



EYFS CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>IT'S GOOD TO BE ME!</p>  <p>What do I know about me?</p>	<p>CELEBRATE!</p>  <p>CELEBRATIONS</p> <p>What do we celebrate?</p>	<p>OUR WORLD</p>  <p>Why is our world fantastic?</p>	<p>ADVENTURES</p>  <p>What does it mean to be adventurous?</p>	 <p>GROWING</p> <p>How do things and people change as they grow?</p>	 <p>Community</p> <p>What are we part of? Where do we belong?</p>
<p>COMMUNICATION & LANGUAGE</p> <p>Listening, Attention and Understanding ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>WELCOME TO EYFS</p> <p>How do you make friends? Why are friends important?</p> <p>Can you tell me what you did? Where you went? Who did you go with?</p> <p>What do you like? What would you like to be good at? What would you like to do/be?</p> <p>Who are you? What is your name? How old are you? Describe yourself?</p> <p>Who lives in your house? Do you have any pets? What adults are important to you? Who are your friends? Did you go to nursery/pre-school? Which one?</p>	<p>TELL ME A STORY</p> <p>Can you use words/phrases you have heard in stories and modelled by adults in your own speech?</p> <p>What are you enjoying? What excites you?</p> <p>Can you use language such as once, then and in the end in context?</p> <p>Can you retell a familiar story using the illustrations to support you?</p> <p>Do you start to notice words and symbols in your environment?</p> <p>Can you sit and concentrate on a story and respond to events and characters?</p> <p>Can you follow simple two-part instructions?</p>	<p>TELL ME A STORY</p> <p>Can you use words/phrases you have heard in stories and modelled by adults in your own speech fluently?</p> <p>Do you know what you enjoy? Do you know what you want to do more of?</p> <p>Can you use fluently explain the start, middle and end of a story when retelling?</p> <p>Can you retell a familiar story including key phrases?</p> <p>Do you start to attempt to read words and symbols in your environment?</p> <p>Can you sit and concentrate on a story and respond to events</p>	<p>TALK IT THROUGH</p> <p>Can you use words like then, next and after in your conversations?</p> <p>Do you know what you enjoy? Do you know what you want to do more of?</p> <p>Do you know to stop what you are doing and listen when an instruction is given? Do you understand why it is important?</p> <p>Can you use picture cue cards to talk about an object? What colour is it? Where would you find it?</p> <p>Can you sit and listen carefully to a story?</p>	<p>WHAT HAPPENED?</p> <p>Do you know what you enjoy? Do you know what you want to do more of?</p> <p>What is happening to events in your own words? Do you enjoy listening to the re-reading of stories? Can you talk about what is happening on each page/ in each illustration? Can you relate life?</p>	<p>TIME TO SHARE</p> <p>Do you know what you enjoy? Do you know what you want to do more of?</p> <p>Do you enjoy listening to stories that extend your knowledge of the world you live in?</p>

<p>Speaking ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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>Tell me about your adventures?</p> <p>Do you know any nursery rhymes? Which is your favourite?</p> <p>Can you respond to adults when your name is said in the register?</p> <p>Can you speak back to peers and adults when spoken to using manners?</p>	<p>Are you able to join in talking about stories, events and happenings?</p> <p>Do you know how to concentrate and listen to an instruction?</p> <p>Can you use new vocabulary throughout your day?</p> <p>Do you enjoy listening to stories and picking up new vocabulary?</p>	<p>and characters feelings and thoughts?</p> <p>Can you follow simple three-part instructions? PSED</p> <p>Are you able to join in talking about stories, events and happenings? Do you listen to others opinions?</p> <p>Can you concentrate and listen to an instruction?</p> <p>Can you use new vocabulary throughout your day in your conversations?</p> <p>Do you enjoy listening to stories and picking up new vocabulary?</p> <p>Do you go to the book corner and select books independently?</p>			
<p>PHYSICAL DEVELOPMENT – FINE MOTOR</p> <p>Fine Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 	<p>Can you use ribbons to weave? Can you thread large beads? Can you manipulate playdough?</p> <p>Can you complete activities that require you to use your fine motor skills?</p> <p>Can you shape and mould playdough/clay?</p> <p>Can you draw lines and circles?</p>	<p>Can you use ribbons to weave? Can you thread large beads? Can you manipulate playdough?</p> <p>Can you complete activities that require you to use your fine motor skills?</p> <p>Can you apply pressure when using a pencil to mark make on paper?</p>	<p>Can you use ribbons to weave? Can you thread large beads? Can you manipulate playdough?</p> <p>Can you complete activities that require you to use your fine motor skills?</p> <p>Can you form letters correctly?</p> <p>Can you handle tools, objects, construction &</p>	<p>Can you use ribbons to weave? Can you thread large/small beads? Can you manipulate playdough?</p> <p>Can you complete activities that require you to use your fine motor skills?</p> <p>Can you use a pencil effectively, with a comfortable and effective grip?</p>	<p>Can you use ribbons to weave? Can you thread large beads? Can you manipulate playdough?</p> <p>Can you complete activities that require you to use your fine motor skills?</p> <p>Is your pencil grip effective and your letter formation mostly correct?</p>	<p>Can you use ribbons to weave? Can you thread large beads? Can you manipulate playdough?</p> <p>Can you complete activities that require you to use your fine motor skills?</p> <p>Can you shape and mould playdough/clay?</p> <p>Can you draw lines and circles?</p>

<p>- Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p>Can you hold your pencil with a tripod grip or a modified tripod grip?</p> <p>Can you button up your own tops?</p> <p>Can you use scissors to cut paper?</p>	<p>Can you use tools to affect a change to materials?</p> <p>Do you have a preferred hand for holding tools?</p> <p>Can you build with small linking blocks?</p> <p>Can you draw, write or copy during structured activities?</p> <p>Can you start to be aware of correct letter formation?</p>	<p>malleable materials with increasing control?</p> <p>Can you draw freely?</p> <p>Can you hold small objects?</p> <p>Can you copy a square?</p> <p>Can you draw diagonal lines?</p> <p>Can you colour within the lines?</p> <p>Can you draw recognisable pictures?</p>	<p>Can you correct form most of the letter's shapes?</p>	<p>Can you use one hand when performing fine motor tasks?</p> <p>Can you follow a line when cutting with scissors?</p>	<p>Can you hold your pencil with a tripod grip?</p> <p>Can you button up your own top?</p> <p>Can you use scissors to cut paper?</p> <p>Can you apply pressure when using a pencil to mark make on paper?</p> <p>Can you use tools to affect a change to materials?</p> <p>Do you have a preferred hand for holding tools?</p> <p>Can you build with small linking blocks?</p> <p>Can you handle tools, objects, construction & malleable materials with increasing control?</p> <p>Can you form letters correctly?</p> <p>Can you draw, write or copy during structured activities?</p> <p>Can you start to be aware of correct letter formation?</p> <p>Can you draw freely?</p> <p>Can you hold small objects?</p> <p>Can you copy a square?</p>
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<p>PHYSICAL DEVELOPMENT – GROSS MOTOR</p> <p>Gross Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>PSED</p>	<p>COOPERATION GAMES Can you cooperate and listen to instructions when using the parachute?</p> <p>EXPLORE DIFFERENT WAYS OF MOVING Can you run, skip, hop, crawl or roll?</p> <p>OTHER PE ACTIVITIES: Climbing (outdoor equipment)- Are you confident climbing on the adventure playground?</p> <p>Changing for PE- Can you get yourself changed for P.E?</p> <p>Help children to develop good personal hygiene- Do you have a growing awareness of good hygiene?</p> <p>Handwashing and toileting- Do you use the toilet and wash your hands independently?</p>	<p>BALL SKILLS (THROWING AND CATCHING) Can you throw and catch a ball?</p> <p>BALANCING Can you use a range of wheeled resources, showing balance and confidence?</p> <p>OTHER PE ACTIVITIES: Skipping (outside area) Do you know how to hold a skipping rope?</p> <p>Dance-related activities Do you enjoy dancing?</p>	<p>BALL SKILLS (AIM, PUSH, THROW, PAT OR KICK) Can you improve your ball control skills?</p> <p>GYMNASTICS (BALANCE) Can you balance when working on a line?</p> <p>OTHER PE ACTIVITIES: Dance-related activities Do you enjoy dancing?</p>	<p>BALANCE Can you show strength and confidence when balancing?</p> <p>DANCING Can you can move your body in time with the music?</p> <p>OTHER PE ACTIVITIES: Opportunities to spin, rock, tilt, fall, slide and bounce Can you spin, rock, tilt, fall, slide and bounce with confidence?</p> <p>Can you use books and other resources to further your knowledge of a healthy life style?</p>	<p>OBSTACLE ACTIVITIES Can you move under, over, through and around small and large apparatus?</p> <p>EXPLORING MOVEMENT Can you spin, rock, tilt, fall, slide and bounce with confidence?</p> <p>OTHER PE ACTIVITIES: Dance/move to music Do you enjoy dancing?</p> <p>Activities to be highly active Do you get out of breath by being highly active several times a day?</p>	<p>RACES Do you enjoy taking in part in races?</p> <p>GYMNASTICS (BALANCE) Can I balance my body in different ways?</p> <p>OTHER PE ACTIVITIES: Team games involving gross motor movements Do you get involved in team games?</p> <p>Dance-related activities Do you enjoy dancing? Can you show rhythm and coordination?</p>

<p style="text-align: center;">PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSED)</p> <p>Self-Regulation ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; 	<p>Can you show respect towards adults and your peers?</p> <p>Do you respect and value yourself?</p> <p>Do you know and can you follow the class rules?</p> <p>Do you know the school rules and routines?</p> <p>Are you making friends with adults and peers?</p> <p>Do you have any dreams and goals?</p>	<p>Do you know what strategies to use when you feel cross/angry?</p> <p>Am I aware of emotions in myself and in others?</p> <p>Do I display self-confidence?</p> <p>Can I develop and sustain respectful relationships?</p> <p>Can you explain to others how you dealt with a problem or an emotion? How did you feel?</p>	<p>Am I developing an awareness that not everyone is/or likes the same thing or has different qualities?</p> <p>Can I talk about what makes us different?</p> <p>Can you identify and control your own feelings both socially and emotionally?</p> <p>Am I aware of the views and feelings of myself and others?</p>	<p>Do you know what being a good friend is?</p> <p>Can I explain what choices keep me healthy?</p> <p>Do I show kindness to others?</p> <p>Can I look after an animal?</p> <p>Do I know how to look after the world I live in?</p> <p>Do you know what strategies to use to stay calm in the face of frustration?</p> <p>Do you know the importance of turn taking?</p> <p>Can you wait patiently and politely?</p> <p>Can you tidy up after yourself?</p>	<p>Can you explain the importance of friends?</p> <p>Do you have dreams and goals?</p> <p>Can you show resilience in the face of challenge?</p> <p>Can you show perseverance in the face of challenge?</p> <p>Can you explain why we take turns?</p> <p>Can you wait politely?</p> <p>Can you tidy up after yourself and support others?</p> <p>Do I know and talk about the different factors that support my overall health and wellbeing?</p>	<p>Can you confidently participate in Sports Day?</p> <p>Can you explain the changes that have occurred in yourself since you were born? U the W Past and Present</p> <p>Can you see how much you have grown physically and mentally? U the W Past and Present</p> <p>Do you know the expected behaviour? Can you show it?</p> <p>Can you model kind and considerate behaviour?</p>
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<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>Building Relationships ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 						
<p>LITERACY – COMPREHENSION</p> <p>Comprehension ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during 	<p>Can you read at home at least four times a week?</p> <p>Can you join in with Guided Reading sessions?</p> <p>Do you enjoy daily stories read by an adult?</p> <p>Can you join in with rhyming stories?</p> <p>Can you join in repeated phrases in stories?</p>	<p>Can you retell stories relating to events through acting and role play?</p> <p>Can you write your own Christmas cards and Christmas list? Writing</p> <p>Can you retell stories using images as a prompt?</p> <p>Can you create a story map?</p>	<p>Can you read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words? Reading</p> <p>Do you enjoy books in school and those at home?</p> <p>Can you make up stories with yourself as the main character?</p> <p>Can you record stories through picture</p>	<p>Are you able to re-read books and be confident in word building? Can you read with fluency, understanding and enjoyment? Reading</p> <p>Will you participate in World Book Day?</p> <p>Can you use vocabulary and forms of speech that are increasingly influenced by your experience of books?</p>	<p>Can you explore information leaflets about animals/plants and growing?</p> <p>Can you create a timeline of how plants grow?</p> <p>Can you use vocabulary and forms of speech that are increasingly influenced by your experiences of books?</p> <p>Can you develop your own narratives and explanations by</p>	<p>Do you love learning and books/stories?</p> <p>Can you make an informed choice of the reading material you select?</p>

<p>discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Are you aware of print in the World around you?</p> <p>Do you have a favourite story or rhyme?</p> <p>Do you understand that print has meaning?</p> <p>Do you understand that print can have different purposes?</p> <p>Do you understand that we read from left to right and from top to bottom?</p> <p>Do you know the names of the different parts of the book?</p> <p>Can you sequence a familiar story using pictures to tell the story?</p> <p>Do you recognise initial sounds? -Reading</p> <p>Can you write your own name? Writing</p> <p>Can you hold extended conversations about stories?</p> <p>Do you enjoy learning and using new vocabulary?</p>	<p>Can you retell a story?</p> <p>Can you edit story maps and orally retell new stories?</p> <p>Can you share and follow non-fiction stories?</p> <p>Can you sequence stories using the vocabulary; beginning, middle and end?</p> <p>Can you start to blend words made up of known letter sounds? Reading</p> <p>Do you enjoy an increasing range of books?</p> <p>Have you started to understand that a non-fiction book is a non-story, it gives us information instead.</p> <p>Do you have an awareness that fiction means story?</p> <p>Can you identify the front cover, back cover, spine, blurb, illustration, illustrator, author and title of a book?</p>	<p>drawing, picture sequencing and mark making?</p> <p>Can you draw pictures of characters/events and settings of a story?</p> <p>Can you listen to stories accurately anticipating key events?</p> <p>Can you respond to what you hear with relevant comments, questions and reactions?</p>		<p>connecting ideas or events?</p> <p>Can you make predictions of what you think might happen?</p>	
<p>LITERACY – WORD READING</p>	<p>Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall Help to read the sounds speedily to make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Blending CVC sounds</p>					

<p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Rhyming Alliteration Print is read from left to right Spotting digraphs in words Touch each finger as they read each sound Can you identify initial sounds? Can you rally blend? Can you recite known stories, showing an attention and recall? Can you instantly recall sounds to enable sound blending easier? Can you blend CVC words? Can you identify and continue a rhyming pattern? Do you recognise print is read from left to right? Can you spot digraphs in words? Can you identify sound buttons? Can you read some tricky words?</p>					
<p>LITERACY – WRITING</p> <p>Writing ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 	<p>Have you decided on a dominant hand?</p> <p>Do hold your pencil using the tripod grip?</p> <p>Do you feel comfortable mark making?</p> <p>Can you give meaning to marks and labels?</p> <p>Can you write a shopping list?</p> <p>Can you write initial sounds and simple captions?</p> <p>Can you label sounds of characters/images?</p> <p>Can you write messages?</p>	<p>Can you write your name?</p> <p>Can you label using initial sounds?</p> <p>Can you scribe a simple story?</p> <p>Can you retell stories? Comprehension</p> <p>Can you sequence a story? Comprehension</p> <p>Can you write a simple sentence?</p> <p>Can you write inside a card?</p>	<p>Can you write some of the tricky words such as I, me, my, like, to & the?</p> <p>Can you write CVC words?</p> <p>Can you write labels using CVC, CVCC, CCVC words?</p> <p>Can you join in with guided writing based around developing short sentences in a meaningful context?</p> <p>Can you create a story board? Can you create a guide?</p>	<p>Can you create your own story maps writing captions and labels, writing simple sentences?</p> <p>Can you write short sentences to accompany story maps?</p> <p>Can you write a simple character description?</p> <p>Can you write two sentences?</p> <p>Can you write your news?</p> <p>Can you label sounds of characters/images?</p> <p>Can you create an advert?</p>	<p>Can you write recipes or lists?</p> <p>Can you write for a purpose in role play using phonetically plausible attempts at words and start to use finger spaces?</p> <p>Can you form lower-case and capital letters correctly?</p> <p>Can you write a list of rhyming words?</p> <p>Can you write in role?</p>	<p>Can you write a story?</p> <p>Can you write sentences using a range of tricky words that are spelt correctly?</p> <p>Can you start to use full stops, capital letters and finger spaces?</p> <p>Can you use familiar texts as a model for writing your own stories? Can you write a book review? Can you write a letter?</p>

<p style="text-align: center;">MATHEMATICS</p> <p>Number ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Numerical Patterns ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>NUMBER AND PLACE VALUE</p> <p>NUMBERS TO 5 Subitising Comparing groups within 5 Comparing quantities of identical objects/non-identical objects</p> <p>ADDITION AND SUBTRACTION Change within 5 One more/one less</p> <p>NUMBER AND PLACE VALUE Numbers 4, 5, 6, 7, 8 Subitising Early doubling</p> <p>TIME First/then/now</p> <p>SPATIAL THINKING AND SHAPE 2D and 3D shape</p>	<p>NUMBER AND PLACE VALUE</p> <p>NUMBERS 6, 7, 8 Making pairs Combining different groups</p> <p>NUMBERS 9, 10 Building 9, 10 Early doubling Subitising</p> <p>SHAPE 2D and 3D shape</p> <p>NUMBERS 7, 8, 9, 10 Halving Doubling Sharing</p>	<p>TO 20 AND BEYOND Building numbers beyond 10 10-15 counting patterns beyond 10</p> <p>PATTERNS Making more complex pattern Find my pattern</p> <p>NUMBER Numbers 16, 17, 18, 19, 20 Halving, doubling, sharing Subitising</p> <p>MEASURE Length, weight, capacity</p>
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<p>UNDERSTANDING THE WORLD</p> <p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 	<p>Can you say who is in your family?</p> <p>Can you look at photos of your family and say who everyone is and their relationship to you?</p> <p>Can you talk about what you do with their family and places they have been with your family?</p> <p>Can you recognise similarities and make comparisons between yours and other families?</p> <p>Can you name and describe people who are familiar to you?</p> <p>Are you aware of stranger danger? Do you know about safer strangers and safer buildings?</p> <p>Can you name the jobs of safer strangers?</p> <p>Can you read fictional stories about families and start to tell the difference between real and fiction?</p> <p>What can you discover about the festival Diwali?</p>	<p>Can you talk about what you did with their families during Christmas in the past?</p> <p>Can you comment and look at photos of how Christmas used to be celebrated in the past?</p> <p>Can you use world maps to show children where some stories are based?</p> <p>Can you use the Jolly Postman to draw information from a map and understand why maps are so important to postal workers/delivery workers?</p> <p>Do you understand why we wear a poppy?</p> <p>Can you share different cultures version of famous fairy tales?</p> <p>After being introduced to a range of fictional characters and creatures from stories; Can you start to differentiate these characters from real people in their lives?</p>	<p>Can you listen to stories and placing events in chronological order?</p> <p>Can you comment on the weather and clothes you wear for different weathers?</p> <p>Can you comment on observations you have made in the change in living things? (changes in the leaves, weather and seasons)</p> <p>Can you explain what nocturnal animals are?</p> <p>Can you explain different environments and habitats?</p> <p>Can you make comments on images, video clips, shared texts and other resources of the wider world?</p>	<p>Are you starting to be aware of recycling and how it can take care of our world?</p> <p>Can you identify what rubbish can do to our environment and animals?</p> <p>Can you discuss how we care for the natural world around us?</p> <p>Can you observe and comment on the change in living things? (changes in the leaves, weather and seasons)</p> <p>Can you explore the world around you and see how it changes as we enter Summer?</p> <p>Can you note and record the weather?</p> <p>Can you use new vocabulary about the weather and the environment?</p> <p>Do you have curiosity to touch, smell and hear the natural world around you through hands-on experiences?</p> <p>Can you make the Bee Bots go forwards, backwards, and circle?</p>	<p>Can you observe life cycles (chicks and plants) through observations, first hand experiences and non-fiction texts?</p> <p>Can you list the changes you have made yourself and your developmental changes (height, motor skills etc)?</p> <p>Can you comment on the change in living things (changes in the leaves, weather and seasons)?</p> <p>Can you make healthy food choices and do you understand where your food comes from?</p>	<p>Can you name environments (features of the local environment, maps of the local area and comparing places on google earth) how are they similar and different?</p> <p>Can you differentiate between land and water?</p> <p>Do you understand how different materials can be waterproof, float, magnetic (floating, sinking, boat building, metallic, non-metallic objects)?</p> <p>Can you make observations on environments that are different?</p> <p>During your play do you communicate your understanding of your own environment and contrasting environments through conversation?</p>
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<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>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Can talk about members of their immediate family and community?</p> <p>Can you navigate around the classroom and outdoor areas?</p> <p>Can you follow a treasure hunt to find places/objects within the learning environment?</p> <p>Do you have an awareness of different occupations and how they use transport to help them in their jobs?</p> <p>Can you talk about past birthdays?</p> <p>Can you describe what is long ago? Can you say how things have changed?</p> <p>Can you describe the change in living things?</p> <p>Can you describe the changes you see in Autumn?</p> <p>Can you name the seasons?</p>					
<p>EXPRESSIVE ARTS AND DESIGN</p> <p>Creating with Materials ELG Children at the expected level of development will:</p>	<p>Can you join in with familiar songs?</p> <p>What are the names of colours? What are the primary colours?</p>	<p>Can you make up your own dance in response to music?</p> <p>Can you create a firework picture using paint and salt?</p>	<p>Can you design and build a home for a hibernating animal?</p> <p>Can you select tools and techniques you</p>	<p>Can you design and create a rocket?</p> <p>Can you design items you may need in space?</p>	<p>Can you observe patterns in the natural environment?</p> <p>Can you create different textures?</p>	<p>Can you paint with watercolours?</p>

<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>Being Imaginative and Expressive ELG Children at the expected level of development will:</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>	<p>Can you join in with role play games and use resources available for props?</p> <p>Can you create a clay diva pot?</p> <p>Can you build models using construction equipment?</p> <p>Can you join in with sing call-and-response songs to echo phrases?</p> <p>Can you draw/paint a self-portrait?</p> <p>Can you explore and show how sounds can be changed?</p> <p>Can you tap out a simple rhythm?</p> <p>Can you work with your friends to build and create?</p> <p>Can you design and make a Superhero mask?</p>	<p>Can you sew a Christmas decoration and make a Christmas card?</p> <p>Can you learn the Christmas songs?</p> <p>Can you use story maps, props, puppets and story bags to retell, invent and adapt stories?</p> <p>Can you re enact parties and celebrations in the role play and small world play areas?</p> <p>Can you perform in the Nativity?</p>	<p>need to build and create?</p> <p>Can you make paper lanterns?</p> <p>Can you copy Chinese writing?</p> <p>Can you make a Chinese puppet dragon?</p> <p>Can you listen and watch Chinese dragon dancing?</p> <p>Can you make shadow puppets dance?</p> <p>Can you learn how to use different techniques for joining materials? (how to use adhesive tape and different sorts of glue)</p>	<p>Can you learn a traditional African dance and perform it?</p> <p>Can you may up your own music?</p> <p>Can you build with junk modelling (houses, bridges, boats and transport)?</p> <p>Can you explore other countries? (dressing up in different costumes)</p> <p>Can you create pictures from outer space?</p> <p>Can you construct with a wide range of materials?</p> <p>Can you make a Mother's Day card?</p> <p>Can you make a moving Easter card?</p>	<p>Can you use different colours to create patterns?</p> <p>Can you design a scarecrow to protect our plants?</p> <p>Can you draw around a shadow?</p> <p>Can you make symmetrical butterflies and observational drawings of the natural world, plants and animals?</p>	<p>Can you create and perform your own play using the puppets?</p> <p>Can you make salt dough fossils?</p> <p>Can you explore printing?</p> <p>Can you design and make a card for Father's Day?</p>
<p>ROLE PLAY AREAS</p>	<p>HOME CORNER</p>	<p>HOME CORNER AT CHRISTMAS</p>	<p>FROZEN WORLD</p>	<p>SPACE</p>	<p>FLOWER SHOP</p>	