

## Early Years Foundation Stage Curriculum Guide for Parents September 2017 – July 2018

We follow The Early Years Foundation Stage Curriculum which came into effect in September 2012. This framework is a means of ensuring high standards of early education and care that will reassure parents that their child's development is being fully supported.

The first stage of the EYFS curriculum begins at Meriden CE Primary School when children enter FS1 (Nursery) and continues until the end of FS2 (Reception). The EYFS underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning in the children and promotes learning through play.

The Early Years Foundation Stage is divided into the following areas of learning:

### **Prime Areas**

#### **Personal, Social and Emotional Development**

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

#### **Physical Development**

- Moving and handling
- Health and self-care

#### **Communication and Language**

- Listening and attention
- Understanding
- Speaking

### **Specific areas**

#### **Literacy**

- Reading

-Writing

### **Mathematics**

-Numbers

-Shape, space and measure

### **Understanding the World**

- People and communities

- The world

-Technology

### **Expressive Arts and Design**

-Exploring and using media and materials

-Being imaginative

During the EYFS these areas of learning are covered through a variety of topics, which are listed below. Much emphasis is put on cross-curricular activities so one activity is likely to cover a range of learning. For example children building with bricks may cooperate together to carry the bricks, the children might negotiate the best place to put them and compare the size of different bricks. Therefore, they may be developing language, mathematical, physical, personal and social competencies through this one activity.

We plan our curriculum by providing a starting interest for children and then the weeks activities develop in line with children's progress and interests. We use observations of children's learning and achievements to inform planning. Planning is differentiated throughout our Early Years and activities are planned to aid smooth transitions, continuity and progression. Curriculum planning is continually monitored for quality, relevance and effectiveness. Planning meetings take place to discuss and evaluate teaching objectives and outcomes and this is then fed into future planning.

## Topics for the Early Years Foundation Stage

<b>Autumn Term 1 topic – All about me!</b>	
<b>Ourselves</b>	<i>To begin the Autumn term we think about ourselves and talk about and draw our families. From this we explore our new beginnings in school and learn about the people in our class as we develop new friendships. We build on self-confidence as we get to know each other and understand how to manage our feelings and behaviour in the school environment. Then we look at families in stories by focusing on ‘The Large Family’ books by Jill Murphy. As the season progresses we go on an Autumn Walk around the school grounds, wrapping up warm and putting on Wellington boots to go stomping through the fallen leaves and learning about all of the fruits of the season. This leads us to reading ‘The Little Red Hen’ when we look at corn and wheat and bake our own bread.</i>
<b>Family and friends</b>	
<b>School</b>	
<b>The Large Family</b>	
<b>Autumn</b>	
<b>Harvest</b>	
<b>Little Red Hen</b>	

<b>Autumn Term 2 Topic – Families and Celebrations</b>	
<b>Bonfire night</b>	<i>We start the second half of term off by learning about fire safety and create wonderful collages based on fireworks observed. After that it’s Diwali time! When we learn about the Hindu festival of lights and explore different crafts associated with this festival. After that we look at families once more through the book of ‘Grace and Family’ by Mary Hoffman before throwing ourselves into Christmas! First we learn about the Nativity Story before creating a play for everyone to come and watch retelling the events.</i>
<b>Diwali Crafts</b>	
<b>Grace and family</b>	
<b>The Nativity</b>	
<b>Christmas crafts and performance</b>	

## **Spring Term 1 Topic – Teddy Bear Tales**

<b>Whatever Next!</b>	<p><i>To start the Spring Term off we reflect on all of our Christmas times. As well as sharing our tales of presents we received we recall other things like what we left out for Santa and meals with our families, before writing thank you letters.</i></p> <p><i>During the Spring term our weeks are themed around famous stories about bears. First we learn about the story of Whatever Next! By Jill Murphy, where we learn to act out stories by making our own props out of objects as baby bear did with a box and a colander. Through this story we make rockets for bears from boxes and other construction materials, draw bears, role play the story, pack a picnic writing a list of items needed, we make split pin bears, create owls out of play dough or junk modelling, journey to the moon on space hoppers and begin to understand which coats are waterproof and why.</i></p> <p><i>The Next story we look at is ‘We’re Going on a Bear Hunt’ by Michael Rosen and you can only imagine all of the fun and mess we are going to enjoy through this topic!</i></p> <p><i>To finish the half term off we will be learning about Chinese New Year. This is a wonderful topic which enables children to begin to understand and respect each others different beliefs and customs. We explore some of the stories, music, crafts and traditions around Chinese New Year and sample a variety of foods.</i></p>
<b>We’re Going on a Bear Hunt</b>	
<b>Chinese New Year</b>	

## **Spring Term 2 Topic – Water**

<b>The Rainbow Fish</b>	<i>We start the second half of term by learning about</i>
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<b>Noah's Ark</b>	<p>friendships and sharing through the story of 'The Rainbow Fish' by Marcus Pfister. Before moving on to learn about the story of 'Noah's Ark' where we will enjoy looking at the many different animals in our world, how to count in twos of course, floating and sinking and mixing colours to make all of the colours of the rainbow. During these two weeks we will be learning about other stories from our Children's Bible which gives age appropriate illustrations and explanations of some of the stories of Jesus as well as the Easter story. We then naturally move onto learning about spring time and Easter where we constantly teach the children that Easter is a time to celebrate Jesus's new life in heaven and the new life that spring brings, explaining that this is why we have eggs at this time of year – they are a symbol of new life.</p>
<b>Easter</b>	

<b>Summer Term 1 Topic – Traditional Tales</b>	
<b>Tiddler</b>	<p>This year the summer term starts with us finishing off our last Water themed fortnight, as last half term was so short that we didn't have time to fit in the all-important Tiddler by Julia Donaldson . Through this unit we learn to create tall tales about our journey to school as well as retelling the story and creating our own in role play and small world. We will also be learning about the numbers on analogue clock faces as well as how to read o'clock and half past on our classroom clock.</p> <p>Our summer term topic of traditional tales starts with the Enormous Water Melon by Brenda Parkes and Judith Mary Davy. We will be doing all kinds of size and weight ordering for this, as you can imagine, as well as fruit tasting and lots of water melon themed art work! Then we will delve into the world of Jack and the</p>
<b>The Enormous Watermelon</b>	
<b>Jack and the Beanstalk</b>	
<b>The Three Little Pigs</b>	

	<p>Beanstalk where we will be looking at and growing all kinds of seeds not to mention creating our own versions of the story. Finally we will focus on the story of The Three Little Pigs where we will be learning about materials as well as healthy eating and being active in sports week.</p>
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<b>Summer Term 2 Topic – Mini beasts</b>	
<b>Caterpillars</b> –The hungry Caterpillar	<p>For our final half term together we will be looking at mini beasts. Each week we will have a focus story about a different type of mini beast. These stories will provide the basis for us looking at and learning about different mini beasts, their life cycles and their habitats. We will be moving like the beasts, building homes for them, caring for them, and in some cases watching their metamorphosis into adults. We will also enjoy the stories in the books, create our own tales as well as different and varied arts and crafts on the mini beast theme. The final book has been chosen to open the discussion about visiting different parts of the world as I'm sure some of us are lucky enough to be planning trips in our holiday.</p>
<b>Spiders</b> – The very Busy Spider	
<b>Butterflies</b> – Butterfly Kiss	
<b>Ladybirds</b> –The Bad-tempered Ladybird	
<b>Worms</b> – Super Worm	
<b>Snails</b> – The Snail and the Whale	

Please see our weekly newsletters which are on the foundation page of this school website which will explain exactly what will be happening that week and how you can help your child. <http://meridenceprimaryschool.co.uk/foundationstage.html>

Assessment in Nursery is done in line with the 'Development Matters Statements' and in Reception the Early Years Foundation Stage Profile is completed as per statutory requirements. Staff constantly observe the children and this is reflected in weekly planning, so that children can be set individual targets suitable for their

level of development. If parents would like to see their children's records or discuss their progress they can request to do this at any time, and not only at the formal parents' evenings held twice a year. A formal report about their child's progress is issued to parents at the end of the Autumn Term, Spring and Summer Terms.

For more information about EYFS you can look on the following website  
<https://www.gov.uk/early-years-foundation-stage>

If you would like any further information about the curriculum in the EYFS, please do not hesitate to ask a member of the EYFS staff.

Listed in the next section are the development matters statements and the Early Learning Goals that the children in FS1 and FS2 work towards during their time in the EYFS. Each child is assessed to see where they are in the profile and what their next steps are. Children work towards achieving all the 'Early Learning Goals', by the end of EYFS.

Here is our Long term plan of the topics we have chosen to enable us to cover all of the EYFS curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>2017-2018</b> <b>Topics</b>	<b>All About Me</b>	<b>Families</b>	<b>Teddy Bear Tales</b>	<b>Water</b>	<b>Traditional Tales</b>	<b>Mini beasts</b>
<b>Units:</b>	<ul style="list-style-type: none"> <li>• 3 days settling in</li> <li>• Transition weeks x3 (Ourselves, family and friends, School)</li> <li>• The 'Large' Family</li> <li>• Autumn</li> <li>• Harvest</li> <li>• Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>• Bonfire Night</li> <li>• Diwali</li> <li>• Grace and family</li> <li>• Winter</li> <li>• The Nativity</li> <li>• Christmas performance</li> <li>• Christmas crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Thank you's and reflection</li> <li>• 'Whatever Next'</li> <li>• 'Peace at Last'</li> <li>• 'Bear Hunt'</li> <li>• Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>• 'The Rainbow Fish'</li> <li>• Noah's Ark</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Tiddler</li> <li>• The Enormous Watermelon</li> <li>• Jack and the Beanstalk</li> <li>• The three little pigs</li> </ul>	<ul style="list-style-type: none"> <li>• Caterpillar's</li> <li>• Spiders</li> <li>• Butterflies</li> <li>• Ladybirds</li> <li>• Worms</li> <li>• Snails</li> </ul>
<b>2016-2017</b> <b>Topics</b>	<b>Colour</b>	<b>Percy the Park keeper</b>	<b>Nursery Rhymes</b>	<b>Animals</b>	<b>Traditional Tales</b>	<b>Holidays</b>
<b>Units:</b>	<ul style="list-style-type: none"> <li>• Transition weeks (Ourselves, family and friends, School)</li> <li>• Red Blanket</li> <li>• Mixed Up Chameleon</li> <li>• Elmer</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali</li> <li>• Bonfire Night</li> <li>• Autumn through Percy</li> <li>• The Nativity</li> <li>• Christmas performance</li> <li>• Christmas crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a song of Sixpence,</li> <li>• Chinese New Year</li> <li>• The cow jumped over the moon</li> <li>• Mary, Mary, quite contrary</li> </ul>	<ul style="list-style-type: none"> <li>• Farm animals (including visit)</li> <li>• Animals from hot climates (jungle and desert)</li> <li>• Animals from cold climates</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• The Three Billy Goats Gruff</li> <li>• The Gingerbread Man</li> <li>• Goldilocks and the Three Bears</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Gumpy's Outing</li> <li>• Lighthouse Keepers lunch</li> <li>• Seaside information book/Barnaby Bear</li> </ul>



## Personal, Social and Emotional Development *Solihull EYFS 2012:*

Aspect	<u>22-36months</u> low / secure / high	<u>30-50months</u> low / secure / high	<u>Early 40-60months</u> low / secure / high	<b>ELG</b> low / secure / high
Making relationships	<ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<p><b>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</b></p>
Self-confidence and self-awareness	<ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult.</li> <li>Expresses own preferences and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Can select and use activities and resources with help.</li> <li>Welcomes and values praise for what they have done.</li> <li>Enjoys responsibility of carrying out small tasks.</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>	<p><b>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</b></p>
Managing feelings and behaviour	<ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>	<p><b>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</b></p>

## Physical Development Solihull EYFS 2012 :

Aspect	<u>22-36months</u> low / secure / high	<u>30-50months</u> low / secure / high	<u>Early 40-60months</u> low / secure / high	<b>ELG</b> low / secure / high
Moving and handling	<ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	<p><b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p>
Health and self-care	<ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practises some appropriate safety measures without direct supervision.</li> </ul>	<p><b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p>
<b>NC</b> exceeding ELG	PE AT1 Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suite the activities. They describe and comment on their own and others' actions. They talk about how to exercise safely, and how their bodies feel during an activity.			

## Communication and Language Development *Solihull EYFS 2012:*

Aspect	22-36months low / secure / high	30-50months low / secure / high	Early 40-60months low /secure / high	ELG low / secure / high
Listening and attention	<ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul>	<p><b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></p>
understanding	<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture, e.g., “<i>Who’s jumping?</i>”</li> <li>• Understands more complex sentences, e.g. ‘<i>Put your toys away and then we’ll read a book.</i>’</li> <li>• Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. <i>Who’s that/can? What’s that? Where is.?</i>).</li> <li>• Developing understanding of simple concepts (e.g. <i>big/little</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Understands use of objects (e.g. “<i>What do we use to cut things?.</i>”)</li> <li>• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand ‘why’ and ‘how’ questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<p><b>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</b></p>
speaking	<ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘<i>I have it.</i>’</li> <li>• Uses a variety of questions (e.g. <i>what, where, who</i>).</li> <li>• Uses simple sentences (e.g. ‘<i>Mummy gonna work.</i>’)</li> <li>• Beginning to use word endings (e.g. <i>going, cats</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. ‘<i>This box is my castle.</i>’</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>	<p><b>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></p>
L1 L2 L3	<p><b>Attainment Target 1: Speaking and Listening.</b>  <b>Level 1: Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meaning to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.</b></p>			

## Literacy Development Solihull EYFS 2012:

Aspect	<u>22-36months</u> low / secure / high	<u>30-50months</u> low / secure / high	<u>Early 40-60months</u> low / secure / high	<b>ELG</b> low / secure / high
reading	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>	<p><b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p>
Writing	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul>	<p><b>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></p>
<b>NC</b> exceeding ELG	<p><b>Attainment target 2: reading Level 1</b> Pupils recognise words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.</p> <p><b>Attainment target 3: writing Level 1</b> Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.</p>			



## Mathematical Development Solihull EYFS 2012:

Aspect	<u>22-36months</u> low / secure / high	<u>30-50months</u> low / secure / high	<u>Early 40-60months</u> low / secure / high	<u>ELG</u> low / secure / high
Numbers	<ul style="list-style-type: none"> <li>• Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>.</li> <li>• Recites some number names in sequence.</li> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>	<p><b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</b></p>
Shape, space and measure	<ul style="list-style-type: none"> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Understands some talk about immediate past and future, e.g. <i>'before'</i>, <i>'later'</i> or <i>'soon'</i>.</li> <li>• Anticipates specific time-based events such as mealtimes or home time.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>	<p><b>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p>

**NC**  
exceeding  
ELG

National Curriculum Mathematical Levels 1. NWN phases 4 and 5 and 6 continued/ CS phase 6

**(AT1:U & Applying)** L1: Pupils use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use simple pattern or relationship.

**(AT2:Number and Algebra)** L1: Pupils count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved.

**(AT3:Shape, space and measure)** L1: When working with 2D and 3D shapes pupils use everyday language to describe properties and positions. They measure and order objects using direct comparison, and order events.

**(Attainment Target 4: Handling Data)** L1: Pupils sort objects and classify them, demonstrating the criteria they have used.

## Understanding the World Development Solihull EYFS 2012 ::

Aspect	<u>22-36months</u> low / secure / high	<u>30-50months</u> low / secure / high	<u>Early 40-60months</u> low / secure / high	<b>ELG</b> low / secure / high
People and communities	<ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Beginning to have their own friends.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul>	<p><b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p>
The World	<ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul>	<p><b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b></p>
Technology	<ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers</li> </ul>	<ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>
<b>NC</b> exceeding ELG	<p><u>SCIENCE AT1</u> Pupils describe or respond appropriately to simple features of objects, living things and events they observe, communicating their findings in simple ways</p> <p><u>AT2</u> Pupils recognise and name external parts of the body and of plants. They communicate observations of a range of animals and plants in terms of features. They recognise and identify a range of common animals.</p> <p><u>AT3</u> Pupils know about a range of properties and communicate observations of materials in terms of these properties.</p> <p><u>D&amp;T L1</u> Pupils generate ideas and recognise characteristics of familiar products. Their plans show that, with help, they can put their ideas into practice. They use pictures and words to describe what they want to do. They explain what they are making and which tools they are using. They use tools and materials with help, where needed. They talk about their own and others work in simple terms and describe how a product works.</p> <p><u>ICT L1</u> Pupils explore information from various sources, showing they know that information exists in different forms. They use ICT to work with text, images and sound to help them share their ideas. They recognise that many everyday devices respond to signals and instructions. They make choices when using devices to produce different outcomes. They talk about their use of ICT.</p> <p><u>History L1</u> Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.</p> <p><u>Geography L1</u> Pupils show their knowledge, skills and understanding in studies at a local scale. They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality. They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</p> <p><u>RE (non-statutory) AT1</u> Pupils recount outlines of religious stories. They recognise features of religious life and stories. They recognise features of religious life and practice, and some religious symbols and words. AT2 they identify aspects of their own experience and feelings and what they find interesting or puzzling and of value and concern to themselves, in the religious material studied.</p>			

## Expressive Arts and Design Development *Solihull EYFS 2012* :

Aspect	<u>22-36months</u> low / secure / high	<u>30-50months</u> low / secure / high	<u>Early 40-60months</u> low / secure / high	<b>ELG</b> low / secure / high
Exploring and using media and materials	<ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Experiments with blocks, colours and marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sing a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<p><b>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>
Being imaginative	<ul style="list-style-type: none"> <li>• Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>• Beginning to make-believe by pretending.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>	<p><b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>
<b>NC</b> exceeding ELG	<p><u>Art and Design</u> Level 1 Pupils respond to ideas (1) They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts (2) They describe what they think or feel about their own and others work (3).  <u>PE</u> Level 1 Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination (1) They start to link these skills and actions in ways that suit the activities (2) They describe and comment on their own and others' actions (3) They talk about how to exercise safely, and how their bodies feel during and activity (4).  <u>Music</u> Level 1 Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognise well defined changes in sounds, identify simple repeated patterns and take account of musical instructions.  <u>English</u> Level 1 renewed framework Drama etc</p>			