Tilery Primary School

EYFS Curriculum

<table>
<tr><th colspan="4">Table of Contents</th></tr>
<tr><td>Early Learning Goals</td><td colspan="3" rowspan="3"></td></tr>
<tr><td>Characteristics of Effective Learning</td></tr>
<tr><td>Effective Practice in EYFS</td></tr>
<tr><td></td><td>FS1 Year A</td><td>FS1 Year B</td><td>FS2</td></tr>
<tr><td>Autumn 1 (1st Sep – 21st Oct)</td><td>All about me</td><td>I am a superhero</td><td>Me and my world</td></tr>
<tr><td>Autumn 2 (31st Oct – 20th Dec)</td><td>Let's celebrate!</td><td>Senses, seasons and weather</td><td>Let's celebrate!</td></tr>
<tr><td>Spring 1 (4th Jan – 17th Feb)</td><td>Once upon a time</td><td>Magic, wizards and witches</td><td>Heroes and villains</td></tr>
<tr><td>Spring 2 (27th Feb – 31st March)</td><td>On the farm</td><td>Out at sea</td><td>At the zoo</td></tr>
<tr><td>Summer 1 (17th April - 26th May)</td><td>In the garden</td><td>Forest and woodland</td><td>What's growing at the bottom of the garden?</td></tr>
<tr><td>Summer 2 (5th June – 20th July)</td><td>What's out there?</td><td>Out of this world</td><td>Passport to… Australia and the Great Barrier Reef</td></tr>
<tr><td>Technology</td><td colspan="3">Computing and other Technology</td></tr>
<tr><td>Mathematics Curriculum</td><td colspan="3" rowspan="4"></td></tr>
<tr><td>Reading Spine</td></tr>
<tr><td>Literacy, Communication and Language Curriculum</td></tr>
<tr><td>How am I KS1 Ready?</td></tr>
</table>

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Understanding the World

Past and Present

- 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.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

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.

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.

Personal, Social and Emotional Development

Self-Regulation

- 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

- 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

- 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.

Expressive Arts and Design

Creating with Materials

- 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

- 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.

Mathematics

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.

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.

Physical Development

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.

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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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.

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.

Writing

- 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.

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring
- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know
- 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

Being willing to 'have a go'
- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating
- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying
- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do
- 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 or praise

Thinking

Creative and Critical Thinking

Having their own ideas
- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links
- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things
- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Seven Key Features of Effective Practice

The Best for Every Child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, four months[1] behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

[1] Education Policy Institute: Education in England Annual Report 2020 and Early years foundation stage profile results: 2018 to 2019

High-Quality Care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles, and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

The Curriculum: What We Want Children to Learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- 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.
- Depth in early learning is much more important than covering lots of things in a superficial way.

Pedagogy: Helping Children to Learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

Assessment: Checking What Children Have Learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

Self-Regulation and Executive Function

- Executive function includes the child's ability to:
  - hold information in mind,
  - focus their attention,
  - regulate their behaviour,
  - plan what to do next.
- These abilities contribute to the child's growing ability to self-regulate:
  - focus their thinking,
  - monitor what they are doing and adapt,
  - regulate strong feelings,
  - be patient for what they want,
  - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

Partnership with Parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

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Autumn 1			
Year A **FS1 Topic: All About Me**	**Key Content** Me and my likes and dislikes My family and their traditions My nursery, my friends and people who work here		PSED Focus- Relationships Expressive Arts and Design Focus-Home corner Role play and dressing up Physical Development Focus-Ways of moving Understanding the World Focus-People and roles, immediate environment and past and present

Range 4 – 24-36 Months (2-year-old provision)

Build relationships with special people but may show anxiety in the presence of strangers
Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult
Shows some understanding that other people have perspectives, ideas and needs that are different to theirs
Shows empathy and concern for people who are special to them by partially matching others' feelings with their own
Is beginning to be able to cooperate in favorable situations
Seeks out others to be able to share experiences with and may choose to play with a familiar friend or a child who has similar interest
Knows their own name, their preferences and interests and is becoming aware of their unique abilities
Is developing an understanding of and interest in differences of gender, ethnicity and ability
Has a sense of own immediate family and relations and pets
In pretend play, imitates everyday actions and events from own family and cultural background
Beginning to have their own friends
Learns that they have similarities and differences that connect them to, and distinguish them from, others
Uses 3D and 2D structures to explore materials and/or to express ideas
Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations
Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music
Moves in response to music, or rhythms played on instruments such as drums or shakers
Jumps up into the air with both feet leaving the floor and can jump forward a small distance
Begins to understand and choose different ways of moving

5 – 36-48 Months (3 and 4 -year-old provision)

Seeks out companionship with adults and other children, sharing experiences and play ideas
Uses their experiences of adult behaviors to guide their social relationships and interactions
Shows increasing consideration of other people's needs and gradually more impulse control in favorable conditions
Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers
Shows interest in the lives of people who are familiar to them
Enjoys joining in with family customs and routines
Remembers and talks about significant events in their own experience
Recognizes and describes special times or events for family or friends
Shows interest in different occupations and ways of life indoors and outdoors
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Remembers and talks about significant events in their own experience
Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures
Engages in imaginative play based on own ideas or first-hand or peer experiences.

Uses available resources to create props or creates imaginary ones to support play
Plays alongside other children who are engaged in the same theme
Climbs stairs, steps and moves across climbing equipment using alternate feet.
Maintains balance using hands and body to stabilise

Year B **FS1 Topic: I am a superhero**	**Key Content** Me and my strengths *My family and their traditions* *My nursery, my friends and people who work here* Real life superheroes e.g. bin men, post men, shop workers (not emergency services FS2)	Superhero's	**PSED Focus**- Relationships **Expressive Arts and Design Focus**-Home corner Role play and dressing up **Physical Development Focus**-Ways of moving **Understanding the World Focus**-People and roles, immediate environment and past and present

Range 4 – 24-36 Months (2-year-old provision)
Build relationships with special people but may show anxiety in the presence of strangers
Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult
Shows some understanding that other people have perspectives, ideas and needs that are different to theirs
Shows empathy and concern for people who are special to them by partially matching others' feelings with their own
Is beginning to be able to cooperate in favorable situations
Seeks out others to be able to share experiences with and may choose to play with a familiar friend or a child who has similar interest
Knows their own name, their preferences and interests and is becoming aware of their unique abilities
Is developing an understanding of and interest in differences of gender, ethnicity and ability
Has a sense of own immediate family and relations and pets
In pretend play, imitates everyday actions and events from own family and cultural background
Beginning to have their own friends
Learns that they have similarities and differences that connect them to, and distinguish them from, others
Uses 3D and 2D structures to explore materials and/or to express ideas
Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations
Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music
Moves in response to music, or rhythms played on instruments such as drums or shakers
Jumps up into the air with both feet leaving the floor and can jump forward a small distance
Begins to understand and choose different ways of moving
5 – 36-48 Months (3 and 4 -year-old provision)
Seeks out companionship with adults and other children, sharing experiences and play ideas
Uses their experiences of adult behaviors to guide their social relationships and interactions
Shows increasing consideration of other people's needs and gradually more impulse control in favorable conditions
Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers
Shows interest in the lives of people who are familiar to them
Enjoys joining in with family customs and routines
Remembers and talks about significant events in their own experience
Recognizes and describes special times or events for family or friends
Shows interest in different occupations and ways of life indoors and outdoors
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Remembers and talks about significant events in their own experience

Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures
Engages in imaginative play based on own ideas or first-hand or peer experiences.
Uses available resources to create props or creates imaginary ones to support play
Plays alongside other children who are engaged in the same theme.
Climbs stairs, steps and moves across climbing equipment using alternate feet.
Maintains balance using hands and body to stabilise

FS2 Topic: Me and My World	**Key Content** My home, my family and their traditions My school, my friends and peers and people who work here	My local area (including basic maps) People in my local area who help me (emergency services)	**PSED Focus**- Relationships **Expressive Arts and Design Focus**- Dressing up and role playing as people who help us **Physical Development Focus**-Ways of moving **Understanding the World Focus**-People and roles, immediate environment and past and present

Range 6 – 48 -60 Months (FS2)

Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others
Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking
Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviors
Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations
Is proactive in seeking adult support and able to articulate their wants and needs
Recognizes that they belong to different communities and social groups and communicates freely about own home and community
Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
Enjoys joining in with family customs and routines
Talks about past and present events in their own life and in the lives of family members
Knows that other children do not always enjoy the same things, and is sensitive to this
Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolors, powder paint, to express and communicate their discoveries and understanding
Creates representations of both imaginary and real-life ideas, events, people and objects
Introduces a storyline or narrative into their play
Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative
Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk

Focus ELG's Working Towards

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.
Talk about the lives of the people around them and their roles in society.
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Know some similarities and differences between things in the past and now
Make use of props and materials when role playing characters in narratives and stories
Move energetically such as running, jumping, dancing, hopping, skipping and climbing

Autumn 2			
Year A **FS1 Topic: Let's Celebrate** **-Halloween** **-Diwali 4th November 2021** **-Bonfire Night** **-Poppy Day** **-Christmas** **-Birthdays**	**Key Content** Participating in different celebrations (Including through dress up, arts and craft and music) Learning how people celebrate.		PSED Focus- Behavior and rules Expressive Arts and Design Focus -Music and Art Physical Development Focus - Fine motor skills Understanding the World Focus-Religion and Culture

Range 4 – 24-36 Months (2-year-old provision)

Has a sense of own immediate family and relations and pets
In pretend play, imitates everyday actions and events from own family and cultural background
Learns that they have similarities and differences that connect them to, and distinguish them from, others
In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
Joins in singing songs
Creates sounds by rubbing, shaking, tapping, striking or blowing
Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them
Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects
Enjoys and responds to playing with colour in a variety of ways, for example combining colours
Uses 3D and 2D structures to explore materials and/or to express ideas
May be beginning to show preference for dominant hand and/or leg/foot
Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
Holds mark-making tools with thumb and all fingers
Is gradually learning that actions have consequences but not always the consequences the child hopes for

Range 5 – 36-48 Months (3 and 4 -year-old provision)

Shows interest in different occupations and ways of life indoors and outdoors
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Recognises and describes special times or events for family or friends
Remembers and talks about significant events in their own experience
Enjoys joining in with family customs and routines
Explores and learns how sounds and movements can be changed
Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
Enjoys joining in with moving, dancing and ring games
Taps out simple repeated rhythms
Develops an understanding of how to create and use sounds intentionally
Continues to explore colour and how colours can be changed
Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
Uses tools for a purpose
Creates lines and circles pivoting from the shoulder and elbow
Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
Is sensitive to others' messages of appreciation or criticism

Responds to the feelings of others, showing concern and offering comfort
May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions
Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows

Year B **FS1 Topic: Senses, seasons and weather** ***Celebrations to be covered as applicable**	**Key Content** Exploring seasons through the senses Exploring weather through the senses Celebrating seasons with family and friends e.g. collecting conkers or building a snowman		**PSED Focus**- Behavior and rules **Expressive Arts and Design Focus** -Music and Art **Physical Development Focus** – Fine motor skills **Understanding the World Focus**-Religion and Culture

Range 4 – 24-36 Months (2-year-old provision)
Has a sense of own immediate family and relations and pets
In pretend play, imitates everyday actions and events from own family and cultural background
Learns that they have similarities and differences that connect them to, and distinguish them from, others
In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
Joins in singing songs
Creates sounds by rubbing, shaking, tapping, striking or blowing
Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them
Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects
Enjoys and responds to playing with colour in a variety of ways, for example combining colours
Uses 3D and 2D structures to explore materials and/or to express ideas
May be beginning to show preference for dominant hand and/or leg/foot
Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
Holds mark-making tools with thumb and all fingers
Is gradually learning that actions have consequences but not always the consequences the child hopes for
Range 5 – 36-48 Months (3 and 4 -year-old provision)
Shows interest in different occupations and ways of life indoors and outdoors
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Recognises and describes special times or events for family or friends
Remembers and talks about significant events in their own experience
Enjoys joining in with family customs and routines
Explores and learns how sounds and movements can be changed
Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
Enjoys joining in with moving, dancing and ring games
Taps out simple repeated rhythms
Develops an understanding of how to create and use sounds intentionally
Continues to explore colour and how colours can be changed
Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
Uses tools for a purpose
Creates lines and circles pivoting from the shoulder and elbow
Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
Is sensitive to others' messages of appreciation or criticism
Responds to the feelings of others, showing concern and offering comfort
May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions

Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows

FS2 Topic: Let's Celebrate	**Key Content** Participating in different celebrations (Including through cooking and food tasting, arts and craft, music and dance.) Look at how and why people celebrate. Traditional stories from other cultures.		**PSED Focus**- Behavior and rules **Expressive Arts and Design Focus** -Music and Art **Physical Development Focus** – Fine motor skills **Understanding the World Focus**-Religion and Culture

Range 6 – 48 -60 Months (FS2)

Enjoys joining in with family customs and routines
Talks about past and present events in their own life and in the lives of family members
Knows that other children do not always enjoy the same things, and is sensitive to this
Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
Begins to build a collection of songs and dances
Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts
Uses simple tools to effect changes to materials
Handles tools, objects, construction and malleable materials safely and with increasing control and intention
Shows a preference for a dominant hand
Begins to use anticlockwise movement and retrace vertical lines
Begins to form recognisable letters independently
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
Is aware of behavioural expectations and sensitive to ideas of justice and fairness
Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

Focus ELG's Working Towards

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.
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.
Perform songs with others and try to move in time with music
Hold a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases.
Use a range of small tools, including scissors, paintbrushes and cutlery.
Begin to show accuracy and care when drawing.
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
Explain the reasons for rules, know right from wrong and try to behave accordingly
Form positive attachments to adults and friendships with peers.

Spring 1			
Year A **FS1 Topic: Once upon a time**	**Key Content** Goldilocks and the three bears Three Billy Goats Gruff The Ginger Bread Man The Magic Porridge Pot		PSED Focus- Relationships Expressive Arts and Design Focus- Role play and dressing up Physical Development Focus- Fine motor skills Understanding the World Focus- Past and present
Range 4 – 24-36 Months (2-year-old provision) Beginning to understand some talk about immediate past and future May be beginning to show preference for dominant hand and/or leg/foot Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools Holds mark-making tools with thumb and all fingers Build relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Uses 3D and 2D structures to explore materials and/or to express ideas Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music **Range 5 – 36-48 Months (3 and 4 -year-old provision)** Able to use language in recalling past experiences Can retell a simple past event in correct order Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviors to guide their social relationships and interactions Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Plays alongside other children who are engaged in the same theme			
Year B **FS1 Topic: Magic, wizards and witches**	**Key Content**		PSED Focus- Relationships Expressive Arts and Design Focus- Role play and dressing up Physical Development Focus- Fine motor skills Understanding the World Focus- Past and present
Range 4 – 24-36 Months (2-year-old provision) Beginning to understand some talk about immediate past and future May be beginning to show preference for dominant hand and/or leg/foot Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools Holds mark-making tools with thumb and all fingers Build relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Uses 3D and 2D structures to explore materials and/or to express ideas Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music			

Range 5 – 36-48 Months (3 and 4 -year-old provision)

Able to use language in recalling past experiences
Can retell a simple past event in correct order
Creates lines and circles pivoting from the shoulder and elbow
Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
Seeks out companionship with adults and other children, sharing experiences and play ideas
Uses their experiences of adult behaviors to guide their social relationships and interactions
Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures
Engages in imaginative play based on own ideas or first-hand or peer experiences.
Uses available resources to create props or creates imaginary ones to support play
Plays alongside other children who are engaged in the same theme

FS2 Topic: **Heroes and villains**	**Key Content** Books with historical links/discussion points Red riding hood-clothes Three little pigs-houses Jack and Gill- Water (modern appliances) Rapunzel- transport Jack and the beanstalk- supermarket		**PSED Focus**- Relationships **Expressive Arts and Design Focus-** Role play and dressing up **Physical Development Focus-** Fine motor skills **Understanding the World Focus-** Past and present

Range 6 – 48 -60 Months (FS2)

Talks about past and present events in their own life and in the lives of family members
Uses simple tools to effect changes to materials
Handles tools, objects, construction and malleable materials safely and with increasing control and intention
Shows a preference for a dominant hand
Begins to use anticlockwise movement and retrace vertical lines
Begins to form recognisable letters independently
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others
Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking
Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolors, powder paint, to express and communicate their discoveries and understanding
Creates representations of both imaginary and real-life ideas, events, people and objects
Introduces a storyline or narrative into their play
Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Focus ELG's Working Towards

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Understand the past through settings, characters and events encountered in books read in class and storytelling.
Hold a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases.
Use a range of small tools, including scissors, paintbrushes and cutlery.
Begin to show accuracy and care when drawing.
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.
Make use of props and materials when role playing characters in narratives and stories

Spring 2			
Year A **FS1 Topic: On the Farm**	**Key Content** Naming animals Naming baby animals and their parents The jobs of a farmer A visit to a farm	Looking after animals on the farm Animal sounds Songs about animals Moving like animals Animal stories and songs	PSED Focus- Emptions and feeling Expressive Arts and Design Focus- Nursery Rhyme and stories Physical Development Focus- Negotiating space safely and obstacles Understanding the World Focus- Natural World (animals)

Range 4 – 24-36 Months (2-year-old provision)

Notices detailed features of objects in their environment
Can talk about some of the things they have observed such as plants, animals, natural and found objects
Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations
Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music
Creates rhythmic sounds and movements
Runs safely on whole foot
Begins to walk, run and climb on different levels and surfaces
Climbs up and down stairs by placing both feet on each step while holding a handrail for support
Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling
Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated
Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
Responds to the feelings of others, showing concern and offering comfort

Range 5 – 36-48 Months (3 and 4 -year-old provision)

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
Talks about why things happen and how things work
Developing an understanding of growth, decay and changes over time
Shows care and concern for living things and the environment
Begin to understand the effect their behavior can have on the environment
Shows interest in different occupations and ways of life indoors and outdoors
Uses movement and sounds to express experiences, expertise, ideas and feelings
Experiments and creates movement in response to music, stories and ideas
Sings to self and makes up simple songs
Creates sounds, movements, drawings to accompany stories
Engages in imaginative play based on own ideas or first-hand or peer experiences.
Uses available resources to create props or creates imaginary ones to support play
Plays alongside other children who are engaged in the same theme
Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance
using hands and body to stabilise
Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles

Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants

Year B: **FS1 Topic: Out at sea**	**Key Content** Ocean animals Ocean transport e.g. boats and submarines Pirates and mermaids		**PSED Focus**- Emptions and feeling **Expressive Arts and Design Focus**- Nursery Rhyme and stories **Physical Development Focus**- Negotiating space safely and obstacles **Understanding the World Focus**- Natural World (animals)

Range 4 – 24-36 Months (2-year-old provision)
Notices detailed features of objects in their environment
Can talk about some of the things they have observed such as plants, animals, natural and found objects
Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations
Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music
Creates rhythmic sounds and movements
Runs safely on whole foot
Begins to walk, run and climb on different levels and surfaces
Climbs up and down stairs by placing both feet on each step while holding a handrail for support
Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling
Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated
Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
Responds to the feelings of others, showing concern and offering comfort
Range 5 – 36-48 Months (3 and 4 -year-old provision)
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
Talks about why things happen and how things work
Developing an understanding of growth, decay and changes over time
Shows care and concern for living things and the environment
Begin to understand the effect their behavior can have on the environment
Shows interest in different occupations and ways of life indoors and outdoors
Uses movement and sounds to express experiences, expertise, ideas and feelings
Experiments and creates movement in response to music, stories and ideas
Sings to self and makes up simple songs
Creates sounds, movements, drawings to accompany stories
Engages in imaginative play based on own ideas or first-hand or peer experiences.
Uses available resources to create props or creates imaginary ones to support play
Plays alongside other children who are engaged in the same theme
Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance
using hands and body to stabilise
Walks down steps or slopes whilst carrying a small object, maintaining balance and stability

Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants

FS2 Topic: At the Zoo	**Key Content** Naming animals Vet role play Zoo habitats- Which animals live in the snow etc (putting the correct animals in the correct habitat) Animal patterns Animal noises	Animal crafts Moving like animals Trip to a pet shop Animals coming into school Virtual zoo Animal stories and songs Carnival of the animals-linking instruments to animals	**PSED Focus**- Emptions and feeling **Expressive Arts and Design Focus**- Nursery Rhyme, songs, poems and stories **Physical Development Focus**- Negotiating space safely and obstacles **Understanding the World Focus**- Natural World (animals)

Range 6 – 48 -60 Months (FS2)
Looks closely at similarities, differences, patterns and change in nature
Knows about similarities and differences in relation to places, objects, materials and living things
Talks about the features of their own immediate environment and how environments might vary from one another
Makes observations of animals and plants and explains why some things occur, and talks about changes
Creates representations of both imaginary and real-life ideas, events, people and objects
Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes
Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth
Creates representations of both imaginary and real-life ideas, events, people and objects
Introduces a storyline or narrative into their play
Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative
Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
Travels with confidence and skill around, under, over and through balancing and climbing equipment
Understands their own and other people's feelings, offering empathy and comfort
Talks about their own and others' feelings and behaviour and its consequences
Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
Seeks support, "emotional refuelling" and practical help in new or challenging situations

Focus ELG's Working Towards
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
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 try to move in time with music
Negotiates space and obstacles safely, with consideration for themselves and others
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Summer 1			
Year A **FS1 Topic: In the garden!**	**Key Content** Minibeasts Minibeasts crafts Naming fruits and vegetables Tasting fruits and vegetables	Mud play Water play	PSED Focus – Health and Self care Expressive Arts and Design Focus- Arts and Craft Physical Development Focus- Fine motor skills Understanding the World Focus- Natural World (Animals and plants)

Range 4 – 24-36 Months (2-year-old provision)

Notices detailed features of objects in their environment
Can talk about some of the things they have observed such as plants, animals, natural and found objects
Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects
Enjoys and responds to playing with colour in a variety of ways, for example combining colours
Uses 3D and 2D structures to explore materials and/or to express ideas
May be beginning to show preference for dominant hand and/or leg/foot
Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
Holds mark-making tools with thumb and all fingers
Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times
Feeds self competently
Can hold a cup with two hands and drink well without spilling
Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
Begins to recognize danger and seeks the support and comfort of significant adults
Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions

Range 5 – 36-48 Months (3 and 4 -year-old provision)

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
Talks about why things happen and how things work
Developing an understanding of growth, decay and changes over time
Shows care and concern for living things and the environment
Begin to understand the effect their behavior can have on the environment
Continues to explore colour and how colours can be changed
Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
Uses tools for a purpose
Creates lines and circles pivoting from the shoulder and elbow
Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
Can tell adults when hungry, full up or tired or when they want to rest, sleep or play
Observes and can describe in words or actions the effects of physical activity on their bodies.
Can name and identify different parts of the body
Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
Can wash and can dry hands effectively and understands why this is important

Willing to try a range of different textures and tastes and expresses a preference
Can name and identify different parts of the body
Observes and controls breath, able to take deep breaths, scrunching and releasing the breath
Can mirror the playful actions or movements of another adult or child
Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bototm

Year B: **FS1 Topic: Forest and woodland**	**Key Content** Forest and woodland animals Forest and woodland plants/trees Natural art Fairies and elves			**PSED Focus** – Health and Self care **Expressive Arts and Design Focus**- Arts and Craft **Physical Development Focus**- Fine motor skills **Understanding the World Focus**- Natural World (Animals and plants)

Range 4 – 24-36 Months (2-year-old provision)
Notices detailed features of objects in their environment
Can talk about some of the things they have observed such as plants, animals, natural and found objects
Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects
Enjoys and responds to playing with colour in a variety of ways, for example combining colours
Uses 3D and 2D structures to explore materials and/or to express ideas
May be beginning to show preference for dominant hand and/or leg/foot
Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
Holds mark-making tools with thumb and all fingers
Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times
Feeds self competently
Can hold a cup with two hands and drink well without spilling
Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
Begins to recognize danger and seeks the support and comfort of significant adults
Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
Range 5 – 36-48 Months (3 and 4 -year-old provision)
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
Talks about why things happen and how things work
Developing an understanding of growth, decay and changes over time
Shows care and concern for living things and the environment
Begin to understand the effect their behavior can have on the environment
Continues to explore colour and how colours can be changed
Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
Uses tools for a purpose

Creates lines and circles pivoting from the shoulder and elbow
Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
Can tell adults when hungry, full up or tired or when they want to rest, sleep or play
Observes and can describe in words or actions the effects of physical activity on their bodies.
Can name and identify different parts of the body
Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
Can wash and can dry hands effectively and understands why this is important
Willing to try a range of different textures and tastes and expresses a preference
Can name and identify different parts of the body
Observes and controls breath, able to take deep breaths, scrunching and releasing the breath
Can mirror the playful actions or movements of another adult or child
Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bototm

FS 2 Topic: What is growing at the bottom of the garden?	**Key Content** Parts of a plant Different types of plants and seeds What plants need to grow The life cycle of a butterfly Growing beanstalks			**PSED Focus** – Health and Self care **Expressive Arts and Design Focus**- Arts and Craft **Physical Development Focus**- Fine motor skills **Understanding the World Focus**- Natural World (Animals and plants)

Range 6 – 48 -60 Months (FS2)
Looks closely at similarities, differences, patterns and change in nature
Knows about similarities and differences in relation to places, objects, materials and living things
Talks about the features of their own immediate environment and how environments might vary from one another
Makes observations of animals and plants and explains why some things occur, and talks about changes
Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts
Uses simple tools to effect changes to materials
Handles tools, objects, construction and malleable materials safely and with increasing control and intention
Shows a preference for a dominant hand
Begins to use anticlockwise movement and retrace vertical lines
Begins to form recognisable letters independently
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
Eats a healthy range of foodstuffs and understands need for variety in food
Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
Can initiate and describe playful actions or movements for other children to mirror and follow
Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
Usually dry and clean during the day
Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others

Shows understanding of how to transport and store equipment safely Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
Focus ELG's Working Towards 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 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. Hold a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Summer 2			
Year A **FS1 Topic: What is out there?**	**Key Content** Types of transport Adventure stories/Journeys Visits in the locality e.g. park, supermarket, church etc. Forest school Nature Walk		PSED Focus- Setting goals and trying new things Expressive Arts and Design Focus- role play and dressing up Physical Development Focus- Strength, balance and coordination Understanding the World Focus- Natural World (our country)

Range 4 – 24-36 Months (2-year-old provision)

Notices detailed features of objects in their environment

Can talk about some of the things they have observed such as plants, animals, natural and found objects

Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake

Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands

Sits comfortably on a chair with both feet on the ground

Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it

Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions

Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves

Uses 3D and 2D structures to explore materials and/or to express ideas

Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations

Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music

Range 5 – 36-48 Months (3 and 4 -year-old provision)

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world

Talks about why things happen and how things work

Developing an understanding of growth, decay and changes over time

Shows care and concern for living things and the environment

Begin to understand the effect their behavior can have on the environment

Shows interest in different occupations and ways of life indoors and outdoors

Can balance on one foot or in a squat momentarily, shifting body weight to improve stability

Can grasp and release with two hands to throw and catch a large ball, beanbag or an object

Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others

Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help

Enjoys a sense of belonging through being involved in daily tasks

Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures

Engages in imaginative play based on own ideas or first-hand or peer experiences.

Uses available resources to create props or creates imaginary ones to support play

Plays alongside other children who are engaged in the same theme

Year B: **FS1 Topic: Out of this world (Space)**	**Key Content** Astronauts Rockets Moon and stars Planets		PSED Focus- Setting goals and trying new things Expressive Arts and Design Focus- role play and dressing up Physical Development Focus- Strength, balance and coordination

	What the world looks like from space? Land and water		**Understanding the World Focus-** Natural World (our planet)
Range 4 – 24-36 Months (2-year-old provision) Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands Sits comfortably on a chair with both feet on the ground Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves Uses 3D and 2D structures to explore materials and/or to express ideas Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music **Range 5 – 36-48 Months (3 and 4 -year-old provision)** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behavior can have on the environment Shows interest in different occupations and ways of life indoors and outdoors Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Enjoys a sense of belonging through being involved in daily tasks Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Plays alongside other children who are engaged in the same theme			
FS 2 Topic: Passport to… Australia and the Great Barrier Reef	**Key Content** Animal stories Australian Animals The Great barrier reef and ocean animals Aboriginal art and pattern Aboriginal music	Australian BBQ Celebration Basic world map showing England and Australia Australian flag	**PSED Focus**- Setting goals and trying new things **Expressive Arts and Design Focus**- role play and dressing up **Physical Development Focus**- Strength, balance and coordination **Understanding the World Focus**- Natural World (another country)
Range 6 – 48 -60 Months (FS2) Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes Shows increasing control over an object in pushing, patting, throwing, catching or kicking it			

Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Has a clear idea about what they want to do in their play and how they want to go about it Shows confidence in choosing resources and perseverance in carrying out a chosen activity 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 Creates representations of both imaginary and real-life ideas, events, people and objects Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative
Focus ELG's Working Towards 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. **Demonstrates strength, balance and coordination when playing** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Make use of props and materials when role playing characters in narratives and stories

Technology

Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.

Technology	
Computing	**Other Technology**
Range 4 – 24-36 Months (2-year-old provision) Seeks to acquire basic skills in turning on and operating some digital equipment **Range 5 – 36-48 Months (3 and 4 -year-old provision)** Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets **Range 6 – 48 -60 Months (FS2)** Completes a simple program on electronic devices Uses ICT hardware to interact with age appropriate computer software Can create content such as a video recording, stories, and/or draw a picture on screen 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	**Range 4 – 24-36 Months (2-year-old provision)** Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car Plays with water to investigate "low technology" such as washing and cleaning Uses pipes, funnels and other tools to carry/ transport water from one place to another **Range 5 – 36-48 Months (3 and 4 -year-old provision)** Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Knows that information can be retrieved from digital devices and the internet Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet using dowels and string to suspend the puppet

FS1 (2 Year Olds)

Topic : Multimedia	**Topic : Multimedia**	**Topic : Multimedia**	**Topic : Multimedia**	**Topic : Multimedia.**	**Topic : Programming**
Key Content **Text** • I can play on a touch screen game and use computers/keyboards/mouse in role play	**Key Content** Video • I know the difference between a photography and video. • I can watch films back	**Key Content** **Sound** • I can record my voice over a picture. • I can record sounds with different resources • I can record sounds/voices in storytelling	**Key Content** **Animation** • I can animate a simple image to speak in role **Presentation (PowerPoint)** • I can create a simple digital collage.	**Key Content** **Text** • I can play on a touch screen game and use computers/keyboards/mouse in role play	**Key Content** • I can follow simple oral algorithms/patterns • I can spot simple patterns
Skills • Pupils learn to move and resize images with my fingers. • Pupils learn to use a painting app and explore the paint and brush tools. • I can use a mouse, touch screen or appropriate access device to target and select options on screen	**Skills** • Pupils learn to take a photograph or video. • Pupils learn to take a photograph or video and use it in an app.	**Skills** • Pupils learn to take a photograph or video. • Pupils learn to take a photograph or video and use it in an app.	**Skills** • Pupils learn to speak in role for a purpose. • Pupils will learn how to create digital art.	**Skills** • Pupils will learn and become familiar with technological equipment. • Pupils can demonstrate practical use of ICT to dictate sentences.	**Skills** • Pupils learn to follow simple oral algorithms • Pupils learn to spot simple patterns • Pupils sequence simple familiar tasks • I can use a mouse, touch screen or appropriate access device to target and select options on screen • Pupils learn to input a simple sequence of commands to control a digital device with support (Codarpillar)
Topic Specific Vocabulary Bigger Smaller Touch App Camera Picture	**Topic Specific Vocabulary** Photo Video Film Record Sound Change	**Topic Specific Vocabulary** Photo Video Film Record Sound Change	**Topic Specific Vocabulary** Animate Story Move Movement Up Down Left Right	**Topic Specific Vocabulary** Type Keyboard iPad Device Speak Speech	**Topic Specific Vocabulary** Simple Forward Back Left Right App Code Codapillar
By the end of this topic children will be able to Explore how to make small changes to a picture as well as use it in an app. Children will also be able to demonstrate using a touch screen effectively.	**By the end of this topic children will be able to** Identify a photo and video as well as being able to create a short film using the camera. Children will be able to add sound to a picture.	**By the end of this topic children will be able to** Identify a photo and video as well as being able to create a short film using the camera. Children will be able to add sound to a picture.	**By the end of this topic children will be able to** Animate and speak in role of a given character. Children will also be able to make a simple digital collage.	**By the end of this topic children will be able to** Idenitify technology they are familiar with as well as being able to use ICT to dictate sentences.	**By the end of this topic children will be able to** Follow simple patterns and sequences. Children will also be able to program a codapillar to follow a given sequence.

FS2

Topic : **Multimedia**	**Topic :**	**Topic :** **Multimedia**	**Topic :** **Multimedia**	**Topic :** **Multimedia.**	**Topic :** **Programming**
Key Content **Graphics** • I can move and resize images with my fingers or mouse. • I can take a photograph and use it in an app	**Key Content** Video • I can record a short film using the camera • I can record and play a film	**Key Content** **Sound** • I can find ways to change your voice (tube, tin can, shouting to create an echo) • I can record my voice over a picture. • I can record sounds/voices in storytelling and explanations.	**Key Content** **Animation** • I can create a simple animation to tell a story including more than one character.	**Key Content** **Text** • I can type letters with increasing confidence using a keyboard and tablet. • I can dictate short, clear sentences into a digital device.	**Key Content** **Programming** • I can sequence simple familiar tasks • I can use a mouse, touch screen or appropriate access device to target and select options on screen • I can input a simple sequence of commands to control a digital device with support
Skills • Pupils learn to move and resize images with my fingers. • Pupils learn to use a painting app and explore the paint and brush tools. • I can use a mouse, touch screen or appropriate access device to target and select options on screen	**Skills** • Pupils learn to take a photograph or video. • Pupils learn to take a photograph or video and use it in an app.	**Skills** • Pupils learn to take a photograph or video. • Pupils learn to take a photograph or video and use it in an app.	**Skills** • Pupils learn to speak in role for a purpose. • Pupils will learn how to create digital art.	**Skills** • Pupils will learn and become familiar with technological equipment. • Pupils can demonstrate practical use of ICT to dictate sentences.	**Skills** • Pupils learn to follow simple oral algorithms • Pupils learn to spot simple patterns • Pupils sequence simple familiar tasks • I can use a mouse, touch screen or appropriate access device to target and select options on screen • Pupils learn to input a simple sequence of commands to control a digital device with support (Codarpillar)
Topic Specific Vocabulary Bigger Smaller Touch App Camera Picture	**Topic Specific Vocabulary** Video Film Change	**Topic Specific Vocabulary** Photo Video Film Record Sound Change	**Topic Specific Vocabulary** Animate Story Move Movement Up Down Left Right	**Topic Specific Vocabulary** Type Keyboard iPad Device Speak Speech	**Topic Specific Vocabulary** Simple Forward Back Left Right App Code Codapillar
By the end of this topic children will be able to Explore how to make small changes to a picture as well as use it in an app. Children will also be able to demonstrate using a touch screen effectively.	**By the end of this topic children will be able to**	**By the end of this topic children will be able to** Identify a photo and video as well as being able to create a short film using the camera. Children will be able to add sound to a picture.	**By the end of this topic children will be able to** Animate and speak in role of a given character. Children will also be able to make a simple digital collage.	**By the end of this topic children will be able to** Idenitify technology they are familiar with as well as being able to use ICT to dictate sentences.	**By the end of this topic children will be able to** Follow simple patterns and sequences. Children will also be able to program a codapillar to follow a given sequence.

Maths
Autumn
Range 4 – 24-36 Months (2-year-old provision) **Number** Begins to say numbers in order, some of which are in the right order **Range 5 -36 – 48 Months (3 and 4-year-old provision)** **Number** May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Uses some number names and number language within play, and may show fascination with large numbers **Range 6 – 48-60 Months (FS2)** **Number** Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10)
Focus ELG working towards Subitise (recognize quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) Have a deep understanding of number to 10, including the composition of each number.
(Shape/Shape and Pattern to be continued throughout the year in continuous provision and cross curricular learning) To be taught through the theme of Diwali where appropriate (See topic curriculum) **Range 4 – 24-36 Months (2-year-old provision)** **Shape** Chooses puzzle pieces and tries to fit them in Recognizes that two objects have the same shape Makes simple constructions **Range 5 -36 – 48 Months (3 and 4-year-old provision)** **Shape** Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Attempts to create arches and enclosures when building, using trial and improvement to select blocks

Range 6 – 48-60 Months (FS2)

Shape and Pattern

Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves)
Mathematical terms to describe shapes
Enjoys composing and decomposing shapes
Learning which shapes combine to make other shapes
Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build
Spots patterns in the environment, beginning to identify the pattern "rule"
Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat

Spring

Range 4 – 24-36 Months (2-year-old provision)

Number

Beginning to notice numerals (number symbols)
In everyday situations, takes or gives two or three objects from a group

Range 5 -36 – 48 Months (3 and 4-year-old provision)

Number

Subitises one, two and three objects (without counting)
Begin to recognise numerals 0 to 10 Cardinality •
Beginning to recognise that each counting number is one more than the one before
Links numerals with amounts up to 5 and maybe beyond
Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers

Range 6 – 48-60 Months (FS2)

Number

In practical activities, adds one and subtracts one with numbers to 10
Uses number names and symbols when comparing numbers, showing interest in large numbers
Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"

Focus ELG working towards

Some number bonds to 10, including double facts.
Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.
Verbally count beyond 20, recognizing the pattern of the counting system.

(Pattern to be taught throughout the year in continuous provision and cross curricular learning)

Range 4 – 24-36 Months (2-year-old provision)

Pattern

Joins in and anticipates repeated sound and action patterns

Is interested in what happens next using the pattern of everyday routines

Range 5 -36 – 48 Months (3 and 4-year-old provision)

Pattern

Creates their own spatial patterns showing some organisation or regularity

Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)

Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

(To be reinforced throughout the year during play and Physical Development)

Range 4 – 24-36 Months (2-year-old provision)

Spatial Awareness

Moves their bodies and toys around objects and explores fitting into spaces

Begins to remember their way around familiar environments

Responds to some spatial and positional language

Explores how things look from different viewpoints including things that are near or far away

Range 5 -36 – 48 Months (3 and 4-year-old provision)

Spatial Awareness

Responds to and uses language of position and direction

Predicts, moves and rotates objects to fit the space or create the shape they would like

Range 6 – 48-60 Months (FS2)

Spatial Awareness

Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints

Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look

May enjoy making simple maps of familiar and imaginative environments, with landmarks

Summer

Range 4 – 24-36 Months (2-year-old provision)

Number

Beginning to count on their fingers.

Beginning to compare and recognize changes in numbers of things, using words like more, lots or 'same'

Range 5 -36 – 48 Months (3 and 4-year-old provision)

Number

Explores using a range of their own marks and signs to which they ascribe mathematical meanings (to 5)

Beginning to use understanding of number to solve practical problems in play and meaningful activities
Compares two small groups of up to five objects, saying when there are the same number of objects in each group,
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

Range 6 – 48-60 Months (FS2)

Number

Estimates of numbers of things, showing understanding of relative size Counting
Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects
Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three

Focus ELG working towards

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

(Measures to be taught throughout the year in continuous provision and cross curricular learning)
To be taught through the theme of Garden/Growing where appropriate (See topic curriculum)

Range 4 – 24-36 Months (2-year-old provision)

Measures

Explores differences in size, length, weight and capacity
Beginning to understand some talk about immediate past and future
Beginning to anticipate times of the day such as mealtimes or home time
**Uses coins in play activities (supervised)*

Range 5 -36 – 48 Months (3 and 4-year-old provision)

Measures

In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
Recalls a sequence of events in everyday life and stories
**Uses coins in play activities and may be able to recognize or name some coins*

Range 6 – 48-60 Months (FS2)

Measures

Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
Becomes familiar with measuring tools in everyday experiences and play
Is increasingly able to order and sequence events using everyday language related to time
Beginning to experience measuring time with timers and calendars
**Uses coins in play and practical activities and can recognize and name all coins*

Literacy, Communication and Language			
Autumn			
Listening, Attention and Understanding	**Speaking**	**Reading and Comprehension**	**Writing**
Range 3 -18-24 Months Selects familiar objects by name and will go and find objects when asked, or identify objects from a group Pays attention to own choice of activity, may move quickly from activity to activity	**Range 3 -18-24 Months** Uses gestures, sometimes with limited talk, Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)	**Range 3 -18-24 Months** Begins to join in with actions and sounds in familiar song and book sharing experience	**Range 3 -18-24 Months** Enjoys the sensory experience of making marks
Range 4 – 24-36 Months (2-year-old provision) Listens with interest to the noises adults make when they read stories Identifies action words by following simple instructions, e.g. Show me jumping	**Range 4 – 24-36 Months (2-year-old provision)** Learns new words very rapidly and is able to use them in communicating Beginning to use word endings (e.g. going, cats)	**Range 4 – 24-36 Months (2-year-old provision)** Fills in the missing word or phrase in a known rhyme, story or game, Repeats and uses actions, words or phrases from familiar stories	**Range 4 – 24-36 Months (2-year-old provision)** Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or play dough and through using touch-screen technology.
Range 5 -36 – 48 Months (3 and 4-year-old provision) Listens to familiar stories with increasing attention and recall Understands use of objects (e.g. Which one do we cut with?)	**Range 5 -36 – 48 Months (3 and 4-year-old provision)** Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle Can retell a simple past event in correct order (e.g. went down slide, hurt finger) Builds up vocabulary that reflects the breadth of their experiences	**Range 5 -36 – 48 Months (3 and 4-year-old provision)** Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Shows interest in illustrations and words in print and digital books and words in the environment Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Handles books and touch screen technology carefully and the correct way up with growing competence	**Range 5 -36 – 48 Months (3 and 4-year-old provision)** Sometimes gives meaning to their drawings and paintings Includes mark making and early writing in their play Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
Range 6- 48 -60 Months (FS2) Listens and responds to ideas expressed by others in conversation or discussion Able to follow a story without pictures or props	**Range 6- 48 -60 Months (FS2)** Uses language to imagine and recreate roles and experiences in play situations Introduces a storyline or narrative into their play	**Range 6- 48 -60 Months (FS2)** Starts to link sounds to letters, naming and sounding the letters of the alphabet Hears and says the initial sound in words	**Range 6- 48 -60 Months (FS2)** Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some

		Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices	of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
ELG working towards Listen attentively and respond to what they hear	Participate in small group, class and one-to-one discussions; offering their own ideas, using recently introduced vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during role-play.	Write recognizable letters, most of which are correctly formed.
Spring			
Range 3 -18-24 Months Understands simple sentences (e.g. Throw the ball) Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations **Range 4 – 24-36 Months (2-year-old provision)** Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds Developing understanding of simple concepts (e.g. fast/slow, good/bad) Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) **Range 5 -36 – 48 Months (3 and 4-year-old provision)** Is able to follow directions (if not intently focused)	**Range 3 -18-24 Months** Beginning to put two words together (e.g. Want ball, More juice) • Copies familiar expressions, e.g. Oh dear, All gone. **Range 4 – 24-36 Months (2-year-old provision)** Uses longer sentences (e.g. Mummy gonna work) Uses language to share feelings, experiences and thoughts **Range 5 -36 – 48 Months (3 and 4-year-old provision)** Uses talk to explain what is happening and anticipate what might happen next	**Range 3 -18-24 Months** Is interested in and anticipates books and rhymes **Range 4 – 24-36 Months (2-year-old provision)** Has some favourite stories, rhymes, songs, poems or jingles Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps **Range 5 -36 – 48 Months (3 and 4-year-old provision)** Listens to and joins in with stories and poems, when reading one-to-one and in small groups	**Range 3 -18-24 Months** Begins to understand the cause and effect of their actions in mark making **Range 4 – 24-36 Months (2-year-old provision)** Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or play dough and through using touch-screen technology. **Range 5 -36 – 48 Months (3 and 4-year-old provision)** Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

Listens to others in one-to-one or small groups, when conversation interests them Joins in with repeated refrains Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture Beginning to understand why and how questions **Range 6- 48 -60 Months (FS2)** Beginning to understand humour, e.g. nonsense rhymes, jokes • Understands questions such as who; why; when; where and how	Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture Able to use language in recalling past experiences Questions why things happen and gives explanations Asks e.g. who, what, when, how **Range 6- 48 -60 Months (FS2)** Links statements and sticks to a main theme or intention	Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Recognises familiar words and signs such as own name, advertising logos and screen icons Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps **Range 6- 48 -60 Months (FS2)** Begins to develop phonological and phonemic awareness -Begins to link sounds to some frequently used digraphs, -Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, Describes main story settings, events and principal characters in increasing detail Is able to recall and discuss stories or information that has been read to them, or they have read themselves Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example	Makes up stories, play scenarios, and drawings in response to experiences, such as outings Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words **Range 6- 48 -60 Months (FS2)** Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
ELG working towards 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.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role-play. Anticipate (where appropriate) key events in stories. Say a sound for each letter in the alphabet. Read words consistent with their phonic knowledge by sound blending.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Summer			
Range 3 -18-24 Months Understands different situations - able to follow routine events and activities using nonverbal cues Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations **Range 4 – 24-36 Months (2-year-old provision)** Shows interest in play with sounds, songs and rhymes Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet **Range 5 -36 – 48 Months (3 and 4-year-old provision)** Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – can still listen or do, but can change their own focus of attention Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box **Range 6- 48 -60 Months (FS2)** Understands a range of complex sentence structures including negatives, plurals and tense markers	**Range 3 -18-24 Months** Beginning to ask simple questions Beginning to talk about people and things that are not present e.g. reaches toward toy, saying Want it **Range 4 – 24-36 Months (2-year-old provision)** Holds a conversation, jumping from topic to topic Uses a variety of questions (e.g. what, where, who) **Range 5 -36 – 48 Months (3 and 4-year-old provision)** Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Beginning to use a range of tenses (e.g. play, playing, will play, played) Uses intonation, rhythm and phrasing to make the meaning clear to others Talks more extensively about things that are of particular importance to them • **Range 6- 48 -60 Months (FS2)** Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	**Range 3 -18-24 Months** Is interested in and anticipates books and rhymes and may have favourites **Range 4 – 24-36 Months (2-year-old provision)** Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes **Range 5 -36 – 48 Months (3 and 4-year-old provision)** Looks at and enjoys print and digital books independently Knows that print carries meaning and, in English, is read from left to right and top to bottom Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play -Hears and says the initial sound in words **Range 6- 48 -60 Months (FS2)** Continues a rhyming string and identifies alliteration	**Range 3 -18-24 Months** Knows that the marks they make are of value **Range 4 – 24-36 Months (2-year-old provision)** Distinguishes between the different marks they make **Range 5 -36 – 48 Months (3 and 4-year-old provision)** Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes **Range 6- 48 -60 Months (FS2)** Enjoys creating texts to communicate meaning for an increasingly wide range of

	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events •	Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading	purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
ELG working towards Make comments about what they have heard and ask questions to clarify their understanding.	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 modeling and support from their teacher.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write simple phrases and sentences that can be read by others.

All about me I am a Superhero Me and my World	Let's Celebrate! Senses, Seasons and Weather	Once upon a time Magic Wizards and Witches Heroes and Villains
All about me Hey You! Humans Animals including humans Changes in Toys Our World and My School Nurturing Nurses	Hey You! Gunpowder Plot How is someone welcomed into Christianity? Why do Christians give gifts at Christmas? Belonging to the Muslim family A man called Muhammad What do Christians remember at Easter? Belonging to the Sikh Family Why do Christians celebrate at Christmas? Why is the Qur'an a sacred book? What did Jesus leave behind? Why do Christians remember the Last Supper? The Torah: God's Law for the Jews Weather and Climate	Every Day Materials Uses of Everyday Materials Guy Fawkes Great Fire of London (Houses) Kings, Queens and Castles

How am I KS1 Ready?

Topics in the EYFS have been chosen not only to be progressive from FS1 to FS2 but to provide children with solid foundations they can build upon in their learning journey into KS1 and beyond.

On the Farm Out at Sea At the Zoo	In the Garden Forest and Woodland What's growing at the bottom of the garden?	What's out there? Out of this World Passport to… Australia and the Great Barrier Reef
All Creatures Great and Small Animals Animal Worlds David Attenborough All living things and their habitats Animal Portraits Our World and My School Weather and Climate The Poles Summer at the Seaside/Lighthouse Life	All Creatures Great and Small Animals Animal Worlds Plants All living things and their habitats The Fruit and Veg Man	All Creatures Great and Small Animals Animal Worlds David Attenborough All living things and their habitats The Weather Ocean Explorers and Captain Cook Starry, Starry Night Famous Explorers Summer at the Seaside/Lighthouse Life