

# St. Mark's C.E. Primary School



'So in everything, do to others what you would have them do to you.'  
Matthew 7: 12

## EYFS CURRICULUM





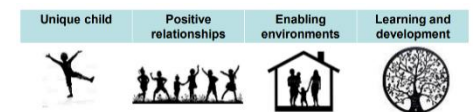
## Curriculum Intent

At St Marks CEP school we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education, and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life. At St Mark's we focus on the unique child, the building of positive relationships and our enabling environment, these principles combine together to make our wonderful learning environment where the children can thrive.

### We seek to provide:

- Quality and consistency, so that every child makes progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

We recognise that every child has an unlimited capacity for learning. We want our children to be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.



## **St Mark's Scarisbrick Early Years curriculum**

The Early Years of a child's education is a time of exploration, discovery, and growth. During this stage, our focus is on developing key foundational skills such as communication, literacy, numeracy, creativity, and social interaction. Through a variety of fun and interactive activities, we aim to ensure that the child builds a strong foundation for future learning. We believe that children learn best through play, exploration, and hands-on experiences. Our curriculum provides opportunities for children to learn through structured play, group activities, and individual discovery.

The Early Year's curriculum covers seven areas of learning. These include three **prime areas** Communication and Language, Physical Development, Personal, Social and Emotional Development and four **specific areas** Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

**We have included the Statutory Educational Programmes in bold at the beginning of each area of learning.**

### **Vocabulary**

Before we can teach children anything, we need to check they understand everything we are saying. We can help them by using gestures and visual prompts. Practitioners at St. Mark's will never assume children know the words that they are saying, we will teach key vocabulary as soon as they enter school. Staff will ensure instructions are clear and simple- whilst also extending children's vocabulary, celebrating words and having glass ceilings as to what children will understand, be able to pronounce and retain- It is adults who put these restrictions on words, with children, the sky really is the limit. Practitioners know that we are laying the foundations for children to reach infinite success so we need to make sure what we teach them is grammatically correct.





# Communication and Language - Prime Area

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (Early years foundation stage statutory framework)



When children first enter our EYFS- in Nursery or Reception, we will work with parents to encourage, model and teach our children to:

## Age 3+ (with reference to Birth to Five Matters document, this is Range 5: 36-48months)

- \* Listen to and remember simple stories with pictures.
- \* Listen to others in a small group or 1:1.
- \* Join in with repeated phrases e.g. 'We're Going on a Bear Hunt'.
- \* Understand longer instructions, such as 'make teddy jump' or 'Where's Mrs. Piper's cup?'
- \* Understand simple 'who', 'what' and 'where' questions e.g. Who is your teacher?
- \* Understands use of objects e.g. 'which one do we cut with?'
- \* Shows an understanding of prepositions e.g. 'Please put your coat on your peg.'
- \* Use up to 300 words.
- \* Put 4 or 5 words together to make short sentences, such as 'I want more water' or 'he took my ball'.
- \* Ask lots of questions. They will want to find out the name of things and learn new words.
- \* Use action words (verbs) such as 'run' and 'fall' as well as words for the names of things (nouns),
- \* Tell events in order e.g. 'I lined up. Then had dinner.'
- \* Start to use simple plurals by adding 's', for example 'shoes' or 'cars'.
- \* Use a wider range of speech sounds. However, many children will shorten longer words, such as saying 'nana' instead of 'banana'. They may also have difficulty where lots of sounds happen together in a word, e.g. they may say 'pider' instead of 'spider'.
- \* Play more with other children and share things.
- \* Sometimes sound as if they are stammering or stuttering. They are usually trying to share their ideas before their language skills are ready. This is perfectly normal at this age, just show you are listening and give them plenty of time.

**Age 4+ (with reference to Birth to Five Matters document, this is range 6: 48-71 months)**

- \* Listen to longer stories and answer questions about a storybook they have just read.
- \* Understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers and 'yesterday / tomorrow'.
- \* Start to be able to answer questions about 'why' something has happened, although this still might be at quite a basic level.
- \* Use longer sentences and link sentences together.
- \* Describe events that have already happened, even if their sentences are not exactly like adults', e.g., 'we went park'.
- \* Enjoy make-believe play.
- \* Start to like simple jokes even if they do not understand them.
- \* Ask many questions using words like 'what' 'where' and 'why'.
- \* Have difficulties with a small number of sounds – for example r, w, l, f, th, sh, ch and j.
- \* Start to be able to plan games with others.
- \* Children will play games such as 'Guess who?' so they can describe features to another or be the teacher in Kim's Game so they can ask the children questions.
- \* To be able to say hello, goodbye and thank you and count in Spanish.

**Early Learning Goal (to be achieved at the end of the EYFS curriculum)****Communication and Language ELG:****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.

**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.

# Physical Development-prime area

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



When children first enter our EYFS - in Nursery or Reception, we will work with parents to encourage, model and teach our children to:

(any age depending when they start school)

- Be able to feel things with our fingers and move our fingers in rhymes like one finger one thumb, two little dicky birds.
- Be able to move our bodies like in Heads and Shoulders, Peter Hammers.
- Be able to control our movements like in See the Little Bunnies Sleeping and Dingle Dangle Scarecrow.
- Be able to spin around and fall over and to be able to roll over whilst lying flat.
- Be able to sit on a chair safely and move safely around the classroom and playground.
- Be able to kneel down, balance; on one foot; across a board; along a log; move from log to log.
- Be able to move and run without their hands in a pocket.
- Negotiate space, when walking and running and to remember to look over their shoulder when moving backwards.
- Move safely with a sharp object; scissors with the blade in their fists.
- Understand what exercise is; feel where their lungs and heart are, take a deep breath, jump up and down really fast for a few minutes, checking their heart before and after to feel the pumping get stronger. To understand that the heart is pumping round the blood. Know what muscles are and to develop their co-ordination.





- Understand food and water are our fuel and help us grow and know to drink water after exercise and when hot.
- Understand that exercise keeps us healthy. Know what meditation is and know what relaxing is. Be able to balance and bend doing yoga moves and think about their breathing when in meditation and use these skills to help them relax when needed.
- Understand what anxious means and be able to transfer these skills to help them calm down when worried or anxious or unable to sleep.
- Be able to balance on a scooter and negotiate space when on ride on equipment.
- Be able to roll a ball, roll a ball to a friend when sitting down and throw and kick a ball to a friend and or target. Be able to use a bat to hit a ball and be able to hit a ball with a bat to a friend and or a target.
- Be able to jump over a rope, skip with a rope and or hoop. Be able to spin a hoop on part of their body.
- Be able to stand on one foot progressing onto hopping on one foot.
- Be able to jump: jump on two feet with bent knees and jump off an object and land safely and be able to use their hands to lift them higher off the floor in a jump.
- Be able to march and then march and tap our knees and then march and tap our opposite knees.
- Begin to be able to gallop and skip.
- Be able to move slowly and or quickly and control their speed.
- Be able to follow my leader and or be the leader and follow a sequence of movements.
- Be able to hear a rhythm, follow rhythm and move to the rhythm. To clap then moving onto clapping a rhythm, a pattern and clap a pattern with a partner. Be able to shake an instrument to a rhythm.
- Be able to climb up a step safely. Be able to climb stairs using one foot. Progressing on to being able to climb stairs using alternate feet.
- Be able to put up a den or a tent.
- Be able to roll a ball, a sausage (snake), pinch and coil clay or dough.
- Know how to hold scissors in one hand and snip. Know how to move the paper with their other hand. Know to open-snip-push-snip-push-snip. Know to cut excess paper off to make it easier to be neat and accurate.
- Be able to open sticky tape, put the end on the side of the table, cut, and know to put the sticky tape equally over two parts to stick.
- Know how to spread PVA glue, scrape some off so not too much, and know they have to hold it in place, count to ten then leave overnight. Know how to use a glue stick to stick accurately.
- Know how to sharpen a pencil (over a bin unless it has a collector).
- Know they can poke a hole in card using a sharp pencil, putting a rubber underneath. Know how to use a hole punch safely.
- Know how to use a stapler correctly.
- Know how to use elastic bands to join and when needed know how to use hair bobbles and clips to fasten hair.
- Know how to dress a baby doll.
- Know how to use a paint brush correctly.
- Know how to fold paper into a card. Know how to fold paper, put it together to make a book and how to write and draw inside the book and how to add page numbers.
- Know how to fold paper, measure it and make an envelope, hat/boat.



- ✶ Know how to fold two strips of paper, fix it at one end and fold alternate sides to create a concertina and stick it at the end.
- ✶ Know how to roll paper and fasten it around a stick. Know how to make a flag using lollipop sticks or wooden poles. Know how to fasten string onto paper to make a kite.
- ✶ Know how to tie three pieces of wool together or string and plait it.
- ✶ Know how to hold a mark making implement. Know how to make marks. Know how to draw a straight line using a ruler as a guide. Know how to make marks in a clockwise motion. Know how to make marks in an anti-clockwise motion. Moving onto controlling their marks. To make marks to represent something.
- ✶ Be able to draw a face and be able to differentiate between a picture and writing. Be able to draw a person progressing onto being able to draw a detailed person and then moving onto adding greater details, iris, pupil, eyelashes etc.
- ✶ Be able to thread large beads and then thread smaller beads. Be able to sew with a large needle.
- ✶ Be able to build with large blocks and then to be able to build with smaller blocks and to be able to fix small Lego pieces together.

### **Age 3+ (with reference to Birth to Five Matters document, this is Range 5: 36-48months)**

#### **Moving and handling: Range 5**



- \* Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintaining balance using hands and body to stabilise.
- \* Walk down steps or slopes whilst carrying a small object, maintaining balance and stability.
- \* Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- \* Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.
- \* Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.
- \* Creates lines and circles pivoting from the shoulder and elbow.
- \* Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

#### **Health and self-care: Range 5**

- \* Can tell adults when hungry, full up or tired or when they want to rest or play.
- \* Observes and can describe in words or actions the effects of physical activity on their bodies.
- \* Can name and identify different parts of the body.
- \* Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.
- \* Can wash and can dry hands effectively and understands why this is important.
- \* Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body
- \* Observes and controls breath, able to take deep breaths, scrunching and releasing the breath.
- \* Can mirror the playful actions or movements of another adult or child.
- \* Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important.
- \* Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.



- \* 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.

### **Age 4+ (with reference to Birth To Five Matters document, this is range 6: 48-71 months)**

#### **Moving and handling: Range 6**

- \* Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- \* Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.
- \* Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.
- \* Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- \* Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- \* Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- \* Uses simple tools to effect changes to materials.
- \* Handles tools, objects, construction and malleable materials safely and with increasing control and intention.
- \* Shows a preference for a dominant hand.
- \* Begins to use anticlockwise movement and retrace vertical lines.
- \* Begins to form recognisable letters independently.
- \* Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.



#### **Health and self-care: Range 6**

- \* Eats a healthy range of foodstuffs and understands need for variety in food.
- \* Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.
- \* Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.
- \* Can initiate and describe playful actions or movements for other children to mirror and follow.
- \* Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important.
- \* Usually dry and clean during the day.
- \* Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.
- \* Shows understanding of the 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.
- \* Shows understanding of how to transport and store equipment safely.
- \* Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.



**Early Learning Goal (to be achieved at the end of the EYFS curriculum)**

**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.

**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.

# Personal, Social and Emotional Development-prime area

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









When children first enter our EYFS- in Nursery or Reception, we will work with parents to encourage, model and teach our children to:

(any age depending when they start school)

- Leave their career and enter class happily.
- Get to know and feel safe with their key person.
- Know where they can go to the toilet and tell us when they need the toilet and then go to the toilet independently remembering to wash their hands after using the toilet and use one paper towel and put it in the bin. To know that they do not put soap or liquids in their mouth.
- Know they have a peg and where to put their book bag, reading packet, bottle, and snack and lunch box in the morning. Recognise their peg by picture, then by their name and to put on their own coat and shoes and hang up their own bag.
- Self-registrate- recognise their own photograph, then progress to their own name.
- Know about classroom and playground safety. To understand what danger is and to understand what safety is. To understand the rules and to be able to follow the rules. To tell people when someone is behaving unsafely.
- Tell us if they are sad or worried.
- Take off their own shoes, underwear etc. Put their own soiled pants and socks etc. into a bag, put that bag in their bag to take home.
- Know where the snack box is and where school snack is. Know that they peel an orange etc. Know that they need to take small bites and chew before they swallow food. Know that they tidy away their snack. Know to wash their hands before and after snack.
- At dinner know they should use a knife and fork. Know they should not put shoes etc. on a table where food is





-  Begin to be aware of other children. Know that other children have opinions too. Know that the children's other opinions matter. Know what sharing is. Know how to go get a 5 minute sand timer to make taking turns fair. Begin to be able to share
-  Know what learning is. Know they are in school to learn. Start to think about their own learning. Know their brain is in their head. Know their brain is where learning takes place.
-  Know that it is not right to touch people without asking them if it is okay. Know that it is not right to hit people. Be able to control themselves and not hit people.
-  Be able to wait a few minutes before receiving attention. Understand what being kind means. Understand what polite means. Know how to get someone's attention politely and kindly.
-  Know that sitting cross legged, quietly means they are ready to learn. Sit quietly and cross legged for two minutes, then five minutes.
-  Be able to listen. Know what looking is and be able to look. Know what concentrating is and be able to concentrate.
-  Know what ideas are and be able to have an idea and communicate it. Know how it feels to be listened to. Be able to talk to a new adult. Be able to talk to a new child. Be able to listen to a new adult. Be able to listen to a new child. Be able to respond to an adult. Be able to respond to a child.
-  Know what healthy means. Know what body means. Know what we put in our bodies is what keeps us alive. Know putting some things in our bodies is dangerous. Know that they are unique. Know what makes them special. Know we all like different things. Know we are all different and that it's wonderful to be different. Understand what respect is and to respect everyone's differences.



### **Age 3+ (with reference to Birth To Five Matters document, this is Range 5: 36-48months)**

#### **Building relationships (range 5):**

- \* Seek out companionship with adults and other children.
- \* Share experiences and play ideas.
- \* Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.
- \* Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.
- \* Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.

#### **Develop a sense of self (Range 5):**

- \* Becoming more aware of the similarities and differences between themselves and others in more detailed ways and identify themselves in relation to social groups and to their peers.
- \* Is sensitive to others' messages of appreciation or criticism.
- \* Enjoys a sense of belonging through being involved in daily tasks.

- \* Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.
- \* Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.

#### **Understand emotions (Range 5)**

- \* Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.
- \* May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares.
- \* Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.
- \* Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.
- \* Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.



### **Age 4+ (with reference to Birth To Five Matters document, this is range 6: 48-71 months)**

#### **Making relationships (Range 6)**

- \* Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.
- \* Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.
- \* Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.
- \* Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.
- \* Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.
- \* Is proactive in seeking adult support and able to articulate their wants and needs.
- \* Some children may have had to make many different relationships in their life. This may have affected their understanding of what makes a consistent and stable relationship.

#### **Sense of self (Range 6)**

- \* Recognises that they belong to different communities and social groups and communicates freely about own home and community.



- \* Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.
- \* Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups.
- \* Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.
- \* Has a clear idea about what they want to do in their play and how they want to go about it.
- \* Shows confidence in choosing resources and perseverance in carrying out a chosen activity.

#### **Understanding emotions (Range 6)**

- \* Understands their own and other people's feelings, offering empathy and comfort.
- \* Talks about their own, others' feelings, behaviour, and its consequences.
- \* Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.
- \* Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.
- \* Seeks support, "emotional refuelling" and practical help in new or challenging situations.
- \* Is aware of behavioural expectations and sensitive to ideas of justice and fairness.
- \* Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.

#### **Early Learning Goal (to be achieved at the end of the EYFS curriculum)**

##### **ELG: 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.

##### **ELG: 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.

##### **ELG: 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.



# Literacy : specific area

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

When a child first enters our EYFS – in Nursery or Reception – we work with parents to help them model and teach their children to :



(any age depending when they start school)

- 📖 Love books.
- 📖 Know, love and be able to join in with all the words and actions to at least five action songs.
- 📖 Know the days of the week song and know, love and be able to recite for fun ten Nursery rhymes.
- 📖 Have at least five favourite books and fairy tales they can read and re-read themselves (from memory) pointing to the words and letters as they go.
- 📖 Know how to access non-fiction books and use an iPad/search engines to identify animals or find out facts.
- 📖 Be able to recognise their name card with photo moving onto being able to recognise the first letter of their name and eventually progressing to being able to write the first letter of their name, (this can be in sand, shaving foam, rolled Plasticine, snakes, large chalk on the floor, painted in water on the floor). Eventually write their name independently and put it on their work.
- 📖 Know that we need to write and read for many reasons.
- 📖 Write lists in their play.
- 📖 Begin to put letters in their writing and tell us what their writing says. Recognise print in the environment, when they are at the shops or on a school trip.
- 📖 Make a card, a zigzag book using folding, books using paper and staples and then write and illustrate their books independently.
- 📖 To learn synthetic phonics appropriate to their developmental level, prior knowledge and skills (following our ELS phonics scheme).

**Age 3+ (with reference to Birth To Five Matters document, this is Range 5: 36-48months)**

## Reading (Range 5)

- \* Listens to and joins in with stories and poems, when reading one-to-one and in small groups.
- \* Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

- \* Begins to be aware of the way stories are structured, and to tell own stories.
- \* Talks about events and principal characters in stories and suggests how the story might end.
- \* Shows interest in illustrations and words in print and digital books and words in the environment.
- \* Recognises familiar words and signs such as own name, advertising logos and screen icons.
- \* Looks at and enjoys print and digital books independently.
- \* Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- \* Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print).
- \* Handles books and touch screen technology carefully and the correct way up with growing competence.
- \* Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.
- \* Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words.



#### **Age 4+ (with reference to Birth To Five Matters document, this is range 6: 48-71 months)**

##### **Reading (Range 6)**

- \* Enjoys an increasing range of print and digital books, both fiction and non-fiction.
- \* Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.
- \* Describes main story settings, events and principal characters in increasing detail.
- \* Re-enacts and reinvents stories they have heard in their play.
- \* Knows that information can be retrieved from books, computers and mobile digital devices.
- \* Is able to recall and discuss stories or information that has been read to them, or they have read themselves.
- \* Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example.
- \* Begins to develop phonological and phonemic awareness.
- \* Continues a rhyming string and identifies alliteration.
- \* Hears and says the initial sound in words.
- \* Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.
- \* Starts to link sounds to letters, naming and sounding the letters of the alphabet.
- \* Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee.
- \* Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.
- \* Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.
- \* Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

### **Age 3+ (with reference to Birth To Five Matters document, this is Range 5: 36-48months)**

#### **Writing (Range 5)**

- \* Makes up stories, play scenarios, and drawings in response to experiences, such as outings.
- \* Sometimes gives meaning to their drawings and paintings.
- \* Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.
- \* Includes mark making and early writing in their play.
- \* Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- \* Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.
- \* Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.
- \* Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.



### **Age 4+ (with reference to Birth To Five Matters document, this is range 6: 48-71 months)**

#### **Writing (range 6)**

- \* Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.
- \* Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.
- \* Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.
- \* Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.
- \* Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

### **Early Learning Goal (to be achieved at the end of the EYFS curriculum)**

#### **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.

#### **ELG: 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.

**ELG: 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: specific area

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



When a child first enters our EYFS – in Nursery or Reception – we work with parents to help them model and teach their children to :

(any age depending when they start school)

- Know what math is.
- Count everything with their parents- for example when shopping, going down steps.
- Know and recite at least five number rhymes/action songs: once I caught a fish alive, 1 potato, 2 potato, Five Little Men in a Flying Saucer.
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5 and say one number for each item in order: 1, 2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

- Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Children will need to understand what measuring means.
- Children will need to understand what comparison means.
- Children will need to understand about size, length.
- Children will need to understand about weight and capacity.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper.
- Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Then learn the correct terminology.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.



### **Age 3+ (with reference to Birth To Five Matters document, this is Range 5: 36-48months)**

#### **Comparison**

- \* Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. you've got two, I've got two. Same!

#### **Counting**

- \* May enjoy counting verbally as far as they can go.
- \* Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2,3,4,5.
- \* Uses some number names and number language within play, and may show fascination with large numbers.
- \* Begin to recognise numerals 0 to 10.

#### **Cardinality**

- \* Subitises one, two and three objects (without counting).
- \* Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).
- \* Links numerals with amounts up to five and maybe beyond.
- \* Explores using a range of their own marks and signs to which they ascribe mathematical meanings.

#### **Composition**

- \* Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.
- \* Beginning to use understanding of number to solve practical problems in play and meaningful activities.



- \* Beginning to recognise that each counting number is one more than the one before.
- \* Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

### **Spatial Awareness**

- \* Responds to and uses language of position and direction.
- \* Predicts, moves and rotates objects to fit the space or create the shape they would like.

### **Shape**

- \* Chooses items based on their shape which are appropriate for the child's purpose.
- \* Responds to both informal language and common shape names.
- \* Shows awareness of shape similarities and differences between objects.
- \* Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.
- \* Attempts to create arches and enclosures when building, using trial and improvement to select blocks.

### **Pattern**

- \* Creates their own spatial patterns showing some organisation or regularity.
- \* Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).
- \* Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.

### **Measures**

- \* In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.
- \* Recalls a sequence of events in everyday life and stories.



## **Age 4+ (with reference to Birth To Five Matters document, this is range 6: 48-71 months)**

### **Comparison**

- \* Uses number names and symbols when comparing numbers, showing interest in large numbers.
- \* Estimates of numbers of things, showing understanding of relative size.

### **Counting**

- \* Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0.
- \* Increasingly confident at putting numerals in order 0 to 10 (ordinality).

### **Cardinality**

- \* Engages in subitising numbers to four and maybe five.
- \* Counts out up to 10 objects from a larger group.
- \* Matches the numeral with a group of items to show how many there are (up to 10).

### **Composition**

- \* Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.
- \* Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.
- \* In practical activities, adds one and subtracts one with numbers to 10.

- \* Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”.

#### **Spatial Awareness**

- \* Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.
- \* Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).
- \* May enjoy making simple maps of familiar and imaginative environments, with landmarks.

#### **Shape**

- \* Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.
- \* Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.
- \* Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.

#### **Pattern**

- \* Spots patterns in the environment, beginning to identify the pattern “rule”.
- \* Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.

#### **Measures**

- \* Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.
- \* Becomes familiar with measuring tools in everyday experiences and play.
- \* Is increasingly able to order and sequence events using everyday language related to time.
- \* Beginning to experience measuring time with timers and calendars.

### **Early Learning Goal (to be achieved at the end of the EYFS curriculum)**

#### **ELG: Number Children at the expected level of development will:**

- \* Have a deep understanding of numbers 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.

#### **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.

# Understanding of the World: Specific area

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

When a child first enters our EYFS – in Nursery or Reception – we work with parents to help them model and teach their children to :

(any age depending when they start school)













- Start with what they know.
- Know we are human (we have two legs etc.) and name parts of the body and know the function of the body.
- Know that a face has eyes, pupils, eyelashes, eyebrows, ears, hair, and that we have a body with five fingers and five toes.
- Know that a spider has eight legs. To draw a spider with eight legs. Know that a beetle or an ant has six legs. To draw a beetle with six legs. Know that an animal may have four legs. To draw an animal with four legs. Know that a monkey has a tail. Know that an ape does not have a tail. Know that an acorn comes from an oak tree. Know that a conker comes from a horse chestnut tree and is poisonous. Know that a pine cone comes from a pine tree.
- Know where they live- in a house or flat etc. and what number they live at moving on to knowing their address.
- Know our school is in Scarisbrick.
- Know we live in England and that England is a country on the Planet Earth.
- Know the earth is a planet and is in space and to know there are more than one planets.
- Know we have a moon and that other planets have moons.
- Know that we have a sun and that the sun keeps us warm and alive and to know that we should not look at the sun and to understand that the sun can burn us.
- Know we take in sunlight through our skin. Know we need to protect our skin from the sun.





- Know that we have water on our planet and that the water in the tap comes from the rain. Know that the rain comes from the clouds.
- Know what fire is.
- Know that heat makes water turn to steam, know that the water evaporates up into the clouds when hot, and know it will turn to water again when cooled, perhaps as rain. To understand this is a cycle. Know scientific terms and processes: solid=frozen water/ice, liquid=water, warms up-boils=steam.
- Know our school is in the countryside, an area that is rural and grows crops. Know what a plant needs to live, survive and thrive: water, soil, sunlight.
- Know their parents telephone number.
- Know to ring 999 or 101 if there is a fire or someone is ill, or in danger.
- Know what survival means.
- Know what pets need to survive and thrive.
- Know about babies and know that an old person used to be a baby. Know this is called changing and know the stages a human goes through. Know this is called a cycle.
- Know that animals and plants also grow and change.
- Know the circle of life- the life cycle of at least two kinds of animal including human.
- Know what a human needs to live, survive and thrive: water, food, shelter, sleep and love.
- Know what an animal needs to live, survive and thrive: water, food, shelter, sleep and love and know about habitats.
- Know what extinct means and know that we need to look after our earth to make sure animals do not become extinct.
- Know how to make playdough.
- Know how to find out the weight of an object and to understand about balance- see-saw-balancing on a log- yoga- mountain pose, tree pose.
- Know what electricity is and know some items powered by electricity. Know the dangers and how to stay safe when using electricity. To be able to access a program on the interactive whiteboard or tablet. Know they can use a search engine to find out information. Know what to do if something they do not like comes on the internet.
- Know the dangers in a home and how to stay safe: chemicals/choking hazards/electricity or gas.
- Know and be able to access information books to find out facts.
- Begin to think about Creation stories and know our school is a Christian faith school.
- Know some people believe in a god and know these beliefs are called religion. To begin to think about their beliefs.
- Think about giving thanks and being grateful.



-  Know that sand used to be shells.
-  Know not to put sand in their mouths. To explore wet sand and dry sand.
-  Know what a germ is, how it is spread and how to stop it spreading by throwing away tissues in a bin, and washing our hands.
-  Explore water. Know that if they touch stagnant water they must wash their hands. Explore and investigate what is under our logs.
-  Know that we must respect the creatures' habitats. Know to move logs gently. Know that they must hold a worm on a leaf, so it will not be burned. Know not to pick up ladybirds and spiders in a pincer grip, as it could hurt their legs or wings. Know that they may find caterpillars and eggs under leaves.
-  Know that they need to add water to mud to make it runny. Know that they must not pick all the flowers or snap branches or leaves off trees because if we all did it they would die.
-  Know that a bee pollinates plants when it flies to and fro. Know that we need worms, trees and bees to survive. Know that trees take in carbon dioxide and put out oxygen. Know trees take in sunlight through their leaves.
-  Know that some plants sting us and how to avoid them. Know that some mushrooms and berries can be poisonous so children do not pick them, they do not put them in their mouth.
-  Know that tins, glass, or needles may cut them, may pass germs on. Poos may pass germs on so do not touch them but do tell an adult.
-  Begin to know about timescales; for example, they wake up in the morning, go to bed at night. Know that time is something that passes. Know about measuring. Know that a clock can measure time. Know that a sand timer can measure time. Know that a stop watch can measure time. Know that there are seconds and minutes and hours. Know that there are 24 hours in a day, 12 day, and 12 night (roughly).
-  Know that we can remember what we did yesterday and talk about it in the past. Know we can talk about something we do tomorrow and talk about it in the future. Know that some things happened a short time ago. Know that some things happened a long time ago, before the child was born. Know that this is called history. Know that we need to learn about history. Know that this can help us learn from history. Know it can stop us making mistakes.
-  Know that seven days make up a week. Know we have a weekend. Know the days of the week. Know the names of the days of the week. Know the weeks make up months. Know we have 12 months in a year. Know a year is the time between our birthdays. Know everyone has a birthday. Know not every culture celebrates birthdays.





Know I used to be a baby. Know grownups used to be a baby. Know the sequence from baby to old person. Know about our family. To learn about our family tree. To learn where we came from, our history.

Know we have seasons. Know we have spring, summer, autumn and winter. Know what weather is. Know the weather changes. Know the weather changes according to the season. Know that weather is different in different countries.

Know that their parents or carers are safe people who help them. Know friends are people who play with you and help you. Know that teachers and adults in school help you.

Know that humans have different jobs. Know that jobs earn money. Know that you buy items with money. Know that a police officer, fire officer and health professional help us. To listen to and ask questions of these people. To think about what job they would like when they grow up and to begin to know how to achieve this.

### **Age 3+ (with reference to Birth To Five Matters document, this is Range 5: 36-48months)**

#### **Understanding the world: People and communities**

- \* Shows interest in the lives of people who are familiar to them.
- \* Enjoys joining in with family customs and routines.
- \* Remembers and talks about significant events in their own experience.
- \* Recognises and describes special times or events for family or friends.
- \* Shows interest in different occupations and ways of life indoors and outdoors.
- \* 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.

#### **Understanding the world: The world**

- \* Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- \* Talks about why things happen and how things work.



- \* Developing an understanding of growth, decay and changes over time.
- \* Shows care and concern for living things and the environment.
- \* Begin to understand the effect their behaviour can have on the environment.

#### **Understanding the world: Technology**

- \* Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.
- \* Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.
- \* Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- \* Knows that information can be retrieved from digital devices and the internet
- \* Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.



#### **Age 4+ (with reference to Birth To Five Matters document, this is range 6: 48-71 months)**

##### **Understanding the world: People and communities**

- \* Enjoys joining in with family customs and routines.
- \* Talks about past and present events in their own life and in the lives of family members.
- \* Knows that other children do not always enjoy the same things, and is sensitive to this.
- \* Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

##### **Understanding the world: The world**

- \* Looks closely at similarities, differences, patterns and change in nature.
- \* Knows about similarities and differences in relation to places, objects, materials and living things.
- \* Talks about the features of their own immediate environment and how environments might vary from one another.
- \* Makes observations of animals and plants and explains why some things occur, and talks about changes.

##### **Understanding the world: Technology**

- \* Completes a simple program on electronic devices.
- \* Uses ICT hardware to interact with age appropriate computer software.
- \* Can create content such as a video recording, stories, and/or draw a picture on screen.
- \* Develops digital literacy skills by being able to access, understand and interact with a range of technologies.



- \* Can use the internet with adult supervision to find and retrieve information of interest to them.

### **Early Learning Goal (to be achieved at the end of the EYFS curriculum)**

#### **ELG: 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.

#### **ELG: 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.

#### **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.

# Expressive Arts and Design: Specific area

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

When children first enter our EYFS- in Nursery or Reception, we will work with parents to encourage, model and teach our children to:

(any age depending when they start school)

- Make marks.
- Explore paint : Use brushes to paint, Use their hands to paint, Use their fingertips to paint and explore paint with their fingers and toes.
- Mix colours.
- Use thin brushes and fat brushes. Use water to rinse their brushes. Use water colours.
- Know what the prime colours are: red, yellow and blue. Know that red and yellow make orange. Know that yellow and blue make green. Know that red and blue make purple. To know that white will lighten the colour, to know that black will darken it. To know that all of the colours mixed together will make brown.
- Know what an artist does and to have seen some famous paintings.
- Know what sculpture is and to have seen and touched some famous sculptures.
- Draw a face, circle, two eyes and a smile; moving onto being able to draw a face and body, arms and legs. To draw a face with eyes, pupils, eyelashes, eyebrows, ears, hair, and a body with five fingers and five toes.
- Explore malleable materials. To learn how to roll a sausage of dough. To learn how to coil the sausage. To learn how to roll a ball of dough in their hands. To learn how to make a pinch pot. To learn how to fix clay using water and clay. To learn how to add objects to dough/clay to create representations. To learn how to scratch into dough and press in to create patterns and representations.





- To know how to hold scissors in one hand and snip. To know how to move the paper with their other hand. To know to open-snip-push-snip-push-snip. To know how to cut excess paper off to make it easier to be neat and accurate.
- To be able to open sticky tape, put the end on the side of the table and cut. To know to put the sticky tape equally over two parts to stick. To know how to spread PVA glue and scrape some off so not too much. To know they have to hold it in place, count to ten then leave overnight.
- To know how to sharpen a pencil (over a bin unless it has a collector).
- To know they can poke a hole in card using a sharp pencil, putting a rubber underneath. To know how to use a hole punch safely. To know how to fasten two items together with a paper fastener so they will move. To know how to use elastic bands to join.
- To explore musical instruments. To make sounds using their bodies or found materials. To listen to a beat and repeat it. To blow a note on a wind instrument. To whistle using their mouths. To move to a beat or rhythm. To create a beat or rhythm. To listen to a variety of music. To move to music. To move to music using ribbons or streamers. To learn a sequence of moves to music.
- Have small world scenarios set up in tuff trays: relating to stories- The Three Little Pigs, We Are Going on a Bear Hunt; the Billy Goats Gruff. Have a range of small world animals in the block area and outside; farm animals; British wild animals; wild animals from other countries.

### Age 3+ (with reference to Birth To Five Matters document, this is Range 5: 36-48months)

#### Expressive arts and design: Creating with materials

- \* Explores and learns how sounds and movements can be changed.
- \* Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns.
- \* Enjoys joining in with moving, dancing and ring games.
- \* Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.
- \* Taps out simple repeated rhythms.
- \* Develops an understanding of how to create and use sounds intentionally.
- \* Continues to explore colour and how colours can be changed.
- \* Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.
- \* Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.
- \* Uses tools for a purpose.





### **Expressive arts and design: Being imaginative and expressive**

- \* Uses movement and sounds to express experiences, expertise, ideas and feelings.
- \* Experiments and creates movement in response to music, stories and ideas.
- \* Sings to self and makes up simple songs.
- \* Creates sounds, movements, drawings to accompany stories.
- \* 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.
- \* Uses available resources to create props or creates imaginary ones to support play.
- \* Plays alongside other children who are engaged in the same theme.

### **Age 4+ (with reference to Birth To Five Matters document, this is range 6: 48-71 months)**



### **Expressive arts and design: Creating with materials**

- \* Begins to build a collection of songs and dances.
- \* 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.
- \* Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.
- \* Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- \* Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

### **Expressive arts and design: Being imaginative and expressive**

- \* Creates representations of both imaginary and real-life ideas, events, people and objects.
- \* Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.
- \* Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes.
- \* Uses combinations of art forms, e.g. moving and singing; making and dramatic play, drawing and talking, constructing and mapping
- \* Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.
- \* Introduces a storyline or narrative into their play.
- \* Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

**Early Learning Goal (to be achieved at the end of the EYFS curriculum)**

**ELG: 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.

**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.