



Morton Trentside Primary School

Early Years Foundation Stage
Curriculum

Early Years Foundation Stage

Intent Together we care, inspire, thrive and achieve.

In our Foundation Stage, we aim for every child to have an exciting, creative and inspiring first year at school allowing them to have the best possible start to their learning journey.

We encourage every child to become independent, resilient and enthusiastic learners who thrive at school. Children learn with their friends, inside and outside and have opportunities to express themselves, develop their creativity and explore the world around them.

Through three overarching topics, we explore mini topics to ensure that children are engaged and excited about their learning. We ensure that learning is based on children's interests and provides them with real-life experiences and memories to treasure. We constantly review learning to ensure knowledge and skills are embedded and we continuously revisit learning and skills throughout the Foundation Stage year. We build upon what the children can do and ensure appropriate support and challenge is in place to broaden and deepen their understanding. We believe that it is so important to create a solid foundation for every child during their first year at school. Therefore, we ensure that focus is placed upon communication and language, and personal, social and emotional development. We value and promote the importance of essential life skills such as table manners, using a knife and fork and road safety.

We hope to inspire every child to enjoy reading and love books. We read stories together every day and dedicate time to share books with friends in Foundation Stage and other year groups. Children begin learning to read upon entry to school through the Read Write Inc. programme that is delivered effectively by all of our trained staff within school. This allows every child to make rapid progress and develop their phonic knowledge quickly so they are able to start reading and enjoying stories independently.

By the end of the Foundation Stage year, we aim for every child to have reached their full potential and to have flourished into charismatic, resilient and responsible learners who are ready for the next step in their learning journey.

Implementation - EYFS Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Year 1 Curriculum Term 1
Topic	All about me	All about me	Oh, the places you'll go!	Oh, the places you'll go!	Fiction, Fantasy and Fairy Tales	Fiction, Fantasy and Fairy Tales	
Life Skills	Table manners Cutting and chopping skills Zipping up our coats Using the toilet independently Beginning to understand our emotions	Caring for others Manners, being polite and respectful How to be a good friend People who help us Developing independence Developing resilience	Stranger Danger Road Safety What to do if you get lost Developing listening skills Post a letter	E safety First Aid Looking after our planet Experience our natural environment e.g. roll down hills, climb trees	Conflict resolution Taking into account the feelings of others Keeping ourselves safe (Big Talk)	Moving on Setting goals Being proud of our achievements	
Communication and Language	C and L in role play Listening to stories rhymes and songs Taking part in whole class discussions Responding to instructions Understanding why listening is important Engaging in fiction and non-fiction books	C and L in role play Listening to and engaging in stories Joining in with whole class discussions Answering questions Retelling stories Engaging in non-fiction books and exposure to new vocabulary	Expressing ideas Asking questions Holding a conversation Using new vocabulary when talking Retelling stories Using full sentences when talking – extending using connectives Using past, present and future tense Explanations	Answering questions Asking questions Holding a conversation Learning rhymes and poems Using new vocabulary when talking Using full sentences when talking Using past, present and future tenses	Responding to instructions Asking questions Holding a conversation Using new vocabulary when talking Using full sentences when talking Using past, present and future tenses Explanations	Answering questions Asking questions Holding a conversation Using new vocabulary when talking Using full sentences when talking	
Literacy	RWI Name writing Sounds and oral blending Retelling stories verbally Poems and rhymes Recount of real life experiences Discussing key events in stories Develop their phonological awareness to:	RWI Name writing Writing lower case letters Oral blending and word reading Verbal recount Verbal description Sequencing pictures Guided group writing Begin to blend sounds into words, so that they can read short words made up of	RWI Word reading Writing lower case and some upper case letters Rhyming Guided description writing Discussing key events in stories Develop their phonological awareness to: Be able to complete a rhyming string.	RWI Reading captions Writing lower case and upper case letters Guided writing – instructions Writing words Sequencing and retelling Re – reading what they have written Blend sounds into words, so that they can read short words made up of	RWI Reading sentences Writing sentences by applying phonic knowledge Retelling stories in their own words Rhyming Poetry Discussing key events in stories Reading what they have written ELG Reading	RWI Reading with increasing fluency Writing sentences by applying phonic knowledge Retelling stories in their own words Labelling pictures Descriptive writing Writing a short story using Talk for Writing Use a capital letter at the beginning of a	Use phonics to decode words Read CEW Re read books for fluency Link what they read to own experiences Discuss word meanings Spell days of week Spell CEW Spell using phonics

	Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them. Writing labels Retelling stories Alphabet songs	known letter– sound correspondences. Begin to read CVC words containing known letter-sound correspondences. Match taught graphemes and phonemes. Blend and read cvc words containing taught sounds. Read taught tricky (red) words. Spell words by identifying the sounds and then writing the sound with letter/s. Write cvc words using the sounds taught. Say a simple sentence for writing (oral and count words). Write some lower case letters correctly. Use some upper case letters e.g. for own name, Mum and Dad. Write own name.	Begin to add sound buttons to identify how many sounds are in a word. Can supply words with the same initial sound for phase 2 single sounds. Recognise all taught sounds, including some digraphs. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write cvc words and labels using taught sounds.	known letter– sound correspondences. Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. Form lowercase letters and capital letters correctly Starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. Begin to use capital letters, finger spaces and full stops in independent writing. Read sentences back to an adult. Spell some high frequency tricky words.	Say a sound for each letter in the alphabet and at least 10 diagraphs ELG Reading Read words consistent with their phonic knowledge by sound-blending. ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write their first name and starting to write their surname independently.	sentence and a full stop at the end. use finger spaces most of the time. ELG Writing Write recognisable letters, most of which are correctly formed. ELG Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG Writing Write simple phrases and sentences that can be read by others	
Core Reading Texts	My Many Coloured Days The Colour Monster Super Duper You	My Map Book The Enormous Turnip	Bob, Man on the Moon The Marvellous Moon Map	The Very Hungry Caterpillar Dear Zoo	There is No Dragon in this Story Supertato	Three Little Pigs Goldilocks and the Three Bears	
Additional Texts	Guess How Much I Love You My Mum and Dad make me laugh	Elmer The Rainbow Fish You Choose Kindness makes us strong	Beegu The Naughty Bus Astro Girl Hooray for Fish! Commotion in the Ocean	Jasper's Beanstalk How to grow a Dinosaur World in Danger Jessie the Jellyfish Wriggle and Roar	The Night Pirates Tell me a Dragon Zog Super Worm	Suddenly The Magic Porridge Pot	
Maths	Power Maths Numbers to 5	Power Maths	Power Maths Number bonds within 5	Power Maths Addition to 10	Power Maths Exploring patterns	Power Maths Numerical patterns	Power maths Numbers to 10

	Sorting Shape	Comparing groups within 5 Change within 5 Time	Number bonds within 10 Comparing numbers within 10	Shape and space Measure	Counting on and counting back	Subtraction within 10	Part whole within 10 Addition and subtraction within 10 Shapes
Physical	Fine motor control Chopping Snipping Mark making Gross motor control Bikes and trikes Moving in a variety of ways Ball skills Active minutes - daily	Fine motor control Threading Cutting with scissors Mark making Gross motor control Bikes and trikes Keeping our body healthy Balance and core strength Anti-clockwise movement Gymnastics – balance, strength, coordination and movement fluency Active minutes - daily	Fine motor control Drawing Cutting using a knife and fork Using paintbrushes Pincer grip on pencils Gross motor control Negotiating space and obstacles safely Apparatus work Balance, strength and co ordination Active minutes - daily	Fine motor control Showing accuracy and care when drawing Showing accuracy and care when cutting Pincer grip on pencils Gross motor control Keeping our body healthy Travelling in a variety of ways – running, hopping, jumping, skipping and climbing Active minutes - daily	Fine motor control Showing accuracy and care when drawing Showing accuracy and care when cutting Pincer grip on pencils Gross motor control Negotiate spaces and obstacles safely Apparatus work Sports Day – Agility Active minutes - daily	Fine motor control Showing accuracy and care when drawing Showing accuracy and care when cutting Pincer grip on pencils Gross motor control Keeping our body healthy Ball skills Travelling in a variety of ways – running, hopping, jumping, skipping and climbing Active minutes - daily	Master basic movements Perform dance using simple movement patterns Participate in simple team games
UTW	My family Describing family, friends and home The clothes we wear Similarities between ourselves and others Seasonal change – Summer to Autumn Talk about members of their immediate family and community. Name and describe people who are familiar to them. Listen carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.	Celebrations Describing how, and what we celebrate Bonfire night Halloween Remembrance Day Christmas Using our senses Seasonal change – Autumn to Winter Comment on images of familiar situations in the past. Understand the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day. Know about some celebrations and is	Map of the school Basic map work skills – identifying points on a school map Walk around Morton Discuss the features of Morton Seasonal change – Autumn to Winter Talk about significant historical events and how things were different in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate different times in different ways. Notice, observe and talk about seasonal changes.	Observing change Growing plants Impact of humans on the planet including the oceans Life cycles Seasonal change – winter to spring Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this county and life in other countries. Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places. Looks at, and	Floating and sinking Real life super heroes (link to current event) Non – fiction texts <u>ELG Past and Present</u> Talk about the lives of the people around them and their roles in society. <u>ELG Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion,	Books from the past – how fairy tales change over time Porridge tasting test Seasonal change – spring to summer <u>ELG Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>ELG People, Culture and Communities</u> 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.	Ask simple questions Observe closely Perform simple tests Identify and classify Gather and record data Identify and name plants Identify and name a range of common animals Observe seasonal change Name UK countries Discuss events in own lived and events from before they were born

	Explore the natural world around them. Describe some features of plants and animals and identifies when things are the same and different. Notice, observe and talk about seasonal changes.	able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali Draw information from a simple map.	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	makes maps, of local environment. Describe a journey within the local environment. Notice, observe and talk about seasonal changes. Recognise some environments that are different to the one in which they live. Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different. Understand and use some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.	stories, non-fiction texts and maps. <u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. <u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<u>ELG People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <u>ELG The Natural World</u> 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.	
EAD	Charanga - Me Drawing who we love Colour Colour mixing Developing stories lines in role play Explore use and refine a variety of artistic effects to express their ideas and feelings. Use different textures in creations Use a range of shapes and colours to represent observational drawings. Listen attentively, move to and talk about	Charanga - Me Firework pictures – variety of mediums and resources Collage – link to Elmer Expressing ideas Developing story lines in role-play Return to and build on their previous learning, refining ideas and developing their ability to represent them. Make some independent choices about the resources needed and talk about creations.	Charanga - My stories Colour mixing Malleable play Construction - range of resources Pointillism – space art Moving in time to music Create collaboratively, sharing ideas, resources and skills. Use different techniques and materials to achieve the desired effect and can talk about what has been created. Mix colours to produce different shades and combines materials to create different textures.	Charanga – everyone Observational pencil drawing – Spring Using art to tell a story – Hungry Caterpillar Control and direction of colouring Beginning to plan a design before starting. Use a range of tools and equipment and selects the most appropriate tool or joining material for the job. Develop storylines in their pretend play. Play a range of percussion instruments. Use instruments to compose own music.	Charanga - our world Progression pictures Using natural objects and items in art Large scale art and construction <u>ELG Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>ELG Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories.	Charanga - Big Bear funk Construct houses for the Three Little Pigs using a range of materials Artist study (TBC) <u>ELG Creating with Materials</u> Share their creations, explaining the process they have used. <u>ELG Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. <u>ELG Being Imaginative and Expressive</u>	Use a range of materials creatively Develop a wide range of techniques Draw, paint and create sculpture Design for themselves and others Sing and play instruments

	music, expressing their feelings and responses. Play alongside others to develop storylines in role play or small world. Sings familiar songs.	Cut along curved lines with scissors and use moulding tools with malleable materials. Watch and talk about dance and performance art, expressing their feelings and responses. Rehearse for, and performs in, the nativity play.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Along with others, collect resources to develop own role play storylines.		<u>ELG Being Imaginative and Expressive</u> 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.	
RE	Myself and my special things Examples of people who belong to religious communities – ways in which religion is an ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.) Use stories/picture books to explore some ways in which religion is important to some people (Lincolnshire Agreed Syllabus)	Special times for me and others Explore the idea of special times: birthdays, key events in life, events of national significance, etc. Religious festivals, e.g. Christmas, Eid ul-Fitr, Hanukkah, Holi, Diwali, etc. – what happens during these festivals? How do they bring people together in a community? (Lincolnshire Agreed Syllabus)	Our special books Engage with some stories from religion, e.g. Jesus' birth, the parables (e.g. the Good Samaritan and the Lost Sheep), the story of the Prophet Muhammad and the spider, the story of Jonah and the whale, etc. Think about how religious people treat their books to show that they respect them Bible Stories (Lincolnshire Agreed Syllabus)	Easter My Senses Explore different ways of using the senses using stimulus associated with religion, e.g. music, art, story, incense, food, etc. (Lincolnshire Agreed Syllabus)	Our beautiful world Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.) (Lincolnshire Agreed Syllabus)	My friends The Golden Rule – treat others the way you want to be treated (e.g. Mark 12:30-31, Hadith 13, Leviticus 19:18, etc.) Examples of this from different religions, e.g. the Good Samaritan (Christianity), the Prophet Salih and the camel (Islam), Joseph and his brothers (Judaism) (Lincolnshire Agreed Syllabus)	
PSE	Health and wellbeing Feelings and behaviour Knowing right from wrong	Health and wellbeing Building positive relationships – respect	Living in the wider world – British values and diversity Building positive relationships – respect	Living in the wider world – British values and diversity Independence, confidence and resilience	Maintaining healthy relationships Keeping safe Big Talk	Maintaining healthy relationships Independence, confidence and	

	Independence and resilience Valuing themselves Managing own needs – toileting, clothing, healthy food choices Mindfulness Express their feelings and consider the feelings of others. Identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Becomes engrossed in an activity and finds it difficult to switch attention to another task. Remember rules without needing an adult to remind them. Make independent choices and is confident to try new things although prefers to choose activities that are within their capability. Build constructive and respectful relationships. Aware of the needs of others but can find it hard to let others take the lead.	Valuing themselves whilst considering others Compromise Turn taking Managing own needs – toileting, clothing, healthy food choices Mindfulness Develop appropriate ways to be assertive. Talk with others to solve conflicts. Focus attention in a whole class group for a teaching session, e.g. phonics. Willing to keep trying if something is difficult or challenging. Show resilience and perseverance in the face of challenge. Persevere with fastenings on coats and follows instructions to dress and undress for different weather types Wash hands without reminders. Interact with a variety of children and is building good relationships with adults and other children. Able to identify when another child is upset and respond appropriately. Make new friends in the class, and talk to	Resilience and perseverance Independence Managing own needs – toileting, clothing, healthy food choices Mindfulness Identify and moderate their own feelings socially and emotionally. Label and talk about own and others' emotions. Talk about ways that skills can be improved and to demonstrate pride in achievements. Manage their own needs. More confident to tackle new challenges and with encouragement will keep going. Follow school and class rules and can talk about their importance. See themselves as a valuable individual. Talk about things they think they are good at or are proud of. Express their feelings and consider the feelings of others. Take turns in group activities. Work and play cooperatively and take turns with others.	Understanding own emotions and the emotions of others E – safety Body positivity Mindfulness Think about the perspectives of others. Respond well to more complex instructions in smaller groups, but can need visual reminders in larger groups. Complete set challenges/tasks independently. Knows some ways to keep healthy. Cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. Use words to solve conflicts.	Showing sensitivity to the needs of others Mindfulness <u>ELG Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <u>ELG Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <u>ELG Self-Regulation</u> 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. <u>ELG Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>ELG Managing Self</u> Form positive attachments to adults and friendships with peers.	resilience – ready for transition Emotions – expressing worries and concerns Mindfulness <u>ELG Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>ELG Managing Self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>ELG Managing Self</u> Work and play cooperatively and take turns with others. <u>ELG Managing Self</u> Show sensitivity to their own and to others' needs.	
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		adults to share news or as part of an activity.					
SMSC (Throughout the year)	Spiritual Non-material aspects of life, focussing on personal values, meaning and purpose. Beliefs – perspective in life may be rooted in a religion or faith but may not. Respecting the values and beliefs of others.						
	Moral Making choices and how we live our lives. Personal and societal values and understanding the reasons for them. Democracy, justice, law, right to an opinion and to freedom of speech, respect and tolerance of others' values and beliefs						
	Social Our school community working together. Understanding of the part we play in the school community and the wider community and society. Relate positively to others. Participate fully in the community with good citizenship.						
	Cultural Understanding cultural activities (for example art, theatre, travel, concerts). How we are similar and different; how we came to be the way we are and how we are changing. Curiosity and wonder of the world exploring, understanding and tolerating cultural traditions and beliefs of others.						

Early Learning Goals

At the end of Foundation Stage, we will assess all children to see if they have met the expected levels in the 17 different areas of learning.

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

Personal, Social and Emotional Development

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.

Physical Development

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.

Literacy

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

ELG: Number

Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

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 the World

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

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

Impact(How we know that children are learning and making progress)

Evidence of learning can be captured in a number of ways including:

- Use of teacher assessments to complete the Early Years Foundation stage profile
- WellComm and NHS Screen speech and Language assessments
- Statutory Early Years Foundation Stage Baseline Assessments
- Teacher observations
- Recording pupils achievements and setting their next steps

