# EYFS Curriculum Overview

**Lawley Primary School.**

**Key:**

Value added based on the skills and expertise in the EYFS team.

**Documents used:**

EYFS Statutory Framework

Birth to Five Matters

Development Matters

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| **Communication and Language** | | |
| **Typical**  **development** | **Listening, Attention and understanding** | **Speaking** |
| **Range 2-3** | makes eye contact for longer periods  listens and respond to a simple instruction  Be able to say how they are feeling, using words as well as actions  starts to develop conversation, often jumping from topic to topic  Is starting to develop pretend play - ‘putting the baby to sleep’ or ‘driving the car to the shops’  can shift from one task to another if you get their attention and direct them  follows instructions with 3 keywords like: “Can you wash dolly’s face?”  listens to simple stories and understand what is happening, with the help of the pictures  identify familiar objects and properties for practitioners when they are described, for example, ‘Katie’s coat’, ‘blue car’, ‘shiny apple’  understands and acts on longer sentences like ‘make teddy jump’ or ‘find your coat’  understands simple questions about ‘who’, ‘what’ and ‘where’ (**but generally not ‘why’**) | Can say multi-syllabic words such as ‘banana’ and ‘computer’  can use around 300 words. These words include descriptive language, words for time, space and function.  Frequently asks questions, such as the names of people and objects.  links up to 5 words together in a sentence  is using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with. |
| **Range 3-4** | Listens to others one to one or in small groups, when conversation interests them.  Understands use of objects (e.g. *“What do we use to*  *cut things?’*)  Shows understanding of prepositions such as  ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.  Pay attention to more than one thing happening at a time.  Know and join in with Nursery rhymes.  Understands humor, e.g. nonsense rhymes, jokes.  Understand a question or an instruction that has two parts, such as get your coat and wait at the door.  Understand simple ‘why’ and ‘how’ questions, like: “Why do you think the caterpillar got so fat?”  Be able to express a point of view and debate when they disagree with something. | Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  Uses vocabulary focused on objects and people that are of particular importance to them.  Builds up vocabulary that reflects the breadth of their  experiences.  Develop their communication but may continue to have problems with irregular tenses and plurals such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swan’.  Use a wider range of vocabulary (explore ask questions about unfamiliar words e.g. *who, what, when, how).*  Develop their pronunciation but may have problems saying: r, j, th, ch and sh. May also have difficulty saying multi-syllabic words such as ‘hippopotamus’.  Use longer sentences of 4-6 words.  Sing a large repertoire of songs.  Start a conversation with an adult or a peer.  Use talk to organize themselves and their play “let's go on a bus... you sit there...I will be the driver”. |
| **Range 4-5** | They give their attention to what others say and respond appropriately, while engaged in another activity.  Children follow instructions involving several ideas or actions.  Understand how to listen carefully and why listening is important.  Listen carefully to rhymes and songs paying attention to how they sound. Predict rhyming words or come up with your own that would fit. Clap out the beat of the rhyme.  Children to ask questions to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use talk to help work out problems and organize thinking and activities and explain how things work and why they might happen.  Participate in class discussions offering their own ideas.  Begins to understand humor  Understands questions such as who, why, when, where and how | Learn new vocabulary during activities, that they can then use in a sentence (e.g. ‘the water is evaporating’).  Articulate their ideas and thoughts in well-formed sentences.  Develop social phrases “good morning, how are you?’  Learns rhymes, poems and songs that they can independently perform. |
| **ELG** | - 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. | - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| **GD** | They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.  They can carry out instructions which contain several parts in a sequence. | Children show some awareness of the listener by making changes  to language and non-verbal features.  They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. |

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| **Physical Development** | | |
| **Typical**  **development** | **Gross Motor** | **Fine Motor** |
| **Range 2-3** | Clap and stamp to music  Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them  Spin, roll and independently use ropes and swings  Use a scooter or ride a tricycle  Run well and coordinated  Kick a ball with one foot  Jump with both feet off the ground at the same time  Starts to throw and release objects overarm  Pushes, pulls, lifts and carries objects, moving them around and placing with intent | Manage buttons and zips, and pour drinks  Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress  Start eating independently and learning how to use a knife and fork  Manipulates objects using hands singly and together, such as squeezing water out of a sponge |
| **Range 3-4** | Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Continue to develop their movement, balancing, riding scooters and balance bikes/trikes.  Continue to develop ball control and can catch a large ball.  Mount's stairs, steps or climbing equipment using alternate feet.  Skip, hop, stand on one leg and hold a pose in a game like musical statutes.  Use large muscle movements to wave flags and streamers, paint and make marks. Draws lines and circles using gross motor movements.  Takes part in group activities and games.  Choose the right resources to carry out their plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Collaborate with others to manage large items such as moving a long plank safely.  Ball skills –  throwing overhand.  Catch a ball by chasing.  Use foot to tap static ball a small distance.  Throw a ball underhand.  Catch a large ball between extended arms.  Kick ball with one foot.  Balance- Stand on tiptoes.  Stand on one foot for 2 seconds.  Jumping- Jump off a low object with both feet on the ground.  Jump over a small stationary object.  Riding a bike- can walk a balance bike.  can use feet to scoot a balance bike and maintain balance.  Negotiate space and obstacles safely | Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  Shows a preference for a dominant hand.  Use a comfortable grip with good control when holding pens/pencils. |
| **Range 4-5** | Revise and refine the range of ways they move, such as slithering, shuffling, rolling, crawling, walking, running, jumping, sliding skipping and hopping. Jumps off an object and lands appropriately.  Progress towards a more fluent style of moving, with control and grace, (such as climbing higher, running faster and jumping further.)  Develop overall body strength, coordination, balance and agility needed to engage successful with physical activities such as dance, gymnastics and sport. *This can be done by encouraging children to be highly active, getting out of breath. By providing opportunities for children to spin, rock, tilt, fall, slide and bounce.*  Use their core muscle strength to achieve good posture when sitting at a table or on the floor.  Confidently and safely use a range of large and small apparatus.  Develop and refine a range of ball skills including; throwing, catching, kicking, passing and aiming.  Develop competence and accuracy when engaging in activities that involve a ball, such as batting.  Ball skills –   * Throw a ball forward 10ft using appropriate technique such as moving arms up and back/arms and legs moving in opposition. * Catch a large ball by bringing hands into chest. * Direct kick to knock down a tower. * Hit 2ft target from 5ft away with a tennis ball using underhand toss. * Bounce a large ball. * Walk towards and kick a ball.     Balance- Walk along a chalk line.  Walk along a low/wide balance beam.      Jumping- Jump forward taking off and landing on two feet.  Hop on one foot 3-5 times. | Develop their small motor skills so that they can use a range of tools competently (pencils/paintbrushes, scissors, knives, forks, spoons.)  Develop the foundations of a handwriting style which is fast accurate and efficient. (Penpals) |
| **ELG** | - 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.  Ball skills:   * Throw a tennis ball underhand opposing arm/leg movements. * Bounce and catch a large ball using 2 hands. * Run towards and kick a ball. * can usually hit a target from 12ft away using and overhand toss. * Catch a tennis ball from 5 feet using only hands. * Coordinate body to meet and kick a ball that is rolled to them from a distance.     Balance- Hold a controlled static balance on one leg.   Walk along a low/narrow balance beam.  Jumping- jump and turn in the air.   hop up to 10 times on alternate feet. | -Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;  - Use a range of small tools, including scissors, paint brushes and cutlery;  - Begin to show accuracy and care when drawing. |
| **GD** |  | They hold paper in position and use their preferred hand for writing, Using a pincer pencil grip.  They are beginning to be able to write on lines and control letter size. |

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| **Personal, Social and Emotional Development** | | | |
| **Typical**  **Development** | **Managing Self** | **Self Regulation** | **Building Relationships** |
| **Range 2-3** | engage with others through gestures, gaze and talk  thrive as they develop self-assurance  grow in independence, rejecting help (“me do it”) - sometimes this leads to feelings of frustration and tantrums  learn to use the toilet with help, and then independently  Shows an emerging autonomy through asserting  choices and preferences such as different tastes  and rejects things they do not want | find ways to calm themselves, through being calmed and comforted by their key person  find ways of managing transitions, for example, from their parent to their key person  feel strong enough to express a range of emotions  begin to show ‘effortful control’, for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front  safely explore emotions beyond their normal range through play and stories  talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …”  Explores the boundaries of behaviors that are accepted by adults and become aware of basic rules | notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on  develop friendships with other children  Is wary of unfamiliar people  Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations  Closely watches others’ body language to begin to  understand their intentions and meaning |
| **Range 3-4** | Welcomes and values praise for what they have done.  Confident to talk to other children when playing, and will communicate freely about own home and community.  Shows confidence in asking adults for help.  Confident to speak to others about own needs,  wants, interests and opinions.  Select and use activities and resources, with help when needed. To carry out a plan/goal which they have chosen or that has been suggested to them.  Develop a sense of responsibility and membership of a community (for example giving out the fruit).  Become more outgoing with unfamiliar people, in the safety of their setting.  Show confidence in new social situations. | Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.  Find solutions to conflicts and rivalries. For example suggesting other ideas.  Increasingly follows rules, understanding why they are important.  Remembering rules without having to be reminded of them.  Develop appropriate ways of being assertive. | Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying or doing.  Start to understand how others are feeling.  Talk about their feelings using words like ‘happy, sad, angry, worried.’  Play with one or more other children.  Talk with others to solve conflicts e.g. finding a compromise. |
| **Range 4-5** | See themselves as a valuable individual. Can describe self in positive terms.  Know and talk about the different factors that support their overall health and wellbeing (regular exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.)  Further develop the skills they need to manage the school day successfully; lining up and queuing and mealtimes.) | Talk about their own and others’ behavior, and its consequences, and know that some behavior is unacceptable (To be done though story telling e.g. ‘The boy who cried wolf’.)  Show reliance and perseverance in the face of challenge. Can usually adapt behavior to different events, social situations and changes in routine.  Identify and moderate their own feelings socially and emotionally. Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  Is sensitive to prejudice and discrimination  Can describe what they can do and what they want to get better at  Shows some independence when selecting resources  Recognizing different cultures and beliefs | Build constructive and respectful relationships. They show sensitivity to others’ needs and feelings.  Think about the perspectives of others.  steps to resolve conflicts with other children by negotiating and finding a compromise  Is proactive at seeking adult support when they find a task tricky |
| **ELG** | -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. | -Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly;  - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | - 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. |
| **GD** | Children are confident to speak to a class  group.  They can talk about the things they enjoy, and are good at, and about the things they don't find easy.  They are resourceful in finding support when they need help or information.  They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. | Children know some ways to manage their feelings and are  beginning to use these to maintain control.  They can listen to each other's suggestions and plan how to achieve an outcome without adult help.  They know when and how to stand up for themselves appropriately. | Children play group games with rules independently.  They understand someone else's point of view can be different to theirs. They resolve minor disagreements through listening to each other to come up with a fair solution.  They understand what bullying is and that this is unacceptable behavior. |

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| **Literacy** | | | |
| **Typical development** | **Reading comprehension** | **Reading word level** | **Writing** |
| **Range 2-3** | enjoys sharing books with an adult  pays attention and responds to the pictures or the words in books  has favorite books and seek them out to share with an adult, with another child, or to look at alone  ask questions about the book, make comments and share their own ideas  develops play around favorite stories using props | repeats words and phrases from familiar stories  notices some print, such as the first letter of their name, a bus or door number, or a familiar logo | enjoys drawing freely  adds some marks to their drawings, which they give meaning to, for example: “That says mummy.”  makes marks on their picture to stand for their name |
| **Range 3-4** | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Enjoys an increasing range of books.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Able to follow a story without pictures or props.  Understand the 5 key concepts about print:   * Print has meaning. * Print can have different purposes. * We read English text from left to right, top to bottom. * The names of the different parts of a book (concept of a ‘word’) * Page sequencing.   Engage in extended conversations about stories, learning new vocabulary.  Be able to talk about familiar books.  Be able to retell a long story using visual prompts.  Enjoy listening to longer stories and remember what happens. | Hears and says the initial sound in words.  Develop their phonological awareness, so that they can;   * Spot and suggest rhymes. * Count or clap syllables in a word. * Recognize words with the same initial sound (alliteration). | Gives meaning to marks they make as they draw, write and paint.  Use their letter knowledge in their early writing (e.g. M for Mummy).  Write some or all of their name.  Write some letters accurately. |
| **Range 4-5** | Identify and explain what is tricky about the tricky words they are Reading.  Make comments about what they have heard and ask questions to clarify their understanding.  Anticipate key events in stories.  Fully engage in story time by listening, recall and by answering comprehension questions.  Retell a story, some as exact repetition and some in their own words.  Make asides, commenting on what is happening in a story.  Link events in stories to their own experiences.  Talk about the plot and the main events of the story.  Identify the main characters and discuss feelings, actions and motives.  Use different voices to represent each character.  Engage in non-fiction books and understand the different vocabulary used in these types of text. | Read individual letters by saying the sounds for each of them. (Read all 44 phase 2 graphemes).  Segment and blend sounds into words made up of phase 2 letter sound correspondence.  Read the phase 2 tricky sight words. | Some words are spelt correctly and others are phonetically plausible.  To form recognizable letters in line with the Penpal scheme for writing.  Spell words by identifying the phoneme and writing the grapheme with letter(s),  Spell phase 2 tricky words correctly |
| **ELG** | - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  - Anticipate – where appropriate – key events in stories;  - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  - uses illustrations to interpret the text  - continues a rhyming string and identifies and suggests alliteration | - 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.  Read the 25 graphemes in phase 3.  Read words containing phase 3 phonemes.  Read the phase 3 tricky sight words. | - 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 sentences that can be read by others.  Identify and copy phase 3 tricky words to use in their writing.  Use a capital letter and a full stop in a sentence.  Reread what they have written to check it makes sense. |
| GD | Be able to explain the difference between fiction and non-fiction text.  Answer comprehension questions including simple inference. | Children can read phonically regular words of more than one syllable.  Read the 42 graphemes in phase 4. that demonstrate different blending’s and segmentations of graphemes.  Read words containing phase 4 blends.  Read the phase 4 tricky sight words. | Children can spell phonically regular words of more than one syllable.  Spell words containing Phase 4 blends and phase 3 digraphs/trigraphs.  Spell phase 3 tricky words correctly  Identify and copy phase 4 tricky words to use in their writing.  They use key features of narrative in their own writing. |

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| **Mathematics** | | |
| **Typical development** | **Numbers** | **Numerical pattern** |
| **Range 2-3** | takes part in finger rhymes with numbers  reacts to changes of the amount in a group of up to 3 items  compares amounts, saying ‘lots’, ‘more’ or ‘same’  develops counting-like behavior, such as making sounds, pointing or saying some numbers in sequence  counts in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’  Is aware of number names through their enjoyment of action rhymes and songs that relate to numbers | completes inset puzzles and attempts, sometimes successfully, to match shapes with spaces on puzzles  compares sizes, weights etc. using gesture and language - ‘bigger, little, smaller’, ‘high or low’, ‘tall’, ‘heavy’  notices pattern and arranges things in a pattern  Explores space around them and engages with position and direction |
| **Range 3-4** | Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  Recognise some numerals of personal significance.  Recognises numerals 1 to 5.  Develop fast recognition of up to 3 objects without having to count them (subitizing).  Recite numbers past 5.  Say one number for each item in order 1,2,3,4,5  Cardinal Principle- Know that the last number said when counting is the total (counts things then repeats the last number 1,2,3 3 cars).  Show number of fingers up to 5.  Link numerals and amounts (showing the right number of objects to match number 5).  Experiment with their own symbols and marks as well as numbers.  Solve a real-world mathematical problem with numbers up to 5.  Compare quantities using language: ‘more than’, ‘fewer than’. | Shows awareness of similarities of shapes in the  environment.  Selects and says a particular named shape.  Talk about and explore 2D and 3D shapes, using language: sides, corners, straight, flat, round.  Understand position through words alone, e.g. ‘The bag is under the table’ (with no pointing).  Describe a familiar route using positional language.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  Make comparisons between objects relating to size, length, weight and capacity.  Selects shapes appropriately; flat surface for building, a triangle for a roof etc…  Combine shapes to make new ones- an arch, a bigger triangle etc.  Talk about and identify the patterns around them (stripes on cloths, patterns on rugs) Use informal language such as pointy, spotty, blobs etc.  Extend and create ABAB patterns.  Notice and correct an error in a repeating pattern.  Begin to describe a sequence of events, real or fictional, using language: First, then, last. |
| **Range 4-5** | Children regognise numbers from 1 to 10 and place them in order.  Counts out up to six objects from a larger group.  Counts an irregular arrangement of up to ten objects.  Estimates how many objects they can see based on a benchmark.  Count objects actions and sounds.  Cardinal principle- Link the numeral with its value.  Count beyond 10.  Compare numbers using language: more than, fewer than, the same as.  Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. | Beginning to use everyday language related to money  Select rotate and manipulate shapes in order to develop spatial reasoning skills (copy 2D patters/pictures with 3D resources).  Compose and decompose shapes so that children recognize a shape can have other shapes within it, just as numbers can.  Continue, copy and create repeating patterns with varying rules.  Compare length, weight and capacity to solve problems. |
| **ELG** | -Have a deep understanding of number to 10, including the composition(conceptual subitizing and partitioning) 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.  - Verbally count beyond 20, recognising the pattern of the counting system;  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |  |
| GD | Children estimate a number of objects and check quantities by counting up to 20.  They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. | Children estimate, measure, weigh, and compare and order objects and talk about properties, position and time. |

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| **Understanding the World: involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.** (*Educational programmes/Statutory framework)* | | | |
| **Typical Development** | **Past and present** | **The Natural World** | **People, communities and culture** |
| **Range 2-3** | makes connections between the features of their family and other families | Closely observes what animals, people and vehicles do  explores materials with different properties  explores natural materials, indoors and outside  explore and respond to different natural phenomena’s such as; standing in the rain with wellies and umbrellas  walking through tall grass  splashing in puddles  seeing the spring daffodils and cherry blossom  looking for worms and minibeasts  visiting the beach and exploring the sand, pebbles and paddling in the sea | Develops a sense of belonging to their family and their key carer  notice differences between people |
| **Range 3-4** | Remembers and talks about significant events in their own experience.  Begin to make sense of their own life story and family tree/history. | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Shows care and concern for living things and the environment.  Use all their senses in hands on exploration of natural materials.  Explore collections of materials with similar or different properties.  Talk about what they see using a wide range of vocabulary.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an  animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Know that there are different countries in the world and talk about the differences they have experiences they have had or seen in photos.  Understand some important processes and changes in the natural world around them, including the seasons and changing and states of matter (Talk about the differences between materials and changes they notice e.g. melting/freezing). then practice recording what they notice over time.  Explore how things work (wind up/pull/push/cogs/electricity…)  Explore and talk about different forces they can feel  (pushes/pulls). | Shows an interest in different occupations.  Develop positive attitudes about the differences between people. |
| **Range 4-5** | Talk about members of their immediate family or community. Recognises and describes special times or events with family or friends.  Comment on images of familiar situations in the past (e.g. homes, schools and transport).  Order events using basic chronology recognizing that things happened before they were born. | They make observations of animals and plants and explain why some things occur, and talk about changes. Developing an understanding of growth, decay and changes over time.  Draw information from a simple map (road/village/town school is located in).  Comment on aerial views of school (e.g. there is the road, here are the houses and the school is up the top…)  Observe and interact with natural processes such as; ice melting, a sound causing a vibration, light travelling through transparent material, and object casting a shadow, a magnet attracting an object and a boat floating on water.  Develop an understanding of how we care for the natural world around us.  Develop an understanding of sustainability and recycling.  Describe what they see/hear/feel whilst outside.  Recognise some environments that are different to the one in which they live. | Name and describe people that are familiar to them (such as police, fire service, doctors…)  Understand and say Spanish words for Numbers/colors/animals/objects.  Understand that some places are special to members of their community e.g. places of worship.  Recognize that people have different beliefs and celebrate special times in different ways. |
| **ELG** | - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling (Compare and contrast characters from stories including figures from the past (use a range of cultures and times in storytelling, listen to what children say about them). | - 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.  -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. | - Talk about the lives of the people around them and their roles in society;  - 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; |
| **GD** | Children can give some reasons why people’s lives were different in the past.  They know that other children have different likes and dislikes and that they may be good at different things and be sensitive to this.  They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. | Children know that the environment and living things are influenced by human activity.  They can describe some actions which people in their own community do that help to maintain the area they live in.  They know the properties of some materials and can suggest some of the purposes they are used for. | Children find out about and learn new skills using a range of everyday technology. |

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| **Expressive Arts and Design** | | |
| **Typical development** | **Creating with materials** | **Being imaginative and expressive** |
| **Range 2-3** | explores paint, using fingers and other parts of their bodies as well as brushes and other tools  express ideas and feelings through making marks, and sometimes give a meaning to the marks they make  explores different materials, using all their senses to investigate them | responds emotionally and physically to music when it changes  moves and dances to music  anticipates phrases and actions in rhymes and songs  joins in with songs and rhymes  explores a range of sound makers and instruments and plays them in different ways  enjoys and take part in action songs, such as ‘Twinkle, Twinkle Little Star’  develops pretend play, pretending that one object represents another  makes simple models which express their ideas |
| **Range 3-4** | Explores colour and how colours can be changed. Then explores what happens when they mix colours.  Explore different materials freely, in order to develop their ideas on how to use them and what to make (easel, tabletop, floor…)  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as a face with detail.  Uses drawing to represent ideas like movement or loud noises.  Show different emotions in their drawings and paintings, like happiness, sadness, and fear.  Listen with increased attention to sounds.  Respond to what they have heard expressing their thoughts.  Play instruments with increasing control to express their feelings and ideas. | Uses movement to express feelings and creates movement in response to music.  Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  Engages in imaginative role-play based on own first-hand experiences.  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Beginning to move rhythmically and Imitates movement in response to music.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm  Takes part in simple pretend play, using an object to represent something else even though they are not similar.  Begins to develop complex stories using small world equipment like animal sets and dolls houses etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits. Such as a city with a park.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person.  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Create their own songs or improvise a song around one they already know. |
| **Range 4-5** | Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.  Explore, use and refine a variety of artistic effects to express their ideas and feelings  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Play untuned instruments.  Create long and short sounds using instruments.  Use techniques such as pinching and rolling when working with modulable materials (e.g. clay and dough). | Listen attentively, move to and talk about music, expressing their feelings and responses.  Join in and sing a range of call and response songs  Watch and talk about dance and performing arts, expressing their feelings and responses.  Develop storylines or narrative into their play.  Explore and engage in music making, song and dance, performing solo or in groups. |
| **ELG** | - 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. | - 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.  Combine different movements with fluency to create dance routines. Encouraging them to replicate choreographed dances, such as pop songs and traditional dances from around the world.  Sing in a group or on their own, increasingly matching the pitch and following melody. |
| **GD** | Children develop their own ideas through selecting and using materials and working on processes that interest them, discussing the adaptions they make along the way.  Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Children talk about the ideas and processes which have led them to make music, designs, images or products.  They can talk about features of their own and others work, recognising the differences between them and the strength of others. |