

**Early Years Foundation Stage  
Curriculum Intent**

**Love of Learning** - We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their confidence and independence and encourage them to question and reason rationally.

**Faith** – We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others. We encourage children to have faith in themselves to reach their full potential.

**Respect** – We develop each child’s sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

**Partnerships** – We work together with our families, the Church and the local and wider community, valuing their support.

		2 Year check	Pre-school			Reception	ELG
		Baseline/On entry	October	March	July / Reception baseline	March	June
<b>Prime Areas</b>	Communication and Language	<p><b>Children will be learning to...</b></p> <p>Listen to other people’s talk with interest.</p> <p>Listen to simple stories and understand what is happening, with the help of pictures.</p> <p>Beginning to ask simple questions.</p>	<p><b>Children will be learning to...</b></p> <p>Listens to others in small groups.</p> <p>Listens to familiar stories with increasing attention and recall</p> <p>Use language to share feelings, experiences and thoughts.</p> <p>Uses a variety of questions (e.g. what, where, who)</p>	<p><b>Children will be learning to...</b></p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’.</p> <p>Listen to longer stories and remember much of what happens.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Use talk to explain what is happening and anticipate what might happen next</p>	<p><b>Children will make relevant comments during group discussions.</b></p>	<p><b>Children will be learning to...</b></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Maintain attention</p> <p>Initiate and respond to comments</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Develop their vocabulary.</p> <p>Listen and respond appropriately to adults and their peers</p>	<p><b>Listening, Attention and Understanding</b></p> <p>-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;</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
		<p><b>Children will be learning to...</b></p> <p>Speak to a familiar adult (Key person).</p> <p>Articulate speech sounds clearly;</p> <p>Use simple sentences.</p> <p>Use new words they have learnt.</p>	<p><b>Children will be learning to...</b></p> <p>Speak with a number of familiar adults.</p> <p>Children will begin to speak to another child.</p> <p>Use language to share feelings, experiences and thoughts</p> <p>Holds a conversation, jumping from topic to topic.</p>	<p><b>Children will be learning to...</b></p> <p>Children will speak in a small group of up to 4 children.</p>		<p><b>Children will speak with confidence to a small group.</b></p>	
	Personal, Social and Emotional Development	<p><b>Children will be learning to...</b></p> <p>Be increasingly independent</p>	<p><b>Children will be learning to...</b></p> <p>Access resources with increasing</p>	<p><b>Children should be taught to...</b></p> <p>Practices skills of assertion,</p>	<p><b>Children will use adults as a</b></p>		<p><b>Children will be learning to...</b></p> <p>Understand their feelings.</p>

	when exploring the environment, interacting with others and playing confidently while their key person is close by; using them as a secure base to return to.	independence. Making attempt before seeking support from familiar adults.	negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.	<b>resource, asking for help when needed. (we are partners in their learning)</b>	Understand and talk about the rules of the setting.  Wait for their needs <b>to be met.</b>  Understand the feelings of others.  Practise the rules of the setting.	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.
	<b>Children will be learning to...</b>  Show increasing independence by putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots.	<b>Children will be learning to...</b>  Dress with increasing independence, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.  Ask for help from a familiar adult after attempting first themselves.	<b>Children will be learning to...</b>  Show greater independence in dressing and undressing by putting on coats, aprons and shoes independently.  faster a zipper from the bottom and gain control in zipping up.	<b>Children will be able to independently put on their coats and fasten the zip.</b>	<b>Children will be learning to...</b>  Dress with increased independence including fastening and unfastening buttons.  Understand what their bodies need to be healthy including; - exercise - sleep - food - personal hygiene (including oral hygiene)  Understand how to keep themselves safe.  To dress and undress for a range of activities with total independence.	<b>Managing Self</b> - 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.
	<b>Children will be learning to...</b>  Develop relationships by playing alongside their peers.	<b>Children will be learning to...</b>  Start to include others in play.	<b>Children will be learning to...</b>  Include others in play, sharing ideas.	<b>Children will build relationships with a variety of friends.</b>	<b>Children will be learning to...</b>  Include feelings/emotions in play  Play collaboratively  Resolve disagreements and create a story collaboratively.  Work and play safely at all times.	<b>Building Relationships</b> - 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	<b>Children will be learning to...</b>  Ride a tricycle by pedalling.  Move in various directions on a tricycle.	<b>Children will be learning to...</b>  Negotiate space successfully on a tricycle, adjusting speed or direction to avoid obstacles.  Push themselves along on a	<b>Children will be learning to...</b>  Ride a balance bike lifting both feet off the ground  Have control, balance and core	<b>Children will be able to ride a two wheeled push bike moving forward in a straight line.</b>	<b>Children will be learning to...</b>  Children will be able to ride a two wheeled push bike. Changing direction and avoiding obstacles.  Move in various ways.	<b>Gross Motor Skills</b>  - Negotiate space and obstacles safely, with consideration for themselves and others;  - Demonstrate strength, balance and

		<p>Have control, balance and core stability when riding a tricycle.</p> <p>balance bike.</p> <p>Have control balance and core stability when riding a balance bike.</p> <p>Children will be able to avoiding obstacles and change direction on a balance bike.</p>	<p>stability when sat on a two wheeled push bike.</p> <p>Pedal a two wheeled push bike.</p>		<p>Move energetically in various ways with increased control.</p>	<p>coordination when playing;</p> <ul style="list-style-type: none"> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	
		<p><b>Children will be learning to...</b></p> <p>Beginning to show preference for dominant hand.</p> <p>Is able to open and close scissors with a controlled action.</p> <p>Is able to hold paper and make random cuts</p>	<p><b>Children will be learning to...</b></p> <p>Handles tools safely and with increasing control and intention</p> <p>Is able to cut a straight line in paper.</p> <p>Is able to cut out simple shapes</p>	<p><b>Children will be learning to...</b></p> <p>Is able to cut along curved lines e.g. circles.</p> <p>Shows a preference for a dominant hand</p>	<p><b>Children will be able to cut out basic shapes with curved and straight lines on a range of materials.</b></p>	<p><b>Children will be learning to...</b></p> <p>Develop fine motor skills to use a range of small tools including a pencil, holding them comfortably.</p> <p>Cut more complicated shapes on a range of materials.</p>	<p><b>Fine Motor Skills</b></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;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
	Literacy	<p><b>Children will be learning to...</b></p> <p>Enjoyment and excitement of reading</p> <p>Choosing and returning to favourite books</p> <p>Anticipation</p> <p>Objects of reference</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</p>	<p><b>Children will be learning to...</b></p> <p>Vocabulary development</p> <p>Begin to be aware of the way stories are structured.</p> <p>Match pictures to objects/places.</p> <p>Use language to make different endings to the story.</p> <p>Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps.</p>	<p><b>Children will be learning to...</b></p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p>	<p><b>Children will be able to retell a nursery rhyme or traditional tale.</b></p>	<p><b>Children will be learning to...</b></p> <p>Reading using phonics</p> <p>Retelling stories</p> <p>Predicting stories</p> <p>Reading for independence and pleasure – choosing to read. Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently</p> <p>Comprehension in reading e.g. answering complex questions at the end of the story.</p> <p>Knows information can be retrieved from books and computers</p>	<p><b>Comprehension</b></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;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>

		<p><b>Children will be learning to...</b></p> <p>Recall sounds they have heard e.g. animal noises.</p> <p>Identify similar/different sounds and place them in a context and differentiate between sounds.</p> <p>Add new words to their vocabulary.</p>	<p><b>Children will be learning to...</b></p> <p>Make up sentences to talk about sounds e.g. loud/quiet.</p> <p>Play games to recognise familiar sounds that are out of sight.</p>	<p><b>Children will be learning to...</b></p> <p>Identify initial sounds of words;</p> <p>Reproduce the initial sounds clearly and recognisably;</p> <p>Make up their own alliterative phrases and select an extended range of words that start with the same sound.</p> <p>Match objects that start with a certain sound.</p> <p>Articulate speech sounds clearly.</p> <p>Sustain their listening throughout a story</p> <p>Blend phonemes and recognise the whole word, say the word and identify the object/do the action.</p> <p>Segment words into phonemes.</p>	<p><b>Children will have a deep understanding of all 7 aspects of phase 1.</b></p> <p><b>(Letter and sounds)</b></p>	<p><b>Children will be learning to...</b></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school’s phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p><b>Word Reading</b></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.</li> </ul>
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	<p><b>Children will be learning to...</b></p> <p>Enjoy drawing freely.</p> <p>Respond to language of movement (whole body movement)</p> <p>Use large movement with equipment.</p> <p>Use large movement with malleable material.</p> <p>Respond to music.</p> <p>Use a fist grasp or Palmar Supinate Grasp.</p>	<p><b>Children will be learning to...</b></p> <p>Add marks to their drawings which they give meaning to.</p> <p>Use hand and finger play</p> <p>Make and model.</p> <p>Messy play</p> <p>Link mark making with art</p> <p>Use one handed tools and equipment</p> <p>Respond to music</p> <p>Uses a digital Pronate Grasp.</p>	<p><b>Children will be learning to...</b></p> <p>Making patterns</p> <p>Investigate dots.</p> <p>Investigate straight lines and crosses.</p> <p>Investigate circles.</p> <p>Investigate curves and waves.</p> <p>Investigate circles.</p> <p>Investigate joined straight lines and angled patterns.</p> <p>Investigate spirals and eights.</p> <p>Uses a <i>Four-Finger Grasp</i>.</p>	<p><b>Children will develop their writing skills through pattern practice and ‘play’ writing. (following the pen pals scheme)</b></p>	<p><b>Children will be learning to...</b></p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Form lower-case and capital letters correctly</p> <p>Uses Static Tripod Grasp or Static Quadropod Grasp.</p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
Mathematics	<p><b>Children will be learning to...</b></p> <p><b>Understand ‘one’.</b></p> <ul style="list-style-type: none"> <li>- Select one object from a larger group.</li> <li>- Recognise the numeral 1</li> <li>- Represent 1 in different ways (Subitise 1)</li> <li>- Make comparisons between 1 and more than 1.</li> <li>- To place one object on a 5 frame</li> </ul>	<p><b>Children will be learning to...</b></p> <p><b>Understand ‘two’.</b></p> <ul style="list-style-type: none"> <li>- Understand 2 is the number after 1 (1 more than)</li> <li>- Select 2 from a larger group</li> <li>- To sort into one of 2 groups – for instance colour.</li> <li>- To chant to 2</li> <li>- To recognise numeral 2</li> <li>- To represent 2 in different ways</li> <li>- To Subitise 2</li> <li>- To compare 2 groups – which has fewer/more</li> <li>- To know when one more or less is needed to make the desired total.</li> <li>- Count 2 objects accurately</li> </ul>	<p><b>Children will be learning to...</b></p> <p><b>Understand ‘four’.</b></p> <ul style="list-style-type: none"> <li>- Understand 4 is the number after 3 (1 more than)</li> <li>- Select 4 from a larger group</li> <li>- To sort into one of 4 groups – for instance colour.</li> <li>- To chant to 4</li> <li>- To recognise numeral 4</li> <li>- To represent 4 in different ways</li> <li>- To Subitise 4</li> <li>- To compare 4 groups – which has fewer/more</li> <li>- To know when one more or less is needed to make the desired total.</li> <li>- Count 4 objects accurately</li> </ul>	<p><b>Children will have a deep understanding of numbers to 5.</b></p>	<p><b>Children will be learning to...</b></p> <p>Make number bonds up to five using addition and subtraction.</p> <p>Double numbers up to 10.</p> <p>Use tens frames for organising counting.</p> <p>Match, sort and compare.</p>	<p><b>Number</b></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.</li> </ul>

			<ul style="list-style-type: none"> <li>- To place two objects on a 5 frame</li> </ul> <p><b>Understand 'three'.</b></p> <ul style="list-style-type: none"> <li>- Understand 3 is the number after 2 (1 more than)</li> <li>- Select 3 from a larger group</li> <li>- To sort into one of 3 groups – for instance colour.</li> <li>- To chant to 3</li> <li>- To recognise numeral 3</li> <li>- To represent 3 in different ways</li> <li>- To Subitise 3</li> <li>- To compare 3 groups – which has fewer/more</li> <li>- To know when one more or less is needed to make the desired total.</li> <li>- Count 3 objects accurately</li> <li>- To place three objects on a 5 frame</li> </ul>	<ul style="list-style-type: none"> <li>- To place four objects on a 5 frame</li> </ul> <p><b>Understand 'five'.</b></p> <ul style="list-style-type: none"> <li>- Understand 5 is the number after 4 (1 more than)</li> <li>- Select 5 from a larger group</li> <li>- To sort into one of 5 groups – for instance colour.</li> <li>- To chant to 5</li> <li>- To recognise numeral 5</li> <li>- To represent 5 in different ways</li> <li>- To Subitise 5</li> <li>- To compare 5 groups – which has fewer/more</li> <li>- To know when one more or less is needed to make the desired total.</li> <li>- Count 5 objects accurately</li> <li>- To five two objects on a 5 frame</li> </ul>			<p><b>Numerical Patterns</b></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>
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Understanding the world	<p><b>Children will be learning to...</b></p> <p>Talk about their families, including pets.</p>	<p><b>Children will be learning to...</b></p> <p>Make connections between the features of their families and other families.</p> <p>Talk about significant events in their own experience.</p>	<p><b>Children will be learning to...</b></p> <p>Recognises and describes special times or events for family and friends</p>	<p><b>Children will be able to retell a memorable event from their past.</b></p>	<p><b>Children will be learning to...</b></p> <p>Comment on images of familiar situations in the past.</p> <p>Talk about members of their immediate family and community.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Name and describe people who are familiar to them.</p>	<p><b>Past and Present</b></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>
	<p><b>Children will be learning to...</b></p> <p>Notice differences between people.</p> <p>Identify and talk about a celebration in their culture.</p>	<p><b>Children will be learning to...</b></p> <p>Identify and talk about a celebration in a culture that isn't their own.</p> <p>Knows there are different countries in the world.</p>	<p><b>Children will be learning to...</b></p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Knows there are different countries in the world and talk about the differences they have experienced/seen in photos.</p>	<p><b>Children will understand the celebrations of different cultures, including their own.</b></p>	<p><b>Children will be learning to...</b></p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map e.g. name/number of house, name of road/village etc.</p>	<p><b>People, Culture and Communities</b></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><b>Children will be learning to...</b></p> <p>Take an interest in the outdoor environment.</p> <p>Enjoy being in nature.</p> <p>Identify animals and plants within their local environment.</p>	<p><b>Children will be learning to...</b></p> <p>Begin to understand the need to care and respect for living things.</p> <p>Take responsibility for living things through taking care of animals on site.</p>	<p><b>Children will be learning to...</b></p> <p>Understand the key features of the life cycle of a plant and animal.</p> <p>Plant seeds and care for growing plants.</p>	<p><b>Children will be able to care for living things.</b></p>	<p><b>Children will be learning to...</b></p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live. Our local environment, countryside, beach, etc.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live. Our country</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live. The world</p>	<p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</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> </ul>
Expressive Arts and Design	<p><b>Children will be learning to...</b></p> <p>Name all primary and secondary colours.</p> <p>Explore informal colour mixing.</p>	<p><b>Children will be learning to...</b></p> <p>Experiment with mixing, colour to make new colours.</p> <p>Name the two primary colours mixed to make the secondary colour made with adult support and questioning.</p>	<p><b>Children will be learning to...</b></p> <p>Mix primary colours to an appropriate consistency and for a specific purpose.</p>	<p><b>Children will know and talk about which primary colours can be mixed to make a secondary colour.</b></p>	<p><b>Children will be learning to...</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop storylines in their pretend play.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>	<p><b>Creating with Materials:</b></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;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

		<p><b>Children will be learning to...</b></p> <p>Sing two nursery rhymes by heart.</p> <p>Have favourite nursery rhymes.</p>	<p><b>Children will be learning to...</b></p> <p>To sing four nursery rhymes by heart.</p>	<p><b>Children will be learning to...</b></p> <p>To sing six nursery rhymes by heart.</p> <p>Enjoy joining in with dancing and ring games.</p>	<p><b>Children will know at least 8 nursery rhymes by heart.</b></p>	<p><b>Children will be learning to...</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</p> <p>Use combinations of art forms, Introduces a storyline or narrative into their play •</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p><b>Being Imaginative and Expressive</b></p> <p>- Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate</p> <p>– try to move in time with music.</p>
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