

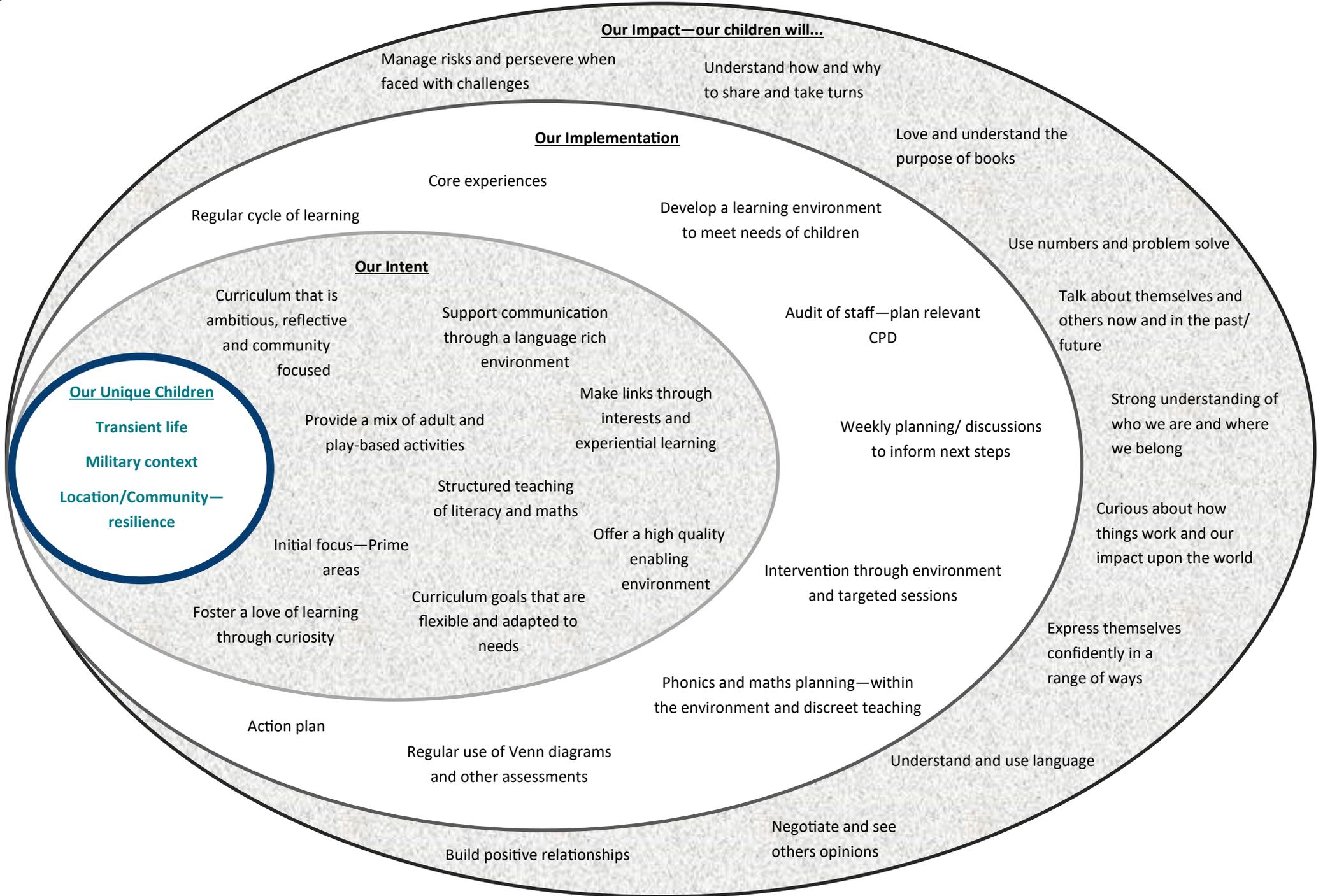


EYFS Curriculum Overview



‘As soon as I saw you,
I knew an adventure was
about to happen’

Winnie the Pooh





Foundation Stage Curriculum Overview

1. Teaching and Learning based on children's interests

2. A regular cycle of learning related to:

- STEM
- Outdoor learning experiences
- Books linked to experiences & interests from around the world.
- Host nation experiences.

3. Core Experiences

- Growing
- Following instructions
- A range of trips and experiences

4. Our Curricular Goals

- Community
- Communicate
- Investigate
- Move
- Create
- Read
- Write
- Maths

Growing

- Tomatoes
- Cress
- Potatoes
- Chives
- Onions
- Radish

Instructions to make:

- Play dough
- Pizza
- Soup
- Construct a den

Local Trips

- Camp
- Schutterspark
- Heide
- RD4—recycling
- Supermarket
- Dentist

Bus Trips

- Pumpkin patch
- Sprookges Bos in Valkenburg



Characteristics of Effective Learning

	Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy Development	Mathematical Development	Understanding the World	Expressive Arts and Design
Community	Listening, attention and understanding 3 Speaking 3	Self regulation 1,2 Managing self 1, 2,3 Building relationships 1,2,3				Past and present 1 People, culture and communities 2	
Communicate	Listening, attention and understanding 1,2 Speaking 1,3	Self regulation 3		Comprehension 1,2,3			Being imaginative and expressive 1
Investigate	Speaking 2	Managing self 3			Statutory educational program; Mathematics	Past and present 2,3 People, culture and communities 1,2,3 The natural world 1,2,3	Creating with materials 1
Move			Gross motor 1,2,3 Fine motor 1,2,3				
Create		Managing self 1	Gross motor 1,2 Fine motor 2	Comprehension 1,3	Statutory educational program; Mathematics	The natural world 3	Creating with materials 1,2,3 Being imaginative and expressive 1,2,3
Read	Speaking 1,2			Comprehension 1,2,3 Word reading 1,2,3		People, culture and communities 1,2	Being imaginative and expressive 1,3
Write			Fine motor 1,3	Writing 1,2,3			
Maths			Fine motor 3		Number 1,2,3 Numerical patterns 1,2,3	Past and present 2 People, culture and communities 1	

Creating & Thinking Critically

Playing & Learning

Active Learning



Characteristics of Effective Learning

Playing and Learning:	Active Learning:	Creating and Thinking Critically:
<p>Children investigate and experience things and ‘have a go’.</p> <ul style="list-style-type: none"> -Realise that their actions have an effect on the world, so they want to keep repeating them. -Reach for and accept objects. Make choices and explore different resources and materials. -Plan and think ahead about how they will explore or play with objects. -Guide their own thinking and actions by talking to themselves while playing. -Make independent choices. Do things independently that they have previously been taught. -Bring their own interests and fascinations into early years settings. This helps them to develop their learning. -Respond to new experiences that you bring to their attention. <p>Learning Statements:</p> <ul style="list-style-type: none"> • I am learning to explore • I am learning to investigate • I am learning to find out more about something • I am learning to use resources in unique and interesting ways • I am learning to combine resources in my play • I am learning to communicate my interests • I am learning to pretend that objects are something else • I am learning to act out my experiences with others • I am learning to use my experiences in my play • I am learning to try new things • I am learning to take risks • I am learning that making mistakes can help me in my learning • I am learning to tackle things that may be difficult • I am learning that when I practise things I can get better 	<p>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <ul style="list-style-type: none"> -Participate in routines and begin to predict sequences because they know routines. -Show goal-directed behaviour. -Use a range of strategies to reach a goal they have set themselves. -Begin to correct their mistakes themselves. -Keep on trying when things are difficult. <p>Learning Statements:</p> <ul style="list-style-type: none"> • I am learning to concentrate • I am learning to ignore distractions • I am learning to notice things in more detail • I am learning to choose the things that really fascinate me • I am learning to persist • I am learning to try different ways of doing things to achieve my goal • I am learning to be resilient • I am learning to talk about how I feel when I have achieved something • I am learning to talk about when I feel proud 	<p>Children have and develop their own ideas make links between ideas, and develop strategies for doing things.</p> <ul style="list-style-type: none"> -Take part in simple pretend play. -Sort materials. -Review their progress as they try to achieve a goal and check how well they are doing. -Solve real problems. -Use pretend play to think beyond the ‘here and now’ and to understand another perspective. -Know more, so feel confident about coming up with their own ideas. -Make more links between those ideas. -Concentrate on achieving something that’s important to them. -They are increasingly able to control their attention and ignore distractions. <p>Learning Statements:</p> <ul style="list-style-type: none"> • I am learning to think of my own ideas • I am learning to talk about the problems I encounter and find ways to solve them • I am learning to find different ways to do things • I am learning to talk about my thinking • I am learning to talk about how and what I am learning • I am learning to predict • I am learning to set hypotheses and test out my ideas • I am learning to recognise when my previous learning or experiences link to what I am doing • I am learning to plan • I am learning to make decisions • I am learning to reflect on how I have tackled a task and how well it is going • I am learning to change my approach where necessary • I am learning to review



EYFS Curriculum Goals	3-4 Years	REC	Linked ELGs
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community</p> <p>To care for themselves and others.</p> <p>Key Experiences: Visiting Post office, church, police station, sharing 'weekly diary project, remembrance day, armed forces day, red nose day, comic relief, sports relief, kings day, Carnaval</p> <p>Suggested Texts: The tiger who came to tea, Kindness is my superpower, Busy People: Doctor, Firefighter</p> <p>Vocabulary: fair, unfair, share, care, different, same, belonging, responsibility, unique, rules, community, family, healthy, unhealthy</p> <p>Continuous Provision: Traffic light, visual timetable, emotion stones, daily routine, snack time, mascot journal, weekly diary, world map,</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> I can understand my own emotions I know that my own behaviour has consequences I can sometimes wait for what I want I can work towards simple goals <p>Managing Self</p> <ul style="list-style-type: none"> I am beginning to understand the rules to keep me safe I am beginning to have an awareness of right and wrong and show some understanding of what is fair and unfair I am developing my understanding regarding behaviours which are appropriate I can wash my hands I am beginning to show independence when dressing and undressing I am able to recognise when I need to go to the toilet I can show an understanding of healthy food choices I am becoming more confident in trying new experiences with resilience and perseverance <p>Building Relationships</p> <ul style="list-style-type: none"> I am able to share and take turns with support I am developing my friendship skills I am developing my understanding of similarities and differences in people I am beginning to form positive relationships with adults <p>Speaking Listening and Understanding</p> <ul style="list-style-type: none"> I can recognise when it is my turn to speak in conversations I am beginning to use my voice in different ways <p>Passing of Time in UTW:</p> <ul style="list-style-type: none"> I know about annual events <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> I can talk about where I live I know about the significant places within my community <p>Sense of Identity in UTW:</p> <ul style="list-style-type: none"> I am beginning to understand there is a past before I was born I know about some significant events in my life 	<p>Self-Regulation</p> <ul style="list-style-type: none"> I understand what emotions look like in myself and others I know that my own, and others behaviour has consequences I can wait for what I want I am beginning to work towards simple goals I have set <p>Managing Self</p> <ul style="list-style-type: none"> I understand the rules to help me keep safe and I can follow them I know the difference between right and wrong and what is fair and unfair I understand that different situations require different behaviours I know that my own and others behaviours have consequences I know when and how to wash my hands I try to dress and undress independently I can go to the toilet independently I can make healthy food choices I am showing more independence, resilience and perseverance <p>Building Relationships</p> <ul style="list-style-type: none"> I can share and take turns most of the time I can show good friend traits I understand that we are all unique and my behaviour reflects this I can form positive and respectful relationships with adults <p>Speaking Listening and Understanding</p> <ul style="list-style-type: none"> I understand the rules of conversation and begin to apply them accordingly I am able to use my voice in different ways e.g. intonation, volume, projection <p>Passing of Time in UTW:</p> <ul style="list-style-type: none"> I know about annual and cultural events <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> I can talk about where I am from and where I live now I know about the significant places within my community and local area I am aware that people have different roles, customs, traditions and religions. <p>Sense of Identity in UTW:</p> <ul style="list-style-type: none"> I can talk about my place in history I understand there is a past before I was born I know things were different in the past to how they are now 	<p>CL: Listening, Attention and Understanding</p> <p>3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>CL: Speaking</p> <p>3 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>PSED: Self Regulation</p> <p>1 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>2 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>PSED: Managing Self</p> <p>1 Be confident to try new activities and to show independence, resilience and perseverance in the face of challenge.</p> <p>2 Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>3 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>PSED: Building Relationships</p> <p>1 Work and play cooperatively and take turns with others.</p> <p>2 Form positive attachments to adults and friendships with peers.</p> <p>3 Show sensitivity to their own and to others' needs.</p> <p>UTW: Past and Present</p> <p>1 Talk about the lives of the people around them and their roles in society;</p> <p>UTW: People, Culture and Communities</p> <p>2 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;</p>



EYFS Curriculum	3-4 Years	REC	Linked ELGs
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communicate</p> <p>To be a good listener and a confident talker.</p> <p>Key Experiences: Station library, round the world project,</p> <p>Suggested Texts: Commotion in the ocean, rumble in the jungle, kitchen disco, Julia Donaldson texts</p> <p>Vocabulary: Take turns, conversation, respect, confident, resilient, point of view, opinion, question, information, idea, listen, discuss</p> <p>Continuous Provision: welcome time, story time, explore and learn, key opportunities for conversation</p>	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> I am developing my concentration skills I am developing my listening skills I can respond to conversations, stories and rhymes that I have heard I can remember some simple key elements from a story I can join in with a story or rhyme I am beginning to take turns when I talk I can follow simple instructions that include prepositions I can answer questions I am beginning to ask questions I am beginning to use language to communicate and engage others <p>Speaking:</p> <ul style="list-style-type: none"> I am beginning to actively participate in one to one and small group discussions I am extending my vocabulary whilst exploring the meaning and sounds of new words I can use language to imagine and recreate roles and experiences in play situations I am beginning to use talk to organise, sequence and clarify thinking, ideas, feelings and events In am beginning to introduce a storyline or narrative in my play I can link statements which stick to a main theme or intention I am beginning to use correct tenses and conjunctions I am beginning to adapt my talk in response to the listener 	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> I can concentrate until an activity is completed I can listen to a conversation and stories with interest I can listen attentively in different situations I can listen for longer periods of time I can make sensible suggestions about what might happen next in a story I can ask questions about the stories that I have listened to I can follow a story without visual clues I can listen to and respond to others talk and make comments about what I have heard I can follow more complex instructions that involve several ideas or actions I can answer 'how' and 'why' questions I am beginning to ask questions to help my understanding <p>Speaking:</p> <ul style="list-style-type: none"> I can join in discussions I can use new vocabulary in different contexts I can use a range of language in my role play I can talk about a series of ideas and events in sequence and explain my feelings I can tell stories orally using my vocabulary from my shared experiences and within books I can describe and explain my ideas, give reasons and express my opinions I can use correct tenses and conjunctions in my talk I can adapt my talk in response to the listener I can initiate and maintain a conversation with others I can be fluent and coherent in my talk 	<p>C&L: Listening, Attention and Understanding</p> <ol style="list-style-type: none"> 1 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. 2 Make comments about what they have heard and ask questions to clarify their understanding. <p>C&L: Speaking</p> <ol style="list-style-type: none"> 1 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 3 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>PSED: Self Regulation</p> <ol style="list-style-type: none"> 3 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>LD: Comprehension</p> <ol style="list-style-type: none"> 1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 2 Anticipate – where appropriate – key events in stories; 3 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>EAD: Being Imaginative and Expressive</p> <ol style="list-style-type: none"> 1 Invent, adapt and recount narratives and stories with peers and their teacher.



EYFS Curriculum Goals	3-4 Years	REC	Linked ELGs
<p>Investigate</p> <p>To investigate, asking questions as Scientists</p> <p>Key Experiences: Growing beans, cress and tomatoes. baking biscuits and cakes, making play dough, visit to the garden centre, mark making challenge</p> <p>Suggested Texts: Eric Carle, dear zoo, teeth, horns, RHS—How does a butterfly grow, First book of planets</p> <p>Vocabulary: Similarities, differences, life-cycle growth, change, germination, dissolving, melting, mixing, speed, gravity</p> <p>Continuous Provision: STEM challenges, potion lab, mud kitchen, garden</p>	<p>Living Things</p> <ul style="list-style-type: none"> I am beginning to understand the key features of life cycles of plants and animals including comparisons, and changes over time I am learning how to keep my body healthy I can show care and concern for living things and the environment <p>Materials</p> <ul style="list-style-type: none"> I am beginning to show an awareness of different materials I can develop my own ideas and decide which materials to use to express them <p>Changes</p> <ul style="list-style-type: none"> I am beginning to understand changes can be reversible and irreversible I can talk about the characteristics of different seasons and weather I can experiment with cause and effect 	<p>Living Things</p> <ul style="list-style-type: none"> I can explain the key features of life cycle of plants and animals I know how to keep my body healthy I can make observations of animals and plants and explains why some things occur, and talk about changes <p>Materials</p> <ul style="list-style-type: none"> I can experiment to create a range of different textures and materials I demonstrate my understanding of the properties of materials in order to use them for a specific purpose <p>Changes</p> <ul style="list-style-type: none"> I know that some changes can be reversible and others are irreversible I know about the characteristics seasons and weather and can compare their features I understand the relationship between cause and effect 	<p>CL: Speaking</p> <p>2 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>PSED: Managing Self</p> <p>3 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Statutory Educational Programme: Mathematics</p> <p>In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>
<p>To investigate, asking questions as Geographers</p> <p>Key Experiences: Visiting the post office, forest school, farm, beach, round the world tour project , Chinese New Year, Diwali, Eid, Christmas, Easter, visit to the aquarium</p> <p>Suggested Texts: Snail and the whale, Oi get off our train!</p> <p>Vocabulary: environment, weather, earth, atlas, globe, map, continent, country, capital, city, town, similar, different, same</p> <p>Continuous Provision: Garden and resources, world map, animals from around the globe, explorers kit</p>	<p>Places: Community—Country—World</p> <ul style="list-style-type: none"> I am beginning to talk about where I live, identifying some key features I can explain how to get from one place to another talking about significant places I know a range of ways to travel I can name some different locations including countries <p>Our planet</p> <ul style="list-style-type: none"> I can talk about a range of weathers and where they may occur I know the features of the different seasons I am beginning to understand how to care for the environment/planet <p>People around the world</p> <ul style="list-style-type: none"> I am beginning to talk about different customs and traditions from around the world I am beginning to understand that my friends and I have similarities and differences in the way we live 	<p>Places: Community—Country—World</p> <ul style="list-style-type: none"> I know where I live, identifying some key features I can give directions to get from one place to another highlighting key features I can name some cities, countries and continents from around the world I can compare where I live with other places <p>Our planet</p> <ul style="list-style-type: none"> I can compare the key features of climates from around the world I know how to care for the environment/planet and can talk about human impact <p>People around the world</p> <ul style="list-style-type: none"> I can compare some customs and traditions from around the world I know that my friends and I have similarities and differences in the way we live 	<p>UTW: Past and Present</p> <p>2 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>3 Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>UTW: People, Culture and Communities</p> <p>1 Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>2 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.</p> <p>3 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>To investigate and ask questions as Historians</p> <p>Key Experiences: Church, round the world project, Chinese New Year, Diwali, Eid, Christmas, Easter, Mark making challenge, Halloween</p> <p>Suggested Texts: Dinosaurs love underpants</p> <p>Vocabulary: Yesterday, today, tomorrow, month, day of the week, year, old, past, present, future, chronology, remember, change, time</p> <p>Continuous Provision: Visual timetable, weekly diary, scrapbooks, this is my life project,</p>	<p>Passing of Time</p> <ul style="list-style-type: none"> I am beginning to talk about the patterns of times including days, weeks and months I know about some different annual events including birthdays and Christmas I am beginning to use vocabulary that describes time I understand the chronology of our daily routine <p>Historical figures/events</p> <ul style="list-style-type: none"> I am beginning to talk about events and people in the past <p>Sense of Identify</p> <ul style="list-style-type: none"> I can talk about important events in my life I am beginning to understand the past is different to now 	<p>Passing of Time</p> <ul style="list-style-type: none"> I know time has a pattern and can use words relating to days, weeks and months I understand that time and events can be sequenced from earliest to latest I know things were different in the past I can use vocabulary that describes time <p>Historical figures/events</p> <ul style="list-style-type: none"> I can use different sources of information to find out about events and people from the past I can compare life today with that in the past <p>Sense of Identify</p> <ul style="list-style-type: none"> I can talk about changes in my life and consider significant events I am beginning to understand there is a difference between now and before I was born 	<p>UTW: The Natural World</p> <p>1 Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>2 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.</p> <p>3 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>EAD: Creating with Materials</p> <p>1 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>



EYFS Curriculum Goals	3-4 Years	REC	Linked ELGs
<p>Move</p> <p>To explore the environment and resources using my whole body</p> <p>Key Experiences: Sport day, Terry Fox fun run, visit to the gym, forest school, treehouse and pitch</p> <p>Suggested Texts: Bear hunt, kitchen disco, giraffes can't dance</p> <p>Vocabulary: balance, muscles, core strength, symmetrical, forwards, backwards, left, right, stretch, strong, sideways, pose, fitness, exercise</p> <p>Continuous Provision: Funky fingers challenges, disco dough, washy Wednesday, squiggle while you wiggle, den building, obstacle course, treehouse, pitch, digging pit, sand and water areas, workshop, play dough</p>	<p>Gross Motor:</p> <ul style="list-style-type: none"> I am beginning to develop my ability to negotiate space and obstacles safely I am showing some awareness of others when negotiating space and obstacles I am beginning to develop my strength, balance and coordination in play I am becoming more skilful when moving at different speeds, levels and directions I am becoming more confident to move in a range of ways e.g. running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor:</p> <ul style="list-style-type: none"> I am showing some control when using a range of small tools, including scissors, paintbrushes and cutlery. I am showing some control when drawing I show some preference for a dominant hand I use an effective pencil grip and show good control 	<p>Gross Motor:</p> <ul style="list-style-type: none"> I am developing my ability to negotiate space and obstacles safely I am showing greater awareness of others when negotiating space and obstacles I am developing my strength, balance and coordination in play I can move at different speeds, levels and directions I can move in a range of ways e.g. running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor:</p> <ul style="list-style-type: none"> I am showing greater control when using a range of small tools, including scissors, paintbrushes and cutlery. I am progressing towards showing accuracy and care when drawing. I show a preference for a dominant hand I am beginning to use a tripod grip and show greater control 	<p>PD: Gross Motor</p> <ol style="list-style-type: none"> 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. <p>PD: Fine Motor</p> <ol style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.



EYFS Curriculum Goals	3-4 Years	REC	Linked ELGs
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Create 1</p> <p>To create as</p> <p>Scientists</p> <p>Techies</p> <p>Engineers</p> <p>Artists</p> <p>Mathematicians</p> <p>Key Experiences: Cooking, baking, growing things, mould experiments, forest school</p> <p>Suggested Texts: Not a box, not a stick, The Ultimate Construction Book, Junk DNA, Lunch at 10 Pomegranate street</p> <p>Vocabulary: assemble, build, create, plan, modify, invent, test, equipment, model, recipe, instructions, ingredients, materials, improve, ideas, prediction, conclusion</p> <p>Continuous Provision: Potion lab, Den building, construction area, work shop, STEM challenges, sand and water areas, mud kitchen, play dough making, obstacle course</p>	<p>Colour:</p> <ul style="list-style-type: none"> I can experiment with colour and start to use colour for a specific purpose. I am beginning to explore and make different shades and tones. <p>Shape:</p> <ul style="list-style-type: none"> I am starting to recognise that shapes are made from lines that are joined together I am beginning to use lines and shapes to create simple representations I am showing some understanding of the differences between 2D and 3D shapes. I am exploring ways to create 3D representations using malleable materials, junk modelling etc. <p>Texture:</p> <ul style="list-style-type: none"> I am able to explore materials that have different textures I am beginning to know that materials have different textures I am beginning to experiment to create different textures <p>Design:</p> <ul style="list-style-type: none"> I am beginning to understand that designs need to be thought about and planned I am beginning to consider which tools to use as an artist or designer <p>Make:</p> <ul style="list-style-type: none"> I am beginning to recognise that objects can move independently and some can be made to move With support I know how to make a structure strong, stable and balanced I am becoming more aware that materials can be used for different things and manipulated in different ways I am beginning to understand how different tools can be used and I can explore them safely I am becoming more aware that materials can be joined, modified and changed I am beginning to show an understanding that some products can move, light up, be structurally sound and that they need to be safe <p>Evaluate:</p> <ul style="list-style-type: none"> I can talk about what I have made and with support suggest ways to make changes and improvements. I am beginning to understand the criteria for success <p>Changes:</p> <ul style="list-style-type: none"> I am beginning to understand that some changes can be reversible and irreversible I show some understanding of the relationship between cause and effect 	<p>Colour:</p> <ul style="list-style-type: none"> I can experiment with colour and show an understanding of primary and secondary colours. I am able to make different shades and tones and use them for a specific purpose. <p>Shape:</p> <ul style="list-style-type: none"> I can recognise that shapes are made from lines that are joined together I am able to use lines and shapes to create representations I understand the difference between 2D and 3D shapes. I am able to create 3D representations using malleable materials, junk modelling etc. <p>Texture:</p> <ul style="list-style-type: none"> I can use different textures to enhance, add interest and engage senses I know that materials have different textures and I am confident to experiment and develop my own ideas I can experiment to create different textures using a diverse range of materials <p>Design:</p> <ul style="list-style-type: none"> I know that designs need to be thought about and planned and that they can be modified if needed I can identify which tools and techniques to use <p>Make:</p> <ul style="list-style-type: none"> I know that objects can move independently and some can be made to move I know how to make a structure strong, stable and balanced and I can put this into practice I know that materials can have possibilities and limitations and that they can be used for different things and manipulated in different ways I understand how different tools can be used and I can explore them safely and skilfully I know that materials can be joined, modified and changed I know that some products can move, light up, be structurally sound and that they need to be safe <p>Evaluate:</p> <ul style="list-style-type: none"> I can talk about what I have made and I am beginning to share the processes that I have used I understand the criteria for success and that evaluations can lead to improvements <p>Changes:</p> <ul style="list-style-type: none"> I am aware of changes and understand if they are reversible or irreversible To understand the relationship between cause and effect 	<p>PSED: Managing Self</p> <p>1 Be confident to try new activities and to show independence, resilience and perseverance in the face of challenge.</p> <p>PD: Gross Motor</p> <p>1 Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>2 Demonstrate strength, balance and coordination when playing;</p> <p>PD: Fine Motor</p> <p>2 Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Statutory Educational Programme: Mathematics</p> <p>In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p>UTW: The Natural World</p> <p>3 Understand some important processes and changes in the natural world around them including the seasons and the changing states of matter.</p> <p>EAD: Creating with Materials</p> <p>1 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>2 Share their creations, explaining the process they have used.</p> <p>3 Make use of props and materials when role playing characters in narratives and stories.</p>



EYFS Curriculum Goals	3-4 Years	REC	Linked ELGs
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Create 2</p> <p>To create as a Performer</p> <p>Key Experiences: Weekly music sessions, Christmas performance, visiting musicians</p> <p>Suggested Texts: Baby band, kitchen disco, rumble in the jungle</p> <p>Vocabulary: performance, perform, stage, instrument, sequence, show, audience, band, orchestra, conductor, composer</p> <p>Continuous Provision: Role play areas, stage, musical resources, iPads, daily singing and rhymes, squiggle while you wiggle,</p>	<p>Music:</p> <ul style="list-style-type: none"> I am beginning to know the names of some instruments and I am exploring how to play them I am becoming more aware how sound can be at different speeds, volumes, durations, pitches and beats I am exploring how sound can be changed, made by different things and in different ways I am exploring sounds to create different rhythms and patterns with repetition <p>Movements:</p> <ul style="list-style-type: none"> I can use all parts of the body to move in different ways I am developing my balance and coordination by using both sides of my body. I am beginning to explore how movements can be joined, changed, sequenced, mirrored and repeated I am exploring movement to music <p>Performing</p> <ul style="list-style-type: none"> I am able to act out favourite stories and rhymes I am able to sing some favourite songs and nursery rhymes I am beginning to join in with stories and narratives in my play I am becoming more aware of how to use props and materials appropriately when role playing 	<p>Music:</p> <ul style="list-style-type: none"> I know the names of some instruments and how to play them I can demonstrate how sound can be at different speeds, volumes, durations, pitches and beats I am know that sound can be changed, made by different things and in different ways I can combine sounds to create different rhythms and patterns with repetition <p>Movements:</p> <ul style="list-style-type: none"> I can skilfully use all parts of the body to move in different ways I can show balance and coordination by using both sides of my body. I can demonstrate how movements can be joined, changed, sequenced, mirrored and repeated I am developing my ability to move in time to music <p>Performing</p> <ul style="list-style-type: none"> I can retell and adapt some stories and rhymes I am able to sing a wide range of songs and nursery rhymes I am beginning to invent stories and narratives in my play I can use some props and materials appropriately when role playing 	<p>PSED: Managing Self</p> <p>1 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>PD: Gross Motor</p> <p>1 Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>2 Demonstrate strength, balance and coordination when playing;</p> <p>LD: Comprehension</p> <p>1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>3 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>EAD: Creating with Materials</p> <p>3 Make use of props and materials when role playing characters in narratives and stories.</p> <p>EAD: Being Imaginative and Expressive</p> <p>1 Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>2 Sing a range of well-known nursery rhymes and songs.</p> <p>3 Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>



EYFS Curriculum Goals	3-4 Years	REC	Linked ELGs
<p>Read</p> <p>To talk about texts and sources information.</p> <p>To read a 'green level' book.</p> <p>Key Experiences: Weekly library session, station library, visiting authors, visiting storytellers, mystery reader, world book day</p> <p>Suggested Texts: Julia Donaldson, Fairy tales</p> <p>Vocabulary: rhyme, fiction, non-fiction, information, story, fairy-tale, beginning, middle, end, author, character, setting, blurb, illustrator, alliteration, syllable, fact, contents, index, page</p> <p>Continuous Provision: daily story time, books within toolboxes, stage, role play areas, small world, sound mats, alphabet charts, signs and labels, visual timetable, story challenge, snack—self registration</p>	<p>Speaking</p> <ul style="list-style-type: none"> I can share my ideas books and stories From listening to a wide range of texts, I am beginning to extend my vocabulary I can retell stories orally using a few key phrases and elements from the texts I have experienced I am beginning to ask questions and give explanations about how and why things happen <p>Comprehension</p> <ul style="list-style-type: none"> With support I am able to retell simple stories and narratives using my own words I am extending my vocabulary whilst exploring the meaning and sounds of new words I can show some understanding of key events in stories I can use language gained from my experience of books during my play I show some awareness of rhyming and alliteration I am able to act out favourite stories and rhymes I am beginning to join in with stories and narratives in my play <p>Word reading</p> <ul style="list-style-type: none"> I understand that text carries meaning I am beginning to understand that there are sounds for each letter of the alphabet I am beginning to learn some letter sounds 	<p>Speaking</p> <ul style="list-style-type: none"> I can join in discussions, using knowledge from a range of genres I can use new vocabulary gained from texts I have experienced I can tell stories orally using my vocabulary from my experiences of books I can ask relevant questions and give explanations about how and why things happen <p>Comprehension</p> <ul style="list-style-type: none"> I can retell stories using my own words from introduced vocabulary I understand how stories are structured and I am beginning to anticipate key events I can use language gained from my experience of books in a range of different context I can retell and adapt some stories and rhymes I am beginning to invent stories and narratives in my play <p>Word reading</p> <ul style="list-style-type: none"> I am learning the sounds for each letter in the alphabet I am beginning to learn some digraphs I am starting to blend sounds to read them phonetically I am learning to read some common exception words With support, I am starting to read words and simple sentences using my phonics knowledge 	<p>CL: Speaking</p> <ol style="list-style-type: none"> 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; <p>L: Comprehension</p> <ol style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>L: Word Reading</p> <ol style="list-style-type: none"> 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. <p>UTW: People, Culture and Communities</p> <ol style="list-style-type: none"> 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; <p>EAD: Being Imaginative and Expressive</p> <ol style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music;



EYFS Curriculum Goals	3-4 Years	REC	Linked ELGs
<p>Write</p> <p>To be confident and purposeful mark makers</p> <p>Key Experiences: Visiting author, message centre, letters to Santa, celebration cards</p> <p>Suggested Texts: The jolly postman, The Jolly Christmas postman, The line,</p> <p>Vocabulary: rhyme, alliteration, name, capital letters, upper/lower case, label, list, instructions, full stops, question marks, exclamation marks, word, sentence, verse.</p> <p>Continuous Provision: Funky fingers, daily writing and story challenges, self-directed labelling, squiggle while you wiggle, environmental toolboxes, explore and learn</p>	<p>Fine motor</p> <ul style="list-style-type: none"> I show some preference for a dominant hand I use an effective pencil grip and show good control <p>Writing</p> <ul style="list-style-type: none"> I understand that writing carries meaning I can mark make in different ways With support, I am beginning to learn to form some letters of the alphabet correctly With support, I am exploring how writing can be presented in different ways I can write some or all of my name I can use some of my print and letter knowledge in my early writing. 	<p>Fine motor</p> <ul style="list-style-type: none"> I show a preference for a dominant hand I am beginning to use a tripod grip and show greater control when holding a pencil <p>Writing</p> <ul style="list-style-type: none"> I am beginning to write recognisable letters I am learning how to correctly form letters With support, I am beginning to spell words by identifying sounds in them and representing the sounds with a letter or letters. I am learning to use capital letters, finger spaces and full stops. I am learning to write some common regular and irregular words With support, I am beginning to write simple sentences which can be read by others. I show some understanding of how writing can be presented in different ways I am able to re-read what I have written to check that it makes sense 	<p>PD: Fine Motor</p> <ol style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Begin to show accuracy and care when drawing. <p>L: Writing</p> <ol style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.



EYFS Curriculum Goals	3-4 Years	REC	Linked ELGs
<p>Maths 1—Numerical Patterns and Number</p> <p>To be able to count, recognise and write numerals to 10.</p> <p>Key Experiences: Visit to the garden centre, Forest school, celebrations—personal and festivals, baking and play dough making, STEM challenges</p> <p>Suggested Texts: 10 little dinosaurs, The very hungry caterpillar, My Granny went to Market, Ten little pirates</p> <p>Vocabulary: same, different, before, next, after, number bond, count, subitise, estimate, pattern, time, add, subtract, more, less, fewer, double, problem, repeat</p> <p>Continuous Provision: mud kitchen, potion labs, construction areas, work shop, obstacle course, visual timetables, daily routines, play dough area, art sheds. work shop, role play</p>	<p>Comparison</p> <ul style="list-style-type: none"> I can sort into different groups I am able to compare and recognise changes in amounts <p>Counting</p> <ul style="list-style-type: none"> I enjoy reciting numbers from 0-10 I am beginning to recognise numerals 0-5 I am beginning to count in everyday play <p>Cardinality</p> <ul style="list-style-type: none"> I can subitise to 3 I can count up to 5 objects from a group, recognising that the last number said represents the total counted so far I am able to match the numeral to a group of items in order to show how many there are (up to 5) <p>Composition</p> <ul style="list-style-type: none"> I am beginning to learn that numbers are made up of smaller numbers With support, I am learning to conceptually subitise by recognising smaller groups within a total amount I am learning to compare quantities using language: ‘more than’, ‘fewer than’ and ‘equal to’ I am able to experiment with symbols, marks and numerals I can use my understanding of numbers to 5 in order to solve practical problems I am beginning to share out objects fairly 	<p>Comparison</p> <ul style="list-style-type: none"> I can sort into different groups and reason why I can use number names and symbols when comparing groups of objects I am able to compare numbers to share evenly <p>Counting</p> <ul style="list-style-type: none"> I enjoy reciting numbers from 0-10 and beyond and back from 10-0 I am beginning to recognise numerals 0-10 and beyond whilst becoming increasingly confident in putting them in order <p>Cardinality</p> <ul style="list-style-type: none"> I can subitise to 5 I can count up to 10 objects from a group, recognising that the last number said represents the total counted so far I am able to match the numeral to a group of items in order to show how many there are (up to 10) <p>Composition</p> <ul style="list-style-type: none"> I understand that numbers are made up of smaller numbers and can give an explanation I am learning to conceptually subitise by recognising smaller groups within a total amount I am exploring one more, one less and the same within practical activities I am beginning to explore number sentences I can use my understanding of number to solve practical problems I understand how to share out a group of objects equally and fairly 	<p>PD: Fine Motor</p> <p>3 Begin to show accuracy and care when drawing.</p> <p>M: Number</p> <p>1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>2 Subitise (recognise quantities without counting) up to 5.</p> <p>3 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>M: Numerical Patterns</p> <p>1 Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>



EYFS Curriculum Goals	3-4 Years	REC	Linked ELGs
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths 2—Shape, Space and Measure</p> <p>To be able to use and understand the language of shape, space and measures</p> <p>Key Experiences: Visit to the garden centre, Forest school, celebrations—personal and festivals, baking and play dough making, STEM challenges</p> <p>Suggested Texts: 10 little dinosaurs, The very hungry caterpillar, My Granny went to Market, Ten little pirates, Who sank the boat</p> <p>Vocabulary: same, different, before, next, after, pattern, shape, 2D, 3D, corners, sides, points, heavy, light, long, short, full, empty, half, on top, underneath, next to, behind, in front</p> <p>Continuous Provision: mud kitchen, potion labs, construction areas, work shop, obstacle course, visual timetables, daily routines, play dough area, art sheds. work shop, role play</p>	<p>Spatial Awareness</p> <ul style="list-style-type: none"> I can respond to spatial language and follow directions I understand that things look different from various view points I am able to predict, move and rotate objects to fit a space or create a shape I can explore maps and talk about familiar landmarks <p>Shape</p> <ul style="list-style-type: none"> I respond to both informal and formal language when exploring shape I can choose items based on their shape which are appropriate for my purpose I enjoy partitioning and combining shapes to make new shapes I can select blocks in order to create arches and enclosures and I can modify using trial and improvement <p>Pattern</p> <ul style="list-style-type: none"> I am beginning to create my own patterns showing some organisation and regularity I can explore and add to simple patterns of two or three repeating items I am able to join in with repeated patterns of sounds, objects, games, stories, dance and movement and I can predict what comes next <p>Measures</p> <ul style="list-style-type: none"> I can explore measuring tools in everyday experiences I explore differences in size, length, weight and capacity and consider which items are longer, shorter, heavier, lighter and more or less full I can recall and sequence in everyday life and stories With support, I am beginning to explore time using clocks, timers and calendars 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> I can use spatial language, follow and give directions I am able to describe what I see from different view points I am able to experiment with objects to make a shape fit and create models, as well as predict and visualise how they will look I can make a simple map of familiar and imaginative environments, with landmarks <p>Shape</p> <ul style="list-style-type: none"> I am able to use both informal and formal language to describe shapes I enjoy creating shapes and learning which ones combine together to make other shapes I use my own ideas to make increasingly complex models, selecting blocks and solving problems whilst visualising what I will build <p>Pattern</p> <ul style="list-style-type: none"> I notice patterns within the environment and I am beginning to identify the ‘pattern rule’ I can talk about, create and recreate repeating patterns using familiar objects, going beyond AB patterns . <p>Measures</p> <ul style="list-style-type: none"> I can select appropriate measuring tools to use in everyday experiences I can tackle problems involving prediction, comparisons of length, weight or capacity as well as paying attention to accuracy and fairness I am becoming increasingly confident to order and sequence events using language related to time I am beginning to explore time using clocks, timers and calendars 	<p>UTW: People, Cultures and Communities</p> <p>1 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>UTW: Past and Present</p> <p>2 Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Statutory Educational Programme: Mathematics</p> <p>In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>