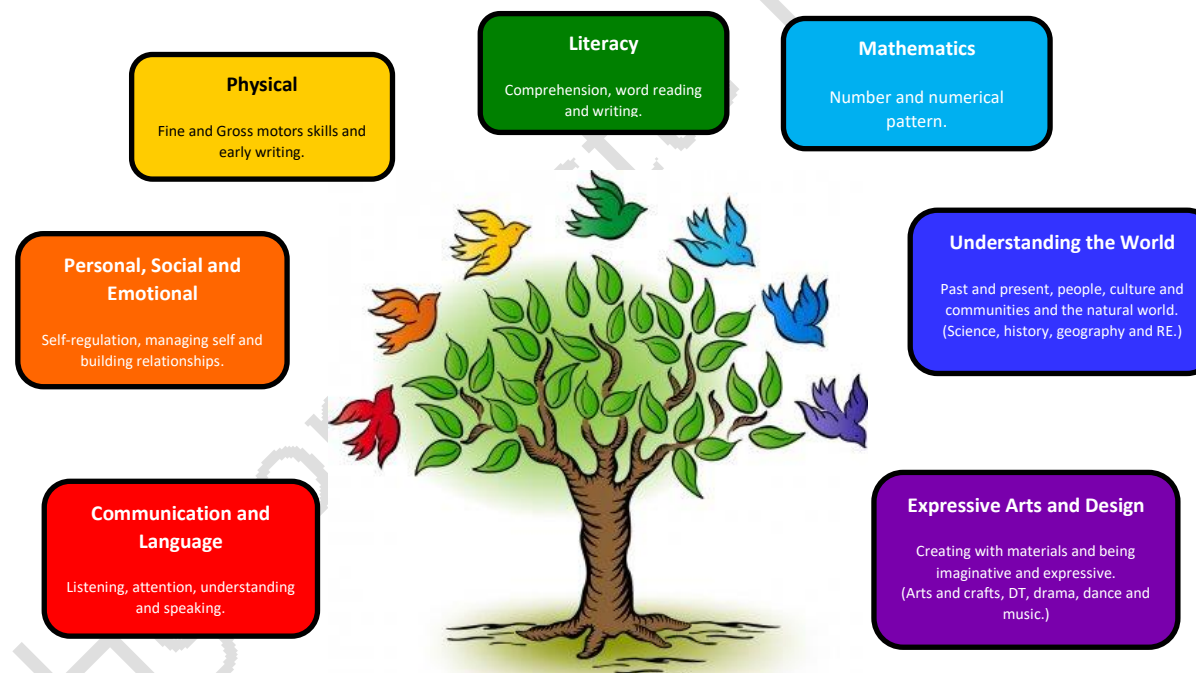


# Early Years Foundation Stage (EYFS) Curriculum





## Communication and Language

**EYFS Statutory Educational Programme: 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.

Birth to 3 years	3 and 4 Years	Reception	ELG – End of reception assessment
<ul style="list-style-type: none"> <li>– Turn towards familiar sounds.</li> <li>– They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.</li> <li>– Gaze at faces, copying facial expressions and movements like sticking out their tongue.</li> <li>– Make eye contact for longer periods.</li> <li>– Watch someone’s face as they talk.</li> </ul>	<ul style="list-style-type: none"> <li>– Enjoy listening to longer stories and can remember much of what happens.</li> <li>– Pay attention to more than one thing at a time, which can be difficult.</li> </ul>	<ul style="list-style-type: none"> <li>– Understand how to listen carefully and why listening is important. <b>To adults and peers</b></li> </ul>	<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation <b>use of correct tenses when speaking e.g. I saw not I seen.</b></li> </ul>
<ul style="list-style-type: none"> <li>– Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities.</li> <li>– Try to copy adult speech and lip movements.</li> <li>– Enjoy singing, music and toys that make sounds.</li> <li>– Recognise and are calmed by a familiar and friendly voice.</li> <li>– Listen and respond to a simple instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Use a wider range of vocabulary.</li> <li>– Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> <li>– Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> </ul>	<ul style="list-style-type: none"> <li>– Learn new vocabulary.</li> </ul>	<p><b>ELG: Speaking</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- 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. <b>Use correct past tense for irregular verbs in oral sentences e.g., ran, catch, write</b></li> </ul>



## Hylton Castle Primary School – EYFS Curriculum

Observational Checkpoint – See development matters details	<ul style="list-style-type: none"> <li>– Sing a large repertoire of songs.</li> <li>– Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>– Use new vocabulary through the day.</li> </ul>	
<ul style="list-style-type: none"> <li>– Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</li> <li>– Babble, using sounds like ‘baba’, ‘mamama’.</li> <li>– Use gestures like waving and pointing to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>– Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>– Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Ask questions to find out more and to check they understand what has been said to them.</li> </ul>	
<ul style="list-style-type: none"> <li>– Reach or point to something they want while making sounds.</li> <li>– Copy your gestures and words.</li> <li>– Constantly babble and use single words during play.</li> <li>– Use intonation, pitch and changing volume when ‘talking’.</li> </ul>	<ul style="list-style-type: none"> <li>– Use longer sentences of four to six words.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulate their ideas and thoughts in well-formed sentences. – <b>be able to repeat sentences accurately</b></li> </ul>	
Observational Checkpoint – See development matters details	<ul style="list-style-type: none"> <li>– Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>– Start a conversation with an adult or a friend and continue it for many turns.</li> <li>– Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<ul style="list-style-type: none"> <li>– Connect one idea or action to another using a range of connectives. E.g. <b>and, because first, then, next, after that.</b></li> </ul>	
<ul style="list-style-type: none"> <li>– Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</li> <li>– Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</li> </ul>	Observational Checkpoint – See development matters details	<ul style="list-style-type: none"> <li>– Describe events in some detail – <b>use simple adjectives and adverbs.</b></li> <li>– <b>Use correct order of events</b></li> </ul>	
Observational Checkpoint – See development matters details		<ul style="list-style-type: none"> <li>– Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul>	
<ul style="list-style-type: none"> <li>– Understand simple instructions like “give to nanny” or “stop”.</li> <li>– Recognise and point to objects if asked about them.</li> </ul>		<ul style="list-style-type: none"> <li>– Develop social phrases. <b>know the difference between simple formal and informal phrases e.g. how to speak to adults e.g. yes not yeah/ no not nor etc.</b></li> </ul>	
Observational Checkpoint – See development matters details		<ul style="list-style-type: none"> <li>– Engage in Storytime – <b>be able to talk about their year group focus author.</b></li> <li>– <b>know the term ‘author’ and ‘illustrator’ and be able to name their focus author.</b></li> </ul>	



<ul style="list-style-type: none"> <li>– Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</li> </ul>		<ul style="list-style-type: none"> <li>– Listen to and talk about stories to build familiarity and understanding.</li> </ul>	
<ul style="list-style-type: none"> <li>– Listen to other people's talk with interest but can easily be distracted by other things.</li> </ul>		<ul style="list-style-type: none"> <li>– Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>– Use correct order of events and simple connectives E.g. and, because first, then, next, after that.</li> </ul>	
<ul style="list-style-type: none"> <li>– Make themselves understood and can become frustrated when they cannot.</li> <li>– Start to say how they are feeling, using words as well as actions.</li> </ul>		<ul style="list-style-type: none"> <li>– Use new vocabulary in different contexts.</li> </ul>	
<ul style="list-style-type: none"> <li>– Start to develop conversation, often jumping from topic to topic.</li> <li>– Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops.'</li> </ul>		<ul style="list-style-type: none"> <li>– Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	
Observational Checkpoint – See development matters details		<ul style="list-style-type: none"> <li>– Learn rhymes, poems and songs. Use of expression</li> </ul>	
<ul style="list-style-type: none"> <li>– Use the speech sounds p, b, m, w.</li> <li>– Pronounce: <ul style="list-style-type: none"> <li>• l/r/w/y</li> <li>• f/th</li> <li>• s/sh/ch/dz/j</li> <li>• multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>– Engage in non-fiction books.</li> <li>– Introduce the terms fiction and non-fiction. Know some simple features of non-fiction books, e.g., they have photos, contain facts</li> </ul>	
Observational Checkpoint – See development matters details		<ul style="list-style-type: none"> <li>– Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	
<ul style="list-style-type: none"> <li>– Listen to simple stories and understand what is happening, with the help of the pictures.</li> </ul>		<ul style="list-style-type: none"> <li>– Use and understand common plurals correctly in speech</li> </ul>	
<ul style="list-style-type: none"> <li>– Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>– Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> </ul>			
<ul style="list-style-type: none"> <li>– Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>			
Observational Checkpoint – See development matters details			



## Persona, Social and Emotional Development

**EYFS Statutory Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.**

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Birth to 3 years	3 and 4 Years	Reception	ELG – End of reception assessment
<ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed.</li> <li>This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> </ul>	<b>ELG: Self-Regulation</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>Establish their sense of self.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> </ul>	<b>ELG: Managing Self</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly. <b>Play games with simple rules (pairs and small groups).</b></li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<ul style="list-style-type: none"> <li>Express preferences and decisions.</li> <li>They also try new things and start establishing their autonomy.</li> </ul>	<ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> </ul>	<b>ELG: Building Relationships</b> Children at the expected level of development will:



<ul style="list-style-type: none"> <li>Engage with others through gestures, gaze and talk.</li> <li>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> </ul>		<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>
<ul style="list-style-type: none"> <li>Find ways of managing transitions, for example from their parent to their key person.</li> </ul>	<ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Think about the perspectives of others.</li> </ul>	
<ul style="list-style-type: none"> <li>Thrive as they develop self-assurance.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>Manage their own needs. <ul style="list-style-type: none"> <li>Personal hygiene</li> <li>Take off/put on jumpers, cardigans, coats etc.</li> <li>Fasten coats/cardigan.</li> <li>Begin to try and fasten shoelaces.</li> <li>Change shoes/wellies independently.</li> <li>Put on hats, gloves and scarves. .</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>Look back as they crawl or walk away from their key person.</li> <li>Look for clues about how to respond to something interesting.</li> <li>Play with increasing confidence on their own and with other children because they know their key person is nearby and available.</li> <li>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</li> </ul>	<ul style="list-style-type: none"> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating – try new foods, discuss/sort healthy and unhealthy foods.</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> </ul>	<ul style="list-style-type: none"> <li>Understand gradually how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Identify changes to body when moving – feel heart beating/getting faster.</li> </ul>	
<ul style="list-style-type: none"> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> </ul>	<p>Observational Checkpoint – See development matters details</p>	<ul style="list-style-type: none"> <li>Begin to understand what bullying is.</li> <li>Follow 'Zones of regulation' scheme of work – Self regulation – identification and toolkit to support regulation of emotions.</li> <li>Follow reception 'Jigsaw' scheme of work – being me in my world, celebrating differences, dreams and goals, healthy me, relationships, changing me.</li> <li>JC to deliver 'kid safe'</li> </ul>	



<ul style="list-style-type: none"> <li>– Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</li> </ul>	<ul style="list-style-type: none"> <li>– Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>– Make healthy choices about food, drink, activity and toothbrushing.</li> <li>– Try new foods (healthy)</li> </ul>		
<ul style="list-style-type: none"> <li>– Develop friendships with other children.</li> </ul>	<ul style="list-style-type: none"> <li>– Begin to develop a food vocabulary using taste, smell, texture and feel</li> </ul>		
<ul style="list-style-type: none"> <li>– Safely explore emotions beyond their normal range through play and stories.</li> <li>– Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</li> </ul>	<ul style="list-style-type: none"> <li>– Begin to understand that they can upset others by being unkind and this is not right.</li> <li>– Follow ‘Zones of regulation’ scheme of work – Self regulation – identification and toolkit to support regulation of emotions.</li> <li>– Follow nursery ‘Jigsaw’ scheme of work</li> </ul>		
<ul style="list-style-type: none"> <li>– Learn to use the toilet with help, and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>–</li> </ul>		
Observational Checkpoint – See development matters details			



## Physical Development

**EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.**

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Birth to 3 years	3 and 4 Years	Reception	ELG – End of reception assessment
<ul style="list-style-type: none"> <li>– Lift their head while lying on their front.</li> <li>– Push their chest up with straight arms.</li> <li>– Roll over: from front to back, then back to front.</li> <li>– Enjoy moving when outdoors and inside.</li> </ul>	<ul style="list-style-type: none"> <li>– Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>– Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>– Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping (height and distance)</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> </ul> </li> </ul>	<p><b>ELG: Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Use safe climbing practises – large wall mounted frame and gymnastic equipment.</li> <li>- Demonstrate strength, balance and coordination when playing. <b>Balancing on different body parts.</b></li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<ul style="list-style-type: none"> <li>– Sit without support. Begin to crawl in different ways and directions.</li> <li>– Pull themselves upright and bouncing in preparation for walking.</li> </ul>	<ul style="list-style-type: none"> <li>– Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>– Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>– Progress towards a more fluent style of moving, with developing control and grace.</li> <li>– <b>Run with some control to markers.</b></li> <li>– <b>Experiment with different ways of travelling</b></li> </ul>	<p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery; (<b>stir, spread, whisk</b>)</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
<ul style="list-style-type: none"> <li>– Reach out for objects as co-ordination develops.</li> <li>– Pass things from one hand to the other.</li> <li>– Let go of things and hand them to another person, or drop them.</li> </ul>	<ul style="list-style-type: none"> <li>– Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>	<ul style="list-style-type: none"> <li>– Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>	





Observational Checkpoint – See development matters details	<ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></li> </ul>	
<ul style="list-style-type: none"> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>Clap and stamp to music.</li> </ul>	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>	
<ul style="list-style-type: none"> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls.</li> <li>Build independently with a range of appropriate resources.</li> </ul>	<ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> </ul>	
<ul style="list-style-type: none"> <li>Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently.</li> </ul>	<ul style="list-style-type: none"> <li>Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	
<ul style="list-style-type: none"> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>	<ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including, <b>rolling, bouncing</b>, throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <b>Using a range of large and small balls.</b></li> <li><b>Kick ball at a target</b></li> <li><b>Hit ball with equipment</b></li> </ul>	
<ul style="list-style-type: none"> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>Start eating independently and learning how to use a knife and fork.</li> </ul>	<ul style="list-style-type: none"> <li><b>Know the difference between running and jogging.</b></li> <li><b>Experiment with different ways of travelling.</b></li> <li><b>Take part in games with simple rules e.g. statues, hoop bounce (paired and small groups)</b></li> <li><b>Use safe climbing practices – large wall mounted frame and gymnastics equipment.</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li><b>Practise writing letters on lined paper</b></li> </ul>	
Observational Checkpoint – See development matters details	<ul style="list-style-type: none"> <li><b>Stir, spread, knead and shape a range of food and ingredients.</b></li> </ul>	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>Develop manipulation and control. Explore different materials and tools.</li> </ul>		<ul style="list-style-type: none"> <li><b>Take part in games with simple rules e.g. statues, hoop bounce (paired and small groups)</b></li> <li><b>Play simple games involving running into spaces.</b></li> </ul>	



## Literacy

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

Birth to 3 years	3 and 4 Years	Reception	ELG – End of reception assessment
<ul style="list-style-type: none"> <li>– Enjoy songs and rhymes, tuning in and paying attention.</li> <li>– Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>– Say some of the words in songs and rhymes.</li> <li>– Copy finger movements and other gestures.</li> <li>– Sing songs and say rhymes independently, for example, singing whilst playing.</li> </ul>	<ul style="list-style-type: none"> <li>– Understand the five key concepts about print: <ul style="list-style-type: none"> <li>• Print has meaning.</li> <li>• Print can have different purposes.</li> <li>• We read English text from left to right and from top to bottom.</li> <li>• The names of the different parts of a book.</li> <li>• Page sequencing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Read individual letters by saying the sounds for them.</li> <li>– Following RWI phonics scheme <ul style="list-style-type: none"> <li>• Aut 1 – m a s d t l n p g o c k u b f e</li> <li>• Aut 2 – l h r j v y w z x</li> <li>• Spring 1 – sh th ch ng nk</li> <li>• Spring 2 – ll ss ff ck</li> <li>• Summer – ay ee igh ow oo</li> </ul> </li> </ul>	<p><b>ELG: Comprehension</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Anticipate – where appropriate – key events in stories; <b>Be able to give simple explanations for character's actions or behaviour e.g. he was sad because he was alone.</b></li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <b>– guess the meaning of unknown words from story context.</b></li> </ul>
<ul style="list-style-type: none"> <li>– Enjoy sharing books with an adult.</li> <li>– Pay attention and respond to the pictures or the words.</li> <li>– Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>– Repeat words and phrases from familiar stories. Ask questions about the book.</li> <li>– Make comments and shares their own ideas.</li> <li>– Develop play around favourite stories using props.</li> </ul>	<ul style="list-style-type: none"> <li>– Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>• Spot and suggest rhymes.</li> <li>• Count or clap syllables in a word.</li> <li>• Recognise words with the same initial sound, such as money and mother <b>(using objects, listening to sounds not reading words)</b></li> </ul> </li> <li>– <b>Begin to recognise some individual sounds following RWI phonics scheme.</b></li> </ul>	<ul style="list-style-type: none"> <li>– Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> </ul>	<p><b>ELG: Word Reading</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Begin to use simple expression e.g. raise voice if capital letters or !</b></li> </ul>
<ul style="list-style-type: none"> <li>– Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>	<ul style="list-style-type: none"> <li>– Engage in extended conversations about stories, learning new vocabulary.</li> <li>– <b>Listen to stories being read to them daily.</b></li> <li>– <b>Explore a range of books independently and with friends. (Environment to use core books, non-</b></li> </ul>	<ul style="list-style-type: none"> <li>– Read some letter groups that each represent one sound and say sounds for them.</li> </ul>	<p><b>ELG: Writing</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed <b>-know RWI letter rhymes when forming letters.</b></li> </ul>



	<p>fiction books and stories linking to current topics and interests)</p>		<p>- Spell words by identifying sounds in them and representing the sounds with a letter or letters – <b>pinch sounds to support spelling.</b></p> <p>- Write simple phrases and sentences that can be read by others.</p>
<ul style="list-style-type: none"> <li>– Enjoy drawing freely.</li> <li>– Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>– Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> <li>– Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>– Read a few common exception words matched to the school’s phonic programme.</li> </ul>	
	<ul style="list-style-type: none"> <li>– <b>Practise handwriting patterns and shapes</b></li> <li>– Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>	
		<ul style="list-style-type: none"> <li>– Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	
		<ul style="list-style-type: none"> <li>– Form lower-case and capital letters correctly.</li> <li>– <b>Form the digits 0-9</b></li> <li>– <b>Begin to write letters on lines, know which letters drop below the line (descenders) follow RWI.</b></li> </ul>	
		<ul style="list-style-type: none"> <li>– Spell words by identifying the sounds and then writing the sound with letter/s. <b>pinch sounds to support spelling.</b></li> <li>– <b>Record writing in a book.</b></li> </ul>	
		<ul style="list-style-type: none"> <li>– Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>– <b>Begin to use simple adjectives.</b></li> <li>– <b>Record writing on lines.</b></li> </ul>	
		<ul style="list-style-type: none"> <li>– Re-read what they have written to check that it makes sense.</li> <li>– <b>Read sentence out loud to others</b></li> </ul>	



## Mathematics

**EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.**

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Birth to 3 years	3 and 4 Years	Reception	ELG – End of reception assessment
<ul style="list-style-type: none"> <li>Combine objects like stacking blocks and cups.</li> <li>Put objects inside others and take them out again.</li> </ul>	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> </ul>	<p><b>ELG: Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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 (<b>up to double 5</b>)</li> </ul>
<ul style="list-style-type: none"> <li>Take part in finger rhymes with numbers.</li> <li>React to changes of amount in a group of up to three items.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise.</li> </ul>	<p><b>ELG: Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<ul style="list-style-type: none"> <li>Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)</li> <li>using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul>	



<ul style="list-style-type: none"> <li>Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.</li> </ul>	<ul style="list-style-type: none"> <li>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’. (<a href="#">Link to map work</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Count beyond ten.</li> </ul>	
<ul style="list-style-type: none"> <li>Climb and squeeze themselves into different types of spaces.</li> <li>Build with a range of resources. Complete inset puzzles.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers.</li> <li><a href="#">Order numbers to 10</a></li> </ul>	
<ul style="list-style-type: none"> <li>Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</li> </ul>	<ul style="list-style-type: none"> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> </ul>	
<ul style="list-style-type: none"> <li>Notice patterns and arrange things in patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</li> <li>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> </ul>	<ul style="list-style-type: none"> <li>Explore the composition of numbers to 10.</li> <li><a href="#">Identify and represent numbers to 10 in different ways.</a></li> </ul>	
	<ul style="list-style-type: none"> <li><a href="#">Measure and weigh food items, non-statutory measures e.g. spoons, cups.</a></li> </ul>	<ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li><a href="#">Add and subtract within 5</a></li> </ul>	
	<ul style="list-style-type: none"> <li><a href="#">Compare and order numbers up to 5.</a></li> <li><a href="#">Use practical equipment and one to one correspondence to add and subtract within 3.</a></li> <li><a href="#">Solve real life problems linked to nursery curriculum.</a></li> </ul>	<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>	
		<ul style="list-style-type: none"> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	
		<ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul>	
		<ul style="list-style-type: none"> <li>Compare length, weight and capacity (<a href="#">mass</a>)</li> </ul>	
		<ul style="list-style-type: none"> <li><a href="#">Measure and weigh food items, non-statutory measures e.g. spoons, cups.</a></li> </ul>	
		<ul style="list-style-type: none"> <li><a href="#">Solve real life/world problems to 10 linked to reception curriculum.</a></li> <li><a href="#">Use language add, together, takeaway, fewer/less.</a></li> </ul>	



		– Recognise a clock, the parts of a clock and what it is used for.	
		– Become familiar with order of days of the week and months of the year. Knowing the difference between weekdays and the weekend.	

Hylton Castle Primary



## Understanding The World

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

Birth to 3 years	3 and 4 Years	Reception	ELG – End of reception assessment
<ul style="list-style-type: none"> <li>– Repeat actions that have an effect.</li> <li>– Explore materials with different properties.</li> <li>– Explore natural materials, indoors and outside.</li> </ul>	<ul style="list-style-type: none"> <li>– Use all their senses in hands-on exploration of natural materials.</li> <li>– Explore collections of materials with similar and/or different properties.</li> <li>– Talk about the differences between materials and changes they notice.</li> <li>– Talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>– Talk about members of their immediate family and community.</li> <li>– Name and describe people who are familiar to them.</li> </ul>	<p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<ul style="list-style-type: none"> <li>– Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>	<ul style="list-style-type: none"> <li>– Begin to make sense of their own life-story and family’s history.</li> <li>– Look at photos from their past (e.g. when they were born/babies)</li> <li>– During key person group begin to talk about what they have been doing in the past e.g. at the weekend, last night etc. And future plans e.g. what going to do at the weekend, the night, on their birthday etc.</li> </ul>	<ul style="list-style-type: none"> <li>– Comment on images of familiar situations in the past.</li> <li>– Link to Hylton castle, how has it changed over time?</li> <li>– Visit to Beamish to support understanding differences to life in the past and today.</li> <li>– During key person group begin to talk about what they have been doing in the past e.g. at the weekend, last night etc. And future plans e.g. what going to do at the weekend, the night, on their birthday etc.</li> <li>– Talk about/recall events in the correct order.</li> </ul>	<p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> <li>- 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.</li> </ul> <p>Discovery RE – Scheme are</p>
<ul style="list-style-type: none"> <li>– Make connections between the features of their family and other families.</li> </ul>	<ul style="list-style-type: none"> <li>– Show interest in different occupations.</li> <li>– Explore different celebrations around the world – Chinese New Year, Diwali, Halloween, bon fire night etc.</li> <li>– Discovery RE – scheme of work</li> </ul>	<ul style="list-style-type: none"> <li>– Compare and contrast characters from stories, including figures from the past. Use of simple adjectives to add description. Be able to identify types of characters e.g. unkind, evil, friendly. Extend vocabulary beyond happy &amp; sad</li> </ul>	<p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>



	<ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> </ul>		<ul style="list-style-type: none"> <li>- Demonstrate curiosity by asking questions about the world around them.</li> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>- with support or prompting, talk about what they think might happen based on their experiences.</li> </ul>
<ul style="list-style-type: none"> <li>Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how things work – How do toys move e.g. wheels?</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Locate our country on the world map.</li> <li>Know which is land/sea/oceans on the world map</li> <li>Linking to frozen world topic – locate cold areas on world map.</li> <li>Linking to fish/pirates/under the sea – locate/name some seas/oceans</li> </ul>	
	<ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different from the one in which they live.</li> </ul>	
	<ul style="list-style-type: none"> <li>Explore and talk about different forces they can feel.</li> <li>Mechanisms</li> <li>Explore toys with moving parts and how they work/move – forces, pushing and pulling.</li> <li>Name toys with wheels</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Explore different celebrations around the world – Chinese New Year, Diwali, Halloween, bon fire night etc.</li> <li>Become familiar with the Nativity story – perform their own play.</li> </ul>	
	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (link to map work – blue is water, ocean, green is land)</li> <li>Explore the world map/globe</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Use simple equipment e.g. binoculars and magnifying glasses.</li> <li>Describe what they see, hear and feel whilst outside. Use of simple adjectives to add description.</li> </ul>	
	<ul style="list-style-type: none"> <li>Begin to explore and understand seasons, the weather changing in seasons and seasonal changes.</li> </ul>	<ul style="list-style-type: none"> <li>Care for and look after plants – what do they need to grow.</li> <li>Vocabulary linking to parts of the plant. (Recap lifecycle) Begin to show some understanding.</li> </ul>	





	<ul style="list-style-type: none"> <li>– Bake a range of sweet and savoury dishes.</li> <li>– Begin to work safely and hygienically.</li> </ul>	<ul style="list-style-type: none"> <li>– Understand the effect of changing seasons on the natural world around them.</li> </ul>	
	<ul style="list-style-type: none"> <li>– Explore electrical toys e.g. remote-control cars, torches, metal detectors etc.</li> <li>– Explore drawing on prowise board – changing colour, shape etc.</li> <li>– Begin to access purple mash activities.</li> <li>– Play interactive games e.g. phonics play/purple mash which are already open.</li> </ul>	<ul style="list-style-type: none"> <li>– Materials – investigate waterproof materials – predict what might happen, test materials</li> </ul>	
	<ul style="list-style-type: none"> <li>– Say what has happened to objects, living things and events.</li> </ul>	<ul style="list-style-type: none"> <li>– Forces – how to move a car/boat – push, pull, blow</li> </ul>	
	<ul style="list-style-type: none"> <li>– During investigations talk to an adult about what has been found out.</li> </ul>	<ul style="list-style-type: none"> <li>– Explore using Bee bots.</li> <li>– Explore unplugged algorithms – penguin pebbles and monster making (barefoot computing)</li> <li>– Be able to use age-appropriate apps/games e.g. purple mash, number blocks.</li> <li>– Create pictures on the prowise board, paint ap.</li> <li>– Open/close programmes e.g. purple mash, phonics play</li> <li>– With an adult explore using the internet to find things out (keeping safe)</li> </ul>	
	–	<ul style="list-style-type: none"> <li>– Talk to an adult to explain what they have observed/found out, explain why some things occur.</li> </ul>	
	–	<ul style="list-style-type: none"> <li>– During investigations make predictions and talk about what they have found out, what might change?</li> </ul>	
	–	<ul style="list-style-type: none"> <li>– Cook a range of different sweet and savoury foods – using tools to cut, mix, whisk etc.</li> <li>– Begin to state if given foods come from a plant or animals.</li> <li>– Name and taste common fruits and vegetables.</li> </ul>	



## Expressive Arts and Design

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

Birth to 3 years	3 and 4 Years	Reception	ELG – End of reception assessment
<ul style="list-style-type: none"> <li>– Show attention to sounds and music.</li> <li>– Respond emotionally and physically to music when it changes.</li> <li>– Move and dance to music.</li> <li>– Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.</li> <li>– Explore their voices and enjoy making sounds.</li> </ul>	<ul style="list-style-type: none"> <li>– Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>– Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>– Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>	<ul style="list-style-type: none"> <li>– Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>– Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>– Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p><b>ELG: Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used; <b>use correct tenses when speaking e.g. I drew not I drewed.</b></li> <li>- Explore artists <b>Monet, Mondrian (rectangles), Kandinsky (circles), Pollock.</b></li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<ul style="list-style-type: none"> <li>– Join in with songs and rhymes, making some sounds.</li> <li>– Make rhythmical and repetitive sounds.</li> <li>– Explore a range of sound makers and instruments and play them in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>– Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>– Develop their own ideas and then decide which materials to use to express them.</li> <li>– Join different materials and explore different textures.</li> <li>– <b>Start to build structures, joining components together.</b></li> <li>– <b>Sculpture - Begin to create with different materials – clay, paint, junk modelling – explore manipulating materials to create effects.</b></li> </ul>	<ul style="list-style-type: none"> <li>– Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>– Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>–</li> </ul>	<p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <b>Begin to use expressive voices.</b></li> </ul>
<ul style="list-style-type: none"> <li>– Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> </ul>	<ul style="list-style-type: none"> <li>– Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>– Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>– Use drawing to represent ideas like movement or loud noises.</li> </ul>	<ul style="list-style-type: none"> <li>– Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>– Explore and engage in music making and dance, performing solo or in groups.</li> <li>– <b>Copy a short sequence of actions.</b></li> <li>– <b>Perform actions at different speeds and levels.</b></li> <li>– <b>Explore using a range of musical instruments.</b></li> </ul>	



## Hylton Castle Primary School – EYFS Curriculum

	<ul style="list-style-type: none"> <li>– Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>– Explore colour and colour mixing.</li> <li>– Show different emotions in their drawings – happiness, sadness, fear, etc.</li> <li>– <b>Artist studies -</b></li> </ul>	<ul style="list-style-type: none"> <li>– <b>Begin to understand Rhythm (long and short notes) and pulse (heartbeat of music)</b></li> <li>– <b>Use body percussion and explore other noises e.g. Clicking fingers.</b></li> <li>– <b>Use oak academy – linking music to topics.</b></li> <li>– <b>Use of charanga – currently being updated.</b></li> </ul>	
<ul style="list-style-type: none"> <li>– Start to make marks intentionally.</li> <li>– Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>– Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>– Listen with increased attention to sounds.</li> <li>– Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>– Develop storylines in their pretend play.</li> </ul>	
<ul style="list-style-type: none"> <li>– Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</li> </ul>	<ul style="list-style-type: none"> <li>– Remember and sing entire songs.</li> <li>– Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>– Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>– Create their own songs or improvise a song around one they know.</li> <li>– <b>Create vocal noises, copy and then think of their own.</b></li> <li>–</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Create with a range of materials – clay, glue, junk modelling, split pins etc – use tools to manipulate materials.</b></li> <li>– <b>Sculpture – create with clay – Shape, mould, junk modelling.</b></li> <li>– <b>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</b></li> </ul>	
<ul style="list-style-type: none"> <li>– Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.</li> </ul>	<ul style="list-style-type: none"> <li>– Play instruments with increasing control to express their feelings and ideas.</li> <li>– <b>Explore body procession.</b></li> <li>– <b>Explore using a range of musical instruments.</b></li> <li>–</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Skills needed to draw – understand the concept of drawing.</b></li> <li>– <b>Use different mediums – pencils, chalk, oil pastels, paint.</b></li> <li>–</li> </ul>	
<ul style="list-style-type: none"> <li>– Explore different materials, using all their senses to investigate them.</li> <li>– Manipulate and play with different materials.</li> <li>– Use their imagination as they consider what they can do with different materials.</li> <li>– Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Talk about their creations.</b></li> </ul>	<ul style="list-style-type: none"> <li>– <b>Look at simple hinges, wheels.</b></li> <li>– <b>Represent their own ideas, thoughts and feelings through design and technology.</b></li> <li>– <b>Say what they like and do not like about items they have made and attempt to say why.</b></li> </ul>	