

EYFS Curriculum Overview

**Communication and Language
Statutory Framework**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

End of Year Expectations ELG	<p align="center">Listening, Attention and Understanding</p> <p>Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>		<p align="center">Speaking</p> <p>Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>			
Half termly themes	<p align="center">Autumn 1 Ourselves</p>	<p align="center">Autumn 2 Colours and Lights</p>	<p align="center">Spring 1 Incredibles</p>	<p align="center">Spring 2 Transport</p>	<p align="center">Summer 1 Animals</p>	<p align="center">Summer 2 Growing and Changing</p>
	<ul style="list-style-type: none"> Express a point of view, Use talk to share what they think. Use a sentence of 4-6 words. Use speech as a way of starting to express themselves. Use social phrases to adults and peers. Follow one or two part instructions. Enjoy joining in at group and story times. Talk to others and take it in turns to speak. 	<ul style="list-style-type: none"> Express a point of view. Use talk to share what they think. Use a sentence of 4-6 words. Use speech as a way of starting to express themselves. Use social phrases to adults and peers. Follow a one or two part instruction. Enjoy joining in at group times and story times. Talk to others and take it in turns to speak. Verbally sequence a well known story. 	<ul style="list-style-type: none"> Use full sentences when talking about a particular theme e.g. experiences of repeated phases from superhero stories. Know stories have a sequence and to put them in order. Use extended sentences as they begin to make comparisons between traditions e.g. responding to how and why, using because. Use adjectives to describe characters and characters feelings. Describe events, characters and stories in some detail. Start sharing ideas with familiar adults. Begin to share ideas in small groups. Talk with increasing confidence to others. Use talk to organise thoughts. Listen to and talk about stories, rhymes and non fiction which they enjoy. Say how they feel using talk as a tool. Use new vocabulary throughout the day, which has been introduced. Respond what has been heard by asking questions and sharing what they think with development of explanation of opinion. Respond to what others say. 	<ul style="list-style-type: none"> Communicate own opinions and explain why. Respond to what others say. Describe events, characters and stories with increasing detail. Share ideas in small groups and with familiar adults. Explain events which have already happened in detail. Engage in stories, rhymes and non fiction, sharing own ideas and understanding about them. Begin to use past, present and future tenses. Ask questions to find out more information or check own understanding. 	<ul style="list-style-type: none"> Retell stories by acting out or sequencing, using language and props to support ideas. Listen and respond to others, e.g. when working together as a group to perform or sequence a story. Extend language, using wide range of vocabulary including emotive and purposeful language. Look closely at intonation and punctuation in stories. Understand questions such as who, what, where, when, why and how. Link statements and stick to a main theme. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> Understand how we can use language and actions to retell stories by acting out or sequencing, using language and props to support ideas. Understand how we can use expressive language and intonation to convey a meaning in context. Listen and respond to others, e.g. when working together as a group to perform or sequence a story. Respond with questions, comments and actions. Ask questions to help me understand. Engage in back and forth conversations with peers and adults. Talk about why things happen. Talk in sentences using a range of tenses.

**Personal, Social and Emotional
Statutory Framework**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

End of Year Expectations ELG	Self- regulation		Managing Self		Building Relationships	
	Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		Children at the expected level of development will: - 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.		Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.	
Half termly themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves	Colours and Lights	Incredibles	Transport	Animals	Growing and Changing
Self Regulation	<ul style="list-style-type: none"> Talk about feelings. Choose what is needed to complete a personal short term goal. Start to follow instructions with increasing regularity. 	<ul style="list-style-type: none"> Talk about feelings. Choose what is needed to complete a personal short term goal. Start to follow instructions with increasing regularity. 	<ul style="list-style-type: none"> Say how others are feeling based on their expressions and actions. Say what they are good at and what they would like to improve, Show resilience and perseverance when facing a challenge. Sit and listen during adult focus time. Follow instructions with two or more parts. 	<ul style="list-style-type: none"> Say how others are feeling based on their expressions and actions. Identify personal strengths and areas for development. Show resilience and perseverance when facing a challenge. Sit and listen during adult focus time. Follow instructions with two or more parts. 	<ul style="list-style-type: none"> Say how themselves and others are feeling. Show an understanding of feelings by changing behaviour. Wait for requests and needs to be met. Listen and respond to adults. Follow instructions with more than 3 parts. Understand what own needs are. 	<ul style="list-style-type: none"> Use different strategies to control emotions. Maintain focus during extended whole class discussions. Understand what own needs are and share them.
Managing Self	<ul style="list-style-type: none"> Become increasingly confident when dealing with new situations and events. Show an awareness of rules and how to behave in the classroom. Use the toilet independently. 	<ul style="list-style-type: none"> Become increasingly confident when dealing with new situations and events. Show an awareness of rules and how to behave in the classroom. Use the toilet independently. 	<ul style="list-style-type: none"> Keep trying even when finding something difficult. Follow the school and class rules. Talk about what is right and wrong. Talk about how to keep themselves healthy e.g. diet, oral health, hand washing, exercise etc. 	<ul style="list-style-type: none"> Keep trying even when finding something difficult. Follow the school and class rules. Talk about the school and class rules. Discuss right and wrong. 	<ul style="list-style-type: none"> Try new activities. Begin to show increasing resilience and perseverance when things are difficult. Explain and follow rules in the classroom and around school. Be increasingly independent in managing own basic hygiene and personal needs e.g. toileting and dressing. Explain what healthy food is. 	<ul style="list-style-type: none"> Show resilience and perseverance when things are difficult. Consistently show understanding of right from wrong with own behaviour. Manage own basic hygiene and personal needs. Explain healthy food and choose it independently. Set goals for self.
Building Relationships	<ul style="list-style-type: none"> Play with one or more children cooperatively. Begin to talk about the way they feel. 	<ul style="list-style-type: none"> Play with one or more children cooperatively. Begin to talk about the way they feel. 	<ul style="list-style-type: none"> Use words to help solve conflicts with others. Work well with others, listening and sharing ideas. Show friendly behaviour in the classroom and around school. Develop friendships with lots of different people. Identify how others feel and respond to them appropriately. 	<ul style="list-style-type: none"> Use words to help solve conflicts with others. Work with others, listening and sharing ideas. Show friendly behaviours in the classroom and around school. Develop friendships with different people. Identify how others feel and respond to them appropriately. 	<ul style="list-style-type: none"> Work with others in a group. Continue to form good relationships with the adults in the classroom and around the school. 	<ul style="list-style-type: none"> Play with others, taking turns and sharing independently. Have strong friendships. Be sensitive to the needs of others.

Literacy Statutory Framework						
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
End of Year Expectations ELG	Comprehension		Word Reading		Writing	
	Children at the expected level of development will: -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by soundblending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some CE words.		Children at the expected level of development will: - 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.	
Half termly themes	Autumn 1 Ourselves	Autumn 2 Colours and Lights	Spring 1 Incredibles	Spring 2 Transport	Summer 1 Animals	Summer 2 Growing and Changing
Comprehension	<ul style="list-style-type: none"> Use pictures to tell stories. Sequence familiar stories. Independently look at book, holding them the correct way and turning pages. 	<ul style="list-style-type: none"> Engage in story times, joining in with repeated phrases and actions. Begin to answer questions about the stories read to them. Enjoy an increasing range of books including fiction, non-fiction, poems and rhymes. 	<ul style="list-style-type: none"> Act out stories. Begin to predict what may happen in the story. Suggest how a story might end. 	<ul style="list-style-type: none"> Follow a story without pictures or props. Talk about the characters in the books they are reading 	<ul style="list-style-type: none"> Begin to answer questions about what they have read. Discuss and re-read books to build confidence. Use vocab and forms of speech influenced by reading of books. 	<ul style="list-style-type: none"> Answer questions about what they have read. Know that information can be retrieved from books.
Word Reading	<ul style="list-style-type: none"> Phase 2 graphemes – s a t p l n m d g o c k c k e u r h b f l Tricky words – is l the 	<ul style="list-style-type: none"> Phase 2 graphemes - ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words – put pull full as and has his her go no to into she push he of we me be 	<ul style="list-style-type: none"> Phase 3 graphemes - ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff Tricky words - was you they my by all are sure pure 	<ul style="list-style-type: none"> Understand rhyme and how to finish a rhyming string and be aware of different styles e.g. poems and non fiction. Read CVC words and simple captions with growing consistency. review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters words with two or more digraphs words ending in –ing compound words words with s in the middle /z/ s words ending –s words with –es at end /z/ 	<ul style="list-style-type: none"> Practise reading simple captions, simple sentences and some two syllable words. short vowels CVCC short vowels CCVC short vowels CCVCC CCCVC CCCVCC and longer words compound words root words ending in: –ing, –ed / t/, –ed /id/ /ed/, –ed /d/ tricky words - said so have like some come love do were here little says there when what one out today 	<ul style="list-style-type: none"> Practise reading two-syllable words, captions and simple sentences. Long vowel sounds CVCC CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Phase 4 words ending in: –s /s/, –s /z/, –es Review of all tricky words taught this academic year.
Writing	<ul style="list-style-type: none"> Copy own name. Give meanings to the marks they make. Copy taught letters. Write initial sounds. 	<ul style="list-style-type: none"> Begin to write sentences using fingers spaces. Understand that writing carries meaning and that we write for a purpose. Hear and write initial sounds in words, to link sounds to letters to write identifiable letters, words and short sentences for a purpose. 	<ul style="list-style-type: none"> Form lowercase letters correctly To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop. Spell words using taught sounds To spell some taught tricky words correctly. Perform puppet shows and recreate story sequences. Write invites/letters/thank you cards to various story characters Write a riddle to guess what dinosaur they are Children will learn to show empathy with characters through role-play and ‘hot seating’. Continue to learn their phase 2 and 3 phonic sounds, as well as the skills needed to segment, blend and read, 	<ul style="list-style-type: none"> Know adjectives are used to describe things e.g. describing changes we see, hear and feel around us e.g. different types of transport. Write and send cards for a purpose e.g. Mother’s Day, Easter etc. Hear and write initial, medial and final sounds in words, to link sounds to letters to write identifiable letters, words and short sentences e.g. writing simple information about different transport. Practise writing captions and sentences using finger spaces and full stops. Letters: r, b, n, h, m, k, p, v, w, x, z More complex letters: f, j, y Digits 0-9 Independent name writing using the correctly formed lower case letters with a capital at the beginning. 	<ul style="list-style-type: none"> Look at stories with a beginning, middle and end. Write captions and sentences. Write simple sentences using phonetically plausible attempts, including more complex words and HF words. Write own creative short stories using simple story openers, adjectives, conjunctions, capital letters, finger spaces and full stops. Write purposefully e.g. wanted posters, non-fiction fact files on mini-beasts, recounts of events, letters etc. Practise spelling HF words. Practise spelling tricky words. Consolidation of letter formation of lower case letters Letters: c, a, o, d, g, q, e, s, l, i, t, u, r, b, n, h, m, k, v, w, x, z More complex letters: f, j, y Use and apply in writing activities oe, re, ve, we 	<ul style="list-style-type: none"> Know stories have a beginning, middle and end. Know stories have story openers e.g. Once upon a time, one day, one night etc. Write own short stories using simple story openers, adjectives, conjunctions, capital letters, finger spaces and full stops. Understand written instructions can be followed for a purpose. Write purposeful instructions e.g. how to plant/care for... Use imagination in writing a short story using different characters and ending to a fictional story. Consolidation of letter formation of lower case letters Letters: c, a, o, d, g, q, e, s, l, i, t, u, r, b, n, h, m, k, v, w, x, z More complex letters: f, j, y Use and apply in writing activities oe, re, ve, we

Mathematics Statutory Framework						
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematic						
End of Year Expectations ELG	Number Children at the expected level of development will: - 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 aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts			Number Patterns Children at the expected level of development will: - Count confidently 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.		
	Half termly themes	Autumn 1 Ourselves	Autumn 2 Colours and Lights	Spring 1 Incredibles	Spring 2 Transport	Summer 1 Animals
	<ul style="list-style-type: none"> Perceptually subitise within 3. Identify sub-groups in larger arrangements. Create own patterns for numbers within 4. Practise use of fingers to represent quantities which can be subitise. Experience subitising in a range of contexts, including temporal patterns made by sounds. Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Develop knowledge of the counting sequence, including through rhyme and song. Develop 1:1 correspondence, including by coordinating movement and counting. See that all numbers can be made of 1s. Compose their own collections within 4. Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison including 'more than' and 'fewer than'. Compare sets 'just by looking'. Continue, copy and create repeating patterns. Understand position through words alone, with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Sort objects into groups by characteristics. 	<ul style="list-style-type: none"> Subitise within 5, perceptually and conceptually. Continue to develop counting skills. Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts. Explore the cardinality of numbers to 5, linking with dice patterns etc. Begin to count beyond 5. Begin to recognise numerals, relating these to quantities they can subitise and count. Explore the composition of numbers within 5. Compare sets using a variety of strategies including by sight, subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. Describe a sequence of events, real or fictional, using words such as 'first', 'then'. 	<ul style="list-style-type: none"> Saying the number names in order, recognising numerals 1 to 10 and counting reliably up to 10 everyday objects. Begin to relate addition to combining two groups and subtraction to taking away. In practical activities and discussion, they will begin to use the vocabulary involved in adding and subtracting. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Understand the 'one more than/one less than' relationship between consecutive numbers. Deepen understanding of number to 10, including symbol with its cardinal number value. Make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> Saying the number names in order, recognising numerals 1 to 10 and counting reliably up to 10 everyday objects. Begin to relate addition to combining two groups and subtraction to taking away. In practical activities and discussion, they will begin to use the vocabulary involved in adding and subtracting. Explore, recognise and recreate and represent simple patterns, use everyday words to describe position and use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes. Solve real world mathematical problems with numbers up to 5. Combine shapes to make new ones. Talk about and explore 2D shapes. Compare length, weight and capacity. Make comparisons between objects relating to size, length, weight and capacity Explore symmetrical patterns, linking this to 'doubles'. Become familiar with the counting pattern beyond 20. Explore the composition of odd and event numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles. Begin to explore the composition of numbers within 10. Compare numbers, reasoning about which is more, using both and understanding of 'how manyness' of a number, and its' position in the number system. 	<ul style="list-style-type: none"> Become more confident in counting from 10-20. Deepen understanding of number to 10, including the composition of each number. Be able to order numbers and sets of objects Name and use shapes to create patterns e.g. symmetrical patterns Talk about and explore 2D shapes. Talk about and explore 3D shapes. Compose and decompose shapes. Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Use subitising skills to identify when patterns show the same number but in a different arrangement. Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. Begin to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> Order numbers to 20. Continue to develop understanding of subitising and bonds to 10. Odd and even numbers. Share amounts into equal groups. Split objects into equal and unequal groups. Verbally count beyond 20, recognising the pattern of the counting system.

**Understanding the World
Statutory Framework**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends familiarity with words that support understanding. Enriching and widening children’s vocabulary will support later reading comprehension.

End of Year Expectations ELG	Past and Present		People Culture and Communities		Natural World	
	Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures.		Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, 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.		Children at the expected level of development will: - 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.	
Half termly themes	Autumn 1 Ourselves	Autumn 2 Colours and Lights	Spring 1 Incredibles	Spring 2 Transport	Summer 1 Animals	Summer 2 Growing and Changing
Past and Present	<ul style="list-style-type: none"> Know who is in their family and talk about them, as well as their friends in school. Look at differences between families. 		<ul style="list-style-type: none"> Learn about similarities and differences between themselves, others, and families, and communities and traditions - Florence Nightingale and Mary Anning. Discuss what they can see in pictures of the past. 			
People, Culture and Communities	<ul style="list-style-type: none"> Know and name different types of houses. Understand why there are different objects in different rooms of houses. Describe their immediate environment using the knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Begin to understand the purpose of a map. Begin to make attempts at drawing a map. Make attempts to draw and label features of familiar environments and imaginary places. Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places. Use everyday language to talk about distance and relative positions (behind, next to) in the local environment. 	<ul style="list-style-type: none"> Understand that people celebrate different traditions and have different customs. Join in with different traditions. 	<ul style="list-style-type: none"> Use a recording device to map stories. Investigate our world through the themes in stories, such as, being their own super hero and designing their own powers. Explore materials through building rockets and superhero homes. Cook a variety of dishes known from stories, i.e. super potato and vegetables. 	<ul style="list-style-type: none"> Understand how different transport move including wheels, wings and other things. See different transport first hand to understand the different parts and the size of the transport. Understand we can use technology when retrieving information e.g. non-fiction information about transport. Discuss and compare different types of transport used across the world. 	<ul style="list-style-type: none"> Identify when and why the school visits the local church. Talk about their own visit or experience of the local church. Understand what happens at our local Church. Understand what worship is and how worship can be carried out. Identify ways people celebrate. Use imagination and curiosity to develop interest in the world around them. Ask questions and make comments about the world in which they live. Identify and share the joy of a special time they celebrate. 	
Natural World	<ul style="list-style-type: none"> Recognise that some environments are different to the one in which they live. 	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Make increasingly detailed observations of the world around them considering their senses – feel, hear, see, smell. Start to use stories and pictures to talk about differences in life in other countries. 			<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Explore the natural world around them, making observations. Understand the life cycle of animals and how they survive in their environments. Look in more detail, comparing similarities and differences and using high level vocabulary. Look at different habitats of wild, ocean, pets and mini beasts animals e.g. wormery and bug hotel. Compare similarities and differences using high level vocabulary and reasoning. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Understand the process of growth in relation to flowers and vegetables. Explore the natural world around them. Understand the effect of the changing seasons on the natural world around them. Use all their senses in hands-on explorations of natural material. Explore collections of materials with similar and/ or different properties. Talk about differences and changes they notice.

**Expressive Arts and Design
Statutory Framework**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

End of Year Expectations ELG	Creating with Materials Children at the expected level of development will: - 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.			Being Imaginative and Expressive Children at the expected level of development will: - 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.		
Half termly themes	Autumn 1 Ourselves	Autumn 2 Colours and Lights	Spring 1 Incredibles	Spring 2 Transport	Summer 1 Animals	Summer 2 Growing and Changing
Creating with Materials	<ul style="list-style-type: none"> Use mark making tools, fingers, hands, chalk, pens and pencils. Hold different tools correctly. Use and begin to control a range of materials. Draw on different surfaces. Produce lines of different thickness. Produce different patterns and textures from observations and imagination. Build on fine motor skills and hand and eye coordination through drawing. 	<ul style="list-style-type: none"> Use a variety of malleable media such as papier-mâché, salt dough. Begin to draw images of designs. Discuss ideas and how I plan to make my product with support. Begin to suggest ways to make my product stronger. Begin to know what some simple mechanisms are. Begin to develop cutting and joining techniques. Develop accuracy in cutting materials. Begin to name and use a range of tools and equipment for practical tasks. Begin to evaluate creations, with support discussion strengths and weaknesses. Cut shapes using scissors and other modelling tools. Build construction/ sculpture using a variety of objects. Enjoy playing with and using a variety of textiles and fabric. Use appropriate language to describe colours, media, equipment and textures. Create images through collage using pictures and recycled materials. Know what collage is. 	<ul style="list-style-type: none"> Children to access painting/creating with a variety of tools and resources independently. (Brushes, sponges, stampers, junk boxes, construction materials etc) Mix primary colours together to see what colour it makes. Observe and discuss what they have produced, describing the simple techniques and materials used. Explore how image is used to depict every day events. Interpret artwork by telling us what you see- shape, content and recognizable objects. brushes, fingers, twigs. Know and name the primary colours being used. Explore working with paint on different surfaces and indifferent ways. Explore what happens when they mix colour. Self chosen construction to be available to encourage imaginative play and personal preferences. Develop and create items from stories using a variety of materials 	<ul style="list-style-type: none"> Create simple representations of objects, choosing particular shapes, colours and techniques for a purpose. Construct with a purpose, knowing we can use different techniques, tools and materials to achieve a planned effect. Cut shapes using scissors and other modelling tools. Build construction/ sculpture using a variety of objects. Use appropriate language to describe colours, media, equipment and textures. Create images through collage using pictures and recycled materials. Know what collage is. Look and talk about what they have produced, describing simple techniques and media used. Interpret artwork by telling us what you see- shape, content and recognizable objects. 	<ul style="list-style-type: none"> Observe and discuss what they have produced, describing the simple techniques and materials used. Hold different tools correctly. Use and begin to control a range of materials. Draw on different surfaces. Produce lines of different thickness. Produce different patterns and textures from observations and imagination. Build on fine motor skills and hand and eye coordination through drawing. Use appropriate language to describe colours, media, equipment and textures. Use different media to create a planned effect. Observational drawing- use pressure on pencil to create shade. Use junk modelling and natural resources. 	<ul style="list-style-type: none"> Observe and discuss what they have produced, describing the simple techniques and materials used. Use mark making tools, fingers, hands, chalk, pens and pencils. Hold different tools correctly. Use and begin to control a range of materials. Draw on different surfaces. Produce lines of different thickness. Produce different patterns and textures from observations and imagination. Build on fine motor skills and hand and eye coordination through drawing. Enjoy using a variety of tools including different sized brushes and tools, i.e. sponge brushes, fingers, twigs. Know and name the primary colours being used. Explore working with paint on different surfaces and indifferent ways. Explore what happens when they mix colour. Look and talk about what they have produced, describing simple techniques and media used.
Being Imaginative and Expressive	<ul style="list-style-type: none"> Sing well known nursery rhymes Sing some familiar songs and keep to the beat of the music. Perform songs, rhymes, poems and stories alone and with others Try to move in time with music Invent, adapt and recount narratives, songs and stories with my friends and adults. Invent my own stories which include character, story plots and setting of the story. Pitch match to songs without words. 	<ul style="list-style-type: none"> Sing well known nursery rhymes Sing some familiar songs and keep to the beat of the music. Perform songs, rhymes, poems and stories alone and with others Try to move in time with music Invent, adapt and recount narratives, songs and stories with my friends and adults. Invent my own stories which include character, story plots and setting of the story. Pitch match to songs without words. 	<ul style="list-style-type: none"> Explore a variety of musical instruments and develop their imagination in movement. 	<ul style="list-style-type: none"> Sing simple songs from memory and use imagination to retell stories. Keep to the beat of the music. Perform songs, rhymes, poems and stories alone and with others Try to move in time with music. Talk about how a song makes them feel and why. 	<ul style="list-style-type: none"> Compose with and play different instruments to different beats and rhythms. Perform songs, rhymes, poems and stories alone and with others Try to move in time with music Invent, adapt and recount narratives, songs and stories with friends and adults. 	<ul style="list-style-type: none"> Sing well known nursery rhymes Sing some familiar songs and keep to the beat of the music. Perform songs, rhymes, poems and stories alone and with others Try to move in time with music Invent, adapt and recount narratives, songs and stories with friends and adults. Pitch match to songs without words.

**Physical Development
Statutory Framework**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

End of Year Expectations ELG	Gross Motor Skills			Fine Motor Skills		
	Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
Half termly themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves	Colours and Lights	Incredibles	Transport	Animals	Growing and Changing
Fine Motor	<ul style="list-style-type: none"> Begin to show pencil control when mark making and drawing. Begin to use cutlery and other one handed equipment including paintbrushes, knives, forks and spoons. 	<ul style="list-style-type: none"> Show pencil control when mark making and drawing. Use cutlery and other one handed equipment including paintbrushes, knives, forks and spoons. 	<ul style="list-style-type: none"> Show pencil control when mark making and drawing. Use cutlery and other one handed equipment including paintbrushes, knives, forks and spoons. 	<ul style="list-style-type: none"> Use core muscle strength to have good posture when sitting at a table to write. Hold a pencil in a tripod grip. Use scissors. 	<ul style="list-style-type: none"> Dough disco, playdough, cutting, threading, tweezers, chunky pencils/chalk/mark making materials. Forming all letters correctly. Holding pencil in a tri-grip pencil grip. Using 2-hole scissors to cut around complex shapes. Using a knife and fork independently and cutting up some food. Draw pictures which are recognisable with detailed features. 	<ul style="list-style-type: none"> Hold scissors correctly and cut various materials Create drawings with details. Independently use a knife, fork and spoon to eat a range of meals.
Gross Motor	<ul style="list-style-type: none"> Handle equipment effectively. Move confidently in a range of ways. Show good control and co-ordination in small and large movements. Explore space and how to use space safely. Explore travelling movements, shapes and balances. Begin to count in time to music. Copy, repeat and remember actions. Travel around space and obstacles safely. Show strength, balance and co-ordination in movement. Control combinations of movements with fluency and ease. Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements. Begin to throw and push a ball. Begin to catch larger balls and items. 	<ul style="list-style-type: none"> Move with increasing control and awareness of space. Begin to hold balances for a short period of time. Begin to use apparatus safely. Travel around space and obstacles safely. Show strength, balance and co-ordination in movement. Control combinations of movements with fluency and ease. Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements. Move and rotate my wrists independently. Move and rotate my arms independently. 	<ul style="list-style-type: none"> Move confidently in a range of ways – rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Travel around space and obstacles safely. Move with increasing control and awareness of space. Begin to hold balances for a short period of time. Begin to use apparatus safely. Travel around space and obstacles safely. Show strength, balance and co-ordination in movement. Control combinations of movements with fluency and ease. Show good control and co-ordination in small and large movements. Explore space and how to use space safely. Explore travelling movements, shapes and balances. Begin to count in time to music. Copy, repeat and remember actions. Show strength, balance and co-ordination in movement. Control combinations of movements with fluency and ease. 	<ul style="list-style-type: none"> Move freely and with pleasure in a range of ways, such as balancing, hopping e.g. like a lamb, like a frog etc. Develop hand to eye co-ordination when catching different sized balls. Accurately hit a target using both hands and feet. Develop control and skill when balancing and using fine motor skills e.g. letters and cutting. Begin to describe how the body feels before, during and after an activity. Roll a ball to a target. Stop a rolling ball. Develop accuracy when throwing to a target. Bounce and catch a ball. Develop dribbling a ball with feet. Kick a ball. Develop rolling and tracking a ball. Develop accuracy when throwing to a target. Dribble with hands. Develop throwing and catching with a partner. 	<ul style="list-style-type: none"> Handle equipment effectively. Move confidently in a range of ways. Show good control and co-ordination in small and large movements. Explore space and how to use space safely. Explore travelling movements, shapes and balances. Begin to count in time to music. Copy, repeat and remember actions. 	<ul style="list-style-type: none"> Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements. Work safely and develop running and stopping. Develop throwing and learn how to keep score. Play games showing an understanding of the different roles within it. Follow instructions and move safely when playing tagging games. Work cooperatively and learn to take turns.