



EYFS Curriculum



St Luke's Church of England Primary School

'Popcorn is prepared in the same pot, in the same heat, in the same oil and yet... the kernels do not pop at the same time. Don't compare yourself to others. Your time to pop is coming.' - Anonymous

Our Vision

At St Luke's Primary School, our EYFS curriculum aims to provide all children with the tools to be successful learners, through a balance of whole class teaching, enhanced provision, child-initiated play and adult directed learning. The use of high-quality interactions and tasks, enable all practitioners to put the individual child at the centre of everything we do, assessing and adapting our teaching to meet every child's needs as well as give appropriate challenge to ensure all pupils have the opportunity to meet their own potential. By spending time celebrating our differences, promoting independence, fostering their interests and learning about our world, we want our children to have hope for their future, courage to face mistakes and challenge themselves, love for themselves, others and their community. Learning through play and giving attention to the moments of awe and wonder help us to foster a love and excitement of learning. We understand that learning does not stop when the children leave the classroom and by creating secure relationships with our families, we work together to support the children's learning journey and promote our school vision for all of our school community to live life in all its fullness.

Curriculum Aspirations 2023-2024

Our **aspirations** are based on the needs of our current cohort and school's context, child development and EYFS educational programmes

<p style="text-align: center;">Be creative</p> <p style="text-align: center;">Courage</p> <p>To be intrinsically motivated to create and partake in imaginative play and storylines with my peers.</p>	<p style="text-align: center;">Be resilient</p> <p style="text-align: center;">Hope</p> <p>To independently, write about things that interest and inspire me.</p>	<p style="text-align: center;">Work as part of a team</p> <p style="text-align: center;">Love</p> <p>To work cooperatively with my peers when playing team games by problem solving and celebrating each other's achievements.</p>
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Mapping of the Curriculum (Key curriculum drivers UtW, EAD implemented through rich experiences and quality texts to enable progress towards aspirations)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Meet Little Me	Once Upon a Time	Welcome to Our World	The Colours of Spring	Castles and Kingdoms	The Land Before Time
Key question	What makes me, me?	What is your favourite story?	What is life like in different places?	What changes can we see in the world around us?	What was life like in the past?	How has the world changed?
INTENT What do we want our children to be able to know, remember and be able to do?	To develop my own personality, recognising what makes me special. Appreciate that everyone is unique, and their differences and similarities can be celebrated.	To act out, retell and adapt stories we know and love. Using our 'mini mes', small world, loose part and construction resources	To develop my knowledge and sense of the world by talking about events and celebrations which are important to me and my community.	To recognise that plants and animals grow and that the life cycles differs for each one. Show care and attention to the needs of a range of living things.	To recognise changes that have happened within our own lives, the lives of our families and beyond.	To compare similarities and difference of the world, animals and humans and consider the impact humans have had on habitats and the natural world.
IMPLEMENTATION How will we achieve our intent?	Home visits. Share special items from home, key person and home visit gallery photos alongside stories that celebrate the unique child. Ensure learning environment (focus on home corner and construction) has resources that reflect children's interests.	Using both well-known and traditional tales, children to be introduced to a world of storytelling, adapting and creating, acting out and representing stories within their own play. Ensure environment is full of stories, small world resources, loose parts and materials as well as enhancing the home corner to support the children's love of stories.	Invite families to share own cultural celebrations and what this looks like in their home. Share books which explore celebrations from different faiths. Ensure the learning environment reflects varying cultures, faiths and celebrations including books and photos. Invite families and children to share experiences of different places.	Involve children in the care of frogspawn and tadpoles, seeds and sunflowers, seedlings, and vegetables. Many opportunities to be planned to expose children to seasonal changes and life cycles. Ensure the environment is rich in visual prompts and books to show different species of plants and animals. Re-visit areas within school to observe seasonal changes.	Through stories, photos, videos, and own experiences, compare the similarities and differences of life now and in the past. Ensure the environment is rich in visual prompts and books to prompt storytelling. Increase the amount of free writing opportunities and plan for new and exciting enhancements to inspire independent writing.	Through stories, artefacts, well-loved shows and previously learned knowledge children will learn more about the natural world and how it has changed over time, including the impact humans have had on it and why it is important to look after it. Children will have the opportunity to be the expert sharing information they already know and celebrating our own passions.
IMPACT	Can identify familiar people in their lives and talk about themselves in a positive way. Can begin to talk about what makes us all unique and special.	Can retell a range of well-known fairy tales and use story telling language within their play.	Can understand and talk about events and celebrations that are important in their lives and similarities to those in other families.	Can identify similarities and differences in the natural world including seasonal changes, growth and lifecycles.	Can discuss changes in own history and understand how things have changed over time.	Can ask questions to find out more information and make comparisons to what they already know. Can explain why it is important for us to look after our world.
Visits	Library Church	Library Church	Library Church Post box	Library Church Park	Library Church Lulworth	Library Church Beach
Wider Events	Starting School tea party	Nativity Christmas S+P	S+P	Easter Tadpoles Sunflower planting Easter S+P Holi Celebration	Royal Ball S+P	End of Reception S+P Transition to Year 1



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Visitors	Important members of our school community	Vicar	Parents from different cultures	Gardener/Conservationist Police	Royal guest	Year 1 teachers
Children's noticed interests	All about me	Shared stories	My family Food Music	Bugs, insects and small creatures	Princesses Fairy tale creatures and monsters	Dinosaurs
Vocabulary (experiences and books)	Unique Friendship Families Cooperative favourite sharing, talking and listening homes rules different/same love, courage and hope	Once upon a time... First, Next, then, after, suddenly The end character event story author illustrator sequence fiction library Christmas Nativity	Community Culture Language Tradition celebrations information festivals different/same climate	Life-cycle Seasons traditions colour-mixing forgiveness weather 'healthy choices'	Castle Battlements turrets Drawbridge moat history royalty past/present fairy tale banquet portrait kingdom	omnivore herbivore carnivore plates change fossils archaeology Jurassic horns history past
Key Texts for themes and aspiration						

Educational Programmes

Communication and Language

Personal, Social and Emotional Development

Physical Development



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<p>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, storytelling 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.</p>	<p>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</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>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).</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension</p>	<p>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.</p>



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The Early Years objectives below build upon the Educational ‘Programmes (EYFS Statutory Framework 2021). However, as stated in Development Matters “Babies and young children do not develop in a fixed way. Their development is like a spider’s web with many strands, not a straight line , therefore these objectives cannot be seen as a tick list and children will develop at different rates. *“In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.”* The context for teaching and learning these objectives reflects the Statutory Framework’s characteristics of effective teaching and learning (CoETL) include playing and exploring, active learning, and creating and thinking critically). We recognize that young children’s learning is often driven by their interests and therefore plans need to be flexible, as well as the importance of enabling depth in learning which is much more important than covering lots of things in a superficial way. We aim to use a mix of different approaches to teaching and learning, where children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. This is supported by a well-planned learning environment, inside and outside, which offers rich potential for learning.

Teach them...

Communication and language

Listening and attention



[Link to Universally Speaking Ages and Stages of Communication Development](#)

- Understand words and phrases used in school that they may not have heard at home. E.g. line up, packed lunch and talk to your partner, etc.
- Listen to and follow simple instructions involving routines, e.g. put your coat on.
- Be able to shift attention when involved in one thing, sometimes with prompts (e.g. calling name first).
- Engage actively when reading familiar stories and songs and rhymes together.
- Learn new rhymes, poems and songs and join in with increasing confidence.
- Talk about sounds heard, what is making the sound and their interpretation of these (including environmental sounds).
- Use recently introduced vocabulary in a range of contexts inside and outside.
- Begin to get the idea of time? E.g. *“Mummy will be here after lunch. After lunch we will read a story”*
- Hear rhyming words, and words with same starting letter sounds. Clap out the number of syllables in a word. Hear the first or last sound in a word.
- Understand who, what and where questions

- Listen for instructions while they are busy with something else. E.g. Ask them to get their coat and shoes while they are playing.
- Begin to understand and follow a two part question. E.g. Put your coat on and wait at the door.
- Listen to and talk about stories demonstrating familiarity and understanding. Use small world play and role play to tell familiar events/stories, beginning to show understanding of sequencing.
- Begin to respond appropriately to “how” and “why” questions e.g. I wonder why the leaves have holes, why has the puddle turned to ice?
- Engage in non-fiction books relating to individual and class interests. Begin to talk about the content, showing an awareness and deepening understanding of information shared. Talk about meaning of specific vocabulary.
- Listen to other children in play, keeping playing going with “serve and return” interactions.
- Hear and combine the separate sounds in a word to say a word.

- Understand a longer list of instructions without needing to watch another child. E.g. *“First get your lunchbox, then sit at the red table.”*
- Understand spoken instructions without stopping what they are doing to look at the speaker.
- Listen to other children share their ideas in group discussions and show understanding of their ideas.
- Understand how to listen carefully in a range of situations and know why listening is important.
- Understand more complicated language such as ‘first’, ‘last’, ‘might’, ‘maybe’, ‘above’ and ‘in between’.
- Understand words that describe sequences such as *“first we are going to the shop, next we will play in the park”*.
- Understand why and how questions and respond appropriately.

Check they can...

Milestones

As created in collaboration with other Coastal Learning Partnership schools as part of our progression in the early years work

On Entry

- **Can shift from one task to another if you fully obtain their attention, e.g. by using their name**
- 3-4 Checkpoints from Dvt Matters
- **Listen to and then follow an instruction, which has two parts.** (get your coat on and wait by the door)
- Hold a back and forth conversation with others
- Follow a series of instructions e.g. a 2 step instruction followed by another 2 step instruction.

- Describe an event /object adding interesting details (description is the precursor skill to explanation)
- Use some new taught vocabulary in different contexts
- Can hold a back and forth conversation with an adult (several exchanges, supported by adult questioning to continue conversation)
- Ask questions / comment on what they hear

Listening Attention and Understanding 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
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Make comments about what they have heard and ask questions to clarify their understanding;



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Teach them...

Communication and language

Speaking

- Use social phrases which will help to form positive relationships and communicate their needs Would you like to play....? Please can I
- Show interest and talk about resources and experiences within the language rich environment.
- Have frequent back and forth interactions and include vocabulary to add meaning with peers and adults.
- Beginning to articulate their ideas and thoughts in simple sentences with prompts.
- Describe familiar events in some detail e.g. a visit to the park, a birthday celebration.
- Know that non-fiction books can provide information and talk about some of the features of a non-fiction book.
- Show interest in the opportunities available within the continuous provision and begin to develop new vocabulary to describe resources.
- Use talk to organise themselves and their play “Lets go on a bus.. you sit there.. I’ll be the driver.”

- Have conversations to share information, to seek out social interactions and to make own friends.
- Demonstrate increasing vocabulary in play and discussions.
- Think about the meanings of words, such as describing the meaning of simple words or asking what a new word means
- Begin to make up own games and communicate how to play these.
- Tell own stories of increasing length with a growing awareness of the sequencing of ideas and use of descriptive (helicopter stories)
- Retell stories in own way, through imaginative play including role play, small world play.
- Show enjoyment when listening to stories, songs and rhymes and will start to make up their own.
- Use introduced vocabulary to explain how they are feeling.

- Take turns in much longer conversations.
- Use sentences that are well formed, for example, “I had spaghetti for tea at Jamilia’s house”.
- Re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story
- Use most speech sounds. However, they may have some difficulties with more difficult words such as ‘scribble’ or ‘elephant’ and some speech sounds such as ‘r’ and ‘th’ may still be difficult.
- Ask relevant questions or make relevant comments in relation to what they have heard.
- Use talk to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations.
- Use talk to help work out problems to organise their thinking and take part in discussions.

Check they can...

Milestones

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On Entry

- **Speak intelligibly** Eg. Check they can pronounce sounds correctly watch out for s, f, l, y, c/k and g
- **Verbally responds to others**
- **Answer simple ‘why’ questions**
- **Uses the pronoun I when talking about themselves**
- **Can communicate what they want by speaking in a short sentence**
- 3-4 Checkpoints from Dvt Matters
- **Uses connectives in speech and, or because**
- **Recognise and sing some familiar nursery rhymes.**

- Speak in well-formed sentences.
- Confidently use four – six word sentences. “I want to play with cars” or “What’s that thing called?”?
- Speak in a sequence of sentences that link together
- Talk about familiar books.

- Describe an event /object adding interesting details (description is the precursor skill to explanation)
- Use some new taught vocabulary in different contexts
- Can hold a back and forth conversation with an adult (several exchanges, supported by adult questioning to continue conversation)
- Ask questions / comment on what they hear

Speaking ELG

- 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



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Teach them...

PSED

Personal, Social and Emotional Development

Children's positive, secure and resilient development (PSSED) is a priority for those in the early years setting. This is a period of rapid physical, cognitive and emotional development. It is important to ensure that children are able to manage their emotions and relationships with others. Children should be supported to manage emotions, showing a positive range of self and others' feelings, and to understand how these help to deal with uncomfortable feelings, helping to make sense and process these emotions.

- Emotions
- Sense of Self
- Relationships

[CBeebies: How to talk to your child about emotions.](#)

[Feeling Better:](#) short videos about different feelings, using puppets

[The Age of Emotions:](#) podcast discussion on emotion culture, with psychotherapist Philippa Perry

[What are feelings?](#) Dealing with feelings, and recognising others' feelings

- During home visits, and visits to settings talk about strengths including the things people love and admire about them, what makes them happy and how they like to be supported (with support from parent/carer).
- Separate from parent/carer and begin to show trust in new adults and children, with the help of familiar resources e.g. transition objects, stories, photographs of families/carers, all about me books.
- Be familiar with the daily routine and use visual aids to talk about now and next.
- Begin to express feelings to familiar adults, using visual aids to support this where necessary.
- Begin to recognise and name emotions with the support of an attuned adult.
- Know strategies and begin to understand how these help to deal with uncomfortable feeling, helping to make sense and process these emotions.
- Know where to find a safe, quiet space when time is needed to reflect upon and process feelings, sometimes with the support of an attuned adult.
- Be familiar with class rules and that these help us to keep safe with visual support.
- Willing to have a go at something new or more challenging

- Communicate self expression through independent choices in stories, drawing, crafts, role play and general play.
- Use stories and visual supports to talk about and name and increasing range of feelings.
- Follow expectations for behaviour and demonstrate awareness of boundaries.
- Know the importance of following rules and that these keep them safe.
- Independently select, use and combine resources creatively during play.
- Talk about risky play and how to make safe choices e.g. slippery surfaces.
- Can challenge themselves in their learning through play and is curious – taking part in the experiences on offer.
- Beginning to try different ways of asserting themselves.
- Talks about their community and the special people in their lives including parents, carers, families and other special people.
- Cooperates with other children, and uses strategies to solve conflicts, sometimes with support.

- Name, express, begin to understand and regulate emotions using modelled strategies including resources.
- Cooperate and resolve conflicts peacefully.
- Begin to develop comparative language to compare their emotions with others and show empathy with them.
- Begin to explore themselves in relation to others, using an increasingly wide vocabulary to describe a range of emotions.
- Be able to wait for what they want, controlling impulses e.g. turn taking in a game, sharing a bike.
- Work and play cooperatively
- Show sensitivity to their own and others' needs.
- Form positive relationships with peers and adults.

Check they can...

Milestones

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On Entry

- **Settle to some activities, showing engagement and concentration that interests them.**
- **Sometimes shares or take turns with others,** (with adult guidance)
- **Play alongside others**
- **Understand the expectations, boundaries and classroom routines of the school**
- **Go to the toilet independently**

- Use words to express how they feel
- Have another go at something they find hard (may be same strategy repeated)
- Seek friendships and (support to maintain them if needed)
- Follow taught routines and rules and take steps to look after themselves.
- Can tolerate delay when their needs are not immediately met.

- Has formed several relationships with others and has some strategies to deal with conflict
- Regulate their behaviour when something doesn't work

Self Regulation ELG

- 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.

Managing Self 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.

Building Relationships ELG

- 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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Teach them...

PD

Physical Development

Physical activity is vital to children's health and development, providing them with a positive attitude and energy level. Children and young people experience the benefits of physical activity in many ways: building self-esteem, learning to work with others, developing resilience and confidence, and being able to manage their emotions and physical awareness through games, play, and other activities. Physical activity has been shown to reduce the risk of obesity and promote a positive attitude towards learning. It also helps to develop a positive attitude towards learning and helps to develop a positive attitude towards learning.

- **Core strength and coordination**
- **Gross Motor**
- **Fine Motor**

[Physical activity guidelines for children under 5](#)

Has ideas for outdoors activities

[Learning through landscapes](#)

Has ideas for outdoor activities

- Show increasing control over core strength, stability, balance, spatial awareness, coordination and agility.
- Show confidence in their physical capabilities.
- Maintain attention as they negotiate spaces and other children
- Show enthusiasm for outside, rigorous play
- Lift, transport and organise own resources. E.g. den building, blocks, knowing how to carry objects safely
- Engage in small world activities including puzzles, arts and crafts and use of small tools with support and encouragement of adults.
- Show curiosity in manipulating materials with increasing dexterity including natural and manmade. E.g. weaving, transient art
- Use gross and fine motor skills with increasing confidence during everyday routines and experiences e.g. preparing snack, tidying up, sweeping leaves.

- Become increasingly well coordinated when engaging in physical activities with equipment and other children.
- Engage in weight bearing skills and show increasing upper arm strength.
- Demonstrate increasing mobility, control and balance. E.g. hanging from climbing equipment or lifting and manipulating large, heavy and awkward objects.
- Show enthusiasm and increasing stamina for physical challenge
- Use increasing precision in activities which require hand-eye coordination including cooking, gardening, sewing, fixing and making things with tools and small movements.
- Talk about risk and how to keep safe when lifting and coordinating movements involving equipment within spaces.
- Show enthusiasm for being outside and increasing confidence in physical capabilities.

- Move in different ways, controlling their movement including fine motor skills.
- Demonstrate agility and flexibility, as well as co-ordination and balance.
- Motivated to take part in physical activity.
- Develop muscular and core strength.
- Take well intentioned, safe risks.
- Self-regulate during physical activity including attempt of movements that they are less confident with, asking for support when necessary.
- Demonstrate proficiency, control and confidence in fine motor activities.
- Hold a pencil effectively for drawing, mark making and writing.

Check they can...

Milestones

As created in collaboration with other Coastal Learning Partnership schools as part of our progression in the early years work

On entry

- **Makes marks using a writing implement with one hand**
- **Has strength of muscles to use tools** e.g. scissors, hammer and nail
- **Has a dominant hand**
- **Are reliably dry during the day**
- **Demonstrate spatial awareness**
- *Can balance on one leg*
- **Show co-ordination e.g.**
- *Age 3: Climb confidently, catch a large ball and pedal a tricycle*
- *Avoiding bumping into each other when running on a playground*
- **Find a space**
- **Can pivot shoulder and elbow**

NB: Observe how pupils are using their bodies, do they have fluid movement, control, able to access and use play equipment?

- Use writing implements draw shapes and taught letters
- Use some form of tripod grip (not fist) within 4-6 year band on progression doc
- Use a secure grip when using different tools e.g. paintbrush, spatula
- Complete basic movements that show co-ordination e.g. rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Use large construction to build
- Sit upright, unsupported on the carpet for approx. 5 mins
- Sit on a chair correctly (tummy to table, feet to floor)
- Bend at the wrist to support writing

It is important to note the difference between what a child can do and what they choose to do independently. This statement refers to whether a child is physically able to sit on a chair and has the core strength to hold the position not whether they choose to do so when independent.

- Is using a tripod grip
- Draw recognisable objects / people with some basic features e.g. eyes, hair
- Correctly grip scissors and cut out a shape
- Avoid obstacles
- Send objects by rolling, throwing, pushing or kicking

- ELG: Fine Motor Skills**
- 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.

- ELG: Gross Motor Skills**
- 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.



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Teach them...

Literacy

Literacy
 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 – 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).

[Booktrust](#) has suggested children's books and book lists, advice and games.

[BBC Nursery songs](#) is a bank of songs and nursery rhymes that focus on comprehension.

[The Centre for Literacy in Primary Education](#) has activities that are suitable for early years.

Resources from [Love my books](#) helping parents and young children enjoy sharing books together

- Show interest in new words introduced through variety of books shared and begin to use in own conversations.
- Show a strong attachment to particular books and growing love of stories and books
- Show curiosity in stories in a different home language told by parent visitors.
- Begin to make own books, e.g. family books and show understanding that words have meaning and work from left to right, top to bottom.
- Begin to remember and join in with book language e.g. story markers "once upon a time", "one day" and anticipate what comes next.
- Look for, and join in with rhymes and repetitive phrases .e.g. Shark in the Park, blow his house down.
- Notice letters from their name and an increasing number of common exception words.
- Children know that written print carries meaning including thoughts, ideas and feelings (through discussion/modelling).
- Begin to behave as a writer, attributing meaning to mark making including wavy lines and distinct separate marks in child initiated play progressing to use of known graphemes as these become embedded. Show an interest in writing. Attempting to write familiar letters, for example from their name, For example when writing a label for a model or plausible attempts at capturing some sounds they hear in words.

- Show growing interest in a wider variety of books including bringing books into play for a purpose e.g. cookery books home area, building information book in construction.
- Talk about and ask questions about different images, characters, and events in books.
- Distinguish between different characters by taking on voices, tones e.g. giant big booming Story telling – use language of story telling to tell simple story and ask for this to be scribed (Helicopter stories link)
- Act out stories through role play, small world play and puppets.
- Open book correctly, know how to turn pages – point to words left to right remembering how a book flows. Talk about the features of books including title, author, illustration and other features.
- Develop hand and finger strength to hold writing tools with control (chunky where necessary). Begin to show awareness of how to hold a pencil correctly and form letter which starts and move in right direction (size may still be large, requiring large paper etc).
- Begin to segment to spell to communicate meaning through writing for a purpose using growing phonic knowledge (sounds taught).

- Can think, reflect and talk about what they have heard and seen in a range of books
- Curious to be introduced to new ideas in books and show understanding they can be used to make sense of the world.
- Distinguish between characters in stories, including diversity of characters and their experiences
- Show an instinctive sense of a developing story through questions asked or anticipation and prediction.
- Use and answer questions to improve understanding of what is happening in a story.
- Use an increasing range of words and phrases they have been introduced to through books which they do not normally hear in every day speech.
- Show an awareness of how to make the text come alive by using voices, exaggerated facial expressions and body movements to tell the story.
- Act out stories, including those scribed by other children through acting or puppets.
- Demonstrate upper strength and control in core, upper body, hands and fingers when writing, developing an effective pencil grip.
- Show interest in writing to communicate in a range of contexts, e.g. instructions/recipe, lists, labels, message, drawing on phonic knowledge and mostly correctly formed graphemes.

Check they can...

Milestones

As created in collaboration with other Coastal Learning Partnership schools as part of our progression in the early years work

On Entry

- **Orally blend some simple cvc words**
- **Name a favourite story**
- **Recognise their name**
- **Recognise an initial sound at the start of a word**
- **Makes marks using a writing implement with one hand**
- **Write some letters of their name**
- Read common exception words as outlined in schools phonics progression document.
- Have phoneme grapheme correspondence for alphabet (or in line with the phonic teaching programme to date).
- Segment simple consonant vowel consonant words
- Blend to read consonant vowel consonant words
- Write some recognisable letters (linked to phonics progression doc)
- Use clearly identifiable letters to write a word that can be read by others
- Write own name, labels and captions
- Hear the start, end and medial sound in words and record these

- Read words and captions consistent with phonic knowledge by sound blending
- Show understanding of what is read by or to them by naming main characters and key events
- Can write some recognisable letters (linked to phonics progression doc)
- Can write a caption (not dictated) that can be read by others
- Represent start, end and taught medial sounds in writing (although they may not choose the correct grapheme)
- Write some CEW words, spelt correctly: to, no, go, I, the, into
- Put spaces in between words

- *Use in conjunction with RWinc. assessment and progression documentation*

ELG: Word Reading

- 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.

ELG: Comprehension

- 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.

Writing ELG

- 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.



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Teach them...

Maths

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

White Rose and Number Sense
See long term plan and progression

Check they can...

Milestones

As created in collaboration with other Coastal Learning Partnership schools as part of our progression in the early years work

On Entry

- **Subitise numbers to 3** (*immediate recognition, not counting individually*)
- **Say numbers in sequence up to 6 in order** (Stable number)
- **Shows 1:1 correspondence when counting** *The number the child says might be incorrect, but they move one object every time they change the number they say.*
- **Count a small set of objects and tell you how many there are in total** (cardinal principle)
- **Continue an ABAB pattern**
- **Use words to describe position** e.g. behind, next to, in front

- Use 1:1 correspondence when counting to 5
- Knows names of shapes: circle, triangle, square and the number of sides each shape has
- Can identify things that are: longer, shorter, empty, full (as part of an adult led group)
- Use positional language e.g. top, middle, bottom, inside, between
- Look at 2 groups and say which has more or less, or if they both have the same.
- Understand and use vocabulary such as ‘tall’, ‘long’, ‘short’, ‘big’, ‘little’, ‘large’ and ‘small’.
- Create a simple pattern.

- Can count 10 objects with 1:1 correspondence
- Knows names of shapes: circle, triangle, square, rectangle and the number of sides each shape has.
- Can say one more or one less than a number (no higher than 10)
- Know number bonds up to 5
- Understands the words odd, even and share e.g. can share up to 10 objects into 2 equal groups check with group

ELG: Numerical Patterns

- 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.

ELG: Number

- 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.



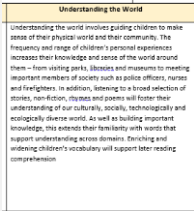
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Specific Areas

Teach them...

UtW



<https://homerton.cambs.sch.uk/information-for-practitioners/ict-in-the-early-years/>

- Talk about members of their immediate family and community Name and describe people who are familiar to them.
- Show interest in and talk about different occupations within own experience, and through introduced experiences e.g. visiting emergency services, or shared stories e.g. vet, farmer.
- Show interest in seeds in the environment and seeds in fruit snack, talk about how they might plant and care for growing plants
- Show curiosity in exploring the natural world around them
- Describe what they see, hear and feel whilst outside
- Explain how things work, for example through exploring wind up toys, pulleys in the environ
- Knows that information can be retrieved from digital devices and the internet
- Plays with a range of materials to learn cause and effect e.g. makes a string puppet using dowels and string to suspend the puppet
- Completes a simple program on electronic devices

- Continue to develop positive attitudes about the differences between people e.g. children talk positively about different appearances, skin colours and hair types
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- Show interest and talk about images of familiar situations in the past
- Understand the key features of the life cycle of a plant and an animal e.g. caterpillars or chick eggs
- Explore and talk about different forces they can feel e.g. magnetic attraction and repulsion
- Talk about the differences between materials and changes they notice e.g. sinking and floating, melting, investigating shadows.
- Can create content such as a video recording, stories, and/or draw a picture on screen

- Begin to understand the need to respect and care for the natural environment and all living things
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different to the one in which they live
- Understand the effect of changing seasons on the natural world around them
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies
- Can use the internet with adult supervision to find and retrieve information of interest to them

Check they can...

Milestones

As created in collaboration with other Coastal Learning Partnership schools as part of our progression in the early years work

On Entry

- **Show curiosity and respond to the learning environment**
 - *explores resources that have been put out*
 - *uses all of the environment (inside and out)*
 - **Can talk about their own life**
- Talk about who makes up their family and describe them
 - To talk about things that have happened
 - Use taught vocabulary e.g home, road, street, school
 - Make a simple link between cause and effect (eg. If I add hot water, the ice will melt).
 - name some special times that people like to celebrate.
 - name some characters from the traditional Christmas story.
 - Know who to go to if something worries me online

- To talk about things in the past, present and future (e.g. things that are personal to them)
- To be able to talk about the differences between taught environments (e.g. if you have taught about the jungle / arctic they should be able to talk about how it is different to here)
- Use taught vocabulary e.g linked to taught environment
- Suggest what will happen next
- Ask simple questions e.g. why did my boat sink?
- Say how to can keep themselves safe on line e.g. don't speak to strangers, don't use my name

ELG: The Natural World

- 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.

ELG: People Culture and Communities

- 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.



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Teach them...

<p>EAD</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> <p style="text-align: center; font-size: small;">Expressive Arts and Design</p> <p style="font-size: x-small;">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.</p> </div> <p>https://www.eureka.org.uk/eureka-at-home/</p>	<ul style="list-style-type: none"> • Develop colour-mixing techniques to enable them to match the colours they see and want to represent • Explore different ways of artistically representing 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 • Creates representations of both imaginary and real-life ideas, events, people and objects Listen attentively, move to and talk about music, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song • Develop storyline in their pretend play • Show interest in the creations and music of visiting artists and musicians. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Use an increasing range of vocabulary to define colours, shapes, texture and smells in the natural world • Develop techniques to join materials, such as how to use adhesive tape and different sorts of glue • Visit galleries and museums to generate inspiration and conversation about art and artists • 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 • Discuss changes and patterns as a piece of music develops • Watch and talk about dance and performance art, expressing their feelings and responses • Explore and engage in music making and dance, performing solo or in groups (e.g. stage in continuous provision with props and instruments) • Chooses particular movements, instruments, sounds, colours and materials for their own imaginative purposes 	<ul style="list-style-type: none"> • 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 • Choreograph their own dance moves, using some of the steps and techniques they have learnt • Uses combination 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 like dinosaurs. That peg looks like a mouth."
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Check they can...

<p>Milestones</p> <p><i>As created in collaboration with other Coastal Learning Partnership schools as part of our progression in the early years work</i></p>	<p style="text-align: center;"><u>On Entry</u></p> <ul style="list-style-type: none"> • Shows interest / response to music • Takes part in simple pretend play • Knows some nursery rhymes <hr/> <ul style="list-style-type: none"> • Draw straight and curved lines (link writing) • Name the colours red yellow and blue • Can sing some taught nursery rhymes/songs • Respond appropriately to signals showing whether it is their turn or the teacher's turn to sing or chant • Join in with songs and rhymes • Show an awareness of musical heartbeat / pulse • Join in with musical movements <p><u>Understand the Key language:</u> Pulse, Fast, Slow, Loud, Quiet, Pitch, High, Low</p>	<ul style="list-style-type: none"> • Create some recognisable shapes • Can copy a simple pattern (call and respond – 3 claps) <p><u>Understand the Key language:</u> Pulse, Fast, Slow, Loud, Quiet, Pitch, High, Low</p>	<p style="text-align: center;"><u>ELG: Creating with materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p style="text-align: center;"><u>ELG: Being Imaginative and expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.
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Characteristics of Effective learning

<p>Playing and exploring – engagement – the ‘skill’ to get engaged</p> <p>Finding out and exploring</p> <ul style="list-style-type: none">• Showing curiosity about objects, events and people• Using senses to explore the world around them• Engaging in open-ended activity• Showing particular interests• <p>Playing with what they know</p> <ul style="list-style-type: none">• Pretending objects are things from their experience• Representing their experiences in play• Taking on a role in their play• Acting out experiences with other people• <p>Being willing to ‘have a go’</p> <ul style="list-style-type: none">• Initiating activities• Seeking challenge• Showing a ‘can do’ attitude• Taking a risk, engaging in new experiences, and learning from trial and error	<p>Active Learning – motivation – the ‘will’ to keep going</p> <p>Being involved and concentrating</p> <ul style="list-style-type: none">• Maintaining focus on their activity for a period of time• Showing high levels of fascination• Not easily distracted• Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none">• Persisting with activity when challenges occur• Showing a belief that more effort or a different approach will pay off• Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none">• Showing satisfaction in meeting their own goals• Being proud of how they accomplished something – not just the end result• Enjoying meeting challenges for their own sake rather than external rewards	<p>Creating and thinking critically – thinking – the ‘thrill’ of discovery</p> <p>Having their own ideas</p> <ul style="list-style-type: none">• Thinking of ideas• Finding ways to solve problems• Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none">• Making links and noticing patterns in their experience• Making predictions• Testing their ideas• Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none">• Planning, making decisions about how to approach a task, problem-solve and reach a goal• Checking how well their activities are going• Changing strategy as needed• Reviewing how well the approach worked
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EYFS Curriculum



Physical Education

Our physical education is taught through a mixture of continuous provision and specific teaching through our use of Get Set for PE

Gymnastics	Dance	Games	Athletics	Striking and Fielding	Continuous Provision
<p>Explore different ways of travelling across a bench or a mat.</p> <p>Perform a simple jump when jumping from an object and land on two feet, mostly without hands.</p> <p>Crawl, climb, travel using small apparatus in a safe and balanced manner.</p> <p>Hold different 1 and 2 point balances.</p> <p>Link three movements into a routine.</p> <p>Sometimes complete a log roll, bean roll and forward roll with correct technique.</p> <p>To move small equipment demonstrating correct posture and technique.</p>	<p>Travel around the room in a variety of ways sometimes coordinating both feet together or one at a time i.e. hopping, skipping, galloping.</p> <p>Copy simple movements to music demonstrating an understanding of timing.</p> <p>To link simple movements and include shapes (gesture).</p> <p>Copy movements that require different levels.</p>	<p>Roll a ball in the general direction desired.</p> <p>Understands the technique to throwing under arm and over arm.</p> <p>Demonstrate an understanding of the force needed to push, throw, and slide an item (beanbag) to hit or land in a target.</p> <p>Defend a target using their hands and feet to intercept a large, moving ball.</p> <p>Chase and sometimes stop a ball with their feet.</p> <p>Catch a large and medium sponge ball with their hands.</p> <p>Kick a ball at an aimed for target.</p>	<p>Run at different speeds.</p> <p>Take off with two feet and land with two feet (standing long jump).</p> <p>Change speed while running which is suitable to the task.</p> <p>Understands what is required when throwing an object at distance.</p> <p>Passes the baton or other relevant items whilst moving to someone who is static.</p>	<p>Roll a medium sized ball away and retrieve the ball using their hands to stop it.</p> <p>Hit a bouncing sponge size ball with both hands on the racquet.</p> <p>Kick a large sponge ball bouncing towards them.</p> <p>Able to scoop/field a small sponge ball coming towards them using their hands.</p> <p>Use one hand to hit a small sponge ball with the palm of their hand.</p>	<p>Engage in activities from different positions e.g. standing, sitting, lying on stomachs.</p> <p>Mark make or build on a large scale using a range of materials and tools.</p> <p>Pour and transport water e.g. using sponges, squeeze bottles and buckets.</p> <p>Fill, carry and transport items of different sizes.</p> <p>Run, hop, skip and stop at different speeds.</p> <p>Climb in and out of spaces, jump on and off objects and explore different surfaces at different heights.</p> <p>Push and pull objects e.g. tyres, logs and their own body weight.</p> <p>Develop spatial awareness and whole-body co-ordination.</p> <p>Take risks and learn about safety.</p> <p>Learn to dress and undress themselves in meaningful, motivating play activities, e.g. role-play.</p> <p>Develop physical skills and an awareness of health within everyday routines, e.g. snack time.</p> <p>Ride a balance bike independently.</p>



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