

Early Years Curriculum

2026-27



Our Intent

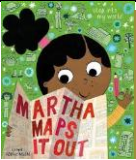
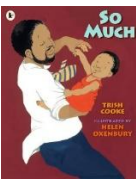
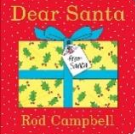
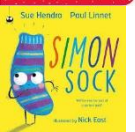
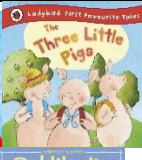
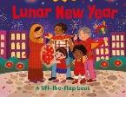
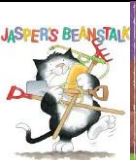
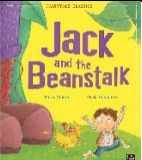
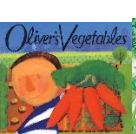
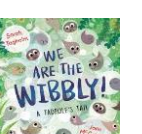
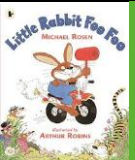
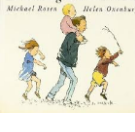
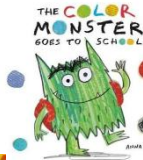
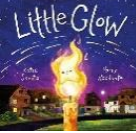
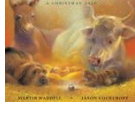
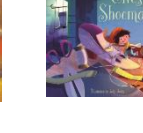
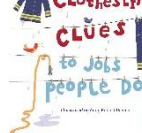
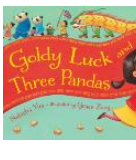
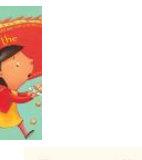
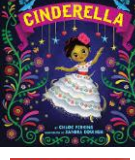
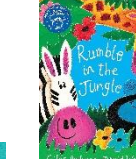
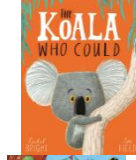
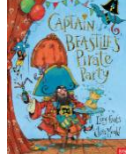
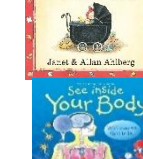
Our Early Years curriculum is rooted in the Prime Areas of Learning – Communication and Language, Physical Development, and Personal, Social and Emotional Development – recognising these as the essential foundations for all future learning. Through warm, responsive interactions, our practitioners create a nurturing environment where children feel secure, valued, and confident to explore and express themselves. High-quality texts and stories are carefully selected to enrich vocabulary, spark curiosity, and deepen understanding across all areas of learning. We are committed to providing an inclusive curriculum that reflects the diverse backgrounds of our children and actively promotes equity. Individual needs, including those of children with SEND, are identified early and supported through tailored approaches, ensuring every child is empowered to thrive, make progress, and develop a lifelong love of learning.

Our Curriculum Overview

This learning overview provides you with an insight into the children’s learning experiences throughout their Foundation years. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends as is the ethos of EYFS. Through the continuous provision children are given lots of opportunities for child initiated, investigation and play. This enhances learning through rich, stimulating activities and opportunities to develop greater depth. This approach, we believe, helps them to become more independent through the characteristics of effective learning: Playing and exploring, Active learning, Creative and thinking critically. At Greswold, in the EYFS, we link our learning to the interests of the children wherever possible therefore our, activities and provocations are subject to change.

	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships		Changing Me
Parental involvement	Show me your child’s favourite activity	Show me a celebration	Show me your child trying to put on their coat independently	Show me your child creating something at home	Show me your child mark making at home	Show me your child writing at home	Show me your child sharing a story or song at home.
Possible themes/ interests/ lines of enquiry	- Ourselves/Family - Autumn - Diwali	- Autumn - Bonfire Night - Christmas/Father Christmas story	- Seasonal Changes - Chinese New Year	- Pancake Day - Easter - Growing up – generations - Planting/Gardening/ - Spring	- Life cycles – Frog/butterfly/plant - Seaside - Hot places		- Sports - Changes - Transition

Our Core Texts

	Being Me in my World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
EYFS 1	   	    	    	    	    	  
EYFS 2	    	     	     	    	    	    The Spike Hedgehog The Squirrels who squabbled Little Owls' Night

Communication and Language

Being Me in my World (Autumn 1)		Celebrating Difference (Autumn 2)		Dreams and Goals (Spring 1)		Healthy Me (Spring 2)		Relationships (Summer 1)		Changing Me (Summer 2)	
Throughout the year the children will: • Learn new vocabulary. • Use new vocabulary through the day. • Learn rhymes, poems, and songs. • Listen carefully to rhymes and songs, paying attention to how they sound. • Use new vocabulary in different contexts.											
EYFS 1	Range 4 Secure. Focus: Listening and attention, building vocabulary, responding to familiar sounds • Begin to listen to short stories and rhymes with increasing attention. • Recognise and respond to many familiar sounds (e.g. knock on the door, tidy-up bell). • Learn new words rapidly and begin to use them in simple communication. • Use language to share feelings, needs and immediate experiences. • Begin to use longer sentences (e.g. "Mummy go work"). • Join in with repeated refrains in familiar rhymes and stories. • Begin to understand and answer simple "what" questions. • Adult focus: Modelling simple sentences, naming emotions, repetition of key vocabulary, daily story and rhyme time.	Range 5 Beginning Focus: Developing understanding and using talk in play • Enjoy listening to longer stories and begin to remember key events. • Begin to understand simple "who", "what" and "where" questions. • Use talk to organise themselves and their play. • Begin to recall and talk about past experiences. • Begin to retell a simple event (not always in order). • Use talk in pretend play (e.g. "This is my baby"). • Show understanding of simple prepositions such as <i>on</i> and <i>under</i> through action. • Adult focus: Extending sentences, modelling narrative language, supporting role play, introducing positional language.	Range 5 Beginning / Developing Focus: Building narrative skills and extending vocabulary • Retell simple past events with adult support. • Begin to sequence events (e.g. first, then). • Answer simple questions about stories. • Begin to ask simple questions. • Use talk to clarify thinking and solve problems in play. • Use longer sentences with more detail. • Join in confidently with repeated refrains and familiar songs. • Adult focus: Story mapping, small group storytelling, modelling questioning language, introducing story language.	Range 5 Developing Focus: Understanding, questioning and expressive language • Retell simple events in the correct order (e.g. "I went down the slide and hurt my finger"). • Show clear understanding of prepositions such as <i>under</i>, <i>on top</i>, <i>behind</i> through action or picture selection. • Use talk to organise play and collaborate with peers. • Begin to ask questions to find out more. • Describe events in more detail. • Talk about familiar books when prompted. • Adult focus: Sustained shared thinking, modelling descriptive language, encouraging full sentences, developing conversational turn-taking.	Range 5 Developing / Secure Focus: Confident storytelling and expressive talk • Confidently recall and describe past events. • Ask questions independently. • Use talk to explain ideas in play. • Use language to imagine and recreate roles and experiences. • Talk about familiar books and characters. • Sing a growing repertoire of songs and rhymes. • Tell longer stories with some structure. • Adult focus: Encouraging independence in storytelling, introducing new vocabulary daily, supporting sustained conversations.	Range 5 Secure Focus: Fluent communication, storytelling and comprehension • Listen attentively to longer stories and recall key details. • Tell a long story with a clear beginning, middle and end. • Talk confidently about familiar books. • Use talk to organise, plan and explain play ideas. • Ask questions to clarify thinking. • Use a wide range of vocabulary in different contexts. • Sing a large repertoire of songs and rhymes confidently. • Adult focus: Preparing for Reception expectations, extending vocabulary, developing narrative structure, encouraging reasoning and explanation.					

EYFS 2	• Understand how to listen carefully and why listening is important. • Engage in story times.	• Ask questions to find out more and to check they understand what has been said to them. • Develop social phrases • Engage in story times.	• Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	• Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	• Listen to and talk about stories to build familiarity and understanding. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	• Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts.
Early Learning Goal	<u>Listening, Attention and Understanding</u> • listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to, and during whole class discussions and small group interactions; • make comments about what they have heard and ask questions to clarify their understanding; • hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			<u>Speaking</u> • participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate; • express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.		

Personal Social and Emotional Development

	Autumn		Spring		Summer	
EYFS 1	Range 4 Secure Focus: Attachment, belonging and emotional security - Build a strong relationship with their key person. - Separate from parent/carer with increasing confidence. - Use key person as a secure base, returning for reassurance when needed. - Seek out companionship from adults and familiar peers. - Begin to cooperate in favourable situations with familiar adults and children. - Show autonomy by asserting preferences and making simple choices. - Show empathy for special people (e.g. offering a toy they know another child likes). Adult focus: Secure attachments, predictable routines, modelling emotional language, supporting turn-taking.	Range 5 Beginning Focus: Recognising feelings and developing independence - Talk about feelings using simple emotion words (happy, sad, angry, worried). - Begin to think about and reflect on their feelings. - Show growing independence in selecting activities and resources. - Begin to understand that others may have different needs. - Develop interest in similarities and differences (gender, ethnicity, ability). - Show increasing confidence in familiar social situations. Adult focus: Naming emotions, modelling empathy, celebrating diversity, encouraging independent choice-making.	Spring 1 – Range 5 Beginning / Developing Focus: Building confidence and social understanding - Show confidence and self-esteem by trying new activities. - Take risks in play and social situations. - Express needs and ask adults for help when needed. - Show perseverance when faced with challenges. - Cooperate with peers during play with adult support. - Begin to understand that others have different perspectives (e.g. turning a book for someone else to see). Adult focus: Supporting resilience, encouraging problem-solving, modelling language for negotiation.	Spring 2 – Range 5 Developing Focus: Managing feelings and understanding others - Begin to manage own needs with adult support. - Demonstrate growing ability to regulate emotions. - Show understanding that others have different ideas, feelings and perspectives. - Develop friendships and seek out preferred play partners. - Show awareness of similarities and differences in more detailed ways. - Continue to develop perseverance in the face of difficulty. Adult focus: Sustained shared thinking, supporting conflict resolution, encouraging empathy and perspective-taking.	Summer 1 – Range 5 Developing / Secure Focus: Emotional regulation and social problem-solving - Talk about feelings and begin to explain why they feel that way. - Manage transitions and routines with minimal support. - Negotiate and solve conflicts with increasing independence. - Show resilience and sustained engagement in chosen activities. - Identify themselves in relation to peers and social groups. - Demonstrate growing awareness of fairness and inclusion. Adult focus: Coaching emotional regulation, modelling respectful relationships, encouraging collaborative play.	Summer 2 – Range 5 Secure Focus: Independence, empathy and readiness for Reception - Manage their own needs confidently (toileting, handwashing, personal organisation). - Show secure relationships with adults and peers. - Demonstrate empathy and understanding of others' perspectives. - Regulate behaviour appropriately in different situations. - Show high levels of confidence and self-esteem. - Persevere with challenges and take pride in achievements. - Express feelings appropriately and seek support when needed. Adult focus: Preparing for Reception expectations, independence, emotional regulation, cooperative learning, resilience.
EYFS 2	- See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others.		- Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally.		- Think about the perspectives of others. - Manage their own needs.	

Early Learning Goal	<u>Self-Regulation</u> • show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions	<u>Managing Self</u> • be confident to try new activities and show independence, resilience, and perseverance in the face of challenge; • explain the reasons for 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.	<u>Building Relationships</u> • work and play cooperatively, and take turns with others; • form positive attachments to adults and friendships with peers; • show sensitivity to their own and to others' needs.
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Physical Development

EYFS 1	Range 4 Secure Focus: Building core strength, attachment to routine and early tool control - Develop the skills needed to manage the school day (coat, shoes, toileting routines with support). - Move confidently in a range of ways (running, walking, climbing). - Begin to understand and choose different ways of moving. - Show increasing control in large movements. - Use wheeled toys with increasing skill (pedalling, balancing, holding handlebars). - Hold mark-making tools with thumb and all fingers. - Turn pages in a book (sometimes several at once). - Show increasing control in holding and using tools such as tambourines, jugs, hammers and mark-making tools. Adult focus: Core strength activities, outdoor provision, modelling correct grip, supporting independence routines.	Range 5 Beginning Focus: Coordination and controlled movement - Develop movement, balancing, riding and ball skills. - Begin to show preference for dominant hand/foot. - Move with increased confidence and spatial awareness. - Manipulate tools and equipment in one hand (paintbrushes, scissors, ribbons). - Show increasing control in small movements. - Begin to choose appropriate movements for different tasks. - Continue developing self-care skills with decreasing support. Adult focus: Dough disco, climbing and balancing opportunities, introducing one-handed tool use, ball play.	Range 5 Beginning / Developing Focus: Refining gross and fine motor control - Develop control and coordination in large movements (jumping, hopping, climbing). - Ride wheeled toys with control and awareness of space. - Develop ball skills (rolling, throwing, catching). - Manipulate tools with increasing precision. - Demonstrate improving pencil grip and mark-making control. - Show growing independence in managing personal needs. - Begin selecting appropriate equipment for intended physical activity. Adult focus: Obstacle courses, fine motor stations, strengthening hand muscles, encouraging independence.	Range 5 Developing Focus: Strength, coordination and independence - Move confidently in a range of ways with control and coordination. - Develop balancing skills with greater stability. - Show increasing fluency in using tools (scissors, paintbrushes, cutlery). - Use dominant hand more consistently. - Demonstrate improved core strength and posture. - Manage school routines (coat, toileting, handwashing) with minimal support. - Choose appropriate movements and equipment for different activities. Adult focus: Balance bikes, climbing frames, threading and cutting tasks, encouraging self-care routines.	Range 5 Developing / Secure Focus: Control, precision and stamina - Show good control and coordination in both large and small movements. - Combine movements confidently (run and jump, climb and balance). - Demonstrate improved ball control and spatial awareness. - Hold mark-making tools with increasing accuracy and control. - Manipulate a range of tools effectively in one hand. - Show stamina in physical activity. - Independently manage personal care routines. Adult focus: Structured PE games, fine motor challenge tasks, strengthening hand dominance, encouraging resilience in physical tasks.	Range 5 Secure Focus: Confidence and readiness for Reception - Move confidently and safely in a variety of ways. - Show strong core stability, balance and coordination. - Use a range of tools competently and safely. - Demonstrate a secure and consistent dominant hand. - Hold writing tools effectively for control and precision. - Manage the school day independently (toileting, dressing, hygiene). - Select appropriate equipment and movements for purpose. Adult focus: Preparing for Reception expectations × pencil control, coordinated PE skills, independence in self-care.
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EYFS 2	<u>General</u> Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Preparing for handwriting – Squiggle While you Wiggle Dough Disco – Autumn 1 <u>PE</u> Focus: Balance, Movement, Co-ordination & Spatial Awareness Footwork / Balancing Birth to 5 Matters Range 4 – Provide opportunities for activities that involve moving and stopping; provide music so that children can respond spontaneously to music; allow children to help understand their sense of space and self. Range 5 - Encourage children to move with controlled effort, and model use of vocabulary in context – <i>strong, firm, gentle, heavy, stretch, reach, tense, floppy</i>. Create lines and circles pivoting from the shoulder and elbow; motivate children to be active through group games and action songs.	<u>General</u> Continue to develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, zipping coats, putting wellies on, changing into nativity costumes. Funky Fingers Morning Jobs Range 5: Manipulates and uses a range of tools and equipment in one hand Range 6 Use simple tools to effect changes to materials; handles tools, objects, construction and malleable materials with increasing control and intention <u>PE</u> Focus: Using Equipment Safely – Movement, Jumping & Landing, Obstacle Course & Props Birth to 5 Matters Range 6 Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping – negotiates space successful when playing racing and chasing games with other children; adjusting speed or changing direction to avoid obstacles; travels with confidence and skill around, under, over and through balancing equipment; jumps off an object and lands appropriately, using hands, arms and body to stabilise.	<u>General</u> Moves safely at play, both inside and outside, negotiating space around them successfully. Funky Fingers Morning Jobs Range 5: Manipulates and uses a range of tools and equipment in one hand Range 6 Use simple tools to effect changes to materials; handles tools, objects, construction and malleable materials with increasing control and intention <u>PE</u> Focus – Moving with expression & imagination – Dance & Drama Birth to 5 Matters Range 6 Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping – Shows increasing control over an object (ball) – pushing, patting, throwing, catching and kicking it – negotiates space successful when playing racing and chasing games with other children; adjusting speed or changing direction to avoid obstacles Chooses particular movements for their own imaginative purposes; initiates new combinations of movements in response to music.	<u>General</u> Moves safely at play, both inside and outside, negotiating space around them successfully. Funky Fingers Morning Jobs Range 6 Use simple tools to effect changes to materials; handles tools, objects, construction and malleable materials with increasing control and intention; shows a preference for a dominant hand. <u>PE</u> Focus – Co-operation in competition – Races & Games Birth to 5 Matters: Range 6: Shows increasing control over a range of objects (balls, beanbags, quoits, rackets) when pushing, patting, throwing, catching or kicking them Negotiates space successfully when playing racing and chasing games with other children; adjusting speed or changing direction to avoid obstacles Chooses to move in a range of ways, moving freely and with confidence, changing body shape, position and pace of movement.	<u>General</u> Moves safely at play, both inside and outside, negotiating space around them successfully. Funky Fingers Morning Jobs Range 6 Use simple tools to effect changes to materials; handles tools, objects, construction and malleable materials with increasing control and intention; shows a preference for a dominant hand. ELG Use a range of small tools effectively; hold a pencil in the tripod grip <u>PE</u> Focus – Sports' Day Practice ELG Negotiates space and obstacles safely, with consideration for themselves and others Demonstrates strength, balance and co-ordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<u>General</u> Moves safely at play, both inside and outside, negotiating space around them successfully. Fine Motor – Morning Work, Transition to Year 1 Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases; begin to show accuracy and care whilst drawing Provocations / Enhancements – use a range of small tools, including scissors, paintbrushes and cutlery. <u>PE</u> Focus – Team Games with energy and enjoyment <u>ELG</u> Negotiates space and obstacles safely, with consideration for themselves and others Demonstrates strength, balance and co-ordination when playing a range of games, with a range of equipment Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Early Learning Goal	<u>Gross Motor Skills</u> - negotiate space and obstacles safely, with consideration for themselves and others; - demonstrate strength, balance, and coordination when playing; - move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills</u> - hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - use a range of small tools, including scissors, paintbrushes and cutlery, and begin to show accuracy and care when drawing.					

Literacy

EYFS 1	Range 4 Secure Focus: Enjoying stories, rhymes and early mark making - Show interest in play with sounds, songs and rhymes. - Listen to stories in small groups and one-to-one. - Join in with repeated refrains in familiar rhymes and stories. - Repeat words or phrases from familiar stories. - Begin to fill in missing words in familiar rhymes (e.g. "Humpty Dumpty sat on a X"). - Distinguish between different marks they make. - Begin to give meaning to drawings and paintings. - Include mark making in play. Adult focus: Daily story time, nursery rhyme repetition, environmental print, modelling meaning in marks.	Range 5 Beginning Focus: Developing story awareness and purposeful mark making - Anticipate key events and phrases in familiar stories. - Talk about events and main characters in stories. - Join in confidently with repeated refrains. - Begin sequencing simple story pictures with support. - Continue to develop phonological awareness through rhymes and sound play. - Give meaning to marks consistently. - Attempt to write their own name using lines, circles and letter-like shapes. - Use mark making with increasing intention in play. Adult focus: Story maps, name recognition, modelling writing for purpose, rhyme and rhythm games.	Range 5 Beginning / Developing Focus: Story structure and early writing development - Retell familiar stories with adult support. - Sequence 3-part story pictures (beginning, middle, end). - Talk about how a story might end. - Explore different versions of the same story. - Recognise familiar logos and environmental print. - Attempt to write own name with more recognisable letter shapes. - Begin to use some recognisable letters in writing. - Use mark making to represent ideas in play scenarios. Adult focus: Oral storytelling, drawing story events, name practice, introducing initial sounds in meaningful contexts.	Range 5 Developing Focus: Comprehension and emerging phonological awareness - Talk about key events and characters with increasing detail. - Suggest how stories might end. - Confidently sequence familiar stories. - Recognise and talk about differences between versions of stories. - Develop awareness of initial sounds in words. - Use letter-like shapes and some correct letters in writing. - Write own name with increasing accuracy. Adult focus: sound discrimination games, supporting correct letter formation through play.	Range 5 Developing / Secure Focus: Narrative understanding and purposeful writing - Retell familiar stories independently using simple structure. - Discuss characters, settings and events. - Compare different versions of familiar stories. - Show awareness of rhyme and alliteration. - Use some recognisable letters linked to sounds. - Include writing in play for a purpose (lists, labels, signs). - Hold writing tools with increasing control and consistency. Adult focus: Encouraging independent storytelling, embedding writing into provision, supporting phonological awareness.	Range 5 Secure Focus: Reception readiness in early literacy - Listen attentively to stories and respond with relevant comments. - Retell familiar stories with a clear sequence (beginning, middle, end). - Talk confidently about story characters and events. - Recognise rhyme and begin identifying initial sounds. - Write own name confidently. - Begin to write most letters in their name using recognisable letter forms. - Use recognisable letters to represent sounds in words. - Use writing for different purposes in play (lists, labels, signs). - Show clear understanding that print carries meaning. Adult focus: Preparing for Reception expectations × developing fluency in name writing, strengthening letter formation, embedding early phonics knowledge, and encouraging independent purposeful writing.
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EYFS 2	Reading		Writing	
	✕ Enjoys an increasing range of print and digital books, both fiction and non-fiction. Children access reading books linked to their phonic knowledge, have weekly access to the library and daily access to a wide range of books in their class libraries ✕ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading ✕ Describes main story settings, events and principal characters in increasing detail ✕ Re-enacts and reinvents stories they have heard in their play ✕ Knows that information can be retrieved from books, computers and mobile digital devices ✕ Is able to recall and discuss stories or information that has been read to them, or they have read themselves ✕ Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example ✕ Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i> . ✕ Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences ✕ Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text ✕ Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.		✕ Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats ✕ Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology ✕ Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together ✕ Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name ✕ Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	
Early Learning Goal	<u>Comprehension</u> • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • anticipate, where appropriate, key events in stories; • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems, and during role-play.	<u>Word Reading</u> • say a sound for each letter in the alphabet and at least 10 digraphs; • read words consistent with their phonic knowledge by sound-blending; • read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<u>Writing</u> • write recognisable letters, most of which are correctly formed; • spell words by identifying sounds in them and representing the sounds with a letter or letters; • write simple phrases and sentences that can be read by others.	

Note: Refer to English curriculum document for handwriting and phonics.

Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS 1	- Colours - Matching - Sorting	- Number 1 - Number 2 Subitising - Number 2 - Pattern 1 - Pattern 2 - Consolidation	- Number 3 subitising - Number 3 - Number 4 - Number 4 composition - Number 5 - Number 5 composition - Consolidation	- Number 6 - Height and length - Mass - Capacity - Consolidation	- Sequencing - Positional language - More than/fewer 2D shape 3D shape - Consolidation	- Number composition - What comes after? - What comes before? - Numbers to 5 - Consolidation
	1, 2, 3, 4, 5 Once I caught a fish alive 1 potato, 2 potato, 3 potato 4 5 little speckled frogs 5 little ducks went swimming one day 5 current buns 5 fat sausages	1 finger, 1 thumb 1, 2 buckle my shoe 2 little dickie birds - Heads shoulders knees and toes - Zoom, zoom, zoom	- Three blind mice - Three little kittens 5 snowmen 4 Teddy bears 5 fingers - Alice the camel - When Goldilocks went to the house of the bears	- Sing a song of six pence - I'm a little bean 5 cheeky monkeys	5 little men in a flying saucer - Humpty Dumpty sat on a wall - One elephant went out to play - Ring a roses - London bridge is falling down	- One big hippo - Sleeping bunnies 5 cheeky monkeys 5 little apples
EYFS 2	White Rose Unit Overview					
	- Getting to know you - Number focus songs- -One finger, one thumb -Five little monkeys -One big hippo - Match, sort and compare - Talk about Measures and patterns.	- It's me 1,2,3 - Circles and Triangles 1,2,3,4,5 - Shapes with four sides	- Alive in 5 - Mass and Capacity - Growing 6,7,8	- Length, height and time - Building 9 & 10 - Explore 3D shapes	- To 20 and beyond - How many now - Manipulate compose and decompose - Sharing and grouping	- Visualise, build and map - Number bonds - Addition and Subtraction - Capacity and measuring - Make connections - Consolidation
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	• Comparison- Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i> (Range 5) • Cardinality- Subitises one, two and three objects (without counting) (Range 5) • Links numerals with amounts up to 5 and maybe beyond (Range 5) • Composition- Beginning to recognise that each counting number is one more than the one before (Range 5) • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same (Range 5) • Pattern- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) (Range 5) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next (Range 5) • Creates their own spatial patterns showing some organisation or regularity (Range 5) • Spots patterns in the environment, beginning to identify the pattern "rule" (Range 6) • Measures- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items . (Range 5)	• Counting- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. (Range 5) • Cardinality- Links numerals with amounts up to 5 and maybe beyond (Range 5) • Subitises one, two and three objects (without counting) (Range 5) • Engages in subitising numbers to four and maybe five (Range 5) • Composition Beginning to recognise that each counting number is one more than the one before (Range 5) • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same (Range 5) • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (Range 6) • Spatial Awareness- Responds to and uses language of position and direction (Range 5) • Shape Uses informal language and analogies, (e.g. <i>heart-shaped and hand-shaped leaves</i>), as well as mathematical terms to describe shapes (Range 6) • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes (Range 5) • Shows awareness of shape similarities and differences between objects (Range 5) • Measures- Is increasingly able to order and sequence events using everyday language related to time (Range 6)	• Comparison- Uses number names and symbols when comparing numbers, showing interest in large numbers (Range 6) • Estimates of numbers of things, showing understanding of relative size. (Range 6) • Counting- Begin to recognise numerals 0 to 10 (Range 5) • Cardinality- Links numerals with amounts up to 5 and maybe beyond (Range 5) • Engages in subitising numbers to four and maybe five (Range 6) • Matches the numeral with a group of items to show how many there are (up to 10) (Range 6) • Counts out up to 10 objects from a larger group (Range 6) • Composition- Beginning to recognise that each counting number is one more than the one before (Range 5) • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (Range 6) • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three (Range 6) • Measures -Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy (Range 6) • Becomes familiar with measuring tools in everyday experiences and play (Range 6) • In practical activities, adds one and subtracts one with numbers to 10 (Range 6)	• Comparison - Uses number names and symbols when comparing numbers, showing interest in large numbers (Range 6) • Estimates of numbers of things, showing understanding of relative size . (Range 6) • Counting- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 (Range 6) • Increasingly confident at putting numerals in order 0 to 10 (ordinality) (Range 6) • Cardinality- Counts out up to 10 objects from a larger group (Range 6) • Matches the numeral with a group of items to show how many there are (up to 10) (Range 6) • Composition- Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three (Range 6) • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (Range 6) • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" (Range 6) • Spatial Awareness- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) . (Range 6) • Shape- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes (Range 6) • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build (Range 6)	• Comparison - Uses number names and symbols when comparing numbers, showing interest in large numbers (Range 6) • Estimates of numbers of things, showing understanding of relative size . (Range 6) • Counting- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 (Range 6) • Increasingly confident at putting numerals in order 0 to 10 (ordinality) (Range 6) • Cardinality- Counts out up to 10 objects from a larger group (Range 6) • In practical activities, adds one and subtracts one with numbers to 10 (Range 6) • Composition- Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" (Range 6) • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Spatial Awareness- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) . (Range 6) • Shape- Chooses items based on their shape which are appropriate for the child's purpose (Range 5) • Responds to both informal language and common shape names)Range 5) • Shows awareness of shape similarities and differences between objects (Range 5) • Uses informal language and analogies, (e.g. <i>heart-shaped</i>	• Pattern- Spots patterns in the environment, beginning to identify the pattern "rule" (Range 6) • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat (Range 6) • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build (Range 6) • Spatial Awareness -Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints (Range 6) • May enjoy making simple maps of familiar and imaginative environments, with landmarks (Range 6) Early Learning Goals • Number- have a deep understanding of number to 10, including the composition of each number; (ELG) • subitise (recognise quantities without counting) up to 5; (ELG) • automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (ELG) • Numerical Patterns- Verbally count beyond 20, recognising the pattern of the counting system (ELG) • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; (ELG) • -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities
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				• Pattern- Spots patterns in the environment, beginning to identify the pattern “rule” (Range 6) • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat (Range 6) • Measures - Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy (Range 6) • Becomes familiar with measuring tools in everyday experiences and play (Range 6) • Is increasingly able to order and sequence events using everyday language related to time (Range 6) • Beginning to experience measuring time with timers and calendars (Range 6) • In practical activities, adds one and subtracts one with numbers to 10 (Range 6)	and hand-shaped leaves), as well as mathematical terms to describe shapes (Range 6) • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes (Range 6)	can be distributed equally. (ELG)
Early Learning Goal	<u>Number</u> • have a deep understanding of number to 10, including the composition of each number; • subitise (recognise quantities without counting) up to 5; • automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.			<u>Numerical Patterns</u> • verbally count beyond 20, recognising the pattern of the counting system; • compare quantities of up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity; • explore and represent patterns within numbers up to 10, including evens and odds, double facts, and how quantities can be distributed equally.		

Understanding the World

	Being Me in my World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
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EYFS 1	Range 4 Secure Focus: Exploring through senses and recognising familiar people - Use all their senses in hands-on exploration of natural materials. - Notice detailed features of objects in their immediate environment. - Show interest in how things work through exploratory play. - Have a sense of their own immediate family and familiar adults. - Recognise and describe special times or events in their own experience (birthdays, celebrations). - Begin to talk about what they see using simple vocabulary. - Begin to operate simple digital equipment with support. Adult focus: Sensory exploration, discussing family photographs, modelling vocabulary, introducing simple technology.	Range 5 Beginning Focus: Traditions, celebrations and cultural awareness - Recognise and describe special times or events for family or friends (birthdays, festivals, holidays). - Begin to understand that people celebrate in different ways across cultures and families. - Talk about their own experiences of celebrations and special events. - Explore similarities and differences in family traditions. - Use descriptive language to talk about what they see during celebrations (decorations, food, clothing). - Begin to notice that people may have different beliefs that influence celebrations. - Continue to explore materials and investigate how things work in context of celebrations (e.g., cooking, decorating, planting seasonal seeds). Adult focus: Provide opportunities for celebrating festivals and family traditions in the setting, model vocabulary for cultural events, encourage children to share experiences, support observation and discussion of differences and similarities.	Range 5 Beginning / Developing Focus: Exploring occupations, roles and communities - Show interest in different occupations and ways of life (indoor and outdoor roles). - Talk about people who help us in the community (police, doctors, teachers, shopkeepers). - Begin to understand the roles and responsibilities of adults and peers in society. - Explore tools and materials used in different occupations (e.g., builders' tools, cooking utensils, gardening tools). - Use role play and imaginative play to act out jobs and responsibilities. - Talk about how things work in people's jobs and daily activities. - Begin to make connections between occupations and family or community life. Adult focus: Provide role-play areas and props, introduce visits or videos about jobs, ask open questions about roles and responsibilities, encourage children to explain what people do in their jobs.	Spring 2 – Range 5 Developing Focus: Understanding growth, change and plants - Observe, plant, and care for seeds and growing plants. - Understand key features of the life cycle of a plant (seed → seedling → mature plant → flowers/fruits). - Talk about what plants need to grow (water, sunlight, soil). - Explore the natural environment, noticing changes in plants over time. - Describe plants using a widening vocabulary (stem, leaf, root, flower, blossom, fruit). - Compare plants they grow themselves with plants they see outside. - Discuss family traditions or events linked to plants (e.g., growing vegetables, flowers). Adult focus: Provide hands-on planting activities, observe changes over time, encourage descriptive language for plants, connect to celebrations involving plants (e.g., harvest, flowers).	Range 5 Developing / Secure Focus: Relationships and social understanding - Explore and talk about friendships and relationships with peers and adults. - Show care, concern, and empathy for others in the setting. - Recognise different roles and responsibilities within their community (peers, adults, helpers). - Continue to observe and describe animals and their habitats. - Begin to make links between the needs of living things and relationships with people (e.g., pets needing care, helping friends). - Use technology to support observations and investigations (e.g., photographing animals, recording observations). Adult focus: Encourage discussions about relationships, model empathy and cooperation, support shared activities involving animals, extend vocabulary for describing living things and social situations.	Range 5 Secure Focus: Changing Me / Life cycles and Reception readiness - Observe and describe changes in living things (plants, animals, humans). - Understand the life cycles of plants, animals, and themselves in simple terms. - Begin to make sense of their own life story and family history. - Talk about growth, development, and change in familiar contexts (from baby to now). - Recognise similarities and differences between themselves, peers, and animals. - Show care and responsibility for living things and the environment. - Use technology independently to explore and record observations. - Begin to link personal experiences to wider understanding of life cycles and growth. Adult focus: Support discussions about life stages, provide hands-on investigations, model vocabulary for growth and change, prepare children for Reception expectations in understanding change and living things.
	Throughout the year the EYFS 1 children will: - Show interest in different occupations. - Continue developing positive attitudes about the differences between people.					

EYFS 2	Throughout the year the EYFS 2 children will: • Observing weather, seasons and talk about the living things they see in the playground and on visits during each season. • Recognise that some religious people and cultural communities have special stories, places, customs and traditions which have special meaning for them.		
	Autumn Term • Know about and discuss past events in their own life and in the lives of family members. • Name and locate areas around our school setting and the grounds. Discuss their immediate environment using knowledge from observation, discussion, and maps. Name and describe plants and animals observed around school and the grounds.	Spring Term • Know and understand that a consequence is something that happens as a result of something else. • Name materials, describe their properties, compare and describe how materials change over time and in different conditions.	Summer Term

	• Recognise some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. • Describe themselves, family, friends and community. Identifying their distinguishing features and what makes them special to them. • Identify light sources and explore shadows.	• Name materials, talk about their properties and why it is suited for its purpose. • Talk about the wonders of the natural world, expressing ideas and feelings. • Understand why Christmas is a special time for Christians, recognising some symbols and some ways Christians remember the Christmas story.	• Know some facts about people from the past and the local community. • Comment on and compare familiar situations and objects in the past. • Explore the immediate local area through google maps and images. Describe sounds and identify their source and how they are made.	• Recognise some similarities and differences between life in this country and life in Hong Kong drawing on knowledge from stories, non-fiction texts and maps. • Use basic geography vocabulary to refer to key physical and human features of the ocean and gardens. Name and describe animals that live in the ocean, gardens and their habitats. • Talk about how people's actions effect the environment and what they can do to look after it. • Understand human body parts and their functions. • Understand the importance of personal hygiene and healthy habits. • Know that there are a variety of plants and that some plants we grow for food. • Understand why the word God is special to Christians, through what stories say about the world, God and human beings. • Understand why Easter is a special time for Christians, recognising some symbols and some ways Christians remember the Easter story.		
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	Range 5 <u>People and Communities</u> - Shows interest in the lives of people who are familiar to them - Enjoys joining in with family customs and routines - Remembers and talks about significant events in their own experience - Recognises and describes special times or events for family or friends - Shows interest in different occupations and ways of life indoors and outdoors. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <u>The World</u> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world - Talks about why things happen and how things work - Developing an understanding of growth, decay and changes over time - Shows care and concern for living things and the environment - Begin to understand the effect their behaviour can have on the environment	Range 6 <u>People and Communities</u> - Enjoys joining in with family customs and routines - Talks about past and present events in their own life and in the lives of family members - Knows that other children do not always enjoy the same things, and is sensitive to this - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <u>The World</u> - Looks closely at similarities, differences, patterns and change in nature - Knows about similarities and differences in relation to places, objects, materials and living things - Talks about the features of their own immediate environment and how environments might vary from one another - Makes observations of animals and plants and explains why some things occur, and talks about changes	ELG <u>Past and Present</u> - talk about the lives of the people around them and their roles in society; - know some similarities and differences between things in the past and now, drawing on their experiences and what has been learned in class; - understand the past through settings, characters, and events encountered in books read in class and storytelling <u>People, Culture and Communities</u> - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps <u>The Natural World</u> - explore the natural world around them, making observations and drawing pictures of animals and plants; - know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Early Learning Goal	<u>Past and Present</u> - talk about the lives of the people around them and their roles in society; - know some similarities and differences between things in the past and now, drawing on their experiences and what has been learned in class; - understand the past through settings, characters, and events encountered in books read in class and storytelling	<u>People, Culture and Communities</u> - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps	<u>The Natural World</u> - explore the natural world around them, making observations and drawing pictures of animals and plants; - know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Expressive Arts and Design

	Being Me in my World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
EYFS 1	Range 4 Secure Focus: Exploring materials, sounds, and self-expression - Explore a variety of materials freely (playdough, sand, water, paint). - Develop ideas about how to use materials and what to make. - Listen with increasing attention to sounds, songs, and rhythms. - Use everyday materials to explore, understand, and represent their world. - Engage in imaginative play based on first-hand experiences. - Begin to use tools safely for a purpose (paintbrushes, tambourines, jugs, hammers). Adult focus: Provide open-ended materials, model safe tool use, introduce songs and simple rhythms, encourage experimentation.	Range 5 Beginning Focus: Colour, texture and imaginative expression - Safely use and explore a variety of materials, tools, and techniques. - Explore colour and begin to mix colours. - Join different materials and explore different textures. - Use 2D and 3D structures to create and represent ideas. - Continue imaginative play with props and familiar objects. - Express simple ideas and feelings through drawings and paintings. Adult focus: Colour mixing activities, collage and construction, guided imaginative play, modelling descriptive language for textures and colours.	Range 5 Beginning / Developing Focus: Tools, techniques and storytelling - Use tools for a purpose with increasing skill (scissors, brushes, modelling tools). - Explore and refine a variety of artistic effects to express ideas and feelings. - Begin to develop complex stories using small world and imaginative play equipment. - Explore colour, texture, and material combinations more intentionally. - Join materials to create purposeful constructions. Adult focus: Support storytelling through art and small-world play, demonstrate combining materials, encourage experimentation and problem-solving in art.	Range 5 Developing Focus: Narrative and collaborative creativity - Draw with increasing complexity and detail. - Develop storylines in pretend play and role play. - Explore imaginative ideas collaboratively with peers. - Continue to experiment with tools, materials, colours, and textures. - Remember and perform longer songs and rhymes. Adult focus: Encourage collaborative artwork, scaffold storytelling through role play and small world, support more detailed mark making.	Range 5 Developing / Secure Focus: Emotions, expression and social creativity - Show different emotions and ideas in drawings, paintings, and models. - Continue to develop storylines in pretend play with peers. - Create collaboratively, sharing ideas, skills, and resources. - Refine use of tools and materials for purpose and effect. - Experiment confidently with colour, texture, and 3D materials. Adult focus: Support expression of feelings and ideas through art and play, scaffold collaborative projects, encourage storytelling in creative contexts.	Range 5 Secure Focus: Performance, imagination, and Reception readiness - Develop sustained imaginative play with complex storylines. - Use tools and materials confidently to realise ideas in 2D and 3D. - Sing, perform, and remember longer songs and rhymes. - Express ideas, emotions, and stories through multiple creative media. - Collaborate confidently on projects, sharing resources and solving creative problems. Adult focus: Provide opportunities for performance, showcase collaborative artwork, extend imaginative storytelling, prepare children for Reception creative expectations.
	Throughout the year the EYFS 1 children will: Take part in simple pretend play, using an object to represent something else.					

EYFS 2	Throughout the year the EYFS 2 children will: • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Recognise the work of famous artists and take inspiration from their work. • Work to create collaboratively, sharing ideas, resources and skills. • Returning to and building on their work, refining ideas and developing their ability to represent them.					
	• Explore colour and how it can be changed. • Recognise and name colours. • Take part in simple, pretend play often based on familiar experiences. • Develop storylines through small-world or role-play. • Identify, match and describe the sound of instruments. • Sing an entire song in unison with support. • Share preferences for songs. • Listen and respond to others in pair/group music making. • Play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo).	• Explore different paint types. • Explore large scale weaving. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Retell parts of familiar stories through use of puppets, toys, masks or small world. • Create more complex narratives in their role-play, building on the contribution of their peers. • Physically or verbally express thoughts about music • Distinguish and describe changes in music and compares pieces of music. Reproduce the pitch of a tone sung by another. • Sing the melodic shape of familiar songs. • Move in time to the pulse of music and physically respond to changes in music. • Create music based on a theme. • Plays instruments to match the structure/ beat of the music.	• Explore working with paints on different surfaces and in different ways. • Choosing a particular colour for a purpose. • Explore small scale weaving. • Show accuracy and care in their drawings. • Invent, adapt and recount narratives and stories with peers and their teacher. • Create representations of both imaginary and real-life ideas, events, people and objects. • Use combination of art forms. • Associates' genres of music with characters and stories. • Accurately anticipates changes in music, eg when music is going to get faster, louder, slower. • Perform songs, solo and or in groups. • Replicate familiar choreographed dances. • Choreograph his or her own dances to familiar music, individually, in pairs/small groups. • Finds and records sounds using recording devices. • Keep a steady beat whilst playing instruments. • Taps rhythms to accompany words Creates rhythms using instruments and body percussion.			
	• Explore making marks, creating lines and circles. Give meaning to marks.	• Printing with natural materials. • Printing simple repeating patterns. • Understand how to create closed shapes with continuous lines and begin to use these shapes to represent objects. • Create work to celebrate different days.	• Understand the purpose of different textiles/ materials. • Junk modelling with different materials. • Show different emotions in their drawings.	• Recognising patterns in the environment. • Mix paints to create different colours following instructions. • Exploring colours in nature and how they can be applied to art.	• Create collages. • Printing with sponges, rollers and shapes. • Explore shades of colour and how to make different shades.	• Explore symmetrical printing. • Evaluate their own work and others, suggest how work can be improved.

	Band 5 <u>Creating with materials</u> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose <u>Being imaginative and expressive</u> • Uses movement and sounds to express experiences, expertise, ideas and feelings . • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme	Band 6 <u>Creating with materials</u> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. <u>Being imaginative and expressive</u> • Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Recognise and promote children's agency in expressing their unique and subjective viewpoint through the arts. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this ✕child physically demonstrates✕, that peg looks like a mouth • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	ELG <u>Creating with Materials</u> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • share their creations, explaining the process they have used; • make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> • invent, adapt, and recount narratives and stories with peers and their teacher; • sing a range of well-known nursery rhymes and songs; • perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.
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Early Learning Goal	<u>Creating with Materials</u> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • share their creations, explaining the process they have used; • make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> • invent, adapt, and recount narratives and stories with peers and their teacher; • sing a range of well-known nursery rhymes and songs; • perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.
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Appendix 1: Curriculum Statements linking to Early Years

English	In Nursery, we focus primarily on building a strong foundation in Speaking and Listening. The children take part in a range of activities (circle time, Jigsaw, story time, Nursery Bear sharing) which aid them in becoming confident and effective communicators. Alongside this, we explore a variety of texts with the children to develop their understanding of the purpose of print, the structure of stories, the meaning of character and setting and the importance of rhythm and rhyme within spoken and written language. Nursery rhymes and traditional tales feature a great deal; these are later joined by a range of stories that the children choose themselves, developing Greswold's value of curiosity. In Reception, the children learn in a print rich environment. They develop their gross and fine motor skills through fun activities such as 'dough disco' and 'squiggle while you wiggle'. Pupils have daily phonics lessons and are encouraged to use their phonic knowledge to write words in ways which match their spoken sounds. They have continuous access to mark making materials and follow their interests and with support, write simple sentences that can be read by themselves and others. Story telling is a daily event and children often act out stories they have heard within the environment.
Maths	From the beginning of their learning journey at Greswold, the children in early years are encouraged to engage with, and eventually, master number as well as the full range of mathematical topics and concepts. Through interactions with skilled practitioners, children will verbally reason and problem solve.
Science	Science is explored through 'Understanding the World' and is closely linked to children's physical development when talking and learning about the body and the effects of exercise. Volunteers, parents and members of the local community are invited in to share knowledge and first hand experiences of professions such as vets, doctors, firefighters and police. Much of the learning is led by children's interest in change, including changes to themselves, the environment and materials. Pupils discuss the seasons daily, completing the classroom weather charts. The school environment provides children with the opportunity to make observations, collect items of interest and generate discussions which support questioning and prediction skills. The children are taught to care for and respect all living things by building bug cities and feeding the birds. They contribute to their own outside area through the planting of seeds, using the produce and showing care and respect for their immediate environment. Nursery enhance their learning of this area with a visit to the farm.
Art & Design	Children develop their artistic skills through child initiated activities. They have an opportunity to use a range of media and materials as well as a selection of tools to develop preferred skills. Children use their own imagination and observations from both their environment and other artists to design their own creations for example, when making Christmas card designs that are then printed into authentic cards. Children are encouraged to take part in projects or competitions when opportunities arise in the local community.
Computing	Many children start at Greswold being familiar with a wide range of technology. They then develop skills and an understanding of the purpose of these technologies such as using Google as a search engine, modelled by the teacher. The children also have opportunities to use old mobile phones, keyboards and computers in their role play. They talk about the different technologies they use at home for example the microwave, washing machines and televisions. There are iPads available with age specific learning apps set up. They use the interactive whiteboards in the classrooms daily. When available, we use programmable toys to initiate their coding skills.
Design & Technology	Children use a variety of construction materials within their environment. They follow their interests and with support, plan, gather resources and then create their unique pieces on both a large and small scale. Children learn, through experimentation, how to manipulate a variety of joining equipment for example split pins, tape and glue. This also develops their fine motor skills and their ability to assess, evaluate and improve their own work and the work of others. Pupils are given the opportunity to use and develop skills of one-handed equipment such as saws, hammers and hand drills, under adult supervision and following the correct safety measures.
Geography	Geography learning follows the interest of the children as part of 'Understanding the World'. Pupils learn about the seasons and different types of weather as part of their daily routine. Throughout the year children may wish to learn about volcanoes, or a specific country if they have been on holiday there. We facilitate this by finding the location on a globe or world map, sharing experiences of what it was like to be there, looking at photos of families and homes to compare and contrast it to the children's own lives. Children's learning often follows current affairs seen on the news from around the world such as, fires, floods and the impact of humanity on the world. They also learn about physical geography in their own locality and walk to St Helen's Wood to gain knowledge of the immediate area around Greswold School, analysing how land is used.

History	Children begin to learn about their immediate history and those of their families. They celebrate significant events such as birthdays and other personal milestones through their celebration assembly. Children follow the chronology of events in the British calendar such as Bonfire Night and Remembrance Sunday as well as a diverse number of other significant cultural events such as Diwali, Eid and Passover. Using the online learning journal (Tapestry), parents are encouraged to share their own celebratory times so children can develop a sense of personal history. Children develop the knowledge and understanding of change over time through photographs of the immediate locality and through stories.
Languages	Whilst there is no specific taught Modern Foreign Languages Learning in EYFS or KS1, celebration of languages and diversity follows the interest of the children as part of 'Understanding the World'. Children are encouraged to explore the cultures of themselves and others through their various learning topics.
Music	Children explore and develop a love of music through singing, sharing nursery rhymes and dancing. They are encouraged to use instruments, music, role-play and small world play both inside and out, to express themselves and their experiences which are readily available in the environment. They learn to listen to sounds in their environment and made by instruments, especially in Nursery where they follow Phase 1 of Phonics Letters and Sounds. Children are taught rhythms, rhymes and changing sounds not only with instruments but using body percussion too. The children are encouraged to respond to music and the sounds they hear through enjoyment and experimentation. Both Nursery and Reception produce a Christmas nativity where they get the opportunity to demonstrate the skills they have learnt so far and perform to a live audience. Reception also go to weekly assemblies where they learn songs that are sung throughout the school.
Personal & Social Development	The main elements of this area of learning focus on belonging, independence, emotional and social wellbeing and children being able to identify and regulate their feelings. Children become settled in their environment through home visits, transition days and getting to know the individual child. Once settled we encourage self-confidence by demonstrating respect towards others through listening to them and valuing each individual. Children are introduced to the school values and Jigsaw and these allow clear expectations and boundaries to be set. They develop the ability to make their own choices at every opportunity, from choosing their lunch, when they wish to take their snack, if they want to learn indoors or outdoors and the activities they wish to carry out. Through working in a variety of ways children are exposed to collaborative situations and learn to develop their peer relationships. They are given responsibilities such as tidying areas of the classroom, corridor monitors and sharing out equipment. We celebrate positive behaviours and use children as role models for one another.
Physical Education	Children in Reception have a weekly session of PE where they participate in a range of indoor and outdoor activities. They learn how to move in different ways, balance, work in partners and as a team. Pupils have open access to the outside area daily and can develop gross motor skills through their chosen activities using the bikes / scooters, climbing up steps to the slide, running and jumping in a large space, stepping over tyres and balancing on logs. They have opportunities to dig and rake, lift heavy pans and pots, pour, stir and mix. Small groups of children develop core skills through following the BEAM programme. Fine motor skills are advanced through the use of Dough Disco and Squiggle While You Wiggle. The environment is resourced with activities to develop these skills further, for example threading, tweezers, pegs and a range of mark making tools. Children are taught how to use both large and small equipment in a safe and controlled manner, such as scissors and large construction toys. Children are encouraged and supported in independently selecting and dressing in appropriate attire for a given activity, for example wellies, salopettes, coats, painting aprons and PE kit. Children have access to toilets and washing facilities where they are encouraged to be independent in managing their own hygiene. We talk about keeping healthy through foods, sleep and exercise so in Reception the children choose their lunch option independently.
Religious Education	During our home visits and transition sessions we gather child and family specific information so we can celebrate the diversity of our school community. Throughout the year we concentrate on the concept of 'special'. The children will explore special stories, people, places, occasions and celebrations. They will also explore why they are special. We use our online learning journal Tapestry to enable parents and children to share their own experiences and knowledge of these events.