



Hunton and Arrathorne Community Primary School

Curriculum Document: EYFS





INTENT - The EYFS Curriculum

Our intention is to give all our Hunton & Arrathorne Primary School children the requisite foundation skills, knowledge and support for each of them to fulfil their potential and to ensure a smooth transition into Year 1, and their school life beyond that. We have used the Statutory Framework for the Early Years Foundation Stage (EYFS) to design a curriculum that enables our children to succeed through cooperative and collaborative learning principles, and which recognises the children's prior learning from previous settings and their experiences at home. This will ensure all children achieve a good level of development by the end of the EYFS and meet the Early Learning Goals. Safeguarding and welfare is a high priority in our school; we welcome and celebrate differences amongst ourselves, our community and across the world to support children in their progress equally. Children with particular needs, including SEND, receive the appropriate support to enable their individual successful development. We work in partnership with parents, carers and other service providers to build the trusting and positive relationships essential for all the children's continued development. We are committed to providing a play-based approach, with health and wellbeing embedded into our routines and practices, which will ensure high levels of engagement and autonomy alongside challenge and feedback in a safe environment.

INTENT – The EYFS Curriculum

School Vision

Our curriculum is rooted in our core values 'Care – Aspire – Excel', which permeate all actions in our school. Further to this, our 'Curriculum Aims' are bespoke to our children and their individual needs.

Through careful weaving into the curriculum and wider school life, it is our intent that pupils at Hunton & Arrathorne Community Primary School will be:

- Lifelong readers
- Happy and healthy

- Inquisitive, with a thirst for knowledge
- Change-makers
- Risk takers
- Creators



Overarching Principles of the Early Years Foundation Stage

The Early Years Foundation Stage Guiding Principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and need and help them to build their learning over time
- Children benefit from a strong partnership between practitioners and parents and/or carers
- Children develop and learn at different rates
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Characteristics of Effective Teaching and Learning

Playing and exploring:	Children investigate and experience things and 'have a go'.
Active Learning:	Children concentrate and keep on trying if the encounter difficulties and enjoy achievements.



Creating and thinking Critically:	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
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Areas of Learning and Development in the Early Years Foundation Stage

There are seven areas of learning and development that shape learning in the Early Years Foundation Stage. All areas of learning and development are important and inter-connected. There are Prime areas and Specific areas. In Reception, adults will focus strongly on supporting children to develop within the prime areas as they are important in igniting children's curiosity and enthusiasm for learning, helping them form relationships and thriving. Children will also be supported in applying and strengthening their prime skills in the specific areas of learning. We strive for excellence in all areas of learning and ensure that all children are ready for their next stage of learning.

The Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



IMPLEMENTATION – The EYFS Curriculum

Our thoughtfully structured, well-planned and sequenced curriculum ensures we are able to provide inspiration for learning, with abundant flexibility for children to follow their own interests and ideas. The timetable is carefully structured so children are given a balance of child-initiated and adult-directed activities, play based learning, large group, small group and one to one sessions. During these sessions, adults can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with ample time for ‘exploration’ throughout the variety of experiences carefully devised to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

Communication and Language is highly valued in our EYFS curriculum. We strive to provide a language rich environment. We do this by interacting purposefully with children and engaging in conversation. We value the children’s thoughts, ideas and suggestions and listen to them with interest. We endeavour to develop their repertoire of language by modelled and exposing them to high level vocabulary in the provision.

One of our school aims is for our pupils to become ‘Lifelong Readers’ and to encourage a love of reading from an early age. Across the school we have curated a list of carefully planned and sequenced texts to read and share throughout the year with the children. The aim is to expose children to a range of books that not only develop a love of reading, but deepen their communication, vocabulary and comprehension skills. These books are embedded in our provision through activities, story sessions and on display for children to access independently.



We follow the Little Wandle SSP Programme. Daily 10 minutes to 30 minutes by the end of the children partake in 3 reading sessions per week matched to their phonic knowledge. We find this programme helps us create confident and fluent lifelong readers who are enthusiastic about reading.

In Maths we use the White Rose Maths Scheme. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration. This scheme complements our high-quality learning environments and facilitates meaningful interactions with adults to support the children's development of mathematical thinking and discussion.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity for the seven areas of learning. We have 'hooks' for the children to be inspired and engaged with their learning. We weave trips and experiences into the curriculum, which are plentiful; creating life long memories and enable to children to draw upon personal experiences and make links between their learning.

Our carefully planned progression of routines and expectations throughout their first year of schooling prepares children for a smooth and successful transition into Year 1 at Hunton and Arrathorne. Our EYFS children are taught in the same class as Year 1 children therefore ensuring that although they have moved to the National Curriculum, their daily routines, practice and adults remain the same solid start in Year1.

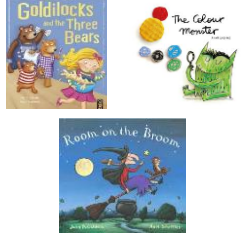
sessions in Reception, increase in duration from Reception year. From week 4 of Reception, the with a trained member of staff with a book



Implementation- Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential themes/ interests of children	<u>All About Me!</u> Starting school Autumn People who help us Harvest Halloween	<u>Terrific Toys!</u> Toys Winter Christmas	<u>Zoom to the Moon!</u> Space Spring	<u>Astonishing Animals</u> Animals around the world Minibeasts	<u>Oh I do like to be beside the Seaside!</u> Under the sea Seaside Summer	<u>Who likes to live In a castle like this?</u> Castles Growth and change – life cycles Summer Outdoors
Theme Hook	Treasure Box	Bring in a favourite toy	Alien landing in the classroom!	Mysterious Egg...	Message in a bottle	Dragon Tooth



Key texts	 Only one you Colour monster Goldilocks and the three bears What the ladybird heard What if we were all the same? Room on the Broom	 The three little pigs The Jolly Christmas Postman The Gingerbread Man What the ladybird heard at Christmas The Tiger who came to tea Non fiction – Toys from the past!	 Whatever Next! Aliens love Underpants! What the ladybird heard next The dinosaur who pooped a planet Smeds and the Smoos Non fiction – Look inside Space	 What the ladybird heard on holiday Were going on a bear hunt Chicken Licken The Enormous turnip The dinosaur who pooped a zoo Non fiction – Questions and answers about Animals	 What the ladybird heard at the seaside Sharing a shell Jack and the beanstalk Snail and the whale Tiddler The dinosaur that popped a pirate! Non fiction – Whats inside the seaside?	 Zog The Very Hungry Caterpillar The Dragon and the Nibblesome knight The knight who wouldn't fight The dinosaur who pooped a princess How to catch a dragon
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						Non fiction – Whats inside a castle?
Key poem	This is Me	Favourite toys	Zoom to the Moon	Animal Parade	At the Seaside	Castle Adventure
Key rhymes	Miss Polly had a dolly Head, shoulders, knee and toes	One, two, three for 5 5 currant buns	5 little men in a flying saucer Five cheeky monkeys	5 little speckled frogs Old Macdonald had a Farm	Ten green bottles Oh I do like to be beside the seaside	Ten in the bed The Grand Old Duke of York
Key questions/ learning?	What makes me special? How am I the same as other people and how am I different? What can my body do?	How have toys changed over time? How do toys move and work? What games did our parents and	What can we see in the sky? What is it like in space? How do astronauts explore space? What would we need to survive on the moon?	How do animals survive? Where do different animals live? How are animals the same and different?	What can we discover at the seaside? Why do people visit the seaside? How can we look after our beaches and oceans?	Who might live in a castle and why? What was life like in a castle? How do castles protect people? How can we build and create like



	Who are the important people in my life? What are senses?	grandparents play? Is it cold everywhere in Winter?	What would it be like to go to Space now?	How can we care for animals and their habitats?	What did it used to be like at the Seaside?	castle designers?
Key theme vocab	family, grow, change, feelings, unique, similarities, differences, community	past, present, old, new, design, mechanism, compare, materials	planet, moon, Earth, star, astronaut, rocket, explore, gravity	habitat, survive, shelter, diet, predator, prey, features, care	coast, beach, ocean, tide, seaside, marine, environment, pollution	castle, knight, king, queen, moat, tower, protect, defend, home
Key events	Jeans for Genes Day Harvest Poetry Day Halloween	Bonfire Night (5 th Nov), Armistice Day (11 th Nov), Diwali (12 th Nov), Nursery Rhyme Week (13 th Nov) Thanksgiving (23 rd Nov), St Andrews Day	RSPB Birdwatch (6 th Jan-20 th Feb) Chinese New Year (22 nd Jan) Burns Night (25 th Jan), Valentines Day (Feb 14 th)	Shrove Tuesday (21 st Feb), St. David's Day (1 st Mar) World Book Day (2 nd Mar), Holi (8 th Mar) St. Patrick's Day (17 th Mar), Mother's Day (10 th Mar),	Ramadan (22 nd Mar-21 st Apr) Earth Day (22 nd Apr) St. Georges Day (23 rd Apr) Bee Day (20 th May) Vesak (23 rd May)	30 days wild month (June) World Environment day (5 th June), Fathers Day (16 th June) Eid-al-Adha (17 th June)



		(30 th Nov), Hanukkah (7- 15 th Dec), Advent (3 rd Dec) National Robin Day (21 st Dec)		Easter Sunday (31 st Mar)		
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Progression of skills

Area of Learning		Autumn 1 This is Me!	Autumn 2 Terrific toys	Spring 1 Zoom to the moon	Spring 2 Astonishing Animals	Summer 1 Oh I do like to be beside the Seaside!	Summer 2 Who lives in a castle like this?	Link to Year 1
Communication and Language (Prime)	Listening, Attention and Understanding	I can understand how to listen carefully and why listening is important. I can follow simple one step instructions/directions.	I can follow two step instructions/direction. I can begin to understand how and why questions. I can demonstrate good listening behaviours	I can learn to ask questions to find out more and to check I understand what has been said to me. I can wait and take turns on conversations.	I can retell a story with pictures or props. I can switch attention from one task to another.	I can understand and ask questions such as who, what, where, when, why and how.	<u>ELG- Listening, Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and	• Listen and respond appropriately to adults and peers • Ask relevant questions • Maintain attention and actively participate



Communication and Language (Prime)		I can talk to others and begin to take turns to speak.	I can engage in story time and join in with repeated refrains and familiar stories and rhymes.		I can respond to discussions with comments and questions. I can listen in large group or whole school activities such as assembly, recalling some of the themes and comment at a later stage.	I can follow more complex instructions of more than 2 steps. I can have back and forth conversations with adults and peers.	actions when being read to and during whole class discussions and small group interactions. <u>ELG- Listening, Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding. <u>ELG- Listening, Attention and Understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	
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	<i>Speaking</i>	I can use talk to communicate needs and share ideas with key people in school. I can use sentences of 4-6 words	I can share my ideas with a familiar adult or a small group. I can use talk to communicate feelings and ideas with key people. I can ask questions to support learning or understanding. I can listen to and talk about stories and rhymes.	I can develop confidence to talk to other adults and children I know within school. I can articulate my ideas and thoughts in well-formed sentences including conjunctions (and, or, because). I can describe events in some detail. I can use the present tense I can explain my thinking.	I can enjoy being part of conversations and discussions and using new vocabulary in context. (from stories, rhymes and non fiction texts) I can explain events that have already happened in detail, using the past tense. I can answer 'How do you know? Questions	I can talk to a range of adults, confidently around school. I can link statements and stick to a main theme. I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. I can talk in sentences using a range of tenses(past, present and future)	<u>ELG Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <u>ELG Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <u>ELG Speaking</u> Express their ideas and feelings about their experiences using full sentences,	•Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
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							including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
Physical Development (Prime)	Gross Motor Skills	I can move safely within a given space. I can stop safely. I can use large construction to build. I can develop movement using balance bikes and large apparatus. I know that holding my arms out helps me to balance	I can safely, and confidently use a range of large and small apparatus indoors and outside. I can run, change direction and stop on a given signal. I can negotiate obstacles, climbing, balancing, under, going through. I can use big steps to run and small steps to stop.	I can demonstrate control over my body when moving around the yard/hall. I can control a ball in different ways – rolling, kicking developing accuracy. I can begin to put my hands out ready to catch a ball.	I can control a ball in different ways – rolling, kicking with accuracy. I can move in time to music, following the rhythm and use counting to help keep in time. I can copy and create actions in time to a piece of music. I can begin to use ball skills – such as	I can learn to play as a team and by the rules. I can move confidently and fluently in a range of different ways.	<u>ELG Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. <u>ELG Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing .	Master basic movements • Participate in team games • Developing ball skills



		I know that bending my knees helps me to land safely I can learn how to sit correctly at a table.	I know I can use one foot to hop.		looking at a target to throw a ball.		<u>ELG Gross Motor Skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
	Fine Motor Skills	I can show a preference for a dominant hand. I can strengthen my fingers using dough, tweezers and threading.	I can begin to attempt to use a tripod grip when using mark making tools. I can hold scissors to make snips in paper. I can use tweezers to transfer objects. I can sit at the table using the correct posture to write.	I can begin to develop and manipulate small shapes example-thread with small beads, use small pegs. I can use a tripod grip to form my letters correctly. I can cut along zig zagged line. I can use a tripod grip when mark	I can begin to use scissors to cut around more complex shapes. I can write letters using the correct letter formation and control the size of the letters formed. I can coordinate both hands together when doing a task.	I can hold scissors correctly and safely to cut out various materials and resources using skill and accuracy. I can form letters using the correct formation, control the size of letter considering where they sit	<u>ELG Fine Mtoor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <u>ELG Fine Motor Skills</u> Use a range of small tools, including scissors,	Sit correctly at a table, holding a pencil comfortably and correctly using tripod grip. • Begin to form lowercase letters in the correct direction, starting and finishing in the correct place • To use a range of materials creatively, and develop a wide range of art and D&T techniques.



				making with more control.	I can hold a knife and fork correctly.	on the given line. I can create details in drawings, using a range of tools for accuracy. I can use cutlery appropriately.	paintbrushes and cutlery. <u>ELG Fine Motor Skills</u> Begin to show accuracy and care when drawing	• To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
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Personal Social and Emotional Development (Prime)	Self-regulation	I can recognise and talk about different feelings. I can focus for short periods of time in whole class inputs. I can sustain attention in a self directed activity.	I can talk about feelings and express how I am feeling. I can sustain attention in a short adult direction activity. I can learn to keep trying when things are difficult.	I can focus attention in a whole class group for a longer period of time. I can label and talk emotions and others around me. I can ignore distractions.	I can think about perspective of others. I can change behaviour to a range of situations. I can recognise what I am good at and set goals. I can control my emotions using a range of techniques. I can wait for my turn to speak.	I can talk with others to resolve conflicts effectively. I can be able to maintain focus during extended whole class teaching sessions and independent learning activities. I can begin to control impulses.	<u>ELG Self-regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <u>ELG Self-regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <u>ELG Self-regulation</u> Give focused attention to what the teacher says,	• Identify good and not so good feelings. • Develop a vocabulary to describe feelings to others. • Use simple strategies to manage feelings. • Recognise and celebrate strengths • Behavioural expectations. • Learning behaviours
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Personal Social and Emotional Development (Prime)							responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
	Managing Self	I can independently; • Use the toilet • Wash hands • Put coat on I can manage transitions to reception and explore the Robin classroom environment. I understand the importance of oral hygiene. I can begin to show awareness the rules for the classroom and	I can have confidence to try new activities. I can develop the ability to follow the school rules and daily routines. I can begin to understand the School aims, Care-aspire-excel and our curriculum aims. I can develop independence with getting dressed (PE/Forest Schools)	I can begin to show resilience and perseverance when faced with a challenge and tackle them with encouragement. I can independently manage to fasten a zipper on a coat. I can begin to understand some ways to stay healthy (good sleep/ exercise/eating) I can talk about some things which are safe to go into my body	I can identify and name healthy foods. I can understand the importance of healthy food choices. I can understand the importance of online safety.	I can show a good level of independence in my ability to manage my own basic needs. I can choose some healthy foods and drinks. I can independently put my uniform on including fasten zippers, buttons and buckles with	<u>ELG Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>ELG Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.	• Behavioural expectations • Learning behaviours • Community. • Science – identifying & labelling parts of the human body, staying healthy, making healthy choices. • DT – cooking and I can understand the nutrition, Eatwell plate



		school. 'Be kind, Be safe, Be Driven' I can recognise ways in which I am unique	I can say how I am different and the same as others.	and some things which are not safe. I can name some things which are not safe in my house and some things which are not safe outside		minimal support. I know why sleep is important I can show a 'can do' attitude to change and transitions in preparation for year 1.	<u>ELG Managing Self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
	Building Relationships	I can seek support from adults when needed if I feel worried or unsafe. I can gain confidence to speak to others in their class and to adults. I can play with children who are playing with the same activity.	I can identify adults who are 'safe adults' which can speak to if feeling uncomfortable. I can interact with a variety of children and begin to develop friendships. I can begin to develop positive relationships with staff within the robin class.	I can begin to work as a group with support from adults. I can take turns during group work and when playing games together. I can identify when another child is upset and respond appropriately. I can use taught strategies to support turn taking.	I can listen to the ideas of others. I can find solutions to disagreements, with support from adults. I can see myself as a valuable individual. I am cooperate with others, listening and sharing some ideas and will listen to advice about how to	I can develop relationships with other adults around the school – to support transition. I can communicate with a range of people within school. I can listen to the ideas of others and show the ability to find solutions and	<u>ELG Building Relationships</u> Work and play cooperatively and take turns with others. <u>ELG Building Relationships</u> Form positive attachments to adults and friendships with peers. <u>ELG Building Relationships</u> Show sensitivity to	• Behavioural expectations • Friendships • Relationships • Feelings • Empathy • Learning behaviours, feelings, empathy



			I can talk about what it means to be a caring friend	I can name three people who help keep me safe.	solve disagreements. I can words to solve conflicts.	compromise during teamwork activities or during play. I can take turns with others without an adult prompt	their own and to others' needs.	
Literacy (Specific)	Comprehension	I can listen to stories read and engage in story time.	I can begin to recall key parts of stories and texts.	I can use pictures and props to be able to tell a story	I can begin to predict what might happen next in a story.	I can use vocabulary that is influenced by	<u>ELG Comprehension</u> Demonstrate understanding	•Become familiar with key stories and be able to retell them



		I can independently look at a book, holding it the correct way and turning pages carefully. I can join in with repeated refrains and familiar books.	I can repeat new vocabulary in a context of a story. I can retell a story using role play or small world resources, using some story language. I can sequence familiar stories. I can enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.	I can begin to understand the sequence of a story. I can begin to use modelled vocabulary during role play. I can talk about the main events in the story and predict what might happen.	I can identify and talk about the characters in books I can begin to answer questions about a text that has been read I can identify the beginning, middle and end of a story.	experience of books. I can answer questions about what they have read. I can show how I know information can be retrieved from books.	of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <u>ELG</u> <u>Comprehension</u> Anticipate – where appropriate – key events in stories. <u>ELG</u> <u>Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and	• Drawing in what they know about vocabulary learnt • Recognise and join in with predictable phrases • Participate in discussion about what is read to them, taking turns and listening to what others say. • Learning to appreciate rhymes and poems, and to recite some by heart.
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Literacy (Specific)							during role-play.	
	Word Reading	I can develop phonological awareness to: - Spot rhymes in familiar stories and poems. - Recognise words with the same initial sound. I can recognise written name. I can say the sounds for some Phase 2 graphemes. I can begin to orally segment and blend to read CVC words.	I can recognise Phase 2 graphemes- see Little Wandle. I can blend sounds to read words using taught sounds. I can read phonetically decodable books matched to phonics ability to build up their confidence in word reading, their fluency and their understanding and enjoyment. I can match taught graphemes and phonemes. I can begin to read captions and sentences. I can read taught tricky words.	I can recognise all taught sounds, including some digraphs. I can read captions and short sentences using taught sounds. I can read taught tricky words.	I can recognise taught Phase 3 graphemes – see Little Wandle. I can read taught tricky words. I can learn strategies for reading longer words.	I can recognise taught Phase 4 words- see Little Wandle . I can begin to read longer sentences using taught sounds. I can read taught tricky words. I can read with more developed fluency.	ELG Reading Say a sound for each letter in the alphabet and at least 10 digraphs ELG Reading Read words consistent with their phonic knowledge by sound-blending. ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	- Respond speedily with the correct phoneme to graphemes including alternative graphemes - Apply phonic knowledge and skills to decode by blending sounds in unfamiliar words containing GPCs that have been taught. - Read books aloud, accurately, that are consistent with their phonic knowledge - Re-read books to develop fluency and confidence in word reading.



	Writing	I can begin to give meaning to the marks I make as they mark make. I can copy some taught pre writing shapes /- O X and letters. I can begin to write the initial sounds in words. I can begin to orally segment to spell. I can write initial sounds to label pictures. <u>Physical Development</u> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.	I can write my name. I can spell words by identifying the sounds and then writing the sound with letter/s. I can say a simple sentence for writing (oral and count words). I can form some lower case letters correctly. I can use some upper case letters e.g. for own name, Mum and Dad.	I can form lower case letters correctly, from the correct starting point. I can write dictated cvc words and labels. I can begin to write dictated captions. I can spell some high frequency tricky words. <u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.	I can understand that sentences start with a capital letter and end with a full stop. I can form lowercase letters and begin to form capital letters correctly I can think, say, remember and write a caption (2 words) I can begin to start to write dictated short sentences using a capital letter and a full stop. I can read sentences back to an adult.	I can begin to use capital letters, finger spaces and full stops in independent writing. I can use a capital letter at the beginning of a sentence and a full stop at the end in class inputs. I can think, say, remember and write a simple sentence (using openers The, I, He, She) I can begin to write longer, words which	<u>ELG Writing</u> Write recognisable letters, most of which are correctly formed. <u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters. <u>ELG Writing</u> Write simple phrases and sentences that can be read by others. <u>ELG Fine Motor</u> Hold a pencil effectively in	• Develop a fluent handwriting style. • Correct letter formation • Know the letters of the alphabet and their link to sounds • Spell words using the known grapheme and phoneme correspondences. • Spell HRS words • Compose sentences orally • Re-reading what has been written to ensure accuracy and meaning.



						are spelt phonetically. I can read written work back and check for meaning and notice mistakes. I can form all my lower case and capital letters correctly.	preparation for fluent writing. Using the tripod grip in almost all cases.	
Mathematics (Specific)	Number	I can develop a deep understanding of 1-3.	I can develop a deep understanding of 1-5.	I can develop a deep understanding of 1-7	I can develop a deep	I can begin to recognise and order	<u>ELG Number</u> Have a deep understanding	Identify and represent numbers using concrete and



		I can subitise to 3. I can count objects, actions and sounds upto 5. I can recognise numerals 1-5. I can begin to focus on composition of numbers upto 3.	I can subitise to 5 I can link the numeral with its cardinal number value to 5. I can talk about the different ways that amounts of 5 can be made. I can estimate and guess how many there might be before counting.	I can subitise to 7 I can start to show how numbers can be made of parts. I can recognise numerals 6-10. I can link the numeral to its cardinal number value to 10. I can use 5 frames. I can confidently talk about the different ways that numbers can be made to 5 and is now beginning to apply this knowledge to numbers to 10. I can link subtraction facts to composition of numbers to 5.	understanding of 1-10 I can begin to subitise to 10. I can explore the composition of numbers to 10. I can continue to recall number bonds to 5. I can begin to learn double facts. I can find one more of numbers to 10. I can find one less of numbers to 10. I can use 10 frames to become familiar with the tens structure of the number system. I can accurately write numerals 1-5. I can make a sensible estimate using what I already know	numbers to 20. I can begin to discuss pairs of numbers that make 10. I can begin to discuss some addition and subtraction facts to 10. I can recall double facts to 10. I can explore how to make numbers above ten using tens and ones. I can begin to understand that 1, 3, 5, 7, 9 are odd numbers and that 2, 4, 6, 8 and 10 are even numbers. I can share quantities equally.	of number 10, including the composition of each number. <u>ELG Number</u> Subitise (recognise quantities without counting) up to 5. <u>ELG Number</u> Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5. Recall some number bonds to 10, including doubling facts.	pictorial representations • Read and write numbers to 20 in numerals • Represent and use number bonds and related subtraction facts with 20 • Solve one-step problems that involve addition and subtraction, using concrete and pictorial representations.
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					about numbers to 10	I can find one more than numbers 10-20. I can find one less than numbers 10-20. I can accurately write numerals 6-10. I can use language full/emoty/ half full/ tall/er, short/er and compare measurement.		
	Numerical Patterns	I can rote count reliably to 5 I can begin to compare quantities such as 'more than' 'less than'.	I can rote count reliably to 10. I can distribute items evenly from a group. I can identify when objects are 'equal, greater than, fewer than'	I can rote count reliably to 20. I can understand the 'one more than/one less than' relationship between consecutive numbers.	I can rote count reliably beyond 20. I can order numbers to 20. I can compare quantities to 10.	I can rote count beyond 30. I can show patterns in numbers to 10 – odd/even and doubles.	<u>ELG Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. <u>ELG Numerical Patterns</u>	• Count to and across 100 • Read and write numbers from 1 to 20 in numerals • Identify one more or less • Find a half and recognise as being one of two equal parts of an object.



			I can order numbers to 5. I can count backwards from 5 to 0	I can compare and notice equal and unequal groups. I can order numbers to 10. I can count backwards from 10 to 0.	I can explore odd and even numbers and doubles.	I can begin to understand that 1, 3, 5, 7, 9 are odd numbers and that 2, 4, 6, 8 and 10 are even numbers. I can share quantities equally.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity. <u>ELG Numerical Patterns</u> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
	Shape, Space and Measure	I can use positional language – under, over, next to, behind I can discuss simple maps and positional directions.	I can recognise and order simple events (events across a day/ story/ days of the week)	I can explore and name common 2D shapes (circle, square, triangle, rectangle).	I can copy and continue simple AB patterns. I can explore repeating patterns and identify mistakes.	I can compare and order objects by height – short/er, tall/er	<u>NO ELG</u> I can compare and order objects by length –	• Recognise and name common 2D and 3D shapes • Compare, describe and solve practical problems



		I can sort objects into groups and begin to explain how they have been sorted. I can compare groups and identify similarities and differences. I can sort objects using a range of attributes (e.g. colour, shape, size, texture or function).	I can compare mass using balance scales (heavier/lighter) I can explore capacity through filling and emptying containers. I can compare capacity using – full, half full, empty.	I can match, sort and classify shapes by simple properties. I can explore common 3D shapes through play (cube, cuboid, sphere, cylinder, cone). I can describe and compare 2D and 3D shapes using mathematical language (sides, corners, faces).	I can explore and create more complex repeating patterns (ABB, AAB, ABC) and begin to explore symmetry.	I can use simple non-standard units (cubes, blocks, hands, footsteps) to measure height	short/er, long/er I can use simple non-standard units (cubes, blocks, hands, footsteps) to measure length. I can use positional language confidently to describe routes and locations (including maps and obstacle courses). I can begin to use time vocabulary linked to daily routines (morning, afternoon, evening, today, tomorrow).	for length, weight and capacity
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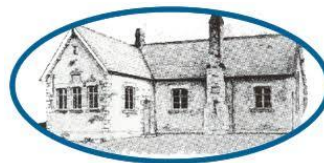
Understanding the World (Specific)	Past and Present	I can discuss 1-1/in a small group significant or important events from my past. I can name people in my family and talk about them.	I can talk about the lives of the people around us. I can talk about past events – birthdays, holidays, Christmas and other celebrations. I can show some awareness to similarities and differences between toys in the past and present. I can talk about significant historical events and how things were different in the past.e.g. Bonfire Night, Remembrance Day	I can discuss the past through settings, characters and events encountered in books read in class and storytelling (first landing on the moon, solar system, star constellations) I can compare and contrast characters from stories, including figures from the past. I understand the difference between past and present historical events	I can show I know about the past through settings, characters in books that I've read and experiences. I can explore pictures/ artefacts and explain how things are different then/now.	I can talk about my family and their role in society. I can show similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside) I can discuss similarities and differences about the seaside now, and the seaside in the past.	<u>ELG Past and Present</u> Talk about the lives of the people around them and their roles in society. <u>ELG Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <u>ELG Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.	History • Changes within living memory • The lives of significant individuals in the past • Significant historical events
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	People, Culture and Communities	I can talk about my own life – my family, my school, my world. I can recognise similarities and differences between myself and peers. I can be accepting of peoples differences and know we are all unique. I can talk about members of immediate family and community by naming and describing people who are familiar to them. I can Listen carefully to stories about different places and is begin to recognise that different places have different features, e.g. recognising the difference between life	I can talk about people who help us within the local community. I can recognise that people have different beliefs and celebrate different times in different ways. I can identify different celebrations and religions and how these are celebrated around the world Christmas, Advent, Diwali I can recall simple stories connected to Christmas or Easter. I can discuss what happened to Jesus at Christmas.	I can show I understand that some places are special to members of the community. I can discuss my wider understanding of the wider world and draws comparisons between own local environment/ community and other places. I Know the story of creation and can retell it. I can talk about things they find interesting, puzzling or wonderful.	I can explore and talk about the world around me using what I know from stories / nonfiction texts. (bible/ Easter) I can recognise some similarities and differences between life in this county and life in other countries. I know that people in other countries may speak different languages. I can understand that everything costs money. I Know some qualities of a good friend.	I can draw information from a simple map. I can describe a journey within the local environment. I can talk about similarities and differences in the UK and other countries. I know that some religious people have places which have special meaning to them. I can recognise a church and a mosque and	<u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <u>ELG People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has	Geography • Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country RE • Exploring Christianity and other religions of the world
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		in this country and other countries. I can name the location of my school – Hunton. I can discuss some religious words such as God, The Bible and Church. I can discuss some religious stories.			I Know some stories when Jesus was a good friend.	use new vocabulary. I can describe thoughts and feelings when visiting a church.	been read in class. <u>ELG People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	
	The Natural World	I can explore the natural world around them with awe and wonder. I can talk about a simple map and draw information from it.(where we live)	I can draw information from a simple map and journeys through stories (The Jolly Christmas Postman, The Gingerbread man) I can explore changes of matter (freezing/melting)	I can express ideas about how to look after animals and plants. I can identify and recognise the features of Winter. I can describe what I see, hear and feel whilst outside.	I can identify and recognise the features of Spring. I can describe some features of plants and animals and identify when things are the same and different.	I can identify and recognise the features of Summer. I can discuss how there are many countries around the world.	<u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.	Science • Identify and describe plants and animals including humans • Working scientifically • Exploring materials - Geography • Understand geographical



		I can describe what they can see, hear, smell and feel when they are outside. I can discuss features of their own immediate environment. I can identify and recognise the features of Autumn.	I can notice changes in the world around me.	I can show I understand the effect of changing seasons on the natural world around them. I can recognise some environments that are different to the one in which they live. I can describe the changes to the wider world (pollution) and how we can be change makers. I can discuss general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.	I can show I understand and use some language related to animals, e.g. camouflage, predator, nocturnal, diurnal. I can understand two ways we can help look after the environment (recycling etc) I can ask questions about the world around me.	I can show I know about the features of the world – forests, rainforests, jungles, deserts and oceans. I can compare habitats (linking to prior learning) I can make simple predictions.	<u>ELG The Natural World</u> 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. <u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country
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Expressive Art and Design (Specific)	Creating with Materials	I can explore and use a variety of artistic effects to express their ideas and feelings. I can return to and build on their previous learning, refining ideas and developing their ability to represent them. I can name colours. I can create simple representations of people and objects. I can make marks, lines and curves on a variety of paper using a range of media.	I can make some independent choices about the resources needed and talks about creations. I can use different textures in creations and will combine media. I can experiment with colouring mixing primary colours to create secondary. I can use colours for a particular purpose. I can explore a range of ways to apply paint including fingers, brushes, sponges, card and sticks I can rehearse for, and performs in, the nativity play.	I can experiment with different mark making tools such as art pencils, pastels, chalk. I can explore a range of materials. I can explore joining techniques for a range of materials. I can use collage materials and different textures to create I can use some cooking techniques – Easter nests and pancakes. I can talk about why I like about my work/creation.	I can create collaboratively, sharing ideas, resources and skills. I can use different techniques and materials to achieve the desired effect and can talk about what has been created. I can mix colours to produce different shades and combines materials to create different textures. I can use a range of shapes and colours to represent observational drawings. I can begin to plan a design before starting. Uses a range of tools and equipment and	I can use materials to explore sculpture. I can explore the work by key artists. I can identify texture, shape and colour. I can experiment with printing techniques. I can share creations, talk about process and What I would do next time. I can adapt work where necessary. To design and make models with a purpose.	<u>ELG Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>ELG Creating with Materials</u> Share their creations, explaining the process they have used. <u>ELG Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories.	• Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and D&T techniques in using colour, pattern, texture, line shape, form and space • Give well-structured narratives for different purposes, including for participating in performances and role play
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					selects the most appropriate tool or joining material for the job. I can manipulate malleable materials using hands and tools I can create 3D models from construction kits and junk modelling resources I can recognise and name some classroom percussion instruments.	Listen attentively, move to and talk about music, expressing feelings and responses. I can watch and talk about dance and performance art, expressing their feelings and responses. I can play alongside others to develop storylines in role play or small world. Sings familiar songs.		
	Being Imaginative and Expressive	I can experiment with different instruments and their sounds.	I can create musical patterns using body percussion.	I can join in with whole school singing assemblies.	I can sing in a group or on their own, increasingly matching the pitch	I can join in with whole school singing assemblies.	<u>ELG Being Imaginative and Expressive</u>	• Give well-structured narratives for different purposes,



		I can talk about whether they like/dislike a piece of music. I can add actions and movements to songs.	I can use costumes, songs and resources to rehearse and act out the Nativity. I can take part in a call and response chant. I can move to the pulse of music.	I can create musical patterns using un-tuned instruments. I can move in time to music and learn dance routines. I can act out well-known stories. I can recognise loud and quiet sounds.	and following the melody. I can explore and engage in music making and dance, performing solo or in groups. I can develop storylines in their pretend play. I can use instruments to compose own music.	I can create own compositions using a range of musical instruments. I can confidently join in role play with peers, contributing their ideas to narratives within a story. I can recognise a high and low pitch I can follow a simple notation (using pictures or symbols)	Invent, adapt and recount narratives and stories with peers and their teacher. <u>ELG Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs. <u>ELG Being Imaginative and Expressive</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	including for participating in performances and role play • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play instruments musically • Listen with concentration and understanding to a range of music • Experiment with, create, select and combine sounds
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IMPACT

The impact of our stimulating environment and enriching curriculum, supported and delivered by our committed and experienced practitioners, will be a cohort of children who have the requisite foundation knowledge, skills and confidence to progress successfully to the next stage of their primary education; they will be impassioned learners who show drive, perseverance, resilience and creativity, and each an individual who is kind to themselves, their peers, community and the world. They will have a wide-ranging vocabulary and be confident communicators, who are well-prepared for the next stage in their journey.

Parents and carers will feel fully informed of their child's progress as well as being completely involved in their learning journey through regular face-to-face interactions and digital communication with the practitioners.

The impact of our EYFS curriculum is under constant review utilising the judgement of our experienced practitioners and the data collected through the statutory Reception Baseline Assessment (RBA) and the continuous evidence-gathering and grading of each child's progress against the Early Learning Goals.

All children will make good progress from their starting points and be happy, healthy and confident learners going forward.