

## Barlow and Beesley Curriculum Overview 2023-2024 (Cycle B)

### Intent:

At SMSB our EYFS unit comprises of a mixture of Pre-school (Barlow Class) and Reception children (Beesley Class). We have designed our curriculum to incorporate the children's interests and their needs. We provide opportunities to further develop their vocabulary and experiences to gain cultural capital. Our curriculum incorporates the skills, knowledge and concepts children need for a secure foundation for their next developmental stage of learning. This curriculum maps ensure a clear sequence of learning with child development being at the centre of all we do. Pre-school objectives and skills are in purple and the objectives and skills for Reception are in red. At SMSB we recognise that children develop at different rates and therefore we adapt our teaching and learning opportunities accordingly. We aim to provide a secure foundation to equip children with the knowledge, skills and concepts needed for Reception (Pre-school children) and Key Stage One (Reception children).

### Characteristics of Effective Learning

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

### Over Arching Principles

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

**Play:** At St Mary's and St Benedict's RC Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

	Autumn 1 Marvellous Me!	Autumn 2 Seasonal Celebrations	Spring 1 Brilliant bears!	Spring 2 Roots, shoots and muddy boots	Summer 1 All creatures great and small	Summer 2 Transport and Travel
	7 weeks	8 weeks	5 weeks	5 week 4 days	5 weeks 4 days	7 weeks
Enrichment/ Important Dates	Baseline assessment weeks 1-4 Pre-school initial visits-week 1	Bonfire Night 5 <sup>th</sup> November 2023  Diwali 13 <sup>th</sup> November 2023  World Nursery Rhyme Week 13-17 <sup>th</sup> November 2024	Winnie the Pooh Day 18 <sup>th</sup> January 2024  Chinese New Year 10 <sup>th</sup> February 2024	Farm visit- Smith hills- TBC  National Tell a Fairy Tale Day 26 <sup>th</sup> February 2024  World book Day 7 <sup>th</sup> March 2024	Elmer's Birthday 27 <sup>th</sup> May 2024	Pre-school graduation  Transition afternoon
The Big Question	Who am I?	How do we celebrate?	Why do Polar bears have thick fur?	Where does our food come from?	Who made these footprints?	What journeys can you make?
Pre-school book Focus	All welcome here  All kinds of people  You choose  My best friend  The smartest giant in town	Red leaf, Yellow leaf  We're going on a leaf hunt  Percy park keeper stories  Celebrate the world - Diwali  Christmas stories	Chinese new year celebration stories  Winnie the pooh stories  We're going on a bear hunt  Where's my teddy  That's not my polar bear  There's a bear on my chair	Apple Tree Farm  Jack and the beanstalk  Who's in the garden?  Handa's hen  Butterfly story	Harry and his bucketful of dinosaurs  Elmer  That's not my dinosaurs  10minutes to bed little dinosaur	The train ride  Little red train  Zoom to the moon  Maisy goes on a plane  If I were an astronaut
Reception Book Focus	The Colour monster  Once there were giants	Little Glow  Peppa's Diwali	Brown Bear, Brown bear what do you see?	The Three Little Pigs	Dinosaurs Galore  The very busy spider	Whatever Next!  Bob the man on the moon

	<p>The Tiger Who Came to Tea</p> <p>Non-fiction books- families, different types of houses</p> <p>Non-fiction books- Feelings</p>	<p>Sam's Snowflake</p> <p>The leaf thief</p> <p>The Stickman</p> <p>A collection of books from Lancashire Book Service on celebration</p> <p>Non fiction books on celebrations</p>	<p>Polar bear, Polar bear what do you hear?</p> <p>Goldilocks and the three bears</p> <p>Peppa's Chinese New Year</p> <p>Non- Fiction Texts- Bears</p>	<p>The Enormous Turnip</p> <p>A squash and a squeeze</p> <p>Little Red Hen</p> <p>The Scarecrow Wedding</p> <p>Non- Fiction: Baby animals</p>	<p>Shark in the park</p> <p>Elmer and Wilbur</p> <p>How many legs?</p> <p>Non-Fiction Texts- Animals</p>	<p>The way back home.</p> <p>The Naughty Bus</p> <p>Mr Gumpy's Outing</p> <p>All aboard for the Bobo Road</p> <p>Non- fiction books- transport and travel</p> <p>Non-Fiction texts- how transport has changed over the years</p>
Pre-school Nursery Rhyme Focus	<p>Twinkle, Twinkle little star</p> <p>Wind the bobbin up</p> <p>Humpty dumpty</p>	<p>Five currant buns in a Baker's shop</p> <p>It's raining, its pouring</p> <p>Ring-a-ring of-Roses</p>	<p>Dr Foster went to Gloucester</p> <p>Little Miss Muffet</p> <p>Dance thumbkin dance</p> <p>5 little speckled frogs</p>	<p>Baa Baa black sheep</p> <p>Old Macdonald had a farm</p> <p>5 little ducks</p> <p>Wiggly Woo</p> <p>Oats and beans and barley grows</p>	<p>5 little speckled frogs</p> <p>Incy, Wincey Spider</p> <p>5 little monkeys jumping on the bed</p>	<p>Five little men in a flying saucer</p> <p>Row, row, row your boat</p>

Reception Nursery Rhyme focus (in addition to the Nursery Rhymes covered in Pre-school)	Heads, shoulders, knees and toes  Hickory, Dickory Dock  Wheels on the bus  Hey Diddle, Diddle  Jack and Jill  If your happy and you know it.	Nursery Rhymes introduced as part of Nursery Rhyme week 2023	When Goldilocks went to the house of the bears The bear went over the mountain  Teddy bear, teddy bear  The Grand Old Duke of York  Here we go round the mulberry bush	I went to visit a farm one day  I can sing a rainbow (with Makaton actions)  Horsie, horsie don't you stop	Dinosaurs  I went to the animal fair  The animals went in two by two  Down in the jungle  Ten green bottles	The hokey Cokey  The big ship sails on the Ally-Ally-O!  Down at the station  A sailor went to sea sea sea  When I was one...
Communication and Language (C & L)	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Starting to use talk with familiar adults and peers creating sentences in their play  Following instructions Answering questions (what, who, where, when)	Use short sentences to explain  Listen to stories and songs with interest and engagement  Using a wide range of words appropriately and in context	Joining in with familiar stories and rhymes  Using different vocabulary including scientific and linked to stories  Starting to show understanding of 'why' questions	Respond appropriately when questioned  Pose my own simple questions to find out more  Develop vocabulary  Join in and recall stories with repetition	Take turns to speak in a conversation  Explore the use of conjunctions to connect ideas Use language to explain, retell, describe	Respond to a range of question types- particularly link to 'why' questions  Express a point of view  Develop a wide ranging vocabulary- scientific and descriptive

	<p>Following instructions</p> <p>Turn Taking</p> <p>Share ideas and thoughts with adults and peers- using talk</p>	<p>Engage in story times</p> <p>Join in with songs and rhymes</p> <p>Listen to and talk about stories and rhymes</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Engage in story times.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail</p>	<p>Discussion with others</p> <p>Predict what might happen</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts</p> <p>Engage in story times.</p>	<p>Use a full vocabulary including technical language</p> <p>Use conjunctions in sentences</p> <p>Use past, present and future forms</p> <p>Engage in story times.</p> <p>Learn rhymes, poems and songs. Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>
Physical Development (PD)	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore</p>					

and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
<p>Use large muscle movements to wave flags and streamers, paint and make marks</p> <p>Show a preference for a dominant hand</p> <p>Be increasingly independent as they get dresses and undressed for example putting coats on and doing up zips</p>	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills	Go up steps and stairs or climb apparatus using alternate feet	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills	Skip, hop, stand on one leg and hold a pose for a game like musical statues	Skip, hop, stand on one leg and hold a pose for a game like musical statues
	Use one handed tools and equipment	Skip, hop, stand on one leg and hold a pose for a game like musical statues	Start taking part in some group activities which they make up for themselves	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills
	Use a comfortable grip with good control when holding pens and pencils	Continue to develop their movement, balancing, riding (scooters, trikes) and ball skills	Develop the foundations for a handwriting style which is fast, accurate and efficient	Develop the foundations for a handwriting style which is fast, accurate and efficient	Hold a pencil effectively
	Revise and refine the fundamental movement skills- rolling, crawling, jumping, running, hopping, skipping and climbing	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Develop confidence, competence, precision and accuracy when engaging in activities involve a ball	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming	Use a range of small tools
	Confidently and safely use a range of large and small apparatus indoors and outdoors alone in a group	Revise and refine the fundamental movement skills- rolling, crawling, jumping, running, hopping, skipping and climbing			Begin to show accuracy and care when drawing
	Develop small motor skills	Confidently and safely use a range			Negotiate space and obstacles safely
					Move energetically such as running, jumping, dancing, hopping, skipping and climbing

			of large and small apparatus indoors and outdoors alone in a group			
			Develop small motor skills			
PSED	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p>Be increasingly independent in meeting their own needs</p> <p>Talk about their own feelings</p> <p>Begin to understand the classroom/school rules</p> <p>Play with one or more children</p> <p>*myHappymind Module 1 Meet your Brain</p>	<p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p><b>Activities/Experiences:</b> Antibullying week – what makes a good friend, friendship jar. Experience and talk about other children's traditions and celebrations</p> <p>*myHappymind Module 2 Celebrate</p>	<p>Increasingly follow rules, understanding why they are important</p> <p>Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Select and use activities and resources, with help when</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs. - Personal hygiene</p> <p>Express their feelings and consider the feelings of others</p> <p>*myHappymind Module 5 Engage</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge</p> <p>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'</p>



			meeting their own care needs, using the toilet, washing and drying their hands thoroughly  *myHappymind Module 3 Appreciate	needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  *myHappymind Module 4 Relate		- having a good sleep routine - being a safe pedestrian
Literacy (L)	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Developing mark making skills through gross motor movements  Join in with stories, rhymes and songs	Develop play linked to stories and retelling  Sequencing and retelling stories  Developing print knowledge	Development of fine motor skills Starting to show interest in letters of their name and familiar others e.g. m for mum	Phase 1 Phonics (Red Rose Scheme)  Using story vocabulary in play  Writing letters from name (not all)  Fine Motor Skills linked to mark making	Phase 1- strong focus on segmenting and blending orally Initial sounds  Rhyming  Developing emergent writing  Acquiring and using new vocabulary	Phase 1- strong focus on segmenting and blending orally Initial sounds  Rhyming  Developing emergent writing  Sequence and retell events and stories  Begin to form letters from own name



	<p>Begin phase 2 phonics (Red Rose Scheme)</p> <p>Discrimination of sounds developing phonological awareness</p> <p>Recognise words that have the same initial sounds</p> <p>Give meaning to the marks they make</p> <p>Write some letters in their name</p> <p>Fine motor- pencil control</p> <p>Listen to stories and retell</p>	<p>Continue phase 2 phonics</p> <p>Write some letters accurately</p> <p>Developing phonological awareness recognize words with the same initial sounds</p> <p>Writing initial sounds and basic CVC labels</p> <p>Retell stories through small world and role play</p> <p>Read individual letters by saying the sounds of them</p> <p>Understand that print has meaning and we read English from left to right</p> <p>Write some or all of their name</p>	<p>Phase 2/ 3 phonics</p> <p>Write some letters accurately</p> <p>Initial sounds and CVC labels (extend to captions)</p> <p>Sequence and retell stories</p> <p>Write some or all of their name</p> <p>Read individual letters by saying the sounds of them</p> <p>Describe events in familiar stories and predict events (join in)</p> <p>Blend sounds in words so they can read short words</p> <p>Be able to name different parts of a book</p>	<p>Phase 3 phonics</p> <p>Read simple phrases and sentences</p> <p>Write labels and captions</p> <p>Begin to write words by segmenting the sounds in words</p> <p>Form lower-case letters correctly</p>	<p>Phase 3/ 4 phonics</p> <p>Read captions and sentences</p> <p>Use and understand new vocabulary from stories, poems and non fiction</p> <p>Discuss what they know/ have found out</p> <p>Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts</p> <p>Form capital letters correctly</p> <p>Begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop,</p> <p>Read a few common exception words inline with Red Rose Phonics</p>	<p>Phase 4 phonics</p> <p>Read aloud simple sentences including some common exception words</p> <p>Write simple sentences- including finger spaces, capital letter, full stops</p> <p>Use and understand new vocabulary from songs and stories</p> <p>Sequence and retell stories</p> <p>Re-read what they have written to check it makes sense</p> <p>Anticipate key events in stories</p>
Mathematics (M)	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the</p>					

relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Subitise up to 2	Counting	Pattern - environment	Matching	Shape	Routes and locations
Recite numbers past 5	2 and 3 D shapes	Counting	Number rhymes	Comparing measures - size, length, weight and capacity	Problem solving to 5 and beyond
Make comparisons between objects-	Finger counting to 5	Comparing quantities	Sorting	Position	Subitising up to 5
Spot patterns and talk about them e.g. stripes on a scarf	Position	Subitising up to 3	Finger numbers to 5	Composition	
Subitising within 3	Ordering	Sequencing		Counting – larger sets and things that cannot be seen	Subitise to 5 Introduce the rekenrek
Focus on counting skills	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Subitise within 5 focusing on die patterns	Focus on the 'staircase' pattern and ordering numbers	Subitising – to 6, including in structured arrangements	Automatic recall of bonds to 5
Explore how all numbers are made of 1s	Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number	Match numerals to quantities within 5	Focus on ordering of numbers to 8 Use language of less than	Composition – '5 and a bit'	Composition of numbers to 10
Focus on composition of 3 and 4	Explore the concept of 'whole' and 'part'	Counting – focus on ordinality and the 'staircase' pattern	Focus on the composition of 7	Composition - of 10	Review and Assess Comparison
Subitise objects and sounds	Focus on the composition of 3, 4 and 5	See that each number is one more than the previous number	Doubles – explore how some numbers can be made with 2 equal parts	Comparison – linked to ordinality Play track games	Number patterns
Comparison of sets - 'just by looking' Use the language	Practise object counting skills Match	Composition of the number 5			Counting

	of comparison: more than and fewer than	numerals to quantities within 10 Verbal counting beyond 20	Focus on 6 and 7 as '5 and a bit'	Sorting numbers according to attributes - odd and even numbers		
Understanding the World (UTW)	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Make connections between the features of their family and other families.  Notice differences between people  Explore natural materials, indoors and outside  Begin to make sense of their own life-story and family's history.  Talk about members of their	Explore and respond to different natural phenomena in their setting and on trips.  Make connections between the features of their family and other families.  Notice differences between people.  Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk	Talk about what they see using a wide vocabulary  Use their senses in hands-on exploration of natural materials  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  Recognise some similarities and differences	Plant seeds and care for growing plants  Understand the key features of the life cycle of a plant  Begin to understand the need to respect and care for the natural environment and all living things  Show interest in different occupations	Understand the key features of the life cycle of an animal  Begin to understand the need to respect and care for the natural environment and all living things  Explore the natural world around them, making observation and drawing animals and plants  Understand changes in the natural world around them including the seasons	Explore how things work  Explore and talk about different forces they feel  Talk about differences between materials and changes they notice  Show interest in different occupations  Describe their immediate

	<p>immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Describe what they see, hear and feel whilst outside (whilst looking at seasonal changes)</p> <p>Talk about members of their immediate family and community</p> <p>Use all their senses in hands-on exploration of natural materials</p>	<p>about the differences they have experienced or seen in photos.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>between life in this country and life in other countries</p> <p>Understand that some places are special to members of their community</p> <p>Explore the natural world around them</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Talk about the differences between materials and changes they notice</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Draw information from a simple map</p>	<p>environment using knowledge from observation, discussion, stories, non-fiction text and maps</p> <p>Talk about the lives of people around them and their roles in society</p> <p>Explains some similarities and differences between life in this country and life in other countries</p>
Expressive Arts and Design (EAD)	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>Express ideas and feelings through making marks, and sometimes give a</p>	<p>Join in with songs and rhymes, making some sounds.</p>	<p>Explore different materials, using all their senses to investigate them.</p>	<p>Take part in simple pretend play, using an object to represent something</p>	<p>Explore different materials, using all their senses to investigate</p>

	<p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>meaning to the marks they make</p> <p>Join in with songs and rhymes, making some sounds. Show attention to sounds and music</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Remember and sing entire songs</p>	<p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p>	<p>Manipulate and play with different materials</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Join different materials and explore different textures</p> <p>Draw with increasing complexity and</p>	<p>else even though they are not similar</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools..</p> <p>Explore colour and colour-mixing.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Create collaboratively,</p>	<p>them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
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			Explore colour and colour-mixing.  Remember and sing entire songs	detail, such as representing a face with a circle and including details	sharing ideas, resources and skills	Safely use and explore a variety of materials, tools and techniques  Make use of props and materials when role playing characters in narratives and stories  Invent, adapt and recount narratives  Sing and perform a range of well-known songs and rhymes
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Early Learning Goals for the end of year (Reception)

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting)	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and



<p>during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences.</p>	<p>able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing. Write recognisable letters, most of which are correctly formed. Spell words by</p>	<p>up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns. Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, how quantities can be distributed equally.</p>	<p>and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.		identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others		ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	
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