



Curriculum:

# Progression in EYFS

“Children learn  
as they play. Most  
importantly,  
in play children  
learn how to  
**learn.**”

O. Fred Donaldson

## **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.

## *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.

## *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 sessions in Reception, increase in duration from 10 minutes to 30 minutes by the end of the Reception year. From week 4 of Reception, the children partake in 3 reading sessions per week with a trained member of staff with a book 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

# IMPLEMENTATION – EYFS Curriculum

## Communication and Language

Educational Programme	
<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	
Development Matters: Children in Reception	
<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	
Our School: Progression in Skills	
<b>Classroom Practice</b>	
<p>Celebrate word choices, rhyme and alliteration.            Acquire and use technical vocabulary throughout all subject areas.            Join in conversations with the wider school community.            Evaluate their learning and that of others.            Use talk to offer support and advice to peers.            Narrate stories and role-play using story language.            Create and present 'show' productions with peers.</p>	
Early Learning Goals	
Listening, Attention and Understanding	Speaking
<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>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>



## Personal, Social and Emotional Development

### Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### Development Matters: Children in Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

### Our School: Progression in Skills

<b>Classroom Practice</b>	<b>PSHCE</b>
<p>Follow classroom instructions, rules and routines.                      Demonstrate strong learning behaviours.                      Organise their own belongings, resources and spaces.                      Seek challenges.                      Contribute to discussions and activities.                      Identify and follow links in their learning.                      Express their feelings using appropriate vocabulary.                      Develop perseverance, resilience and independence.                      Follow healthy practices involving dressing, hygiene, food, exercise, teeth and online activities.                      Develop strong, positive relationships with peers and adults.                      Interact, chat, negotiate and resolve during independent play.</p>	<p>Identify similarities and differences between people, considering their likes, dislikes, strengths and uniqueness.                      Name parts of the body and understand that some parts of our body are private.                      Talk about their families and know that families can look very different.                      Understand how families show care for each other.                      Know who to talk to if they are worried.                      Know what staying healthy means.                      Stay safe around medicines.                      Develop competent hand washing.                      Identify ways they can take care of themselves on a daily basis.                      Understand what money is and how it can be used.                      Begin to compare their needs and wants.                      Describe ways they can keep themselves and others safe.                      Prepare for change.                      Notice how others are affected by kind &amp; unkind actions.                      Demonstrate ways to take care of our world.</p>

### Early Learning Goals

<b>Self-Regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

# Physical Development

## Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## Development Matters: Children in Reception

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time'
  - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

## Our School: Progression in Skills

### Gross Motor Skills

Develop awareness of self, space and surroundings during playtimes, forest school based activities, large scale play.  
 Become competent in: rolling - crawling - walking - jumping - running - hopping - skipping - climbing - skipping ropes  
 Move with fluency, control and grace.  
 Develop overall body strength, co-ordination, balance and agility.  
 Improve core strength.  
 Begin to combine movements to create a sequence.  
 Explore different ways to move their bodies including size, shape, level and speed.  
 Move their bodies appropriately in response to music.  
 Negotiate space around them.  
 Throw and catch a large ball alone and with a partner.  
 Use a foot to stop, kick and pass a large ball to a partner.  
 Develop aim when kicking and throwing.  
 Begin to use batting equipment to strike a ball.  
 Begin to apply catching, throwing, kicking, aiming and batting skills in small group games  
 Can walk, jog and run alternating between speeds.  
 Can jump 2 feet to 2 feet  
 Experiments with a variety of throws, including different objects and techniques.  
 Can locate their heart to observe effect of exercise.  
 Know that exercise, healthy eating, tooth brushing, screen time and sleep are important for a healthy lifestyle.

### Fine Motor Skills

Develop hand-eye co-ordination when using small equipment.  
 Successfully manipulate a wide variety of small objects including 'loose' parts, small world resources, threading, pegs and craft materials.  
 Use a variety of tools to manipulate playdough, sand, water and craft materials.  
 Use a knife and fork simultaneously.  
 Load a spoon with one hand  
 Use scissors correctly to cut different materials and shapes.  
 Fasten and unfasten buttons and zips.  
 Write numbers and letters using correct starting point and formation, decreasing size of presentation.  
 Draw people, animals, plants and objects with increasing detail.  
 Use brushes, sponges and natural resources to paint with.

### Evaluation of Movement

Can talk about what they have seen.  
 Can identify things they liked and did not like.  
 Can begin to suggest how performance could be improved.

## Early Learning Goals

### Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.  
 Demonstrate strength, balance and coordination when playing.  
 Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

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

# Literacy

## Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## Development Matters: Children in Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## Our School: Progression in Skills

Phonics	Reading Scheme	Classroom Practice
Letters & Sounds Phonic Programme	Reading books linked to Letters & Sounds Phonic Phases. (ORT, Pearson, Big Cat)	Explore mark making in all provision areas. Use writing for a purpose. Write labels, signs, sentences, stories, lists, notes, letters, songs, information... Read labels, signs, notes, replies... Celebrate word choices. Listen to and interact with a wide range of texts. Form letters using a pre-cursive script.

## Early Learning Goals

Comprehension	Word Reading	Writing
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

# Mathematics

## Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## Development Matters: Children in Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

## Our School: Progression in Skills

Mental Maths 'Super Six'	Maths Focused Planning	Classroom Practice
I can count to 20. I can count up to 20 things. I can say which number is one more or less than a given number up to 20. I can subitise 1-5. I know bonds for 1-5. I know doubles for 1-5.	White Rose Maths Long Term Plans	Seek out mathematical thinking in all areas of provision. Undertake mathematical challenges linked to themes and interests.

## Early Learning Goals

Number	Numerical patterns
Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

# Understanding the World

## Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Development Matters: Children in Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

## Our School: Progression in Skills

History	Geography	Science
<p>Join in discussions, role-play and activities based on key historical events and people Know that people have not always lived in the same way through time. Celebrate key historical events and people through storytelling and role-play. Identify simple reasons for why life was different 'then.' Notice the difference between 'now and then' when looking at books, photos and artefacts. Develop an awareness of historical sites having had a former 'life.' Talk about events from their own lives that have already happened Order 2, then 3, events or artefacts. Talk about the past using grammatical features of language and begin to use historical words and phrases Recall familiar objects, people and events from history. Develop their historical vocabulary by exploring words Talk about what they have learned. Explore books, photographs and artefacts about the past. Ask questions that interest them.</p>	<p>Understand that the world is made up of different continents and begin to name some Understand that oceans exist between continents and begin to name some. Know that we live in England, UK, Europe. Notice what is in our village. Talk about what it is like where we live Identify simple similarities and differences in geographical photographs Describe our village using geographical language Observe and describe a range of places around the world seen in photographs Differentiate between types of weather. Explore a range of non-fiction books about places around the world. Use globes, maps and compasses in their role play. Talk about what they notice using geographical vocabulary. Create 3D maps of the world Draw simple fictional maps Identify geographical features within their own emergent map making. Use locational and positional language in their role-play Name the seasons in order</p>	<p>Plan and think ahead about how they might explore objects. Talk about predictions. Make links in their learning. Look carefully at objects and changes. Review their learning. Demonstrate how to plant and take care of a seed. Know that different seeds grow different plants. Identify and name plants and trees of interest to them. Label key parts of a plant using scientific vocabulary. Identify and name a wide and varied range of animals. Talk about what animals eat. Identify and name animal body parts. Identify and name parts of the human body. Experiment with a range of materials for different purposes. Know the effects of water on different materials. Identify and name common materials. Choose materials for a purpose Name the seasons. Experience and discuss seasonal changes that occur to trees, plants, animals and weather.</p>
<p><b>Religions and Cultures</b> Celebrate and explore the diversity of our world and Britain. Respect that people have different beliefs. Understand that people choose to live in different ways including families, religion, celebrations and ways of life. Be introduced to Christian concepts of creation, incarnation, salvation and God. (<i>God created the world; Jesus was sent by God; Easter Cross is linked to forgiveness; God is very important</i>) Understand that Christians worship in a church, read the Bible and follow God &amp; Jesus. Recognise and talk about the meaning of some key Christian symbols and Bible stories including the Easter story, Christmas story and a parable from the Bible. Understand that Muslims worship in a mosque, read the Qur'an and follow Allah &amp; Muhammad PBUH. Listen to and talk about the meaning of stories from the Qur'an and Islamic culture. Respect that within Islam, prophets must not be drawn or role-played. Find out about Islamic celebrations (Eid)</p>	<p><b>Technology</b> Know that an algorithm is a list of instructions that solves a problem. Can sequence a series of events and explain the importance of sequencing. Experiment controlling a range of 'toys' using remote controls and do this with purpose and direction. Through play about action/reaction and will be asked "what do you think will happen?" when using technology Know how to access the web on a classroom device Can type keywords in a search engine (Google) Know how various devices and apps can be used in the classroom. Choose an application for a particular purpose. E.g drawing a picture. Recognise and discuss common uses of information technology in school and outside of school that there are many different types of media content including; sound, images, books, podcasts/ audiobooks and video via the web Know the Internet can be used to communicate with others. Follow simple online safety rules. Understand that people create online content such as video and websites.</p>	

(ELG on next page)

## Early Learning Goals

Past and present	People, Cultures and Communities	The Natural World
<p>Talk about the lives of the people around them and their roles in society.</p> <p>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>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>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>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

# Expressive Arts and Design

## Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## Development Matters: Children in Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

## Our School: Progression in Skills

Art	DT	Music
<p>Use and explore a variety of drawing tools</p> <p>Investigate different lines</p> <p>Explore different textures</p> <p>Show accuracy and care when drawing</p> <p>Name basic colours</p> <p>Experiment with primary colours &amp; black and white.</p> <p>Explore the effects of mixing colours.</p> <p>Learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured marks on paper</p> <p>Create simple collages using scissors and tearing</p> <p>Explore materials using their senses</p> <p>Manipulate simple weaving patterns.</p> <p>Handle, manipulate and use different materials</p> <p>Experiment with form and design</p> <p>Make exploratory models and structures</p> <p>Use and explore a variety of materials, tools and techniques, including rubbings and printing.</p> <p>Experiment with colour and design.</p> <p>Use repeating and regular patterns.</p> <p>Create simple symmetry</p>	<p>Talk about ideas, describing key design elements.</p> <p>Use a range of small tools with increasing control and accuracy.</p> <p>Explore ways to cut, join and combine materials and components safely.</p> <p>Talk about existing products and their own creations.</p> <p>Begin to build structures from a range of materials.</p> <p>Recognise that wheels need to turn.</p> <p>Explore the properties of different fabrics using all their senses.</p> <p>Make links between health and food choices</p> <p>Know that food can be grown</p> <p>Use cutlery to prepare and eat food</p>	<p>Listen to music from different cultures, faiths and countries</p> <p>Talk about how music makes them feel and move</p> <p>Identify speed and pitch of music</p> <p>Clap simple repeated rhythms</p> <p>Move in response to music</p> <p>Sing or say nursery rhymes by heart</p> <p>Use a range of tuned and untuned instrument to support their play</p> <p>Make up their own songs</p> <p>Perform songs and compositions for their peers</p> <p>Explore emergent music making linked to notes (crochet, quaver, minim)</p>

## Early Learning Goals

Creating with Materials	Being Imaginative and Expressive
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

## **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.