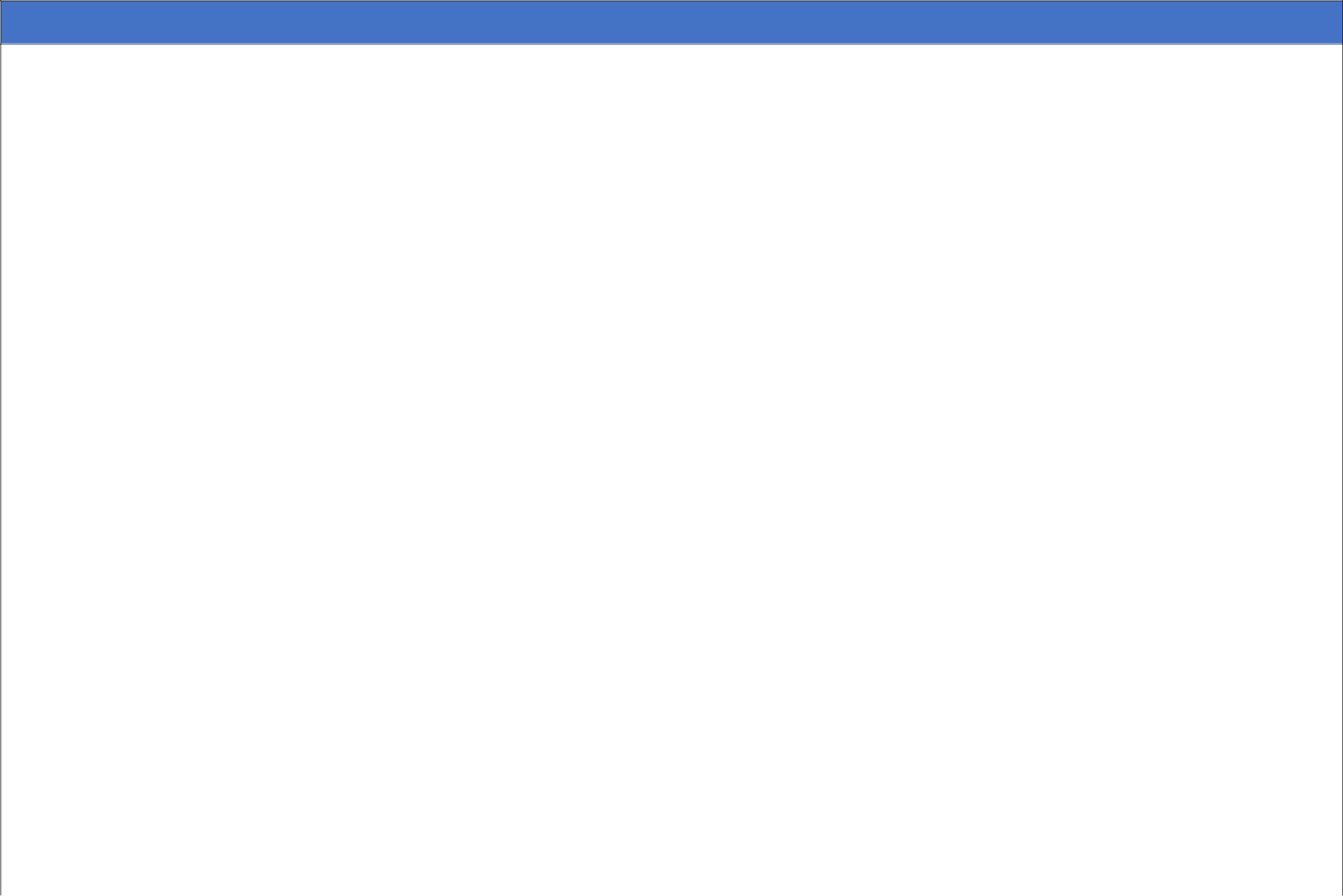
**EYFS Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children 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** | |  |
|  |  | ▪ | Enjoy | songs | and rhymes, | | ▪ Engage in extended conversations about |  | ▪ Re-read books to build up their | | | | | | | | |  | ▪ Develop pleasure in reading, motivation to read, | |  |
|  |  |  | tuning in and paying attention. | | | | stories, learning new vocabulary. |  |  | confidence in word reading, their | | | | | | | |  | vocabulary and understanding by: | |  |
|  |  | ▪ | Copy | finger movements | | and |  |  |  | fluency | | and | their understanding | | | | |  | o Listening to and discussing a wide range of | |  |
|  |  |  | other gestures. | |  |  |  |  |  | and enjoyment. | | | | |  |  |  |  |  | poems, stories and non-fiction at a level beyond |  |
|  |  | ▪ Pay attention and responds to | | | | |  |  | **Early Learning Goal:** | | | | | |  |  |  |  |  | that at which they can read independently |  |
|  |  |  |  |  |  |  |  | o Being encouraged to link what they read or hear | |  |
|  |  |  | the pictures or the words. | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Children | | at | the | expected | | level of |  |  |  |  |
|  |  | ▪ | Have | favourite | books | and |  |  |  |  |  |  | read to their own experiences |  |
|  |  |  |  | development will: | | | |  |  |  |  |  |  | o Becoming very familiar with key stories, fairy | |  |
|  |  |  | seeks them out, to share with | | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | □ Demonstrate understanding of what | | | | | | | |  |  |  |
|  |  |  | an adult, with another child, or | | | |  |  |  |  |  | stories and traditional tales, retelling them and |  |
|  |  |  | to look at alone. | |  |  |  |  | has been read to them by retelling | | | | | | | |  |  |  | considering their particular characteristics |  |
|  |  | ▪ Ask questions about the book. | | | | |  |  | stories and narratives using their own | | | | | | | |  |  | o | Recognising and joining in with predictable |  |
|  |  |  |  | words | | and | | recently | | introduced | |  |  |  |
|  |  |  | Makes comments and shares | | | |  |  |  |  |  | phrases - learning to appreciate rhymes and |  |
|  |  |  |  |  | vocabulary □ Anticipate – where | | | | | | | |  |  |  | poems, and to recite some by heart |  |
|  |  |  | their own ideas. | |  |  |  |  |  |  |  |  |
|  |  | ▪ Develop play around favourite | | | | |  |  | appropriate – key events in stories □ | | | | | | | |  |  | o Discussing word meanings, linking new meanings | |  |
|  |  |  |  | Use and understand recently introduced | | | | | | | |  |  |  |
|  |  |  | stories using props. | | |  |  |  |  |  |  | to those already known |  |
|  |  |  |  |  |  |  |  |  | vocabulary | | | during discussions about | | | | |  |  | ▪ Understand both the books they can already read | |  |
|  |  |  |  |  |  |  |  |  | stories, non-fiction, rhymes and poems | | | | | | | |  |  | accurately and fluently and those they listen to by: | |  |
|  |  |  |  |  |  |  |  |  | and during role-play. | | | | |  |  |  |  |  | o | Drawing on what they already know or on |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | background information and vocabulary provided |  |
|  |  |  |  |  |  |  |  |  | . |  |  |  |  |  |  |  |  |  |  | by the teacher |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | o Checking that the text makes sense to them as | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | they read and correcting inaccurate reading |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | o Discussing the significance of the title and events | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | o Making inferences on the basis of what is being | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | said and done |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | o 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. | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

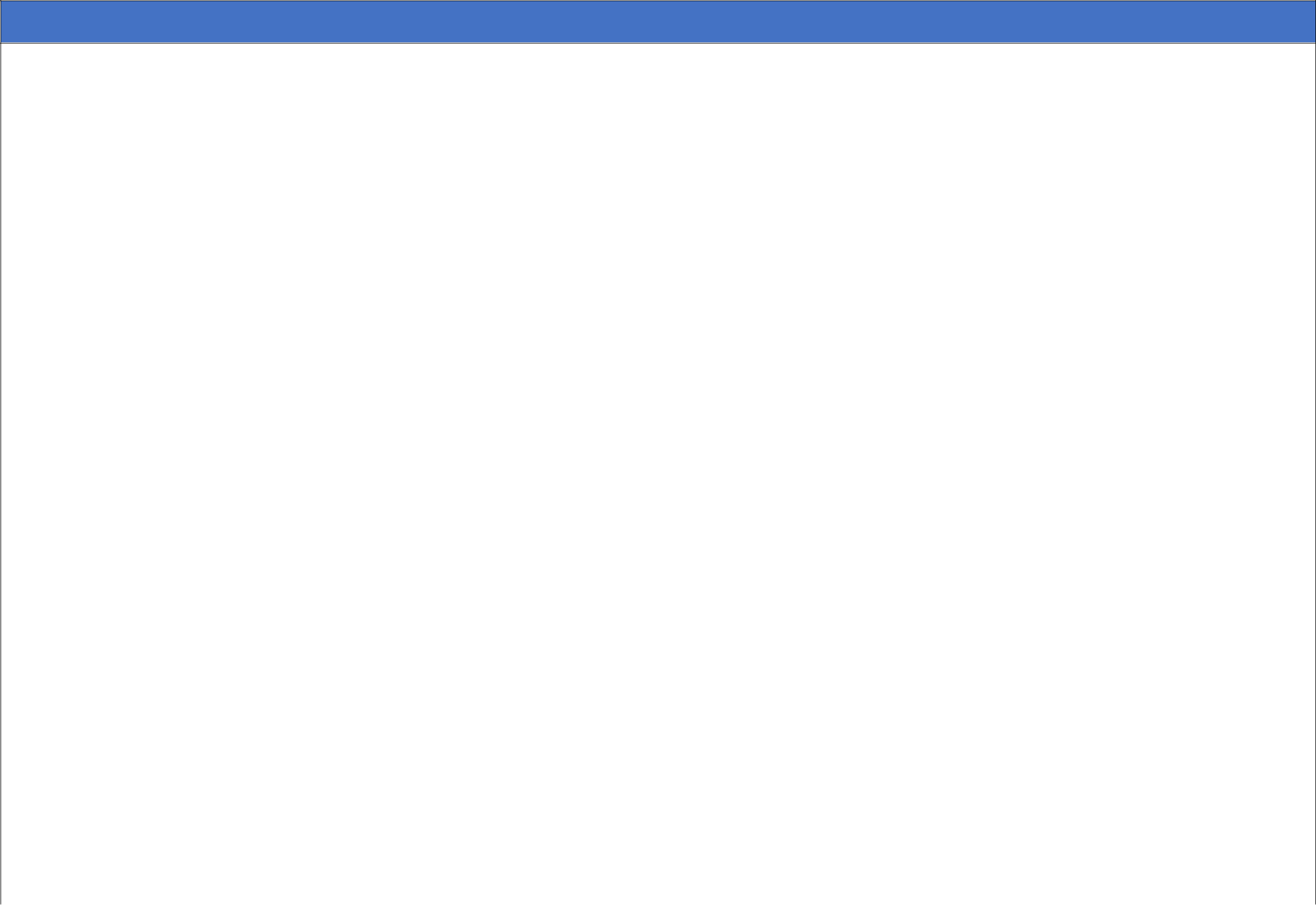
**EYFS Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children 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** | | |  |  |  |
|  | ▪ Join in with songs and rhymes, | | | | |  | ▪ Understand the five key concepts about | |  | ▪ | Read | individual | | | | letters by | | saying | | |  | Pupils should be taught to: | | | |  |  |
|  |  | copying | sounds, | | rhythms, |  | print: | |  |  | the sounds for them. | | | | | |  |  |  |  |  | ▪ Apply | | phonic knowledge and skills as the route to | | |  |
|  |  | tunes and tempo. | | |  | - | | Print has meaning |  | ▪ Blend sounds into words, so that | | | | | | | | | | |  |  | decode words | |  |  |  |
|  | ▪ Say some of the words in | | | | |  | -Print can have different purposes | |  |  | they can read short words made up | | | | | | | | | |  | ▪ | Respond speedily with the correct sound to | | | |  |
|  |  | songs and rhymes. | | |  |  | -English text is read from left to right | |  |  | of | known | | | | letter– |  | sound | | |  |  | graphemes (letters or groups of letters) for all 40+ | | | |  |
|  | ▪ | Sing songs and say rhymes | | | |  |  |  | correspondences. | | | | | |  |  |  |  |  |  | phonemes, including, where applicable, alternative | | | |  |
|  |  |  | and from top to bottom |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | independently, | | for | example, |  | -Name of the different parts of a book | |  | ▪ Read some letter groups that each | | | | | | | | | | |  |  | sounds for graphemes | | |  |  |
|  |  | singing whilst playing. | | | |  |  |  | represent | | one | | | sound | and say | | | |  | ▪ | Read | accurately | by blending sounds in | unfamiliar |  |
|  |  | - | | Page sequencing |  |  |  |  |
|  | ▪ | Enjoy sharing books with an | | | |  |  | sounds for them. | | | | |  |  |  |  |  |  |  | words containing GPCs that have been taught | | | |  |
|  |  | ▪ Develop their phonological awareness, | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | ▪ | Read | a | few common | | | | exception | | | |  | ▪ | Read | common | exception words, noting | unusual |  |
|  |  | adult. |  |  |  |  | so that they can: | |  |  |  |  |
|  | ▪ Repeat | | words | and | phrases |  |  |  | words matched to the school’s | | | | | | | | | |  |  | correspondences between spelling and sound and | | | |  |
|  |  | -Spot and suggest rhymes | |  |  |  |  |  |
|  |  | from familiar stories. | | |  |  |  |  | phonic programme. | | | | | |  |  |  |  |  |  | where these occur in the word | | |  |  |
|  | ▪ | Notice some print, such as the | | | |  | -Count or clap syllables in a word | |  | ▪ | Read | simple | | | | phrases | | and | | |  | ▪ Read words containing taught GPCs and –s, –es, –ing, | | | | |  |
|  |  | - | | Recognise words with the same |  |  | sentences made up of words with | | | | | | | | | |  |  | –ed, –er and –est endings | | |  |  |
|  |  | first letter of their name, a bus | | | |  |  |  |  |  |  |
|  |  |  |  | initial sound, such as money and |  |  | known |  |  |  |  | letter–sound | | | | |  | ▪ Read | | other words of more than one syllable that | | |  |
|  |  | or door number, or a familiar | | | |  |  |  |  |  |  |  |  |  |  |
|  |  | logo. |  |  |  |  |  | mother |  |  | correspondences | | | | | and, |  | where | | |  |  | contain taught GPCs | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  | necessary, a few exception words. | | | | | | | | | |  | ▪ Read words with contractions [for example, I’m, I’ll, | | | | |  |
|  |  |  |  |  |  |  |  |  |  | **Early Learning Goal:** | | | | | | |  |  |  |  |  |  | we’ll], and understand that the apostrophe represents | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | the omitted letter(s) | | |  |  |
|  |  |  |  |  |  |  |  |  |  | Children at the expected level of | | | | | | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ Read aloud accurately books that are consistent with | | | | |  |
|  |  |  |  |  |  |  |  |  |  | development will: | | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | their developing phonic knowledge and that do not | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | □ Say a sound for each letter in the | | | | | | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | require them to use other strategies to work out words | | | |  |
|  |  |  |  |  |  |  |  |  |  | alphabet and at least 10 digraphs □ | | | | | | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | ▪ Re-read these books to build up their fluency and | | | | |  |
|  |  |  |  |  |  |  |  |  |  | Read words consistent with their phonic | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  | knowledge by sound-blending □ Read | | | | | | | | | |  |  |  | confidence in word reading | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | aloud simple sentences and books that | | | | | | | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | are consistent with their phonic | | | | | | | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | knowledge, including some | | | | | | | common | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | exception words. | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**EYFS LITERACY:** □ Writing **/ NATIONAL CURRICULUM KS1**: English□ Writing

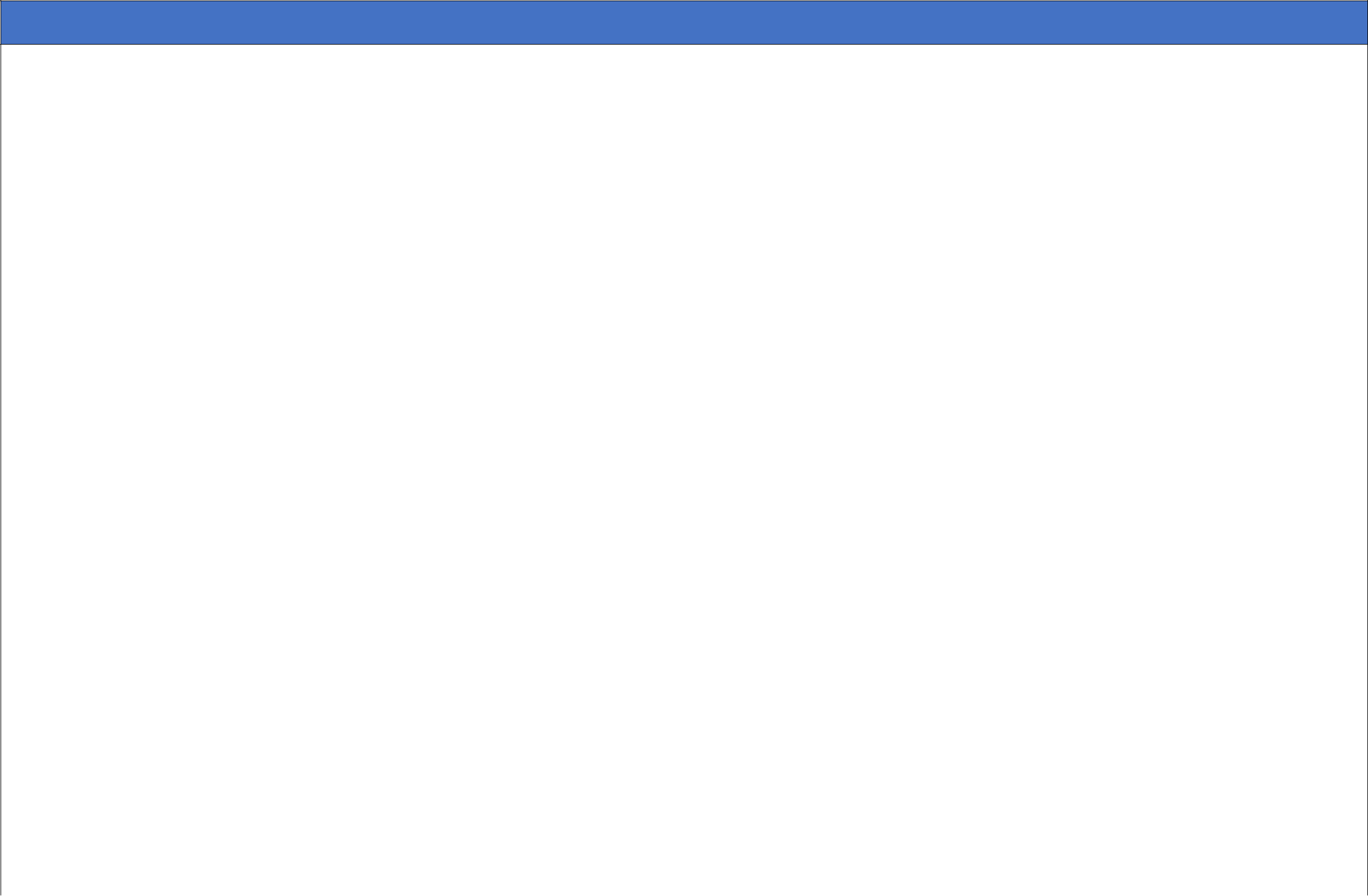
**EYFS Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children 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** |  |
|  | ▪ | Enjoy drawing freely. | | |  |  | ▪ | Use some of their print and | | | |  | ▪ | Form lower-case and capital | | | | | | | | | |  | Pupils should be taught to: |  |
|  | ▪ | Add some | marks to | | their |  | | letter | knowledge | in | their |  |  | letters correctly. | | | | | |  |  |  |  |  | Spelling (see English Appendix 1) |  |
|  |  | drawings, | which | they | give |  | | early writing. For example: | | | |  | ▪ | Spell words by identifying the | | | | | | | | | |  | ▪ **Spell: □** Words containing each of the 40+ phonemes already taught |  |
|  |  | meaning to. For | | example: | |  | | writing a pretend shopping | | | |  |  | sounds and then writing the | | | | | | | | | |  | common exception words □ The days of the week |  |
|  |  | “That says mummy.” | | |  |  |  | list that starts at the top of | | | |  |  | sound with letter/s. | | | | | |  |  |  |  |  | ▪ **Name the letters of the alphabet: □** Naming the letters of the alphabet |  |
|  | ▪ Make marks on their picture | | | | |  | | the page; write ‘m’ for | | | |  | ▪ | Write | | | short sentences | | | | with | | |  | in order □ Using letter names to distinguish between alternative spellings |  |
|  |  | to stand for their name. | | |  |  |  | mummy. | |  |  |  |  | words with known sound-letter | | | | | | | | | |  | of the same sound |  |
|  |  |  |  | ▪ | Write | some or all | of | their |  |  |  |  |
|  | ▪ |  |  |  |  |  |  |  | correspondences | | | | | | using | a | | |  | ▪ **Add prefixes and suffixes: □** Using the spelling rule for adding–s or– |  |
|  |  |  |  |  |  |  |  | name. |  |  |  |  |  | capital letter and full stop. | | | | | | |  |  |  |  | es as the plural marker for nouns and the third person singular marker for |  |
|  |  |  |  |  |  |  | ▪ | Write | some | letters | |  | ▪ | Re-read what they have | | | | | | | | | |  | verbs □ Using the prefix un– □ Using –ing, –ed, –er and –est where no |  |
|  |  |  |  |  |  |  |  | accurately. | |  |  |  |  | written to check that it makes | | | | | | | | | |  | change is needed in the spelling of root words [for example, helping, |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | sense. | | | |  |  |  |  |  |  |  | helped, helper, eating, quicker, quickest] |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | **Early Learning Goal:** | | | | | | |  |  |  |  |  | ▪ Apply simple spelling rules and guidance, as listed in English Appendix 1 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ Write from memory simple sentences dictated by the teacher that include |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | | | |  | | | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Children at the expected level of | | | | | | | | |  | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | development will: | | | | | |  |  |  |  |  |  | words using the GPCs and common exception words taught so far. |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ **Handwriting: □** Sit correctly at a table, holding a pencil comfortably and |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | | | | | | | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | □ Write recognisable letters, most | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | of | which | | | are correctly | | | formed □ | | |  |  | correctly □ Begin to form lower-case letters in the correct direction, |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | starting and finishing in the right place □ Form capital letters □ Form digits |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Spell words by identifying sounds | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0-9 □ Understand which letters belong to which handwriting ‘families’ (i.e. |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | in | them | | | and | representing | | | the | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | letters that are formed in similar ways) and to practise these. |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | sounds | | | with a | | letter or | | letters □ | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Grammar & Punctuation:** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Write | | | simple | |  | phrases | | and | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ **Text cohesion:** □Sequencing sentences to form short narratives |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | sentences that can be read by | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | others. | |  |  |  |  |  |  |  |  |  |  | ▪ **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 MATHS:** □ Number □Numerical Pattern **/ NATIONAL CURRICULUM KS1**: Mathematics□ Number

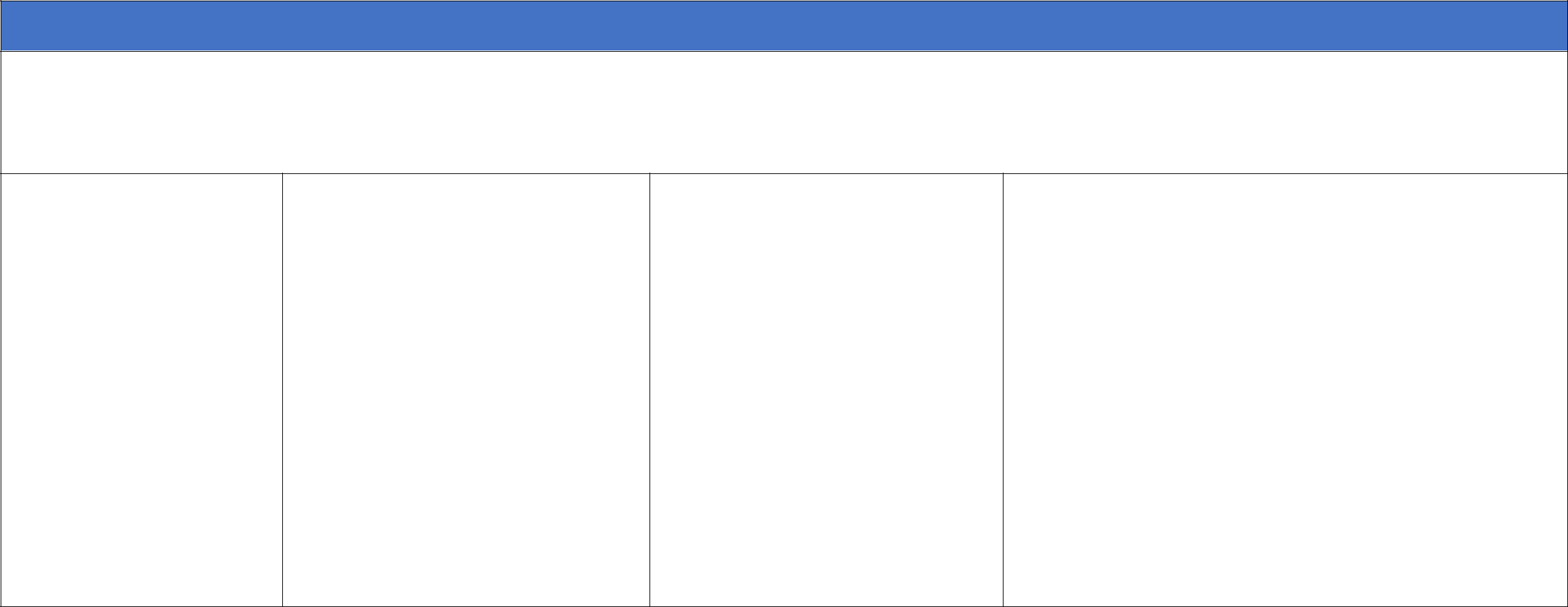
**EYFS Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Childrenshould be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the 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** | |  |  |  |  |  |  |  |
|  |  | ▪ | Take part | | in | finger | |  | ▪ | Fast recognition of up to 3 | | | | |  | ▪ Count objects, actions and sounds. | | | | | |  | **Number and Place Value** | | | |  |  |  |  |  |
|  |  |  | rhymes |  |  | with | |  |  | objects, without having to | | | | |  | ▪ | Subitise. | | | | |  | Pupils should be taught to: | | | |  |  |  |  |  |
|  |  |  | numbers. | |  |  |  |  |  | count | them | | individually | |  | ▪ Link the number symbol (numeral) with its | | | | | |  | ▪ Count to and across 100, forwards and backwards, beginning | | | | | | | |  |
|  |  | ▪ | React to changes of | | | | |  |  | (‘subitising’). | | |  |  |  |  | cardinal number value. | | | | |  |  | with 0 or 1, or from any given number | | | | |  |  |  |
|  |  |  | amount in a group of | | | | |  | ▪ | Recite numbers past 5. | | | | |  | ▪ | Count beyond 10. | | | | |  | ▪ Count, read and write numbers to 100 in numerals, count in | | | | | | | |  |
|  |  |  | up to three items. | | | |  |  | ▪ | Say one number for each | | | | |  | ▪ | Compare numbers. | | | | |  |  | different multiples including 1’s, 2’s, 5’s and 10’s given a number, | | | | | | |  |
|  |  | ▪ | Compare | | amounts, | | |  |  | item in order: 1,2,3,4,5. | | | | |  | ▪ Understand the ‘one more than/one less than’ | | | | | |  |  | identify 1 more or 1 less | | |  |  |  |  |  |
|  |  |  | saying ‘lots’, ‘more’ or | | | | |  | ▪ | Know that the last number | | | | |  |  | ▪ | Identify | and | represent | numbers using concrete objects and | | | |  |
|  |  |  | ‘same’. |  |  |  |  |  |  | reached when counting a | | | | |  |  | relationship between consecutive numbers. | | | | |  |  | pictorial representations including the number line, and use the | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  | ▪ Explore the composition of numbers to 10. | | | | | |  |  |  |
|  |  | ▪ | Counting-like | | |  |  |  |  | small set of objects tells | | | | |  |  |  | language of: equal to, more than, less than (fewer), most, least | | | | | | |  |
|  |  |  | behaviour, | | such | | as |  |  | you how many there are in | | | | |  | ▪ Automatically recall number bonds for numbers | | | | | |  | ▪ Read and write numbers from 1 to 20 in numerals and words | | | | | | | |  |
|  |  |  | making |  | sounds, | | |  |  | total (‘cardinal principle’). | | | | |  |  | 0 – 10. | | | | |  | **Addition and Subtraction** | | | |  |  |  |  |  |
|  |  |  | pointing | or | | saying | |  | ▪ | Show ‘finger numbers’ up | | | | |  | ▪ Continue, copy and create repeating patterns. | | | | | |  |  |  |  |  |  |
|  |  |  |  |  |  | Pupils should be taught to: | | | |  |  |  |  |  |
|  |  |  | some | numbers | | | in |  |  | to 5. |  |  |  |  |  | **Early Learning Goal:** | | | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | ▪ Read, write and interpret mathematical statements involving +, - | | | | | | | |  |
|  |  |  | sequence. | |  |  |  |  | ▪ | Link | numerals | | | and |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | Children at the expected level of development will: | | | |  |  |  |  |
|  |  | ▪ | Count | in | everyday | | |  |  | amounts: | | for | example, | |  |  | |  |  | and = signs | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | □ Have a deep understanding of number to 10, | | | | |  |  | ▪ Represent and use number bonds and related subtraction facts | | | | | | | |  |
|  |  |  | contexts, | | sometimes | | |  |  | showing the right number | | | | |  |  |  |  |
|  |  |  |  |  |  | including the composition of each number □ Subitise | | | | |  |  |  |
|  |  |  | skipping | numbers | | | - |  |  | of objects | | to | match the | |  |  |  |  | within 20 | |  |  |  |  |  |  |
|  |  |  |  |  |  | (recognise quantities without counting) up to 5 □ | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  | ‘1-2-3-5. | |  |  |  |  |  | numeral, up to 5. | | | |  |  |  |  | ▪ | Add and subtract one-digit and two-digit numbers to 20, including | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  | Automatically recall (without reference to rhymes, | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  | ▪ | Experiment with their own | | | | |  |  |  |  | zero |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | counting or other aids) number bonds up to 5 | | | | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | symbols and marks as well | | | | |  |  |  | ▪ | Solve simple one-step | | | problems that involve addition and | | | |  |
|  |  |  |  |  |  |  |  |  |  |  | (including subtraction facts) and some number | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  | as numerals. | | |  |  |  |  |  |  | subtraction, using concrete objects and pictorial representations, | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | bonds to 10, including double facts. | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | ▪ | Solve | real | |  | world |  |  | | |  |  | and missing number problems such as 7=  - 9. | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  | **Early Learning Goal:** | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  | mathematical | | | problems | |  |  | **Multiplication and Division** | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | with numbers up to 5. | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | Children at the expected level of development will: | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | |  | Pupils should be taught to: | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | ▪ | Compare quantities | | | | using |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | □ Verbally count beyond 20, recognising the pattern | | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | ▪ | Solve simple | | one-step | problems involving | | | multiplication and |  |
|  |  |  |  |  |  |  |  |  |  | language: | | ‘more | | than’, |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | of the counting system □ Compare quantities up to | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | division, | by | calculating | the | answer | using | concrete objects, |  |
|  |  |  |  |  |  |  |  |  |  | ‘fewer than’. | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | in different contexts, recognising when one | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | pictorial | representations | | and | arrays | with the support of the | |  |
|  |  |  |  |  |  |  |  |  | ▪ | Extend | and | create | | ABAB |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | quantity is greater than, less than or the same as the | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | teacher. |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | patterns. For | | | example - | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | other quantity □ Explore and represent patterns | | | | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | **Fractions** | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | stick, | leaf, | stick, | | leaf. |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | within numbers up to 10, including evens and odds, | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | Notice and correct an error | | | | |  |  |  | Pupils should be taught to: | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | double facts and how quantities can be distributed | | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | in repeating pattern | | | |  |  |  |  | ▪ | Recognise, find and name a half as one of two equal parts of an | | | | | | |  |
|  |  |  |  |  |  |  |  |  | ▪ |  |  | equally. | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | object, shape or quantity | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ Recognise, find and name a quarter as one of four equal parts | | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | of an object, shape or quantity | | | | |  |  |  |

**EYFS MATHS:** □Numerical Pattern–Shape, Space & Measure **/ NATIONAL CURRICULUM KS1**: Mathematics□ Measure □ Geometry

**EYFS Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Childrenshould 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** |  |
|  |  | ▪ | Combine | | objects | | like |  | ▪ | Talk about and explore 2D and 3D | | | | | | | | | ▪ | Select, rotate and | | manipulate | |  | **Measure** |  |
|  |  |  | stacking blocks and cups. | | | | |  |  | shapes | | (for | | example, | |  | circles, | |  | shapes in order to develop spatial | | | |  | Pupils should be taught to: |  |
|  |  | ▪ | Put | objects | | inside others | |  |  | rectangles, | | | triangles | | and | cuboids) | | |  | reasoning skills. | |  |  |  | ▪ Compare, describe and solve practical problems for: - |  |
|  |  |  | and take them out again. | | | | |  |  | using | informal | | | and | mathematical | | | | ▪ Compose and decompose shapes | | | | |  | lengths and heights (e.g. long/short, longer/shorter, tall/short, |  |
|  |  | ▪ | Climb | | and | squeezing | |  |  | language: ‘sides’, ‘corners’; ‘straight’, | | | | | | | | |  | so that children recognise a shape | | | |  | double/half) - mass or weight (e.g. heavy/light, heavier than, |  |
|  |  |  | selves into different types | | | | |  |  | ‘flat’, ‘round’). | | | |  |  |  |  |  |  | can have other shapes within it, just | | | |  | lighter than) - capacity/volume (e.g. full/empty, more than, |  |
|  |  |  | of spaces. | | |  |  |  | ▪ | Understand | | | position through | | | | words | |  | as numbers can. | |  |  |  | less than, half, half full, quarter) - time (e.g. quicker, slower, |  |
|  |  | ▪ | Build with a range of | | | | |  |  | alone | – | for | example, | | “The | | bag | is | ▪ | Continue, | copy | and | create |  | earlier, later) |  |
|  |  |  |  | under the table,” – with no pointing. | | | | | | | | |  | repeating patterns. | |  |  |  | ▪ Measure and begin to record the following: - lengths and |  |
|  |  |  | resources. | | |  |  |  |  |  |  |  |  |  |
|  |  | ▪ | Complete inset puzzles. | | | | |  | ▪ | Describe a | | | familiar route. Discuss | | | | | | ▪ | Compare | length, | weight | and |  | heights - mass/weight - capacity and volume - time (hours, |  |
|  |  |  |  | routes and locations, using words like | | | | | | | | |  | capacity. |  |  |  |  | minutes, seconds) |  |
|  |  | ▪ | Compare | | sizes, weights | | |  |  |  |  |  |  |  |  |
|  |  |  |  | ‘in front of’ and ‘behind’. | | | | | |  |  |  |  |  |  |  |  |  | ▪ Recognise and know the value of different denominations of |  |
|  |  |  | etc. | using | | gesture | and |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | ▪ | Make comparisons between objects | | | | | | | | |  |  |  |  |  |  | coins and notes |  |
|  |  |  | language | |  |  | - |  |  | relating | | to size, | | length, weight and | | | | |  |  |  |  |  |  | ▪ Sequence events in chronological order using language (e.g. |  |
|  |  |  | ‘bigger/little/smaller’, | | | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | capacity | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ‘high/low’, ‘tall’, ‘heavy’. | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | before and after, next, first, today, yesterday, tomorrow, |  |
|  |  |  |  | ▪ | Select |  | shapes | | appropriately: | | | | flat |  |  |  |  |  |  |  |
|  |  | ▪ | Notice | | patterns | | and |  |  |  |  |  |  |  |  | morning, afternoon and evening) |  |
|  |  |  |  | surfaces for building, | | | | | a | triangular | | |  |  |  |  |  |  | ▪ Recognise and use language relating to dates, including |  |
|  |  |  | arrange things in patterns. | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | prism for a roof etc. | | | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | days of the week, weeks, months and years |  |
|  |  |  |  |  |  |  |  |  | ▪ Combine shapes to make new ones - | | | | | | | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ Tell the time to the hour and half past the hour and draw the |  |
|  |  |  |  |  |  |  |  |  |  | an arch, a bigger triangle etc. | | | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | hands on a clock face to show these times. |  |
|  |  |  |  |  |  |  |  |  | ▪ Talk about and identifies the patterns | | | | | | | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Geometry: Properties of Shapes** |  |
|  |  |  |  |  |  |  |  |  |  | around them. For example: stripes on | | | | | | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Pupils should be taught to: |  |
|  |  |  |  |  |  |  |  |  |  | clothes, designs on rugs and | | | | | | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | wallpaper. Use informal language like | | | | | | | | |  |  |  |  |  |  | ▪ Recognise and name common 2-D and 3-D shapes, |  |
|  |  |  |  |  |  |  |  |  |  | ‘pointy’, ‘spotty’, ‘blobs’ etc. | | | | | |  |  |  |  |  |  |  |  |  | including: |  |
|  |  |  |  |  |  |  |  |  | ▪ Extend | | | and | create ABAB | | | patterns. | | |  |  |  |  |  |  | -2-D shapes [for example, rectangles (including squares), |  |
|  |  |  |  |  |  |  |  |  |  | For example - stick, leaf, stick, leaf. | | | | | | | | |  |  |  |  |  |  | circles and triangles] |  |
|  |  |  |  |  |  |  |  |  |  | Notice |  | and | correct | | an | error | | in |  |  |  |  |  |  | -3-D shapes [for example, cuboids (including cubes), |  |
|  |  |  |  |  |  |  |  |  |  | repeating pattern | | | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | pyramids and spheres]. |  |
|  |  |  |  |  |  |  |  |  | ▪ | Begin | to describe a | | | | sequence | | | of |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Geometry: Position, Direction and Motion** |  |
|  |  |  |  |  |  |  |  |  |  | events, real or fictional, using words | | | | | | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Pupils should be taught to: |  |
|  |  |  |  |  |  |  |  |  |  | such as ‘first’, ‘then...’ | | | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ Describe position, directions and movements, including half, |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | quarter and three-quarter turns. |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

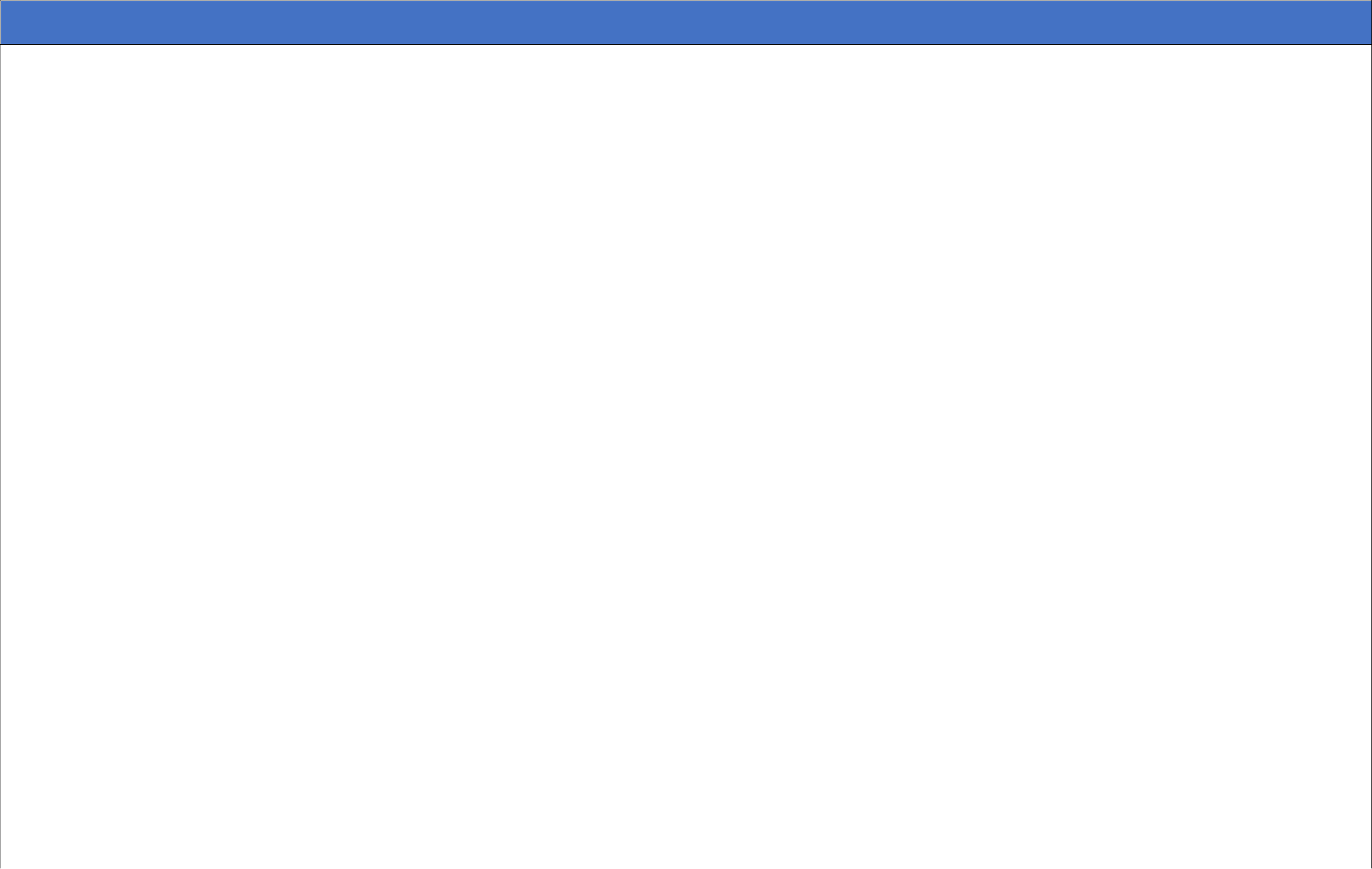
**EYFS UNDERSTANDING THE WORLD:** □Past and Present **/ NATIONAL CURRICULUM KS1**: History

**EYFS Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range ofchildren’spersonal 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** |
|  | ▪ Repeat actions that have | ▪ Begin to make sense of their own |  |  | ▪ Comment on images of familiar | | |  | ▪ Changes within living memory. Where appropriate, these |
|  | an effect. | life-story and family’s history. |  |  | situations in the past. | | |  | should be used to reveal aspects of change in national life |
|  |  |  |  |  | **Early Learning Goal:** | | |  | ▪ Events beyond living memory that are significant nationally or |
|  |  |  |  |  |  |  |  |  | globally [for example, the Great Fire of London, the first |
|  |  |  |  |  | Children at the expected level of | |  |  | aeroplane flight or events commemorated through festivals or |
|  |  |  |  |  | development will: |  | |  | anniversaries] |

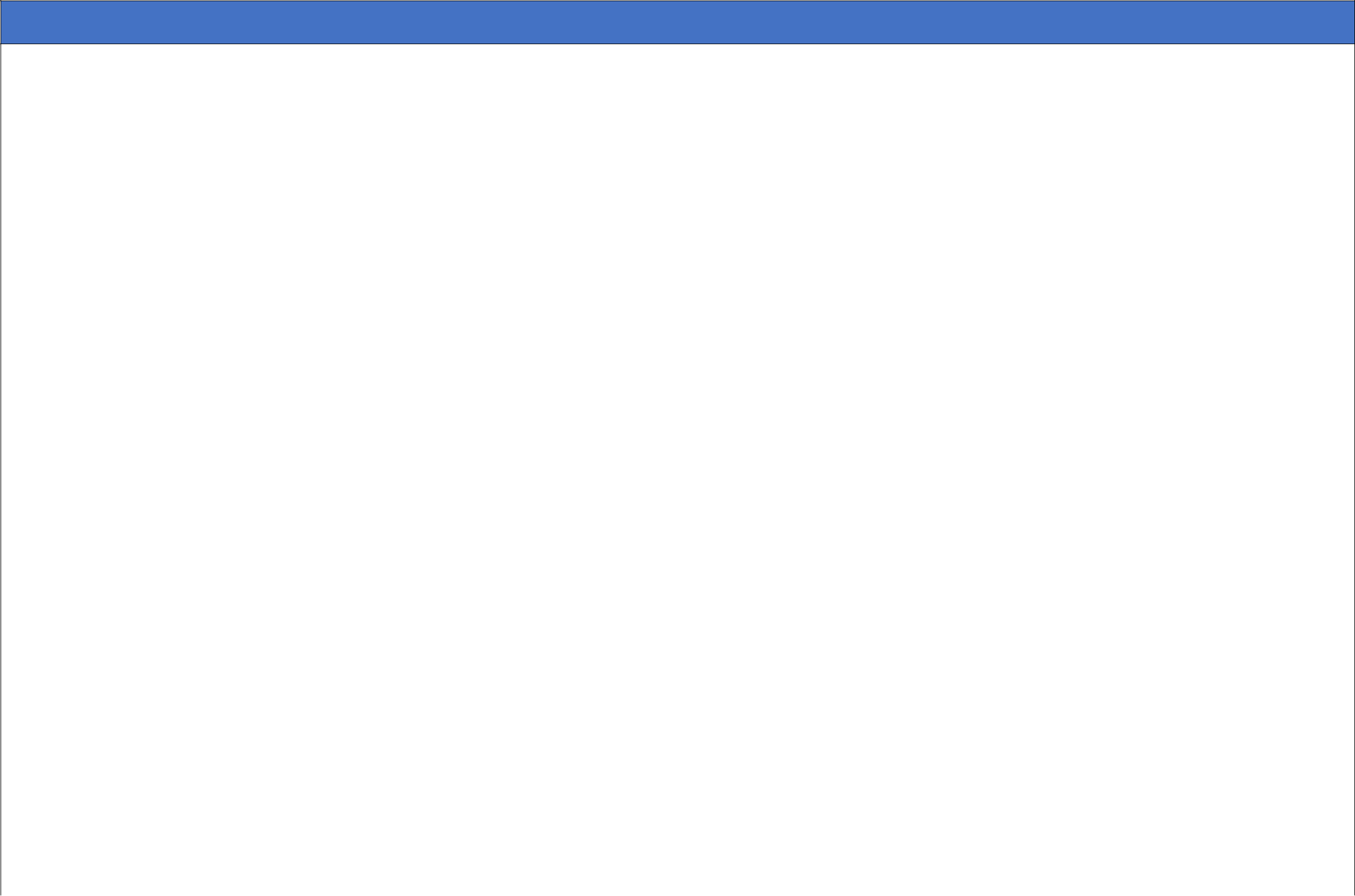
* Talk about the lives of the people ▪ The lives of significant individuals in the past who have

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| around them and their roles in society □ | |  | contributed to national and international achievements. Some |  |
| Know some similarities and differences | |  | should be used to compare aspects of life in different periods |  |
| between things in the past and now, | |  | [for example, Elizabeth I and Queen Victoria, Christopher |  |
| drawing on their experiences and what | |  | Columbus and Neil Armstrong, William Caxton and Tim |  |
| has been read in class □ Understand | |  | BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa |  |
| the past through settings, characters | |  | Parks and Emily Davison, Mary Seacole and/or Florence |  |
| and events encountered in books read | |  | Nightingale and Edith Cavell] |  |
| in class and storytelling. |  | ▪ | Significant historical events, people and places in their own |  |
|  |  |  |  |
|  |  |  | locality |  |

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

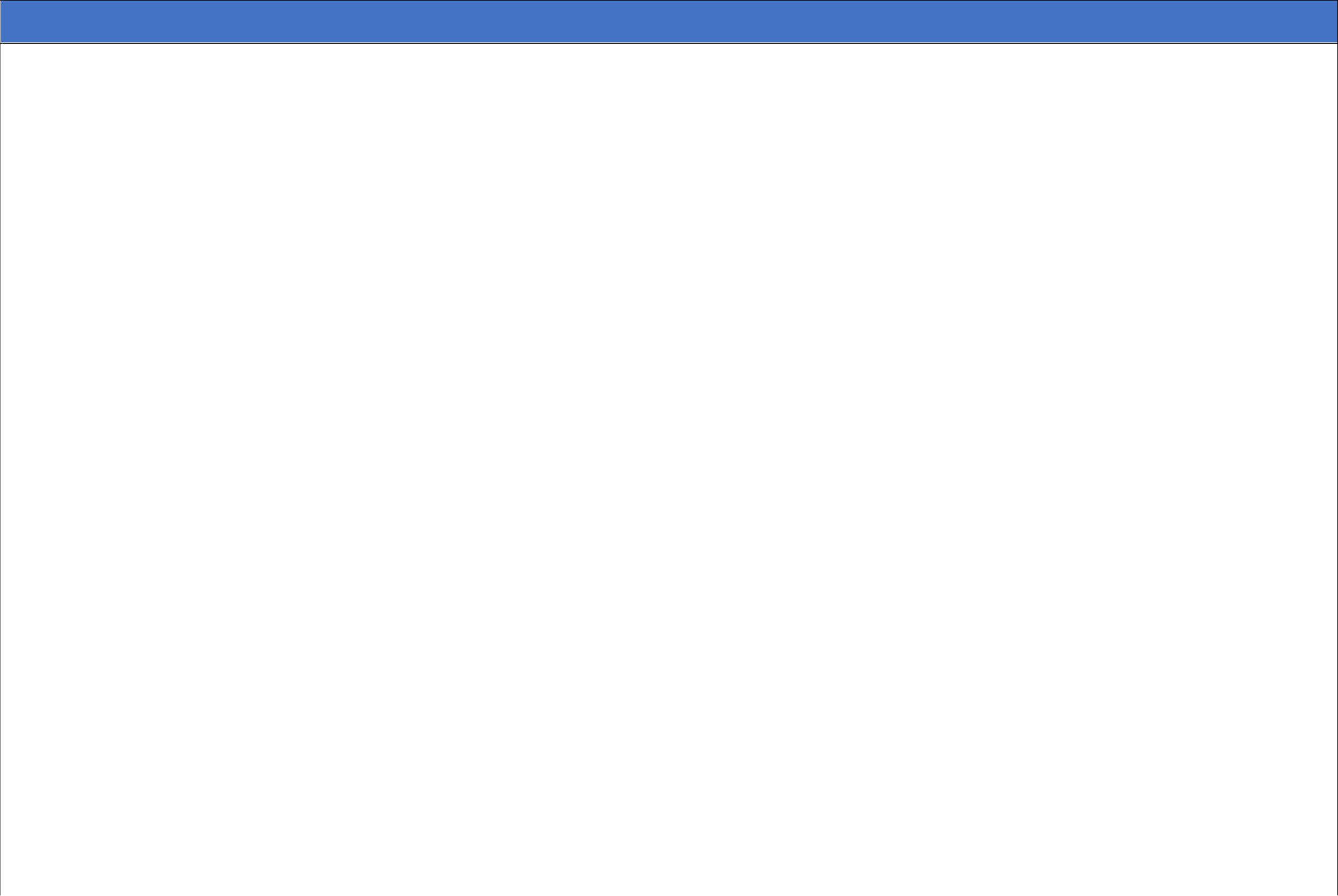
**EYFS Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range ofchildren’spersonal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums 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** | |  |
|  |  | ▪ | Make | connections | ▪ | Show interest in | | different |  | ▪ | Talk | about | |  | members | | | | of | their | | |  | Pupils should be taught to: | |  |
|  |  |  | between the features | |  | occupations. |  |  |  |  | immediate family and community. | | | | | | | | | | | |  | **Locational knowledge** | |  |
|  |  |  | of their | family and | ▪ | Continue | to | develop |  | ▪ | Name and describe people who | | | | | | | | | | | |  | ▪ | Name and locate the world’s seven continents and five oceans |  |
|  |  |  | other families. | |  | positive attitudes about the | | |  |  | are familiar to them. | | | | | | |  |  |  |  |  |  | ▪ | Name, locate and identify characteristics of the four countries and capital cities |  |
|  |  | ▪ | Notice | differences |  | differences |  | between |  | ▪ | Draw | information | | | | | from | | a simple | | | |  |  |
|  |  |  |  |  |  |  | of the United Kingdom and its surrounding seas |  |
|  |  |  | between people. | |  | people. |  |  |  |  | map. |  |  |  |  |  |  |  |  |  |  |  |  | **Place knowledge** | |  |
|  |  |  |  |  |  |  |  |  |  | ▪ Understand that some places are | | | | | | | | | | | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  | ▪ | Understand geographical similarities and differences through studying the |  |
|  |  |  |  |  |  |  |  |  |  |  | special | | to |  | members | | | | of | their | | |  |  | human and physical geography of a small area of the United Kingdom, and of |  |
|  |  |  |  |  |  |  |  |  |  |  | community. | | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | a small area in a contrasting non-European country |  |
|  |  |  |  |  |  |  |  |  |  | ▪ | Recognise | | |  | that | | people | | | have | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | **Human and physical geography** | |  |
|  |  |  |  |  |  |  |  |  |  |  | different | | beliefs | | | | and | | celebrate | | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | ▪ | Identify seasonal and daily weather patterns in the United Kingdom and the |  |
|  |  |  |  |  |  |  |  |  |  |  | special times in different ways. | | | | | | | | | | | |  |  | location of hot and cold areas of the world in relation to the Equator and the |  |
|  |  |  |  |  |  |  |  |  |  | ▪ Recognise some similarities and | | | | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | North and South Poles |  |
|  |  |  |  |  |  |  |  |  |  |  | differences between life in this | | | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | ▪ | Use basic geographical vocabulary to refer to: |  |
|  |  |  |  |  |  |  |  |  |  |  | country and life in other countries. | | | | | | | | | | | |  |  |
|  |  |  |  |  |  |  |  |  |  | **Early Learning Goal:** | | | | | | | |  |  |  |  |  |  |  | o Key physical features, including: beach, cliff, coast, forest, hill, mountain, |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | sea, ocean, river, soil, valley, vegetation, season and weather |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | o Key human features, including: city, town, village, factory, farm, house, |  |
|  |  |  |  |  |  |  |  |  |  | Children at | | | the |  | expected | | | | level of | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | office, port, harbour and shop |  |
|  |  |  |  |  |  |  |  |  |  | development will: | | | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Geographical skills and fieldwork** | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | □ | Describe | | |  | their | | | immediate | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ | Use world maps, atlases and globes to identify the United Kingdom and its |  |
|  |  |  |  |  |  |  |  |  |  | environment | | | using knowledge | | | | | | | from | |  |  |  |
|  |  |  |  |  |  |  |  |  |  | observation, discussion, stories, non- | | | | | | | | | | | |  |  |  | countries, as well as the countries, continents and oceans studied at this key |  |
|  |  |  |  |  |  |  |  |  |  | fiction texts and maps □ Know some | | | | | | | | | | | |  |  |  | stage. |  |
|  |  |  |  |  |  |  |  |  |  | similarities | | and | | differences | | | | | between | | |  |  | ▪ | Use simple compass directions (North, South, East and West) and locational |  |
|  |  |  |  |  |  |  |  |  |  | different | | religious | | | | | and | | cultural | | |  |  |  | and directional language [for example, near and far; left and right], to describe |  |
|  |  |  |  |  |  |  |  |  |  | communities in this country, drawing | | | | | | | | | | | |  |  |  | the location of features and routes on a map. |  |
|  |  |  |  |  |  |  |  |  |  | on their experiences and what has | | | | | | | | | | | |  |  | ▪ | Use aerial photographs and plan perspectives to recognise landmarks and |  |
|  |  |  |  |  |  |  |  |  |  | been read in class □ Explain some | | | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | basic human and physical features; devise a simple map; and use and |  |
|  |  |  |  |  |  |  |  |  |  | similarities | | and | | differences | | | | | between | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | construct basic symbols in a key. |  |
|  |  |  |  |  |  |  |  |  |  | life | in this country and | | | | | | | life | in | other | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Use simple fieldwork and observational skills to study the geography of their |  |
|  |  |  |  |  |  |  |  |  |  | countries, drawing on knowledge from | | | | | | | | | | | |  |  | ▪ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | school and its grounds and the key human and physical features of its |  |
|  |  |  |  |  |  |  |  |  |  | stories, non-fiction texts and – when | | | | | | | | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | surrounding environment. |  |
|  |  |  |  |  |  |  |  |  |  | appropriate – maps. | | | | | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *See also whole-school curriculum on R.E* |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

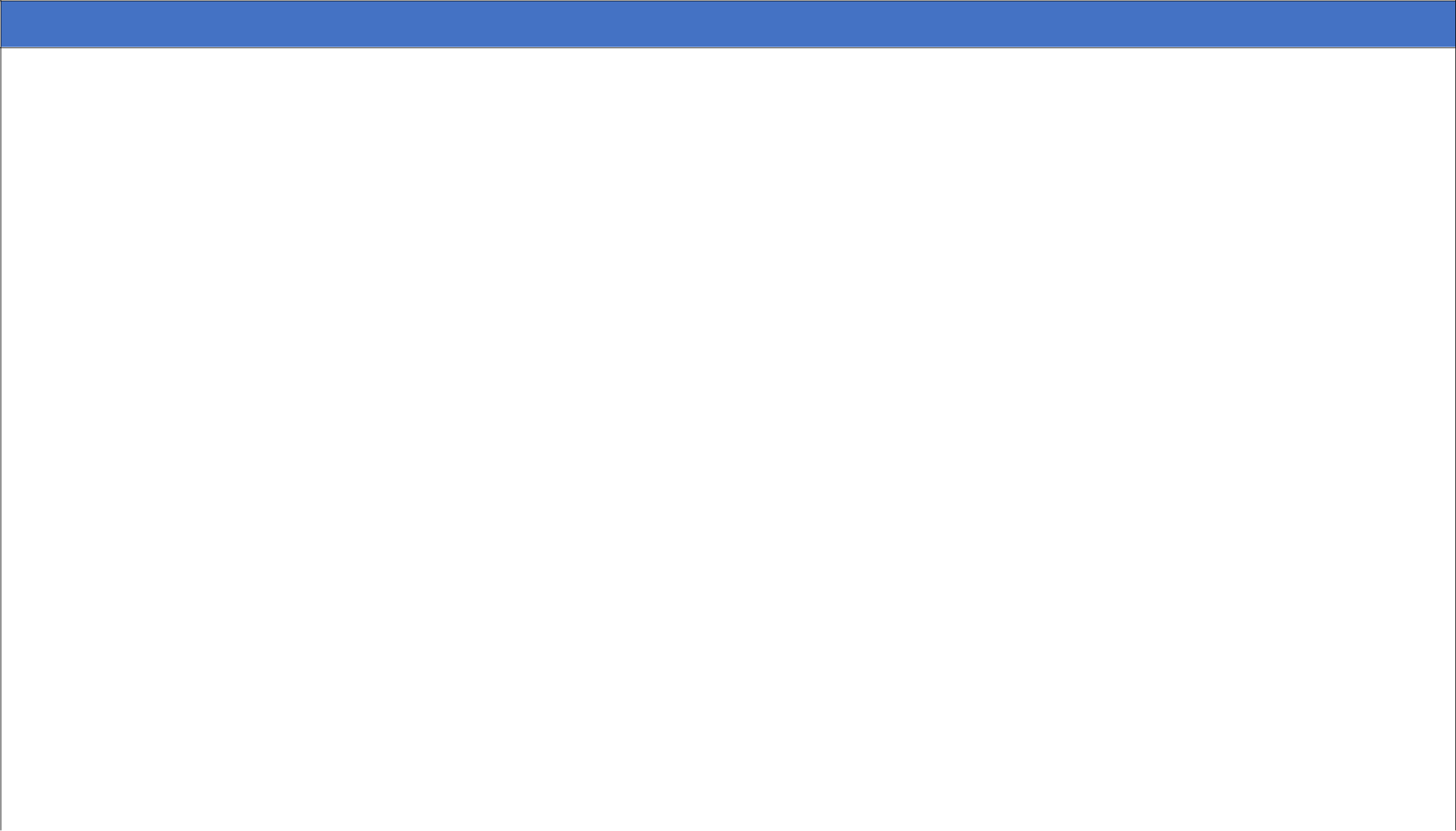
**EYFS Educational Programme:** Understanding the world involves guiding children to make sense of their physical world andtheir community. The frequency and range of children’spersonal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums 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** | |  |
|  |  | ▪ | Explore | materials |  | ▪ | Use | all | their senses | | | | | in |  | ▪ | Explore | | | | the | natural | | | world | | | | |  | **Working Scientifically** | |  |
|  |  |  | with | different |  |  | hands on exploration | | | | | | | of |  |  | around them. | | | | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | During years 1 and 2, pupils should be taught to use the following practical scientific | |  |
|  |  |  | properties. | |  |  | natural materials. | | | |  |  |  |  |  | ▪ | Describe | | | | what | | | they | see, | | | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  | methods, processes and skills through the teaching of the programme of study content: □ | |  |
|  |  | ▪ | Explore | natural |  | ▪ | Explore | | collections | | | |  | of |  |  | hear | |  | and | | feel | | | whilst | | | | |  |  |
|  |  |  |  |  |  |  |  | Asking simple questions and recognising that they can be answered in different ways | |  |
|  |  |  | materials, indoors | |  |  | materials | | with | |  | similar | | |  |  | outside. | | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | observing closely, using simple equipment □ Performing simple tests □ Identifying and | |  |
|  |  |  | and outside. | |  |  | and/or different properties. | | | | | | | |  | ▪ | Recognise | | | | |  |  |  | some | | | | |  |  |
|  |  | ▪ |  |  |  |  |  |  |  | classifying □ Using their observations and ideas to suggest answers to questions □ | |  |
|  |  | Explore | and |  | ▪ Talk about what they see, | | | | | | | | |  |  | environments | | | | | | | that |  | are | | | |  | Gathering and recording data to help in answering questions. | |  |
|  |  |  | respond to different | |  |  | using a wide vocabulary. | | | | | | | |  |  | different to the one in which | | | | | | | | | | | | |  | Pupils should be taught to: | |  |
|  |  |  | natural | phenomena |  | ▪ | Plant | seeds | | and | care | |  | for |  |  | they live. | | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Plants** | |  |
|  |  |  | in their | setting and |  |  | growing plants. | | | |  |  |  |  |  | ▪ | Understand | | | | | the | | effect | | of | | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | on trips. |  |  | ▪ | Understand | | | the | |  |  | key |  |  | changing seasons on the | | | | | | | | | | | | |  | ▪ Identify and name a variety of common wild and garden plants, including deciduous | |  |
|  |  |  |  |  |  |  | features of the life cycle of | | | | | | | |  |  | natural world around them. | | | | | | | | | | | | |  |  | and evergreen trees |  |
|  |  |  |  |  |  |  | a plant and an animal. | | | | | |  |  |  | **Early Learning Goal:** | | | | | | | | |  |  |  |  |  |  | ▪ Identify and describe the basic structure of a variety of common flowering plants, | |  |
|  |  |  |  |  |  | ▪ | Begin | to | understand | | | |  | the |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | including trees. |  |
|  |  |  |  |  |  |  |  |  | Children at the expected level | | | | | | | | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | need to respect and care | | | | | | | |  |  |  | |  | **Animals, including humans** | |  |
|  |  |  |  |  |  |  |  | of development will: | | | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | for the natural environment | | | | | | | |  |  |  |  |  |  |  |  |  | ▪ Identify and name a variety of common animals including fish, amphibians, reptiles, | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | and all living things. | | | | |  |  |  |  | □ | Explore the | | | | | natural | | | world | | |  | |  |  |
|  |  |  |  |  |  | ▪ | Know | that | | there | | |  | are |  | around | |  |  | them, | | | | making | | | |  |  |  |  | birds and mammals |  |
|  |  |  |  |  |  |  |  |  |  |  | |  | ▪ Identify and name a variety of common animals that are carnivores, herbivores and | |  |
|  |  |  |  |  |  |  |  |  | observations | | | | | and | | | drawing | | | |  |  |  |  |
|  |  |  |  |  |  |  | different | | countries | | | in |  | the |  |  | |  |  |
|  |  |  |  |  |  |  |  |  | pictures of animals and plants □ | | | | | | | | | | | |  |  |  |  | omnivores |  |
|  |  |  |  |  |  |  | world | and talk about | | | | |  | the |  |  | |  |  |  |
|  |  |  |  |  |  |  |  |  | Know | | some | | | similarities | | | | and | | |  |  |  | ▪ Describe and compare the structure of a variety of common animals (fish, amphibians, | |  |
|  |  |  |  |  |  |  | differences | | | they | | have | | |  |  | |  |  |
|  |  |  |  |  |  |  |  | differences between the natural | | | | | | | | | | | |  |  |  |  | reptiles, birds and mammals, including pets) |  |
|  |  |  |  |  |  |  | experienced | | | or | seen | | | in |  |  | |  |  |  |
|  |  |  |  |  |  |  |  | world | | around | | | | them | | | and | | |  |  |  | ▪ Identify, name, draw and label the basic parts of the human body and say which part | |  |
|  |  |  |  |  |  |  | photos. | |  |  |  |  |  |  |  |  | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | contrasting | | | | |  | environments, | | | | | |  |  |  |  |
|  |  |  |  |  |  | ▪ | Explore how things work. | | | | | | | |  |  |  | |  |  | of the body is associated with each sense |  |
|  |  |  |  |  |  |  |  | drawing | | | on their experiences | | | | | | | | |  |  |  | **Everyday Materials** | |  |
|  |  |  |  |  |  | ▪ | Explore | | and | talk | | about | | |  |  | |  |  |
|  |  |  |  |  |  |  | and what has been read in | | | | | | | | | | | |  |  |  |  |
|  |  |  |  |  |  |  | different | | forces | | they | | can | |  |  | |  | ▪ Distinguish between an object and the material from which it is made | |  |
|  |  |  |  |  |  |  |  | class | | □ |  | Understand | | | | | some | | |  | |  |  |
|  |  |  |  |  |  |  | feel. |  |  |  |  |  |  |  |  | important | | | | | processes | | | | and | | |  |  |  | ▪ | Identify and name a variety of everyday materials, including wood, plastic, glass, metal, |  |
|  |  |  |  |  |  | ▪ Talk about the differences | | | | | | | | |  |  | |  |  |  |
|  |  |  |  |  |  |  | changes in the natural world | | | | | | | | | | | |  | |  |  | water, and rock |  |
|  |  |  |  |  |  |  | between | | materials | | | | and | |  | around | |  | them, | | | including | | | | the | |  | |  | ▪ | Describe the simple physical properties of a variety of everyday materials |  |
|  |  |  |  |  |  |  | changes they notice. | | | | | |  |  |  | seasons | | |  | and changing states | | | | | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | |  | ▪ Compare and group together a variety of everyday materials on the basis of their | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | of matter. | | | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | simple physical properties. |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Seasonal changes** | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ 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 thatchildren haveregular 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** | |  |
|  |  | ▪ | Notice patterns | | | | | with | |  | ▪ | Explore | | |  |  | different | | |  | ▪ Explore, use and refine a | | | | | | | | | | | | | |  | **ART & DESIGN** | |  |
|  |  |  | strong contrasts and | | | | | | |  |  | materials freely, in order | | | | | | | |  |  | variety | | | | of | artistic | | | effects | | | | |  | Pupils should be taught: □ To use a range of materials creatively to design and make products | |  |
|  |  |  | be |  | attracted | | |  | by |  |  | to | develop | | | their | | ideas | |  |  | to | | express | | | | their ideas | | | | | | |  | □ To use drawing, painting and sculpture to develop and share their ideas, experiences and | |  |
|  |  |  | patterns | | | resembling | | | |  |  | about how to use them | | | | | | | |  |  | and feelings. | | | | | | |  |  |  |  |  |  |  | imagination □ | |  |
|  |  |  | the human face. | | | | | |  |  |  | and what to make. | | | | | |  |  |  | ▪ | Return | | | | to | and | | build | | | on | | |  | To develop a wide range of art and design techniques in using colour, pattern, texture, line, | |  |
|  |  | ▪ Start to make marks | | | | | | | |  | ▪ Develop their own ideas | | | | | | | | |  |  | their | | | previous | | | | learning, | | | | | |  | shape, form and space □ To talk about the work of a range of artists, craft makers and | |  |
|  |  |  | intentionally. | | | | |  |  |  |  | and |  | then | decide | | | which | |  |  | refining | | | |  |  | ideas | |  |  | and | | |  | designers, describing the differences and similarities between different practices and | |  |
|  |  | ▪ | Explore | | | paint, | | using | |  |  | materials | | | to | | use | | to |  |  | developing their ability to | | | | | | | | | | | | |  | disciplines, and making links to their own work | |  |
|  |  |  | fingers | | | and | | other | |  |  | express them. | | | | |  |  |  |  |  | represent them. | | | | | | | |  |  |  |  |  |  | **DESIGN & TECHNOLOGY** | |  |
|  |  |  |  | ▪ | Join | | different | | | materials | | |  | ▪ | Create | | | |  | collaboratively | | | | | | | |  |  |
|  |  |  | parts | | of | their bodies | | | |  |  |  |  | Through a variety of creative and practical activities, pupils should be taught the knowledge, | |  |
|  |  |  | as | well | | as | brushes | | |  |  | and |  | explore | | | different | | |  |  | sharing ideas, resources | | | | | | | | | | | | |  |  |
|  |  |  |  |  |  |  |  |  | understanding and skills needed to engage in an iterative process of designing and making. | |  |
|  |  |  | and other tools. | | | | |  |  |  |  | textures. | | |  |  |  |  |  |  |  | and skills. | | | | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | They should work in a range of relevant contexts [for example, the home and school, gardens | |  |
|  |  | ▪ | Express | | | ideas | |  | and |  | ▪ | Create closed shapes | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Early Learning Goal:** | | | | | | | | | | |  |  |  |  | and playgrounds, the local community, industry and the wider environment]. When designing | |  |
|  |  |  | feelings | | |  | through | | |  |  | with | | continuous | | | | lines, | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | and making, pupils should be taught to: | |  |
|  |  |  |  |  |  |  | Children | | | | at | | the | | expected | | | |  |  |  |  |
|  |  |  | making | | | marks, | |  | and |  |  | and begin to use these | | | | | | | |  |  |  |  | **Design** | |  |
|  |  |  |  |  |  |  | level of development will: | | | | | | | | | |  |  |  |  |  |  |
|  |  |  | sometimes | | | | give | | a |  |  | shapes | | | to |  | represent | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | ▪ Design purposeful, functional, appealing products for themselves and other users based | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | meaning to the marks | | | | | | |  |  | objects. | | |  |  |  |  |  |  | □ Safely use and explore a | | | | | | | | | | | | |  |  |  |
|  |  |  | they make. | | | |  |  |  |  | ▪ | Draw | | with | |  | increasing | | |  | variety of materials, tools and | | | | | | | | | | | | |  |  |  | on design criteria |  |
|  |  |  |  |  |  |  |  |  |  |  | ▪ Generate, develop, model and communicate their ideas through talking, drawing, | |  |
|  |  | ▪ | Explore | | |  | different | | |  |  | complexity | | | | and | | detail, | |  | techniques, | | | | |  | experimenting | | | | | | |  |  |  |
|  |  |  |  |  |  |  | with | colour, design, | | | | | | | | texture, | | | |  |  |  | templates, mock-ups and, where appropriate, information and communication |  |
|  |  |  | materials, | | | | using | | all |  |  | such | | as | representing | | | | a |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | technology |  |
|  |  |  |  |  |  | form and function □ Share | | | | | | | | | | | | |  |  |  |  |
|  |  |  | their | |  | senses | |  | to |  |  | face with a circle and | | | | | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | **Make** | |  |
|  |  |  |  |  |  |  |  | their creations, explaining the | | | | | | | | | | | | |  |  |  |
|  |  |  | investigate | | | | them. | | |  |  | including details. | | | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | process | | | | they | | have | | | used □ | | | |  |  | ▪ Select from and use a range of tools and equipment to perform practical tasks [for | |  |
|  |  |  | Manipulate and play | | | | | | |  | ▪ | Use drawing to represent | | | | | | | |  |  |  |  |
|  |  |  |  |  |  | Make | | | use | | of | | props | | | | and | |  |  |  | example, cutting, shaping, joining and finishing] |  |
|  |  |  | with | |  |  | different | | |  |  | ideas like movement | | | | | | | or |  |  |  |  |  |
|  |  |  |  |  |  |  |  | materials | | | | when | | | role | | playing | | | |  |  | ▪ Select from and use a wide range of materials and components, including construction | |  |
|  |  |  | materials. | | | |  |  |  |  |  | loud noises. | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | characters | | | | | in | narratives | | | | | and | |  |  |  |
|  |  | ▪ | Use their imagination | | | | | | |  | ▪ | Show different emotions | | | | | | | |  |  |  |  | materials, textiles and ingredients, according to their characteristics |  |
|  |  |  |  |  | stories. | |  |  |  |  |  |  |  |  |  |  |  |  |  | **Evaluate** | |  |
|  |  |  | as | they | | | consider | | |  |  | in | their | | drawings and | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | what they can do with | | | | | | |  |  | paintings, like happiness, | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ Explore and evaluate a range of existing products | |  |
|  |  |  | different materials. | | | | | | |  |  | sadness, fear etc. | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ | Evaluate their ideas and products against design criteria |  |
|  |  | ▪ | Make simple models | | | | | | |  | ▪ Explore colour and colour | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Technical knowledge** | |  |
|  |  |  | which | | express | | | their | |  |  | mixing. | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ Build structures, exploring how they can be made stronger, stiffer and more stable | |  |
|  |  |  | ideas. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | products. |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Cooking & Nutrition** | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ Use the basic principles of a healthy and varied diet to prepare dishes | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ▪ Understand where food comes from. | |  |

**EYFS EXPRESSIVE ARTS & DESIGN:** □Being Imaginative / **NATIONAL CURRICULUM KS1**:□Music□Drama

**EYFS Educational Programme:** The development of children’s artistic and cultural awareness supports their imagination andcreativity. It is important that children haveregular 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** | | |  |  |  |
|  |  | **MUSIC** | |  |  |  |  |  |  | **MUSIC** | |  | **MUSIC** | |  |  |  |  |  |  |  |  |  |  |  |  |  | **MUSIC** | |  |  |  |  |
|  |  | ▪ Show attention to sounds and music. | | | | | | |  | ▪ | Listen with increased attention to |  | ▪ Listen attentively, move to and talk | | | | | | | | | | | | | |  | Pupils should be taught: | | | |  |  |
|  |  | ▪ Respond emotionally and physically to | | | | | | |  |  | sounds. |  |  | about music, expressing their feelings | | | | | | | | | | | | |  | ▪ | Use their voices expressively and | | | |  |
|  |  |  | music when it changes. | | | |  |  |  | ▪ | Respond to what they have heard, |  |  | and responses. | | | | | |  |  |  |  |  |  |  |  |  | creatively by singing songs and | | | |  |
|  |  | ▪ Move and dance to music. | | | | |  |  |  |  | expressing their thoughts and feelings. |  | ▪ | Watch and | | | | | talk about | | | | dance | and | | |  |  | speaking chants and rhymes | | |  |  |
|  |  | ▪ | Anticipate | | phrases | and | actions in | |  | ▪ Remember and sing entire songs. | |  |  | performance | | | | | art, | | expressing | | | their | | |  | ▪ | Play tuned and untuned instruments | | | |  |
|  |  |  | rhymes and songs, like ‘Peepo’. | | | | |  |  | ▪ Sing the pitch of a tone sung by another | |  |  | feelings and responses. | | | | | | | | |  |  |  |  |  |  | musically |  |  |  |  |
|  |  | ▪ | Explore their voices and enjoy making | | | | | |  |  | person (‘pitch match’). |  | ▪ | Sing | in | a group | | | | | or | on | their | own, | | |  | ▪ | Listen | with | concentration | and |  |
|  |  |  |  | ▪ | Sing the melodic shape (moving melody, |  |  | increasingly | | | | | matching | | | the pitch | | and | | |  |  | understanding to a range of high-quality | | | |  |
|  |  |  | sounds. | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | following the melody. | | | | | | | |  |  |  |  |  |  |  | live and recorded music | | |  |  |
|  |  | ▪ | Join in with songs and rhymes, making | | | | | |  |  | such as up and down, down and up) of |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | familiar songs. |  | ▪ Explore and engage in music making | | | | | | | | | | | | | |  | ▪ | Experiment with, | | create, select | and |  |
|  |  |  | some sounds. | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | ▪ Create their own songs, or improvise a | |  |  | and | dance, | | | | performing | | | | solo or in | | | |  |  | combine sounds using the inter-related | | | |  |
|  |  | ▪ | Make rhythmical and repetitive sounds. | | | | | |  |  |  |  |  |  |
|  |  |  |  |  | song around one they know. |  |  | groups. | |  |  |  |  |  |  |  |  |  |  |  |  |  | dimensions of music. | | |  |  |
|  |  | ▪ Explore a range of soundmakers and | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ▪ Play instruments with increasing control | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | instruments and play them in different | | | | | |  |  | **ROLE PLAY / DRAMA** | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ways. |  |  |  |  |  |  |  | to express their feelings and ideas. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | ▪ | Develop | | storylines | | | | | in | their pretend | | | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | ▪ | Enjoy | and | take part | in action | | songs, |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | **ROLE PLAY / DRAMA** | |  |  | play. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | such as ‘Twinkle, Twinkle Little Star’. | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | ▪ Take part in simple pretend play, using | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **ROLE PLAY / DRAMA** | | | |  |  |  |  |  | **Early Learning Goal:** | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | an object to represent something else |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | ▪ | Start | to | develop | pretend | | play, |  |  | even though they are not similar. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Children | | at | the | | | | expected | | | level | of | |  |  |  |  |  |  |  |  |
|  |  |  | pretending | | that one | object | represents | |  | ▪ | Begin to develop complex stories using |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | development will: | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | another. For example, a child holds a | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | small world equipment like animal sets, |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | □ Invent, adapt and recount narratives | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  | wooden block to her ear and pretends | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | dolls and dolls houses etc. |  |  | |  |  |  |  |  |  |  |
|  |  |  |  |  |  | and stories with peers and their teacher | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  | it’s a phone. | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | ▪ | Make imaginative and complex ‘small |  |  | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | □ Sing a range of well-known nursery | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | worlds’ with blocks and construction kits, |  |  | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | rhymes | | and | songs | | | | □ | Perform songs, | | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | such as a city with different buildings |  |  | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | rhymes, poems and stories with others, | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | and a park. |  |  | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | and – when appropriate try to move in | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | time with music. | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |