

## Personal, Social and Emotional Development

At the end of EYFS children should be able to -

Self-Regulation	Managing Self	Building relationships
<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals being able to wait for what they want</li> <li>• Give focused attention to what the teacher says responding appropriately even when engaged in an activity</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of health food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and form friendships with peers</li> <li>• Show sensitivity to their own and to others needs.</li> </ul>

To allow the children to achieve this ELG our EYFS Curriculum is developed to allow for the following -

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Responds to simple instructions</li> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>

To allow children to achieve these goals our curriculum offers -

Weekly PSHE sessions

Whole school restorative approach embedded in every day practice

Play based approach to teaching and learning to allow children to follow interests and play alongside others

Rights respecting team to support us in class and across school

## Physical Development

At the end of EYFS children should be able to -

Gross motor skills	Fine motor skills
<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely with consideration for themselves with others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - use the tripod grip in most cases</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>Begin to show accuracy and care when drawing</li> </ul>

To allow the children to achieve this ELG our EYFS Curriculum is developed to allow for the following -

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</li> <li>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, being a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors.</li> </ul>

To allow children to achieve these goals our curriculum offers -

Daily dough gym and funky finger sessions

Fine motor interventions - Squiggle whilst you wiggle

Balance ability for all children during the reception year

Weekly PE sessions

Access to outdoors frequently and daily including the climber area

Trikes, scooter and balance bikes used frequently

## Reading

At the end of EYFS children should be able to -

Comprehension	Word Reading
<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by re-telling stories and narratives</li> <li>• Anticipate, where appropriate - key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, NF, rhymes and poems and during role play</li> </ul>	<ul style="list-style-type: none"> <li>• Say a sound for each letter of the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>

To allow the children to achieve this ELG our EYFS Curriculum is developed to allow for the following -

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Be able to recognise unit 1 - 6 phonemes and know the correct sound for each</li> <li>• Begin to read CVC words using the sounds from unit 1 - 6</li> <li>• Begin to recognise set 1 action words</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to segment and blend CVC words / simple captions</li> <li>• Begin to read set 1 action words without a picture</li> </ul>	<ul style="list-style-type: none"> <li>• Writing simple sentences</li> <li>• Reading the majority of reception action words</li> <li>• Reading unit 11 symbols in words and simple sentences</li> </ul>

To allow children to achieve these goals our curriculum offers -

Daily phonic sessions - Sounds write

Daily action word sessions

Shared reading sessions - linked to topic / traditional tale focus / sharing story books

One to one reading with adults

Reading books sent home weekly

Reading books in all areas of provision both indoors and outdoors

Active Approaches

Weekly traditional tale focus

Reading areas outside

## Writing

At the end of EYFS children should be able to -

- Write recognisable letters, most of which are formed correctly
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

To allow the children to achieve this ELG our EYFS Curriculum is developed to allow for the following -

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Making marks and ascribing meaning</li> <li>• Writing recognisable letters and labelling pictures by initial phonemes</li> <li>• Writing their name</li> <li>• Using unit 1 - 6 phonemes in writing using initial phoneme or writing CVC words</li> </ul>	<ul style="list-style-type: none"> <li>• CVC words / captions using unit 1 - 9 phonemes</li> <li>• Write lower case letters correctly</li> <li>• Writing some of the reception action words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Writing simple sentences with phonemes from unit 1 - 11</li> <li>• Write sentences with correct punctuation (finger spaces, full stops &amp; capital letters)</li> <li>• Write capital letters correctly</li> <li>• Writing and spelling the majority of reception action words correctly</li> </ul>
<p>To allow children to achieve these goals our curriculum offer is -</p> <p>Dough gym and funky fingers to develop FMS</p> <p>Weekly PE sessions</p> <p>Access to outdoor learning daily</p> <p>Daily phonic sessions - Sounds write</p> <p>Daily action word sessions</p> <p>Writing tools in all areas of CP both indoors and outdoors</p> <p>Weekly writing challenges to develop independence</p> <p>Writing linked to topic based on children's interests</p> <p>Squiggle whilst we wiggle</p>		

## Mathematics

At the end of EYFS children should be able to -

Number	Numerical Patterns
<ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10 including the composition of number</li> <li>• Subitise up to 5</li> <li>• Automatically recall number bonds to 5 and some number bonds to 10 (to 5 including subtraction facts)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally count beyond 20</li> <li>• Compare quantities up to 10 in different contexts recognising when 1 quantity is greater, less than or the same as the other quantity</li> <li>• Explore and represent patterns within numbers to 10 including evens and odds, double facts and how quantities can be distributed equally</li> </ul>

To allow the children to achieve this ELG our EYFS Curriculum is developed to allow for the following -

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Recognise all numerals to 10</li> <li>• Count to a given number</li> <li>• Begin to understand the composition of numbers to 5</li> <li>• Beginning to develop reasoning and fluency skills</li> <li>• Begin to know 1 more and 1 less to 5</li> <li>• Weight/length/capacity Investigations</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the composition of numbers to 10</li> <li>• Can subitise to 5 - explaining what they see and how they see it</li> <li>• Begin to recall number bonds to 5</li> <li>• Know 1 less than and 1 more than to 5</li> <li>• 2D &amp; 3D Shapes</li> <li>• Money</li> <li>• Weight/length/capacity Investigations</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Can count to 20</li> <li>• Recognises numerals to 20</li> <li>• Recall double facts</li> <li>• Confidently recalls number bonds to 5 and some to 10</li> <li>• Know 1 less than and 1 more than to 10</li> <li>• Shape properties</li> <li>• Time</li> <li>• Halving &amp; Sharing</li> </ul>

To allow children to achieve these goals our curriculum offers -

Daily math sessions following WRM

Counting daily

Maths resources in all areas indoors and outdoors

Problem solving activities in both Continuous Provision and direct teaching

## Understanding the world

At the end of EYFS children should be able to -

Past & Present	People, Culture & Communities	The Natural World
<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now drawing on experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• 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.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

To allow the children to achieve this ELG our EYFS Curriculum is developed to allow for the following -

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand that some places are special to members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Draw information from a simple map.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including</li> </ul>

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| <ul style="list-style-type: none"><li>• Recognise some similarities and differences between life in this country and life in other countries.</li></ul> |  |  |
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To allow children to achieve these goals our curriculum offers -

Weekly Topic sessions

World cultures week

Whole school celebrations of Special Days

Topic activities embedded in Continuous Provision both indoors and outdoors

Trips out to develop cultural capital

Rights respecting team to support us in class and across school

## Expressive arts and design

At the end of EYFS children should be able to -

Creating with materials	Be Imaginative and Expressive
<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and stories with others and try to move in time to music</li> </ul>

To allow the children to achieve this ELG our EYFS Curriculum is developed to allow for the following -

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively sharing ideas, resources, and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> </ul>

To allow children to achieve these goals our curriculum offers -

Weekly music session from a music specialist

Outdoor stage and musical instruments

Weekly session focussing on stories and retelling activities such as hot seating, story mapping, sequencing, retelling

Creative area in classrooms

Shared reading sessions and story reading / telling session weekly