



Early Years Curriculum

COMMUNICATION AND LANGUAGE

Listening, Attention and Understanding

Enjoys listening to familiar stories, joining in with repeated refrains, anticipating the next words → Retells familiar stories with main events in correct order using visual prompts

Understands simple questions eg 'who', 'what' & 'where' in everyday life → Listens to longer stories and answers questions about what they have just heard

Understands and often uses colour, number and time related words → Understands words that describe sequences eg 'first', 'finally'

Can follow single instructions with visuals or gestures → Follows two-step instructions, becoming less reliant on visuals or gestures to understand, eg without looking at the speaker

Listens for short periods of time (up to 10 minutes) when conversation interests them → Listens for longer periods of time (up to 20 minutes) may move around/fidget or sit still but not deeply absorbed

Statutory FLG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

Speaking

Responds verbally to greetings → Uses wider range of social phrases

Refers to something that has happened in the past, even if not formed correctly eg *runned* → Uses the correct version of past tense of some common verbs eg *was, went*

Initiates conversation with one other person and takes turns to speak and listen, although conversation may jump around and be difficult to follow → Participates in longer conversations with multiple participants, responding to what was said by the person who spoke before them

Sings familiar songs and rhymes → Learns new songs, rhymes and short poems to develop an expanding repertoire

Speak in short sentences → Speaks in longer sentences, joining ideas using 'and', 'because'

Asks questions in context → Asks lots of questions eg 'what', 'where' and 'why'. Asks relevant questions or makes relevant comments in relation to what they have just heard

Talks extensively about things that are important to them → Uses talk for range of purposes including to socialise, negotiate, retell past events and stories, organise their thinking and solve problems

Learns new vocabulary and uses with support from an adult in context → Uses new vocabulary independently after being taught, thinking about the meaning of words

Statutory ELG: Speaking

Children at the expected level of development will:

- 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.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Self-Regulation

Expresses a wide range of feelings in their interactions with others → Names wide range of feelings using an expanding vocabulary

Articulates how they are feeling when asked → Begins to moderate their feelings socially and emotionally

Identifies how others may be feeling from facial expressions, body language and behaviour → Begins to empathise with others when they are feeling unhappy/upset

Recognises how others may be feeling in response to their actions/behaviour choices → Attempts to repair a relationship or fix a situation when they have caused upset.

Accepts changes in expectations in different scenarios and can adapt with support from an adult → Manages changes in expectations in different scenarios more independently

Shows increasing consideration of other people's feelings and demonstrating some impulse control when supported by an adult eg will share a toy when an adult requests on behalf of another child → Becomes more flexible and cooperative when responding to others' needs and can demonstrate greater self-control independently sometimes while seeking emotional support or practical help from an adult in difficult situations other times

Statutory FLG: Self-Regulation

Children at the expected level of development will:

- 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.

Managing Self

Starts eating independently, using a knife and fork with adult support → Uses a knife and fork with increasing independence, including to cut

Becomes increasingly independent as they get dressed and undressed eg putting arms into coat/apron sleeves and pulling up zips when started at bottom for them → Becomes independent at putting on items of clothing, and using fastenings with support eg zips, buttons, laces

Becomes increasingly independent in meeting own toileting needs most of the time → Remains dry & clean during the day usually

Makes healthy choices regarding food, drink and activity choices → Knows and talks about healthy and unhealthy choices regarding food, drink and activity

Follows basic hygiene routines eg washing hands → Explains how and why it is important to keep clean, including oral hygiene

Begins to take risks, tries new things and is confident in new situations with encouragement from familiar adults → Develops confidence in new situations, seeking reassurance from familiar peers and adults when needed

Takes practical action to reduce risk, showing their understanding that tools & equipment need to be used safely → Shows understanding of need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others

Follows class rules with reminders from adults → Follows rules with little guidance and understands need for rules

Becomes sensitive to ideas of fairness and justice, takes turns with support → Manages turn-taking more independently, introduces own 'rules' into games

Selects and uses resources to achieve their intended purpose, with prompting when needed → Has clear intentions in their play and know how they want to organise it

Identifies positive things about themselves → Identifies what they can do well and what they are getting better at

Perseveres with chosen activity with encouragement → Perseveres with a chosen activity, overcoming barriers by trying different ways to achieve the intended outcome

Statutory EYF: Managing Self

Children at the expected level of development will:

- 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;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Becomes more outgoing with unfamiliar people after gradual transition → Develops bonds with unfamiliar adults and peers after adjustment period

Seeks companionship with adults and other children → Develops friendships with particular children

Plays with another child in collaborative play, extending on their ideas → Plays in small groups of children, responding to and extending on their ideas

Practises skills of assertion, negotiation and compromise, with the support of an adult when necessary → Takes some steps independently to solve conflicts, replicating skills they've practised with support

Statutory ELC: Building Relationships

Children at the expected level of development will:

- 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.

PHYSICAL DEVELOPMENT

Gross Motor Skills

Rides tricycles and scooters, pedalling and steering, using feet on floor to stop → Rides on balance bikes and bicycles, pedalling and steering whilst balancing, using brakes to stop

Begins to learn basic 'rules' of simple games eg Hide & Seek → Applies more complex sets of rules into games, beginning to demonstrate an understanding of fair play and taking turns in competitive situations

Enjoys creating movement to music, sometimes replicating moves they've seen → Explores, replicates and improvises different movements, ways of travelling & turning and gestures whilst trying to move in time with music

Rolls, throws, catches and kicks a large ball alone and to a partner → Rolls, throws, catches, bounces and kicks a ball with increasing control in a competitive situation

Runs around with other children, avoiding most obstacles → Travels around the space at speed, demonstrating good spatial awareness and control

Explores different ways of moving including running, jumping, skipping, hopping, leaping, climbing, sliding and dancing → Begins to perform basic gymnastics movements including shapes, travel, flight, rotation and balance and apply these with control and good body management

Moves freely and with pleasure and confidence in response to music in different ways including skipping → Explores, replicates and improvises different movements, gestures and ways of travelling including turning while attempting to move in time with the music

Statutory ELG: Gross Motor Skills

Children at the expected level of development will:

- 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

Learns how to use one-handed tools, eg scissors to snip, hammers to bang nail, uses paintbrush → Uses tools with greater precision eg cuts on a line, bangs a nail in a certain place, paints inside a shape

Develops pincher and pincer grips using different equipment eg threading beads, connecting unifix, pinching & rolling playdough, using tweezers to move objects, starting with bigger objects and moving to smaller objects as dexterity improves → Uses a comfortable grip with increasing control, showing preference for a dominant hand

Copies letter shapes in name → Forms some upper and lower case letters and numbers correctly

Uses a spoon and fork independently and a knife with support during mealtimes → Uses a spoon, fork and knife with growing independence and control during mealtimes

Uses a static pencil grasp, such as a tripod or quadruped grasp, moving their arm or forearm, rather than fingers, to move the pencil → Uses a dynamic pencil grip, such as a tripod or quadruped grasp, using fingers to move the pencil, stabilising their finger movements through the side of their hand

Creates drawings of people and objects with few features floating on page and interiors and exteriors shown at the same time in drawings of places, using favourite colours → Creates drawings that are more detailed with a skyline or groundline, using realistic colours

Statutory ELG: Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

LITERACY

Comprehension

Understands key concepts about books; different types of books including digital, different genres including rhymes, stories, recipes etc, page sequencing

Listens to stories and poems in small groups and when reading individually with an adult → Begins to recall and discuss stories they've heard or read themselves

Looks at and enjoys print & illustrations in physical & digital books independently, handling with care → Enjoys range of fiction, non-fiction, rhymes & poetry.

Talks about the illustrations using appropriate vocabulary → Anticipates what might happen next

Sequences illustrations of key events in stories → Retells short stories they've heard in roughly the right order and using language that makes it sound like a story

Joins in with repeated refrains & anticipates key phrases in rhymes and stories → Uses vocabulary and forms of speech that are increasingly influenced by experiences of reading

Begins to tell own stories, using known stories for models → Re-enacts, reinvents and imagines their own stories

Statutory ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Understands key concepts about print; it has meaning, it is used for different purposes eg signs, labels, stories, English print is read from left to right and top to bottom

Tuning into sounds, talking about sounds, listening and remembering sounds → Links graphemes to phonemes to recall sounds for letters of the alphabet and some common digraphs and trigraphs

Recognises letters of importance to them → Applies knowledge of grapheme-phoneme correspondences to sound out and blend sounds to read VC and CVC words → Reads simple phrases or sentences containing phonically decodable words

Recognises words of importance to them eg name and familiar signs, logos and symbols → Reads a few common exception words in phases 2 or 3 → Reads simple phrases or sentences containing known common exception words

Chooses strategies to read that they prefer including their knowledge of language structure, subject knowledge and illustrations as well as phonics to interpret the text

Statutory FLG: Word Reading

Children at the expected level of development will:

- 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.

Writing

Sometimes gives meaning to their mark-making & ascribes meaning to marks they find eg signs, symbols, words → Gives meaning to the marks they make as they draw, write, paint & type

Includes mark-making and early writing in their play eg imitates writing by making continuous scribble lines or rows of shapes and symbols that represent letters from left to right → Creates texts to communicate meaning for increasingly wide range of purposes eg postcards, greetings cards, letters, tickets, lists, labels, books, invitations

Writes some or all of their name using combinations of circles, lines and curves as letter shapes and forms other random letters (no grapheme-phoneme correspondence) → Forms some lower-case and upper-case letters correctly

Imitates adult writing using symbols and marks to form letter strings from left to right and top to bottom and may begin to group letters, resembling words with spaces in between → Begins to break the flow of speech into words, writing these words left to right

Copies environmental print, often without knowing what the words are → Copies high frequency words to use in correct context → Recalls how to spell some common high frequency words and uses them appropriately

Hears an initial sound in a word → Identifies the grapheme that represents an initial sound and writes it → Segments some VC and CVC words into individual sounds, identifies graphemes to represent the sounds and writes them in sequence → Uses their phonic knowledge to write single words phrases such as captions or labels, later progressing to simple sentences

Statutory FLG: Writing

Children at the expected level of development will:

- 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.

MATHEMATICS

Number & Numerical Patterns

Counting & Ordinality

Begins to recite numbers using stable order 1,2,3,4,5 → Recites numbers 0-20 and beyond

Pairs one object with one number word when counting, touching or pointing to each object → Counts objects with 1:1 correspondence up to 10

Uses some number language spontaneously in play → Uses number names and symbols when comparing numbers, showing interest in large numbers

Begins to link numerals 0-10 with correct number names → Recalls number names for numerals 0-10 and order them

Shows number on fingers up to 5 → Shows number on fingers up to 10

Explores ways to represent numbers using own marks → Uses signs of own choice including tallies, numerals, symbols

Counts irregular arrangements of things which cannot be seen, touched or moved including sounds and movements → Counts sounds and actions with 1:1 correspondence

Counts back from 5 using visuals for support eg fingers → Counts back from 10 using visuals for support as necessary

Composition & Conservation

Explores idea that numbers are composed of smaller numbers by partitioning numbers up to 5 in different ways → Shows awareness that numbers are composed of smaller numbers up to 10, exploring partitioning in different ways with a wide range of objects

Adds and subtracts one with numbers to 10 using concrete objects to count all and then count on or take away

Separates a group of 3 or 4 objects in different ways, beginning to realise that the total is always the same → Explores ways to partition numbers into two groups by physically separating a group and constructing a group from two kinds of things

Recalls number bonds of numbers to 10

Cardinality & Subitising

Counts up to 5 objects, realising that the last number said is the total value of the group → Counts out a given number from a group, knowing when to stop

Matches the numeral to a group of items to show how many there are up to 5 → Matches the numeral to a group of items to show how many there are up to 10, recognises when a numeral doesn't match the quantity

Subitises 1, 2 and 3 (without counting) → Subitises 1-5

Begins to conceptually subitise larger numbers by subitising smaller groups within the number eg sees 6 raisins on a plate as 3 and 3

Comparison

Compares two collections of objects, starting with obviously different quantities and becoming progressively closer in number identifying which group has more/less. Compares two groups of up to 5 objects saying when they have the same number, checking by counting → Compares quantities using 'more/greater than', 'fewer/less than' and 'same as/equal to'. Compares numbers that are far apart, near each other and next to each other eg 8 is a lot bigger than 2 but 3 is only a bit bigger than 2.

Understands that the next number in the count sequence is one more/one less than the previous number, knows that if add one, you get the next number, or if one is taken away you get the previous number.

Estimates numbers of things, showing understanding of relative size

Problem Solving

Begins to use understanding of number to solve problems with numbers up to 5 in play and in real life situations eg which box of sweets would you choose & why → Begins to explore mathematical problems in stories, rhymes and real contexts

Statutory ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number; 14 - 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.

Statutory ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

Shape, Space & Measure

Spatial Awareness

Responds to and uses language of position 'in', 'on', 'under', 'in front of', 'behind' using visual aids and gesture to support as necessary → Responds to and uses an expanding vocabulary of positional language

Understands and uses language of direction 'up', 'down', 'across', 'forwards', 'backwards' in context using visual aids and gesture to support as necessary → Responds to and uses an expanding vocabulary of directional language

Experiences different viewpoints by moving selves around and objects around. Predicts, moves and rotates objects to fit a space → Builds structures, pictures and patterns by copying pictures eg instruction diagrams

Shape

Combines shapes to make 2D pictures and new shapes eg bridges/arches/enclosures → Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build

Chooses items based on their shape which are appropriate for the child's purpose → Recognises shapes within shapes eg faces on 3D shapes and basic properties of 3D shapes eg can roll, can stack

Recognises and describes basic 2D and 3D shapes → Begins to describe features of shapes eg orientation, size, number of sides

Pattern

Talks about patterns around them eg stripy socks, pattern on bark → Spots patterns in the environment, verbalising the pattern they see

Continues and copies patterns of two repeating items (AB) → Makes own patterns of two repeating items (AB) or three repeating items (ABC), notices and corrects an error in a repeating pattern

Joins in with simple patterns in sounds, objects, games, stories, dance and movement, predicting what comes next → Identifies the pattern 'rule' and experiments with more complex pattern rules eg ABB, AABB, ABBC

Measures

Finds the longer/shorter or heavier/lighter or more/less full of two items in meaningful contexts, using direct comparison strategies with support such as aligning starting points to compare length, pouring from one container to another to find which holds more, using balance scales to see which is heaviest → Compares length, weight and capacity using comparative and superlative language, estimating and predicting in the context of real life problems before investigating to find the solution

Recognises sequences of activities, important times in their day and sequences of time that are important to them → Begins to describe a sequence of events of real event or story using everyday language

No Statutory ELG

UNDERSTANDING THE WORLD

People & Communities

Recognises the proper names for the external parts of their bodies → Uses proper names for external parts of their bodies and describes the functions of some of the parts of their bodies

Knows that humans produce babies that grow into children and then into adults → Considers the ways they have changed since they were born

Names and talks about people who are familiar to them. Shows interest in different occupations → Talks about members of their immediate family and community.

Enjoys small responsibilities involved with being part of the class community → Recognises how they can contribute to their class or the wider school community

Knows some of the things that make them unique, and talk about some of the similarities and differences in relation to their friends and family. Develops positive attitudes about the differences between people → Recognises that people have different beliefs and celebrate special times in different ways. Understands that some places are special to members of their community.

Learns about religion through exploring stories and objects → Learns from religion, reflecting how stories relate to their experiences

Comments on images of familiar situations in the past in their own lives → Uses images to learn about important events.

Understands key concepts that underpin chronology including the passage of time eg long ago and close to now → Develops an understanding that the past is different from the present. Identifies similarities and differences between objects in the past and now.

Listens to books set in the past and understands that it happened long ago → Listens to and understands books about key events that happened in the past.

Statutory FLG: Past and Present

Children at the expected level of development will:

- 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.

Around the World

Talk about what they can see in the classroom/playground following discussion → Explore maps of the local area and use to describe the position of the school. Identify that the school is in London and read stories and non-fiction texts to describe London.

Identify different religions when learning about religious celebrations → Begin to make simple comparisons between religions from their observations and non-fiction texts

Identify what country they live in and name other countries of significance. Describe countries in simple terms eg weather → Learn about other countries from stories, non-fiction texts and simple maps. Begin to make simple comparisons based on meaningful things to children eg animals, weather.

Statutory FLG: People Culture and Communities

Children at the expected level of development will:

-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

-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.

The Natural World

Explores how things work → Talks about why things happen and how they work

Explores the natural world around them through their senses. Plants seeds and cares for growing plants → Begins to understand the need to respect and care for the natural environment and all living things.

Understands the effect of changing seasons on the natural world around them. Observes the key stages of the life cycle of a plant and an animal → Takes care of plants at all stages of growth eg planting, harvesting & deadheading. Develops an understanding of growth, decay & changes over time

Knows that there are different countries in the world and talks about the differences they have experienced, heard about in stories or seen in photographs or illustrations → Recognises some similarities and differences between life in this country and life in other countries. Interprets some information from a simple map.

Explores collections of materials and talks about them expanding their vocabulary → Talks about the differences between materials and changes they notice.

Statutory ELG: The Natural World

Children at the expected level of development will:

- 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

Technology

Knows information can be found on the internet → Uses the internet with adult supervision to retrieve information that interests them.

Develops basic understanding of action & reaction using control technology. Explores what happens when presses buttons on remote control car → Programmes a floor robot to move to achieve a simple goal, starting with single instructions and moving on to sequences of instructions. Begins to record program using flashcards or symbols. Understands the need for a specific order in some programs.

No statutory FLG

EXPRESSIVE ARTS & DESIGN

Creating with Materials

Explores and learns how sounds can be changed, experimenting with dynamics, tempo & pitch and the way instruments are played → Creates sounds, making deliberate choices to inform type of sound they produce for a purpose

Listens and repeats new sounds in call and response activities → Repeats longer rhythms and melodies using clapping and voices

Develops an understanding of how to create and use sounds intentionally, improvising their own small ideas → Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to

Continues to explore colour and how colours can be changed → Makes colours for specific purposes eg mix colours to make purple for blackberry

Creates closed shapes with continuous lines, and begin to use these shapes to represent objects. Draws with increasing complexity and detail, such as representing a face with a circle and including details, to represent actions and objects based on imagination, observation & experience → Explores, using a variety of diverse materials to express their ideas and feelings.

Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces → Makes imaginative and complex 'small worlds' with blocks and types of construction

Uses tools for a purpose eg to shape, join, decorate → Uses their increasing knowledge and understanding of tools, materials and techniques of shaping, joining and decorating to explore their interests and enquiries and develop their thinking

Begins to develop stories using small world equipment like animal sets, dolls and dolls houses etc → Takes part in simple pretend play, using an object to represent something else

Explores food preparation techniques including washing, tearing, mixing, juicing cracking and pouring when making food → Develops skill in food preparation techniques and learns new techniques including slicing, peeling and grating when making food

Statutory EYFSP: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. Sings to self and makes up simple songs → Begins to build a collection of songs, nursery rhymes and dances, increasingly singing a melody in tune

Participates in small musical performances with and in front of their peers → Demonstrates engagement during a musical performance in front of a larger audience of peers and family

Enjoys joining in with moving, dancing and ring games → Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns

Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. Engages in imaginative play based on own ideas or first-hand or peer experiences → Develops storylines in their pretend play

Plays alongside other children who are engaged in the same them → Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Retells stories and begins to adapt stories with small innovations → Creates own narratives, drawing on experiences of familiar stories

Uses movement and sounds in response to & to accompany music, stories and ideas → Creates combinations of movements and sounds in order to express and respond to feelings, ideas and experiences

Statutory ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music