EYFS Curriculum Overview



We will encourage pupils to "dream big" within our nurturing Westbury family, so that they leave us ready for life's great opportunities.

At Westbury-on-Severn CE Primary School, our objective for the Early Years Foundation Stage is to inspire young learners through a range of first-hand experiences and to educate them for the next stage in their learning journey through a stimulating curriculum. Within our educational framework, we create opportunities that not only challenge our children but also motivate them to embrace calculated risks, both individually and collaboratively.

We firmly believe that the Early Years Foundation Stage plays a pivotal role in establishing robust foundations upon which children can continue their educational journey. Our main aim is for pupils entering our EYFS to flourish- not only in terms of physical, verbal, cognitive, and emotional dimensions but also developing an inherent love for learning. We provide a secure, safe and happy environment with clear routines and boundaries to support self-regulation. Our setting, both indoors and outdoors, is devised to ensure pupils are educated across the seven areas of learning. Our classroom environments are designed as "Communication Friendly Spaces" and this continues around the whole school. https://elizabethjarman.com/wp-content/uploads/2018/04/the-cfs-approach-and-noise-in-learning-environments-.pdf

We have an on-site Forest School area that is visited by our Pre-school students at least three times per week. On a Friday, Pre-School has a Forest School session with Willow class allowing them to mix with the Reception and Year 1 children. Within this outside environment, our students engage with the nature, take calculated risks, develop collaborative skills, and problem solve. We encourage the children in their self-directed play, and the adults seek out "teachable moments" whilst playing alongside them.

At the heart of our educational philosophy lies the conviction that every child deserves the best start to their educational journey. Our EYFS is highly inclusive, with a curriculum that is characterized by its adaptability, ensuring a learning journey that meets the individual needs of every student. Our ultimate objective rests in providing children with a comprehensive curriculum, one that readies them for a lifetime of learning. Further details are expanded upon in our school's Early Years Foundation Stage (EYFS) Policy which can be found on our website.

This document identifies specific areas of learning, using **Development Matters** statements (<u>https://www.gov.uk/government/publications/development-matters-</u> <u>2/development-matters</u>) to ensure that the Preschool Curriculum is distinct and progressive to the Reception year. This includes their Literature Spine/nursery rhymes, PSHE and the Early Learning Goals, which is our aim for each child at the end of the Reception Year. We operate a 2 year rolling programme (Year A/B) because some pupils are in Chestnuts Preschool for more than one year, depending on when their birthday falls, and in Willow class Reception pupils are in a class with Year 1s and so spend two full years in this class.

Please see subject specific Curriculum documents for more detail about what is taught in both Preschool and Reception.

A small school, dreaming big

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool Reception						
Themes	Traditional Tales/ Fairy Tales	Traditional Tales/Fairy Tales	Eric Carle	Eric Carle	Animals	Starting School
Pre- School Books	The Ghanaian Goldilocks The Three Billy Goats Gruff Little Red Riding Hood Rapunzel	The Princess and the Pea Jack and the Beanstalk Chicken Licken The Gingerbread Man	The Very Hungry Caterpillar Brown Bear, Brown Bear what do you see? The Mixed up Chameleon Slowly, Slowly, Slowly said the Sloth	Polar Bear, Polar Bear what do you hear? Have you seen my cat? The Tiny Seed From Head to Toe	Handra's Surprise The Tiger who Came to Tea Incy, Wincy Spider Dear Zoo	Sarah and Duck at the Library Harry and the Dinosaurs go to School The Colour Monster goes to School Spot Starts School
Nursery Rhymes	Twinkle, Twinkle Little Star Wheels on the Bus Incy, Wincy Spider Baa, Baa Black Sheep	Old MacDonald had a farm Head, Shoulders, knees and toes Row, Row, Row your boat Humpty Dumpty	Wind the Bobbin up Down at the Station 5 Currant Buns Three Blind mice	Jack and Jill went up the hill Sleeping Bunnies Little Bo Beep I'm a Little Teapot	A,B,C,D 5 Little ducks Miss Polly Had a Dolly The Grand Old Duke of York	5 Little Men in a Flying Saucer Little Peter Rabbit Ring-a-ring a roses 1,2,3,4,5 Once I caught a fish Alive
Themes	Knowing me, Knowing you!	On the Farm	Dinosaurs	People Who Help Us	Once Upon a Time	Happy Holidays
Reception Books	What Makes Me a Me? You Choose Super Duper You Non- fiction books	The Little Red Hen The Enormous Turnip Pumpkin Soup The Extraordinary Gardener	Harry and a Bucket full of Dinosaurs How to Wash a Woolly Mammoth The Dinosaur Department Store Non- fiction books	Officer Buckle and Gloria Daisy, The Doctor People Who Help Us	The Three Little Pigs Jack and the Beanstalk Little Red Riding Hood We're Off To Find A Fairy	The Lighthouse Keeper's Lunch Flotsam What the Ladybird Heard at the Seaside Julian is a Mermaid
Nursery Rhymes and songs	I've Got a Body One Finger, One Thumb Keep Moving If your Happy and you Know it Brush Your Teeth	Little Boy Blue I went to Visit a Farm One day Farmers in the Den Dingle, Dangle Scarecrow	Dinosaur, Dinosaur Turn Around A Dinosaur went Stomping One Day Do you know the Stegasaurus	Doctor Foster Five Little Firemen Miss Molly had a Dolly	There was a Princess Long Ago The Grand Old Duke of York There was an Old Woman who Lived in a Shoe	The big ship sails on the alley- alley oh 1,2,3,4,5, once I caught a fish alive

Communication and Language	Start a conversation with an adult or a friend and continue it for many turns.	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver." Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."	Use a wider range of vocabulary.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary Use new vocabulary Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Use new vocabulary through the day. Engage in non-fiction books.	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition

develop a deep familiarity and some in their own and some in their own Listen to and talk about and some in their own and some in their own with new knowledge and words words selected non-fiction to words words Learn new vocabulary. Learn new vocabularv. vocabularv. Learn new vocabularv develop a deep familiarity Learn new vocabulary. Use new vocabulary Use new vocabulary with new knowledge and Use new vocabulary Use new vocabulary vocabulary. through the day. through the day. through the day. through the day. Use new vocabulary in Use new vocabulary in Use new vocabulary in Develop social phrases. Develop social phrases. different contexts. Articulate their ideas and Articulate their ideas and different contexts. different contexts. thoughts in well-formed **Develop social phrases. Develop social phrases. Develop social phrases.** thoughts in well-formed Articulate their ideas and **Engage in non-fiction** Articulate their ideas and sentences. sentences. books. thoughts in well-formed thoughts in well-formed Describe events in some Describe events in some Listen to and talk about detail. sentences. sentences. detail. Describe events in some selected non-fiction to Describe events in some Use talk to help work out Use talk to help work out detail. problems and organise develop a deep familiarity detail. problems and organise with new knowledge and Use talk to help work out thinking and activities, thinking and activities, vocabularv. problems and organise and to explain how things and to explain how things Develop social phrases. thinking and activities, work and why they might work and why they might Articulate their ideas and and to explain how things happen. happen. thoughts in well-formed work and why they might Connect one idea or Connect one idea or sentences. action to another using action to another using happen. Describe events in some Connect one idea or a range of connectives. a range of connectives. action to another using detail. Ask questions to find out Ask questions to find out Use talk to help work out a range of connectives. more and to check they more and to check they problems and organise Ask questions to find out understand what has understand what has thinking and activities, more and to check they been said to them. been said to them. and to explain how things understand what has work and why they might been said to them. happen. Ask questions to find out more and to check they understand what has been said to them. **Communication and** Listening, Attention and Understanding ELG Language Children at the expected level of development will: Early Learning Goals 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 ELG Children at the expected level of development will:

		, class and one-to-one discuss	ions, offering their					
	own ideas, using recently in							
	 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 fe	elings about their experiences	s using full					
	sentences, including use of past, present, and future tenses and making							
	use of conjunctions, with m	odelling and support from the	eir teacher.					
Personal, Social and	Select and use activities	Develop their sense of	Remember rules without	Make healthy choices	Find solutions to conflicts	Develop their sense of		
Emotional Development	and resources, with help	responsibility and	needing an adult to	about food, drink, activity	and rivalries. For	responsibility and		
-	when needed. This helps	membership of a	remind them.	and tooth brushing.	example,	membership of a		
	them to achieve a goal	community.	Talk with others to solve		accepting that not	community.		
	they have chosen, or one	Show more confidence in	conflicts		everyone can be Spider-			
	which is suggested to	new social situations.			Man in the game, and			
	them.	Play with one or more			suggesting other ideas			
	Become more outgoing	other children, extending						
	with unfamiliar people,	and elaborating play						
	in the safe context of	ideas.						
	their setting.	Increasingly follow rules,						
	Develop appropriate ways	understanding why they						
	of being assertive.							
		are important.						
	Talk about their feelings							
	using words like 'happy',							
	'sad', 'angry' or 'worried'							
	Understand gradually							
	how others might be							
	feeling.							
	Be increasingly							
	independent in meeting							
	their own							
	care needs, e.g., brushing							
	teeth, using the toilet,							
	washing and drying their							
	hands thoroughly.							
	All of these are on-going							
	throughout the year.							
Personal, Social and	See themselves as a	See themselves as a	Know and talk about the	See themselves as a	Personal hygiene	See themselves as a		
Emotional Development	valuable individual.	valuable individual.	different factors that	valuable individual.	Know and talk about the	valuable individual.		
	Build constructive and	Build constructive and	support their overall	Build constructive and	different factors that	Think about the		
	respectful relationships.	respectful relationships.	health and wellbeing:	respectful	support their overall	perspectives of others.		
			healthy eating	relationships.	health and wellbeing:	Know and talk about the		
			•being a safe pedestrian		5	different factors that		

	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	 regular physical activity healthy eating • toothbrushing sensible amounts of 'screen time' • being a safe pedestrian 	support their overall health and wellbeing: • having a good sleep routine
Personal, Social and Emotional Development Early Learning Goals	to regulate their behaviour • Set and work towards sim and control their immediate • Give focused attention to even when engaged in activ involving several ideas or ac Managing Self ELG Children at the expected lew • Be confident to try new ac perseverance in the face of • Explain the reasons for rul accordingly; • Manage their own basic hy going to the toilet, and under choices. Building Relationships Children at the expected lew • Work and play cooperative • Show sensitivity to their own	their own feelings and those accordingly; ple goals, being able to wait f impulses when appropriate; what the teacher says, respor ity, and show an ability to fol tions. rel of development will: trivities and show independer challenge; les, know right from wrong an ygiene and personal needs, in erstanding the importance of ELG rel of development will: ely and take turns with others s to adults and friendships wi wn and to others' needs.	or what they want nding appropriately low instructions nce, resilience and nd try to behave cluding dressing, healthy food			
Coram SCARF	Me and My Relationship Marvellous me! I'm special People who are special to me	Me and my friends Friends and family Including everyone	People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Coram SCARF	•Why we have classroom rules •What's safe to go into your body?	•Looking after special people	•Thinking about feelings •Same and different	•Harold's wash and brush up •Unkind tease or bully?	•Inside my wonderful body	•Super sleep •Yes I can

					•Me and my body – girls and boys	
Physical Development	Go up steps and stairs, or climb up apparatus, using alternate feet Use large-muscle movements to wave flags and streamers, paint and make marks Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips		Continue to develop their movement, balancing, riding Skip, hop, stand on one leg and hold a pose for a game like musical statues (scooters, trikes and bikes) and ball skills. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel	Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
Physical						
Development We follow the GET SET for	Revise and refine the fundamental movement skills they have already acquired:	Revise and refine the fundamental movement skills they have already acquired:	Revise and refine the fundamental movement skills they have already acquired:	Revise and refine the fundamental movement skills they have already acquired:	Revise and refine the fundamental movement skills they have already acquired:	Revise and refine the fundamental movement skills they have already acquired:
PE scheme- please see PE docs for more detail.	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility 	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility 	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility 	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including: throwing, 	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility 	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility

needed to engage needed to engage needed to engage catching, kicking, passing, needed to engage needed to engage successfully with future batting, and aiming. physical education physical education physical education Develop confidence, physical education physical education sessions and other sessions and other sessions and other sessions and other competence, precision sessions and other physical disciplines physical disciplines physical disciplines and accuracy when physical disciplines physical disciplines including dance, including dance, including dance, engaging in activities that including dance, including dance, gymnastics, sport and gymnastics, sport and gymnastics, sport and involve a ball. gymnastics, sport and gymnastics, sport and swimming. swimming. swimming. swimming. swimming. **Combine different Combine different Combine different Combine different Combine different** movements with ease and fluency. fluency. fluency. fluency. fluency. Further develop and Confidently and safely use Confidently and safely use refine a range f ball skills a range of large and small a range of large and small including: throwing, apparatus indoors and apparatus indoors and catching, kicking, passing, outside, alone and in a outside, alone and in a group. Develop overall group. Develop overall batting, and aiming. Develop confidence, body-strength, balance, body-strength, balance, competence, precision co-ordination and agility. co-ordination and agility. and accuracy when Further develop and engaging in activities that refine a range of ball skills involve a ball. including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. **Physical** Gross Motor Skills ELG Development Children at the expected level of development will: **Early Learning Goals** 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 ELG** Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

	• Use a range of small tools,	, including scissors, paint brus	hes and cutlery;			
	• Begin to show accuracy an	d care when drawing.				
Literacy	Understand the five key concepts about print: • print has meaning Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word Engage in extended conversations about stories, learning new vocabulary.	page sequencing		the names of the different parts of a book recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their	print can have different purposes we read English text from left to right and from top to bottom	
				name. Write some letters accurately.		
Literacy	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Form lower-case letters correctly.	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.

		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Literacy Early Learning Goals	and narratives using their o • Anticipate – where approp • Use and understand recernstories, non-fiction, rhymes Word Reading ELG Children at the expected leve • Say a sound for each lette • Read words consistent wit • Read aloud simple sentensknowledge, including some Writing ELG Children at the expected leve • Write recognisable letters • Spell words by identifying letter or letters;	ng of what has been read to t wn words and recently introd priate – key events in stories; ntly introduced vocabulary du and poems and during role-p vel of development will: r in the alphabet and at least th their phonic knowledge by ces and books that are consis common exception words.	luced vocabulary; ring discussions about lay. 10 digraphs; sound-blending; tent with their phonic formed; nting the sounds with a			

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Mathematics	Understand position through words alone – for example, "The bag is under the table," – with no pointing Discuss routes and locations, using words like 'in front of' and 'behind'	Recite numbers past 5. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', Make comparisons between objects relating to size, length, weight and capacity	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Compare quantities using language: 'fewer than', Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.	Experiment with their own symbols and marks as well as numerals. Talk about and explore 3D shapes (for example, circles, rectangles, triangles, cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Describe a familiar route Combine shapes to make new ones – an arch, a bigger triangle, etc Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then	
Mathematics	Pupils will build on previous from their home and nurser further develop their subitis They will explore the compo They will begin to compare language of comparison. Pupils will: • identify when a set can be s is needed • subitise different arranger and structured, including us frame	y environments, and sing and counting skills. osition of numbers within 5. sets of objects and use the ubitised and when counting ments, both unstructured	Pupils will continue to deve and counting skills and expl of numbers within and beyo begin to identify when two unequal and connect two ex doubles. They will begin to a numerals. Pupils will: • continue to develop their skills for numbers within an and increasingly connect qu numerals • begin to identify missing p numbers within 5	ore the composition ond 5. They will sets are equal or qual groups to connect quantities to subitising d beyond 5, lantities to	Pupils will consolidate their counting to larger numbers wider range of counting stra secure knowledge of number varied practice. Pupils will: • continue to develop their counting larger sets as well actions and sounds • explore a range of represe numbers, including the 10-fr see how doubles can be arra 10-frame • compare quantities and nu	and developing a ategies. They will er facts through counting skills, as counting entations of rame, and anged in a

	 make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have 	 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	 including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek
Mathematics Early Learning Goals	parts Number ELG Children at the expected level of development will: • Have a deep understanding of number to 10, including number; • Subitise (recognise quantities without counting) up to 1 • Automatically recall (without reference to rhymes, counumber bonds up to 5 (including subtraction facts) and s 10, including double facts. Numerical Patterns ELG Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the Compare quantities up to 10 in different contexts, record quantity is greater than, less than or the same as the other • Explore and represent patterns within numbers up to 20, odds, double facts and how quantities can be distributed	5; inting or other aids) ome number bonds to ne counting system; ignising when one ier quantity; 10, including evens and	

						1
Understanding the World	Use all their senses in	Explore how things work	Explore and talk about	Understand the key	Plant seeds and care for	
	hands-on exploration	Continue developing	different forces they	features of the life cycle	growing plants.	
	of natural materials.	positive attitudes about	can feel	of a plant and an animal.	Know that there are	
	Explore collections of	the differences between		Know that there are	different countries in the	
	materials with similar	people		different countries in the	world and talk about the	
	and/or different			world and talk about the	differences they have	
	properties.			differences they have	experienced or seen in	
	Talk about what they see,			experienced or seen in	photos	
	using a wide vocabulary.			photos		
	Begin to make sense of					
	their own life-story					
	and family's history					
	Show interest in different					
	occupations					
	Begin to understand the					
	need to respect and care					
	for the natural					
	environment and all living					
	things.					
	Talk about the differences					
	between materials					
	and changes they notice					
Understanding the World	Explore the natural world	Explore the natural world	Explore the natural world	Talk about members of	Explore the natural world	Explore the natural world
	around them.	around them.	around them.	their immediate family	around them	around them.
	Describe what they see,	Recognise some	Recognise some	and community	Recognise some	Describe what they see,
	hear and feel	environments that are	environments that are	Name and describe	environments that are	hear and feel
	whilst outside.	different from the one in	different from the one in	people who are familiar	different from the one in	whilst outside.
	Understand the effect of	which they live.	which they live.	to them.	which they live.	Recognise some
	changing seasons on the	Explore the natural world	Compare and contrast	Comment on images of	Describe what they see,	environments that are
	natural world around	around them.	characters from stories,	familiar situations	hear and feel	different
	them.	Describe what they see,	including figures from the	in the past.	whilst outside.	from the one in which
	Draw information from a	hear and feel whilst	past.	Compare and contrast	Recognise some	they live.
	simple map.	outside.	Understand that some	characters from stories,	similarities and	Talk about members of
	Recognise some	Understand the effect of	places are special	including figures from the	differences between life	their immediate family
	similarities and	changing seasons on the	to members of their	past.	in this country and life in	and community
	differences	natural world around	community.		other countries.	Comment on images of
	between life in this	them.			Comment on images of	familiar situations
	country and life in	Talk about members of			familiar situations	in the past.
	other countries.	their immediate family			in the past.	
	Explore the natural world	and community			Understand that some	
	around them.	Name and describe			places are special	
	'	people who are familiar				

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	Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	
Understanding the World Early Learning Goals	 Know some similarities an drawing on their experience Understand the past throu books read in class and storm People Culture and Commun Children at the expected lew Describe their immediate discussion, stories, non-ficti Know some similarities an communities in this country read in class; Explain some similarities a other countries, drawing on when appropriate – maps. The Natural World ELG Children at the expected lew 	people around them and the d differences between things and what has been read in ugh settings, characters and e ytelling; nities ELG rel of development will: environment using knowledg on texts, and maps; d differences between differe d differences between life in knowledge from stories, non rel of development will: around them, making observa-	in the past and now, class; vents encountered in e from observation, ent religious and cultural es and what has been n this country and life in i-fiction texts and –		

and contrasting environmen been read in class; • Understand some importa around them, including the	nts, drawing on their experier ant processes and changes in seasons and changing states	nces and what has the natural world of matter.	-	-	
Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Explore colour and colour mixing. Play instruments with increasing control to express their feelings and ideas.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Remember and sing entire songs.	Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Listen with increased attention to sounds.	Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Use drawing to represent ideas like movement or loud noises. Explore colour and colou mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs o improvise a song around one they know.
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively,	Explore, use and refine a variety of artistic effects to express their ideas an feelings. Return to and build on their previous learning, refining ideas and developing their ability t represent them. Explore and engage in
	 and contrasting environments been read in class; Understand some importation around them, including the Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Explore colour and colour mixing. Play instruments with increasing control to express their feelings and ideas. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	and contrasting environments, drawing on their experient been read in class;• Understand some important processes and changes in around them, including the seasons and changing statesTake part in simple pretend play, using an object to represent something else even though they are not similar.Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.Explore different materials freely, to develop their ideas about how to use them and what to make.Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.Join different materials and explore different textures.Join different materials and explore different textures.Join different materials and explore different textures.Join different materials and explore different textures.Play instruments with increasing control to express their feelings and ideas.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Explore, use and refine a variety of artistic effects to express their ideas and developing their ability to represent them.	 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different materials and explore different materials and explore different materials and explore different materials and explore different textures. Explore colour and colour mixing. Play instruments with increasing control to express their feelings and ideas. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and developing their ability to represent them. 	and contrasting environments, drawing on their experiences and what has been read in class;Explore different materials fuely, using an object to represent something else even though they are not similar.Make imaginative and complex 'small world' develop their ideas about how to use them and what to make.Explore different materials freely, to develop their ideas about how to use them and what to make.Develop their own ideas and explore different textures.Join different materials and explore different textures.Explore different materials freely, to develop their ideas about how to use them and what to make.Explore different mixing. Listen with increased and explore different textures.Develop their own ideas and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Sing the pitch of a tone sung by another person (pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.Develop their own ideas and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Remember and sing entire songs.Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability toExplore, use and refine a variety of artistic effects to express their ideas and feelings.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Explore, use and refine a variety of artistic effects to express their ideas and developing their ability toExplore, use and refine a <b< td=""><td>and contrasting environments, drawing on their experiences and what has been read in class;Explore different texplore different materials freely, to develop their ideas about how to use them and what to make.Develop their own ideas and the decide which materials freely, to develop their ideas about how to use them and what to make.Begin to develop complex stories use to stories use to stories use to stories use to explore colour and colour mixing.Begin to develop complex stories use to stories use to stories use to stories use to explore colour and colour mixing.Begin to develop complex stories use to stories use to explore colour and colour mixing.Join different materials freely, to develop their ideas about how to use them and what to make.Doin different textures. Explore colour and colour mixing.Doin different textures. Explore colour and colour mixing.Begin to develop complex stories use to explore colour and colour mixing.Join different materials and explore different textures.Join different textures. Explore colour and colour mixing.Doi different textures. Explore colour and colour mixing.Begin to use to express them. Join different textures.Ibin different materials and explore different textures.Doi different textures. Explore colour and colour mixing.Doi different textures. Explore colour and colour mixing.Begin to use to express them. Join different materials and explore different textures.Begin to use to express them. Joi different textures.Explore colour and colour mixing.Explore colour and colour mixing.Doi different materials<</td></b<>	and contrasting environments, drawing on their experiences and what has been read in class;Explore different texplore different materials freely, to develop their ideas about how to use them and what to make.Develop their own ideas and the decide which materials freely, to develop their ideas about how to use them and what to make.Begin to develop complex stories use to stories use to stories use to stories use to explore colour and colour mixing.Begin to develop complex stories use to stories use to stories use to stories use to explore colour and colour mixing.Begin to develop complex stories use to stories use to explore colour and colour mixing.Join different materials freely, to develop their ideas about how to use them and what to make.Doin different textures. Explore colour and colour mixing.Doin different textures. Explore colour and colour mixing.Begin to develop complex stories use to explore colour and colour mixing.Join different materials and explore different textures.Join different textures. Explore colour and colour mixing.Doi different textures. Explore colour and colour mixing.Begin to use to express them. Join different textures.Ibin different materials and explore different textures.Doi different textures. Explore colour and colour mixing.Doi different textures. Explore colour and colour mixing.Begin to use to express them. Join different materials and explore different textures.Begin to use to express them. Joi different textures.Explore colour and colour mixing.Explore colour and colour mixing.Doi different materials<

	expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.	and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Watch and talk about dance and performance art, expressing their feelings and responses.(PE) Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.	expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play.	and skills. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.	and skills. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.	performing solo or in groups. Develop storylines in their pretend play.
Expressive Arts and Design Early Learning Goals	experimenting with colour, • Share their creations, expl • Make use of props and ma and stories. Being Imaginative a Children at the expected lev • Invent, adapt and recount • Sing a range of well-know	el of development will: ariety of materials, tools and design, texture, form, and fur aining the process they have aterials when role playing cha nd Expressive ELG rel of development will: narratives and stories with p n nursery rhymes and songs; pems and stories with others,	nction; used; racters in narratives eers and their teacher;			

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Traditional Tales/Fairy Tales	Traditional Tales/Fairy Tales	Lynley Dodd	Lynley Dodd	Animals	Starting School
Pre- School Books	Rapunzel Chicken Licken Pinocchio Cinderella	The Ghanaian Goldilocks Little Red Riding Hood The Gingerbread Man The Princess and the Pea	Hairy Maclary from Donaldson dairy Hairy Maclary Bone Hairy Maclary Slinky Malinki Hairy Maclary Scattercat	Hairy Maclary caterwaul Caper Hairy Maclary Rumpus at the Vets Hairy Maclary Showbusiness Hairy Maclary Sit	Owl Babies Rosie's walk Handra's Hen Farmer duck	I'm Too Absolutely Small for School Whiffy Wilson, the Wolf Who Wouldn't go to School Come to School Too Blue Kangeroo The Colour Monster goes to school
Nursery Rhymes	Twinkle, Twinkle Little Star Wheels on The Bus Incy, Wincy Spider Baa, baa black sheep	Old MacDonald Had a Farm Head, Shoulders, Knees and Toes Row, Row, Row your Boat Humpty Dumpty	Hickery Dickory Dock Dingle Dangle Scarecrow Five Little Speckled Frogs One Finger, One Thumb keep moving	Ten Fat Sausages One, two, Buckle my Shoe Hey Diddle diddle Here we go round the Mulberry Bush	Polly Put the kettle on Little Miss Muffet If you're happy and you know it Mary, Mary quite contrary	Ten Green bottles I hear thunder Round and round the garden Two little dickie birds
Themes	Amazing Animals!	Blast Off!	The Bear Necessities	Superheroes	Castles	Off We Go!
Reception Themes and Books	Elmer The Lion Inside The Snail and the Whale Non- fiction books	The Smeds and the Smoos Piggles' Guide to Space Shuttles Astro Girl Look Up Non- Fiction Books	Goldilocks and the 3 Bears Peace at Last Winnie the Pooh	Supertato, Superworm Superheroes Don't Get Scaredor do they? A SuperPower like Mine	Small Knight and George and the Chocolate Cake Sir Scallywag Non- Fiction Books	Mr Gumpy's Outing Hot Air Balloons Oi, Get Off our Train! Non- Fiction Books
Nursery Rhymes and Songs	The Animal Fair One Elephant Went out to Play The Animals went in Two by Two Down in the Jungle	Zoom, Zoom, Zoom, we're Going to the Moon 5 Little Men in a Flying Saucer Hey Diddle Diddle	The Bear went Over the Mountain When Goldilocks Went to the House of the Bears 5 Little Bears	If I was a Superhero How to be a Superhero	Old King Cole Pussy Cat, Pussy Cat The Grand Old Duke of York	Down at the Station Early in the Morning Five Little Firemen The Train
Communication and Language	Start a conversation with an adult or a friend and continue it for many turns.	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs Develop their communication but may	Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."	Use a wider range of vocabulary.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

		continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."		books, and be able to tell a long story. Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns	
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary Use new vocabulary Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary Use new vocabulary through the day. Use new vocabulary in different contexts.	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases.	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases.	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases.	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases.

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		Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.	Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.
Communication and Language Early Learning Goals	comments and actions whe discussions and small group • Make comments about witheir understanding; • Hold conversation when enter teacher and peers. Speaking ELG Children at the expected leve • Participate in small group own ideas, using recently in • Offer explanations for wh	vel of development will: pond to what they hear with r n being read to and during wh o interactions; hat they have heard and ask o engaged in back-and-forth exc vel of development will: , class and one-to-one discuss	nole class questions to clarify hanges with their ions, offering their g use of recently			

	sentences, including use of use of conjunctions, with m	elings about their experiences past, present, and future tens odelling and support from the	ses and making eir teacher.			
Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. All of these are on-going throughout the year.	Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important.	Remember rules without needing an adult to remind them. Talk with others to solve conflicts	Make healthy choices about food, drink, activity and tooth brushing.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider- Man in the game, and suggesting other ideas	Develop their sense of responsibility and membership of a community.
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine	See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	See themselves as a Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. valuable individual.	See themselves as a valuable individual. Think about the perspectives of others.

	Think about the perspectives of others.		 being a safe pedestrian Manage their own needs. Personal hygiene 	Think about the perspectives of others.		
Personal, Social and Emotional Development Early Learning Goals	to regulate their behaviour • Set and work towards sim and control their immediate • Give focused attention to even when engaged in activity involving several ideas or activity Managing Self ELG Children at the expected leve • Be confident to try new active perseverance in the face of • Explain the reasons for rul accordingly; • Manage their own basic higoing to the toilet, and under choices. Building Relationships ELG (adults and friendships with	their own feelings and those accordingly; ple goals, being able to wait f impulses when appropriate; what the teacher says, respo ity, and show an ability to fol tions. The of development will: trivities and show independent challenge; les, know right from wrong an ygiene and personal needs, in erstanding the importance of Children at the expected level peers; • Show sensitivity to t	e of others, and begin for what they want ; nding appropriately llow instructions nce, resilience and nd try to behave ncluding dressing, healthy food	S.	ake turns with others; • Form	-
Coram SCARF	Me and My Relationship Marvellous me! I'm special People who are special to me	Me and my friends Friends and family Including everyone	People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Coram SCARF	•Why we have classroom rules (Y1) •Our feelings •Who can help me?	•Who are our special people? •Harold's school rules.	 Safe indoors and outdoors My feelings 	 Then and now Good or bad touches 	 Life stages – who will I be? It's not fair! 	 Harold's money Where do babies come from? Keeping privates, private
Physical Development	Go up steps and stairs, or climb up apparatus, using alternate feet		Continue to develop their movement, balancing, riding	Choose the right resources to carry out their own plan. For example, choosing a	Start taking part in some group activities which they make up for themselves, or in teams.	Increasingly be able to use and remember sequences and patterns of movements which

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	Use large-muscle movements to wave flags and streamers, paint and make marks Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips		Skip, hop, stand on one leg and hold a pose for a game like musical statues (scooters, trikes and bikes) and ball skills. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand	spade to enlarge a small hole they dug with a trowel	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width	are related to music and rhythm
Physical Development	Revise and refine the fundamental movement skills they have already acquired:	Revise and refine the fundamental movement skills they have already acquired:	Revise and refine the fundamental movement skills they have already acquired:	Revise and refine the fundamental movement skills they have already acquired:	Revise and refine the fundamental movement skills they have already acquired:	Revise and refine the fundamental movement skills they have already acquired:
	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Combine different movements ith ease and fluency. 	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall 	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other 	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision 	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other 	 rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other

A small school, dreaming big

	T	body-strength, balance,	physical disciplines	and accuracy when	physical disciplines	physical disciplines
		co-ordination and agility.	including dance,	engaging in activities that	including dance,	including dance,
		co-ordination and aginty.		involve a ball.	-	· · · · · · · · · · · · · · · · · · ·
			gymnastics, sport and	involve a ball.	gymnastics, sport and	gymnastics, sport and swimming.
			swimming.		swimming.	•
			Combine different		Combine different	Combine different
			movements with ease and		movements with ease and	movements with ease and
			fluency.		fluency.	fluency.
					Confidently and safely use	Confidently and safely use
					a range of large and small	a range of large and small
					apparatus indoors and	apparatus indoors and
					outside, alone and in a	outside, alone and in a
					group. Develop overall	group
					body-strength, balance,	
					co-ordination and agility.	Develop overall body-
						strength, balance, co-
						ordination and agility.
						Further develop and
						refine a range of ball skills
						including: throwing,
						catching, kicking, passing,
						batting, and aiming.
						Develop confidence,
						competence, precision
						and accuracy when
						engaging in activities that
						involve a ball.
Physical	Gross Motor Skills ELG					
Development	Children at the expected lev	el of development will:				
Early Learning Goals		cles safely, with consideratio	n for themselves and			
	others;					
		lance and coordination when				
		as running, jumping, dancing,	hopping, skipping and			
	climbing.					
	Fine Motor Skills ELG					
	Children at the expected lev	-				
		preparation for fluent writin	g – using the tripod grip			
	in almost all cases;					
	 Use a range of small tools, 	, including scissors, paint brus	hes and cutlery;			

	Begin to show accuracy an	nd care when drawing.				
Literacy	Understand the five key concepts about print: • print has meaning Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word Engage in extended conversations about stories, learning new vocabulary.	page sequencing		the names of the different parts of a book recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters	print can have different purposes we read English text from left to right and from top to bottom	
Literacy	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Form lower-case letters correctly.	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	accurately. Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.

		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Literacy Early Learning Goals	and narratives using their o • Anticipate – where approp • Use and understand recernstories, non-fiction, rhymes Word Reading ELG Children at the expected leve • Say a sound for each lette • Read words consistent wit • Read aloud simple sentensknowledge, including some Writing ELG Children at the expected leve • Write recognisable letters • Spell words by identifying letter or letters;	ng of what has been read to t wn words and recently introd priate – key events in stories; itly introduced vocabulary du and poems and during role-p vel of development will: r in the alphabet and at least th their phonic knowledge by ces and books that are consis common exception words.	luced vocabulary; ring discussions about lay. 10 digraphs; sound-blending; tent with their phonic formed; nting the sounds with a			

						,
Mathematics	Understand position	Recite numbers past 5.	Say one number for each	Develop fast recognition	Experiment with their	
	through words alone –	Show 'finger numbers' up	item in order: 1,2,3,4,5.	of up to 3 objects,	own symbols and marks	
	for example, "The bag is	to 5.	Know that the last	without having to count	as well as numerals.	
	under the table," -	Link numerals and	number reached when	them individually	Talk about and explore 3D	
	with no pointing	amounts: for example,	counting	('subitising').	shapes (for	
	Discuss routes and	showing	a small set of objects tells	Compare quantities using	example, circles,	
	locations, using words like	the right number of	you how many there are	language: 'fewer than',	rectangles, triangles,	
	'in front of' and 'behind'	objects to match the	in total ('cardinal	Select shapes	cuboids)	
		numeral,	principle')	appropriately: flat	using informal and	
		up to 5.	Solve real world	surfaces for building, a	mathematical language:	
		Talk about and explore 2D	mathematical problems	triangular prism for a	'sides', 'corners';	
		shapes (for	with	roof, etc.	'straight', 'flat', 'round'.	
		example, circles,	numbers up to 5.	Talk about and identify	Describe a familiar route	
		rectangles, triangles)	Compare quantities using	the patterns around	Combine shapes to make	
		using informal and	language: 'more than',	them. For example:	new ones – an arch,	
		mathematical language:	Make comparisons	stripes on clothes, designs	a bigger triangle, etc	
		'sides', 'corners';	between objects relating	on rugs and wallpaper.	Begin to describe a	
		'straight', 'flat', 'round'.	to size, length, weight and	Use informal language	sequence of events, real	
			capacity	like 'pointy', 'spotty',	or fictional, using words	
				'blobs', etc. Extend and	such as 'first', 'then	
				create ABAB patterns –		
				stick, leaf, stick, leaf.		
				Notice and correct an		
				error in a repeating		
				pattern		
Mathematics	Pupils will build on previous		Pupils will continue to deve		Pupils will consolidate their	
	from their home and nurser		and counting skills and expl		counting to larger numbers	
	further develop their subitis		of numbers within and beyo	ond 5. They will	wider range of counting stra	ategies. They will
	They will explore the compo		begin to identify when two sets are equal or		secure knowledge of number facts through	
	They will begin to compare	sets of objects and use the	unequal and connect two ec		varied practice.	
	language of comparison.		doubles. They will begin to a	connect quantities to	Pupils will:	
	Pupils will: •		numerals.		• continue to develop their	counting skills,
	identify when a set can be s	ubitised and when counting	Pupils will:		counting larger sets as well	as counting
	is needed		• continue to develop their		actions and sounds	
	 subitise different arranger 		skills for numbers within an	· · · · · · · · · · · · · · · · · · ·	• explore a range of represe	entations of
	and structured, including us	ing the Hungarian number	and increasingly connect qu	antities to	numbers, including the 10-f	
	frame		numerals		see how doubles can be arra	anged in a
	• make different arrangements of numbers within 5 and talk about what they can see, to develop their		 begin to identify missing p 	oarts for	10-frame	
			numbers within 5		 compare quantities and numbers, 	
	conceptual subitising skills		• explore the structure of the	e numbers 6	including sets of objects which have	
	• spot smaller numbers 'hiding' inside larger numbers		and 7 as '5 and a bit' and connect this		different attributes	
	connect quantities and num	bers to finger	to finger patterns and the H	ungarian	• continue to develop a sense	se of

	and the second second second second second	at a second of	and the second second		and the state of the second second second				
	patterns and explore differe	-	number frame	- L	magnitude, e.g. knowing that				
	representing numbers on th		• focus on equal and unequ	aigroups	lot more than 2, but 4 is only	y a little bit			
	 hear and join in with the c 		when comparing numbers		more than 2				
	sequence, and connect this		understand that two equal		begin to generalise about 'o				
	'staircase' pattern of the cou	-	be called a 'double' and cor	inect this to	than' and 'one less than' nu	mbers within			
	numbers, seeing that each n		finger patterns		10				
	made of one more than the	previous	 sort odd and even numbe 	rs according	• continue to identify when				
	number		to their 'shape'		subitised and when counting	gis			
	 develop counting skills and 		• continue to develop their		necessary				
	including: that the last numl		of the counting sequence an		develop conceptual subitis				
	count tells us 'how many' (c		cardinality and ordinality th	rough the	including when using a reke	nrek			
	be accurate in counting, eac	-	'staircase' pattern						
	be counted once and once o	only and in	• order numbers and play t						
	any order; the need for 1:1		• join in with verbal counts						
	correspondence; understand	-	hearing the repeated patter						
	anything can be counted, in	cluding	counting	numbers					
	actions and sounds								
	 compare sets of objects by 								
	 begin to develop the langu 	-							
	when talking about objects	which have							
	parts								
Mathematics	Number ELG								
Early Learning Goals	Children at the expected lev	Children at the expected level of development will:							
	Have a deep understanding of number to 10, including the composition of each								
	number;								
	 Subitise (recognise quantit 	Subitise (recognise quantities without counting) up to 5;							
	 Automatically recall (with 	out reference to rhymes, cou	nting or other aids)						
	number bonds up to 5 (inclu	iding subtraction facts) and so	ome number bonds to						
	10, including double facts.								
	Numerical Patterns ELG	9							
	Children at the expected lev	el of development will:							
		recognising the pattern of th	e counting system;						
		10 in different contexts, reco							
		s than or the same as the oth							
		terns within numbers up to 1							
		quantities can be distributed	_						
Understanding the World	Use all their senses in	Explore how things work.	Understand the key	Understand the key	Plant seeds and care for				
_	hands-on exploration	Continue developing	features of the life cycle	features of the life cycle	growing plants.				
	of natural materials.	positive attitudes about	of a plant and an animal.	of a plant and an animal.	Know that there are				
	Explore collections of	the	-	-	different countries in the				
	materials with similar	differences between		Show interest in different	world and talk about the				
		people.		occupations	differences they have				
L					· · · · ·				

	and/or different			Explore and talk about	experienced or seen in	
	properties.			different forces they	photos.	
	Talk about what they see,			can feel		
	using a wide vocabulary.					
	Begin to make sense of					
	their own life-story and					
	family's history					
	Show interest in different					
	occupations					
	Begin to understand the					
	need to respect and care					
	for the natural					
	environment and all living					
	things.					
	Talk about the differences					
	between materials and					
	changes they notice					
	Understand the key					
	features of the life cycle					
	of a plant and an animal.					
	Talk about the differences					
	between materials					
	and changes they notice					
	Plant seeds and care for					
	growing plants. Continue developing					
	positive attitudes about					
	the					
	differences between					
	people.					
Understanding the World	Explore the natural world	Explore the natural world	Explore the natural world	Compare and contrast	Explore the natural world	Explore the natural world
	around them.	around them.	around them.	characters from stories,	around them.	around them.
	Describe what they see,	Describe what they see,	Draw information from a	including figures from the	Describe what they see,	Describe what they see,
	hear and feel	hear and feel	simple map.	past.	hear and feel	hear and feel whilst
	whilst outside.	whilst outside.	Talk about members of		whilst outside.	outside.
	Understand the effect of	Compare and contrast	their immediate family		Draw information from a	Draw information from a
	changing seasons on the	characters from stories,	and community		simple map.	simple map.
	natural world around	including figures from the	Name and describe		Recognise some	Explore the natural world
	them.	past.	people who are familiar		environments that are	around them.
	Recognise some	Talk about members of	to them.		different from the one in	Describe what they see,
	similarities and	their immediate family	Comment on images of		which they live.	hear and feel
	differences between life		familiar situations			whilst outside.

	1				1			
	in this country and life in	and community.	in the past.		Comment on images of	Talk about members of		
	other countries.	Talk about the lives of the	Compare and contrast		familiar situations	their immediate family		
	Explore the natural world	people around them and	characters from stories,		in the past.	and community		
	around them.	their roles in society;	including figures from the		Compare and contrast	Name and describe		
	Recognise some	Know some similarities	past.		characters from stories,	people who are familiar		
	environments that are	and differences between			including figures from the	to them.		
	different	things in the past and			past.	Comment on images of		
	from the one in which	now, drawing on their			Understand that some	familiar situations		
	they live.	experiences and what has			places are special to	in the past.		
	Understand the effect of	been read in class;			members of their	Compare and contrast		
	changing seasons on the	Understand the past			community.	characters from stories,		
	natural world around	through settings,			Recognise that people	including figures from the		
	them.	characters and events			have different beliefs	past.		
		encountered in books			and celebrate special			
		read in class and			times in different ways.			
		storytelling.						
Understanding the World	Past and Present ELG							
Early Learning Goals	Children at the expected lev	vel of development will:						
, 0	• 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 ELG							
	Children at the expected level of development will:							
	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							
		, drawing on their experience	-					
	read in class;							
	'	and differences between life i	n this country and life in					
		knowledge from stories, non						
	when appropriate – maps.							
	The Natural World ELG							
	Children at the expected lev	vel of development will:						
1		around them, making observ	ations and drawing					
1	pictures of animals and plan							
		nd differences between the na	atural world around them					
		nts, drawing on their experier						
	been read in class;	, and a second sec						
1		ant processes and changes in t	the natural world					
		seasons and changing states						
	and and the the the the	searce and enanging states						

Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Explore colour and colour mixing. Play instruments with increasing control to express their feelings and ideas.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Remember and sing entire songs.	Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Listen with increased attention to sounds.	Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs or improvise a song around one they know.
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Watch and talk about dance and performance art, expressing their feelings and responses.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.

	Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.	Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.	Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.	Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.	Develop storylines in their pretend play.	
Expressive Arts and Design Early Learning Goals	experimenting with colour, • Share their creations, expl • Make use of props and ma and stories. Being Imaginative and Expre Children at the expected lev • Invent, adapt and recount • Sing a range of well-known	el of development will: ariety of materials, tools and design, texture, form, and fur aining the process they have iterials when role playing cha essive ELG el of development will: narratives and stories with p n nursery rhymes and songs; bems and stories with others,	action; used; racters in narratives eers and their teacher;			