

# Curriculum Skills and Progression Map EYFS: 2023 to 2024



Nebula  
where stars are born

# Art and Design

## EYFS Curriculum

### Expressive Art 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.

### Creating with materials ELG

- 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;

### Physical development: Fine Motor Skills ELG

- Use a range of small tools, including scissors, paint brushes and cutlery; competently, safely and confidently.
- Begin to show accuracy and care when drawing.

## Vocabulary

Drawing	Painting	Printing	3D	Collage	Evaluation
control lines shapes	tools colour mixing	print rubbings texture	3D models joining	collage materials	describe

## Inquiry

Art and Design is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and artwork can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore art and design skills independently throughout the week.

### Skills Map – Art

### Early Years – Art

### Reception Statements

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes & scissors.

Drawing	Painting	Printing
<ul style="list-style-type: none"> <li>• Begin to show some <b>control</b> in drawing, for example, straight, curved or wiggly <b>lines &amp; shapes</b>, &amp; adding colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with paint, using a wide variety of <b>tools</b> (e.g. brushes, sponges, fingers) to apply paint.</li> <li>• Investigate <b>colour mixing</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Make <b>rubbings</b> showing a range of <b>texture &amp; patterns</b>.</li> <li>• Take <b>print</b> from object <i>e.g. leaf, hand, onion, junk, bark, modelling, clay</i>. Produce simple pictures by printing objects, onto a range of textures <i>e.g. newspaper, card, paper, into clay &amp; dough</i>.</li> </ul>
3D	Collage	
<ul style="list-style-type: none"> <li>• Explore &amp; select appropriate simple <b>joining</b> techniques.</li> <li>• Create <b>3D models</b> from their imagination or recreate things they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>• Play with combinations of materials to create simple <b>collage</b> effects.</li> <li>• Select <b>materials</b> based on their properties, <i>e.g. shiny, soft</i>.</li> </ul>	

## Evaluating

- Observe & **describe** their own artwork and say if they like it or not.

### Early Years - Greater Depth

- Can they talk about the ideas and processes which have led them to make their designs or images?

# Computing

EYFS Curriculum		
No EYFS guidance and ELG for this area		
Vocabulary		
<ul style="list-style-type: none"> <li>• Computer</li> <li>• Software</li> <li>• Mouse</li> <li>• Ipad</li> <li>• Touch screen</li> </ul>		<ul style="list-style-type: none"> <li>• Program</li> <li>• Technology</li> <li>• On/off</li> <li>• Icon</li> </ul>
Inquiry		
Computing is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and specific projects are identified on them. Weekly enhanced provision is planned to ensure the children have the opportunity to explore computing skills independently throughout the week.		
Skills Map – Computing		
Early Years – Computing		
Network and Internet	Using ICT	Making Things Happen
<b>E Safety</b> <ul style="list-style-type: none"> <li>• Can they act if they find something they are unsure of (including identifying people who can help)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make marks using technology?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore and interact with their environment using a range of equipment? (e.g. using a camera to take photos, using an iPad to record videos)</li> <li>• Can they recognize simple icons, buttons or shortcuts?</li> <li>• Can they turn equipment on/off?</li> </ul>
Problem Solving and Logical Thinking	Creative Content	Digital Literacy
<ul style="list-style-type: none"> <li>• Can they explore the functions of a simple programming tool? (e.g. beebot)</li> <li>• Can they begin to plan and test instructions?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use available applications and software to create original content?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they collect information using ICT? (e.g. take photographs, voice recordings, text)</li> </ul>
Early Years - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they follow and evaluate a set of instructions (simple algorithm)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they save or capture and retrieve their original content?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use appropriate icons, buttons or shortcuts to complete an action?</li> </ul>

# Design Technology

## EYFS Curriculum

### Expressive Arts and Design

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### DESIGN

- Talk about what they want to make

### MAKE

- Use a variety of tools and materials to make models.

### **Creating with materials ELG**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

### **Physical development: Fine Motor Skills ELG**

- Use a range of small tools, including scissors, paint brushes and cutlery; competently, safely and confidently.

### EVALUATE

- Be excited about what they have made
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

## Vocabulary

Technical Knowledge	Design	Make	Evaluate
materials creations process	ideas materials plan	safely hygienically join materials	describe

## Inquiry

Design and Technology is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and design and technology work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore designing and making skills independently throughout the week.

## Skills Map – Design Technology

### Early Years – Design Technology

### Reception Statements

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Design	Make	Evaluate
<ul style="list-style-type: none"> <li>• Talk about what they want to make, individually and collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safely</b> use and explore a variety of <b>materials</b>, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery; competently, <b>safely</b> and confidently.</li> <li>• Use a variety of tools and <b>materials</b> to make models.</li> </ul>	<ul style="list-style-type: none"> <li>• Be excited about what they and others have made</li> <li>• Share their <b>creations</b>, explaining the <b>process</b> they have used;</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>• Think of their own <b>ideas</b>.</li> <li>• Consider which <b>materials</b> to use.</li> <li>• <b>Plan</b> how best to approach a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate resources &amp; <b>tools</b>.</li> <li>• Work <b>safely</b> and <b>hygienically</b> with support.</li> <li>• <b>Join</b> materials, using tape or glue.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the making process and say if their product works as they wanted it to and if they like it or not.</li> </ul>

### Early Years - Greater Depth

- Through regularly returning to the processes involved in Design & Technology, greater depth of knowledge and understanding in a range of contexts will be achieved.

# English (Literacy)

EYFS Curriculum	
<p><b>Reading</b></p> <p><b>EYFS Statutory Educational Programme:</b> 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).</p> <p><b>Comprehension ELG</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>Word Reading ELG</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>	<p><b>Writing</b></p> <p><b>EYFS Statutory Educational Programme:</b> 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).</p> <p><b>Writing ELG</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> <p><b>Physical Development: Fine Motor Skills ELG</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> </ul>
<p><b>Communication and Language</b></p> <p><b>EYFS Statutory Educational Programme:</b> 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.</p> <p><i>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.</i></p>	<p><b>Expressive Arts and Design</b></p> <p><b>EYFS Statutory Educational Programme:</b> 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.</p> <p><b>Creating with materials ELG</b></p> <ul style="list-style-type: none"> <li>- Make use of props and materials when role-playing characters in narratives and stories.</li> </ul>

**Listening, attention and understanding ELG**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking ELG**

- 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.

**Being Imaginative and Expressive ELG**

- 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.

**Vocabulary**

- Read
- write
- Phonics
- Blend
- Segment
- Tricky Words

- Phoneme
- Sound button
- Book
- Sentence
- Label
- Story

- Letters
- Word
- Rhyme
- Alphabet
- Capital letter
- Full Stop

**Inquiry**

English is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and phonics, reading and writing work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore reading and writing skills independently throughout the week.

**Skills Map – English****Early Years – English****Reception Statements****Reading**

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- 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.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**Writing**

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

**Fine Motor Skills**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient

**Communication and Language****Expressive Arts and Design**

- Develop storylines in their pretend play.

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### Greater Depth

#### Reading

- Read the Reception high frequency words and some of the Year 1 words
- Read most words fluently
- Use phonics to decode unfamiliar words
- Talk about a story once they have read it
- Answer questions about what they have read
- Read a wide range of books, labels, posters etc

#### Writing

- Spell the Reception high frequency words correctly and some Year 1 words
- Write a narrative using finger spaces, capital letter at the beginning of the sentence and full stop at the end
- Write for a wide variety of purposes consistently using finger spaces
- Use segmenting skills to spell unknown words consistently with some consonant clusters.

# Geography

## EYFS Curriculum

### 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.

### **People, culture and communities ELG**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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.

## Vocabulary

- |               |             |
|---------------|-------------|
| • Environment | • Map       |
| • Place       | • Weather   |
| • Feature     | • Compare   |
| • World       | • Similar   |
| • City        | • Different |

## Inquiry

Geography is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore geographical skills independently throughout the week.

## Skills Map – Geography

### Early Years – Geography

#### Reception Statements

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

#### **GEOGRAPHICAL STUDY and FIELD WORK**

- Explore a familiar environment and identify some features.

#### **MAPS**

- Explore the use of a map.
- Identify what a map is.
- Draw simple maps of their immediate environment.

#### **KNOWLEDGE AND UNDERSTANDING**

- Make comparisons between familiar places.
- Make comparisons between places in this country and others.

## Greater Depth

- Can they explain the impact that their activity has on the local environment?
- Can they describe some actions which they can do to help maintain the area they live in?



# Mathematics

## EYFS Curriculum

**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.*

### Number ELG

- 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.

### Numerical Patterns ELG

- 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.

## Early Years - Maths

### Reception Statements

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond 10
- Compare numbers
- Understand the ‘one more than/one less than’ relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity

## EYFS Curriculum

## Greater Depth

### Number

#### Counting

Count reliably with numbers to 20 and place them in order.  
Count an irregular amount of objects.  
Can say which number is one more or one less than a given number

Estimate a number of objects and check quantities by counting up to 20.

Solve practical problems that involve combining groups of 2, 5 or 10.

#### Comparing Numbers

Use the language ‘more’ and ‘fewer’ to compare two sets of objects.

<p><b>Identifying, estimating and representing numbers</b>  Select the correct numeral to represent numbers to 20.  Estimate how many objects they can see and checks by counting.</p>	
<p><b>Problem Solving</b>  Begin to identify own mathematical problems based on own interests and fascinations.</p>	
<b>Addition and Subtraction</b>	
<p><b>Mental Calculation</b>  Finds the total number of items in two groups by counting all of them.  In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.  Add and subtract two single digit numbers.  Count on or back to find the answer to addition and subtraction questions.</p>	<p>Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>
<b>Multiplication and Division</b>	
<p><b>Problem Solving</b>  Solve problems , including doubling, halving and sharing.</p>	<p>Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>
<b>Fractions</b>	
<p><b>Recognising Fractions</b>  Solve problems that involving halving.</p>	
<b>Measurement</b>	
<p><b>Comparing and estimating</b>  Orders two or three items by length or height.  Orders two items by weight or capacity.  Everyday language to talk about:  *size [e.g. long/short, longer/shorter, tall/short]  * weight [e.g. heavy/light, heavier than, lighter than]  *capacity [e.g. full/empty, more than, less than, half, half full, quarter]  * position [e. g. behind, next to]  *distance  *time [e.g. quicker, slower, earlier, later]  *money  Orders and sequences familiar events.</p>	<p>Estimate, measure, weigh and compare and order objects.  Talk about properties, position and time.</p>
<p><b>Measuring and Calculating</b>  Measures short periods of time in simple ways.  Everyday language to talk about:  *money</p>	
<p><b>Telling the time</b>  Everyday language to talk about:  *time [e.g. quicker, slower, earlier, later]</p>	
<b>Properties of Shapes</b>	
<p><b>Identifying shapes and their properties</b>  Uses familiar objects and common shapes to create and recreate patterns and build models.  Selects a particular named shape.  Explore characteristics of everyday objects and shapes, and use mathematical language to describe them. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>Recognise and name a range of 2D and 3D shapes.</p>
<b>Position and Direction</b>	
<p><b>Position, direction and movement</b>  Everyday language to talk about:  * position [e. g. behind, next to]</p>	
<p><b>Pattern</b>  Recognise, create and describe patterns.</p>	
<b>Vocabulary</b>	

Zero, number, one, two, three....to twenty and beyond, count, count on, count back, is the same as, more, less, pattern, digit, the same number as, more, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least, most, biggest, largest, greatest, one more, one less, compare, order, size, first, second, third...twentieth, last, before, after, next, between. Guess, estimate, nearly, close, about the same as, just over, just under, too many, too few, enough, not enough, Add, more, and, make, sum, total, altogether, double, one more... take away, one less, difference between, Sharing, doubling, halving, number patterns, Parts of a whole, half, quarter, Measure, size, compare, guess, estimate, enough, too much, too little, too many, too few, nearly, close to, about the same as. Length, height, long, short, tall, wide, narrow, thick, thin, longer, shorter, taller... longest, shortest, tallest, highest... Weigh, weighs, balances, heavy, light, heavier than, lighter than, scales, non-standard units. Full empty, half full, holds, container. Time, days of the week, Monday, Tuesday....day, week, birthday, morning, afternoon, evening, night, bedtime, dinner time, playtime, today, yesterday, tomorrow, before, after, next, last, quick, quicker, quickest, quickly, slow, slower, slowest, slowly, old, new, hour, o'clock, watch, clock, hands. Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay. Shape, pattern, flat, curved, straight, round, solid, sort, make, build, draw, size, bigger, larger, smaller, symmetrical, pattern, repeating pattern, match, 2D shape, corner, side, rectangle, square, circle, triangle, 3D shape, face, edge, corner, cube, pyramid, sphere, cone. Position, over, under, above, below, top, bottom, on, in, outside, inside, around, in front of, behind, front, back, beside, next to, between, pattern, repeated pattern.

### **Inquiry**

Maths is covered throughout the year through weekly themes taken from the interests of the children and following the White Rose Maths long term plan. A weekly hook sheet is published and mathematical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore mathematical skills independently throughout the week.

# History

## EYFS Curriculum

### Understanding the World

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### **Past and present ELG**

- 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.

## Vocabulary

- |                                                                                                            |                                                                                                              |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Past</li><li>• Lives</li><li>• Long ago</li><li>• Events</li></ul> | <ul style="list-style-type: none"><li>• Stories</li><li>• Sequence</li><li>• Time</li><li>• Before</li></ul> |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|

## Inquiry

History is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and historical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week.

## Skills Map – History

### Early Years – History

### Reception Statements

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

### **HISTORICAL STUDY**

- Listen to stories from the past
- Talk about events in their past

### **HISTORICAL KNOWLEDGE AND AWARENESS**

- Understand that people use story to remember what has happened in the past.
- Talk about historical characters in books

### **CHRONOLOGY AND CHANGE**

- Can they use simple words to describe the past.
- 

## Greater Depth

- Can they ask questions about past events or the lives of people in their family?

# Music

## EYFS Curriculum

### 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.

### Being Imaginative and expressive ELG

- 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.

## Vocabulary

- |          |              |
|----------|--------------|
| • Sing   | • Fast       |
| • Song   | • Slow       |
| • Chant  | • Follow     |
| • Rhythm | • Repeat     |
| • Sounds | • Instrument |

## Inquiry

Music is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and musical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore music skills independently throughout the week.

## Skills Map – Music

### Early Years – Music

### Reception Statements

- 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.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.

#### Performing

- Can they use their voice to sing/chant?
- Can they clap short rhythmic patterns?
- Can they experiment with creating sounds with different instruments?
- Can they experiment with ways of changing sounds.

#### Composing

- Can they make a range of sounds with their voice?
- Can they make a range of sounds with instruments?
- Can they begin to sequence sounds to create a rhythm or beat?

#### Appraising

- Can they say if they like or dislike a piece of music?
- Can they identify and distinguish environmental sounds?
- Can they begin to describe the sounds? (e.g. loud, soft, high, low, fast, slow)
- Can they begin to express how music makes them feel?

### Early Years - Greater Depth

- |                                                                                          |                                                                                                                                                                                                                                        |                                                                                                                          |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Can they take part in a performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they begin to read/represent pictorial representations of music? (e.g. colour-coded bells, music story maps)</li> </ul> | <ul style="list-style-type: none"> <li>• Can they identify reasons why they like some music more than others?</li> </ul> |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|

# PE

## EYFS Curriculum

### 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.*

### Gross Motor Skills ELG

- 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.

## Vocabulary

- |             |                  |
|-------------|------------------|
| • Move      | • Healthy        |
| • Over      | • Diet           |
| • Under     | • Exercise       |
| • Through   | • Games          |
| • Balance   | • Small Movement |
| • Equipment | • Large movement |
| • Safe      | • Throw          |
| • Challenge | • Catch          |

## Inquiry

PE is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and physical opportunities can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore physical skills independently throughout the week.

## Skills Map – Physical Education

### Early Years – Physical Development

### Reception Statements

- Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping – climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:- lining up and queuing – mealtimes

<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> </ul>	
<b>Physical Skills</b>	<b>Thinking Skills</b>
<p>Dress and undress themselves</p> <ul style="list-style-type: none"> <li>• Demonstrate spatial awareness</li> <li>• Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely)</li> <li>• Develop fundamental gross motor movement skills (including running, jumping, throwing)</li> </ul> <p><b>GYMNASTICS AND DANCE</b></p> <ul style="list-style-type: none"> <li>• Enjoy movement</li> <li>• Move creatively using whole body (e.g. dancing, posing, balancing)</li> <li>• Develop basic strength and flexibility</li> <li>• Copy and perform basic movements</li> </ul> <p><b>PLAYING GAMES</b></p> <ul style="list-style-type: none"> <li>• Enjoy participation</li> <li>• Identify a target and begin to throw effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, understand and follow some basic games rules.</li> <li>• Show good awareness of personal space</li> <li>• Watch and comment on what they have seen</li> </ul> <p><b>EVALUATING AND IMPROVING</b></p> <ul style="list-style-type: none"> <li>• Share skills and talk about one another's views and opinions using some visual cues.</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>• Forms all letters correctly</li> <li>• Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required</li> <li>• Use equipment safely and effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Comment and reflect on their own skills and those of others</li> <li>• Apply skills in a variety of situations</li> </ul>
<b>Early Years – Personal and Health</b>	
<b>Reception Statements</b>	
<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Manage their own needs. - personal hygiene</li> <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</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine- being a safe pedestrian</li> </ul> </li> </ul>	
<b>Personal Skills</b>	<b>Health Skills</b>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>• Show an understanding that others can win and celebrate that with them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the impact that healthy or unhealthy foods will have on their bodies</li> </ul>

# Science

## EYFS Curriculum

### 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.

### **Natural World ELG**

- 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.

## Vocabulary

- |              |           |
|--------------|-----------|
| • Science    | • Explain |
| • Experiment | • Reason  |
| • Test       | • Why     |
| • Fair       | • Record  |
| • Find out   | • Senses  |

## Inquiry

Science is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and scientific work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore scientific skills independently throughout the week.

## Skills Map - Science

### Early Years – Working Scientifically

#### Reception Statements

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<ul style="list-style-type: none"> <li>• Discuss what they can see, touch, smell, hear or taste?</li> <li>• Use simple equipment to help them make observations</li> <li>• Talk about changes with the seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a simple test?</li> <li>• Describe/ explain what they have done?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and classify things they observe?</li> <li>• Think of some questions to ask?</li> <li>• Answer some scientific questions?</li> <li>• Give a simple reason for their answer?</li> <li>• Explain what they have found out? Talk about how environments are different and similar</li> </ul>	<ul style="list-style-type: none"> <li>• Show their work using pictures, labels and captions?</li> <li>• Record their findings</li> <li>• Record some information in a chart or table, or using ICT</li> </ul>
Early Years Greater Depth			
<ul style="list-style-type: none"> <li>• Can they find out by watching, listening,</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give reasons for their answers?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they discuss similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare measurements?</li> </ul>



<p>tasting, smelling and touching?</p> <ul style="list-style-type: none"><li>• Can they give reasons for their answers?</li></ul>		<ul style="list-style-type: none"><li>• Can they explain what they have found out using scientific vocabulary?</li><li>• Can they give reasons for their answers?</li></ul>	<ul style="list-style-type: none"><li>• Can they give reasons for their answers?</li></ul>
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# Religious Education

RE in EYFS will prepare children for the multi-disciplinary approach.

Pupils begin to explore the world of religion and belief in terms of special people, times, places and objects. They listen to, and talk about, religious stories which may raise interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

Christianity and at least **one** other religion, religious belief or worldview

## 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.

## People, culture and communities ELG

- 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;

## Reception Statements

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Theology: Thinking through believing	Philosophy: Thinking through thinking	Human/Social Sciences: Thinking through living
Pupils can ...	Pupils can ...	Pupils can ...
<ul style="list-style-type: none"> <li>• Recognise simple religious beliefs or teachings</li> <li>• Talk about some aspects of a religious or belief story</li> <li>• Introduce key theological vocabulary such as ‘God’.</li> <li>• Recreate religious and belief stories through small world play.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise interesting questions about religious and belief stories</li> <li>• Raise interesting questions about the world around them</li> <li>• Say what matters to them or is of value</li> <li>• Use their senses to investigate religion and belief</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple features of religious life and practice in a family context</li> <li>• Recognise a number of religious words</li> <li>• Name some religious symbols</li> <li>• Name some religious artefacts</li> <li>• Talk about religious events that they see or hear about e.g. festivals, ceremonies</li> <li>• Talk to someone who holds a particular religious belief</li> </ul>

# RSE/ PSED

## EYFS Curriculum Content

### **Personal, 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.*

### **Self- Regulation ELG**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Managing Self ELG**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **Building Relationships ELG**

- 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.

### **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.

### **People, culture and communities ELG**

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 religion 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 other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### **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 motor skills provide the foundation for developing healthy bodies and social and emotional well-being.*

### **Gross motor skills ELG**

- 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.

## **Early Years – Personal, social and emotional development**

### **Reception Learning Statements**

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs; personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- Talk about members of their immediate family and community (UW)
- Name and describe people who are familiar to them (UW)
- Further develop the skills they need to manage the school day successfully: Lining up and queuing; Meal times (PD)

## **Key skills – Characteristics of effective teaching and learning (COETL)**

**Playing and Exploring** – Children investigate and experience things, and 'have a go'.

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interests and fascinations into early years settings.
- Respond to new experiences that you bring to their attention.

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

- Participate in routines. Begin to predict sequences because they know routines.
- Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.
- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.
- Keep on trying when things are difficult.

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.
- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.

- Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

### Skills Map

Includes: Relationships and Sex Education (RSE), Mental Health (MH) and Physical, Social and Health Education (PHSE)

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <p>Pupils can identify what is fair and unfair and the importance of caring and sharing.</p> <p>Pupils can show sensitivity to people's feelings and needs.</p> <p>Pupils demonstrate an awareness of self and their own uniqueness.</p> <p>Pupils can demonstrate an understanding of their own self-worth and worth of others.</p>	<p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p>	<p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p>Pupils can recognise their own uniqueness and value of every person.</p> <p>Pupils can recognise how their own actions have consequences.</p>	<p>Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.</p>	<p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> <p>Pupils to understand the concept of rules (e.g. rules in class and school) and how rules can help us.</p>	<p>Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p> <p>Pupils can ask questions, and begin to suggest a way to solve a problem.</p>

#### Skills

#### Outcomes

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Can they name the main body parts?</li> <li>• Can they show that family and friends should care for each other?</li> <li>• Can they identify and respect differences and similarities between people?</li> <li>• Can they recognise, name and deal with feelings in a positive way?</li> <li>• Can they notice some effects of own actions on others?</li> <li>• Can they identify how people are feeling (e.g. happy, sad, worried)?</li> <li>• Can they participate in group activities, take turns, share and manage disputes peacefully?</li> <li>• Can they ask for help if unsure on what to do?</li> <li>• Can they demonstrate a growth mindset (e.g. show the belief that everyone can do things to improve surroundings and support others)?</li> </ul> | <ul style="list-style-type: none"> <li>• To recognise some feelings</li> <li>• To recognise that their behaviour affects other people, especially when angry</li> <li>• To know who to ask for help</li> <li>• To understand that there are different types of families</li> <li>• To know how the body changes since birth</li> <li>• To name parts of the body and their uses</li> <li>• To understand some basic hygiene principles</li> <li>• To know how to keep clean</li> <li>• To know how to look after themselves</li> <li>• To recognise how their own actions have consequences.</li> <li>• To have some basic ways of avoiding, managing and resolving conflict.</li> <li>• To have a sense of fair play and demonstrate a willingness to take turns and share.</li> <li>• To demonstrate a positive attitude towards difference and diversity.</li> <li>• To demonstrate a willingness to listen to the ideas of others.</li> </ul> |
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### Vocabulary

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Clean</li> <li>• similar</li> <li>• different</li> <li>• family</li> <li>• boy</li> <li>• girl</li> <li>• male</li> <li>• female</li> <li>• body part</li> <li>• safe</li> </ul> | <ul style="list-style-type: none"> <li>• uncomfortable</li> <li>• feelings</li> <li>• hygiene</li> <li>• same</li> <li>• similar</li> <li>• different</li> <li>• like</li> <li>• dislike</li> <li>• difficult</li> <li>• private</li> </ul> | <ul style="list-style-type: none"> <li>• special</li> <li>• fair</li> <li>• unfair</li> <li>• sharing</li> <li>• caring</li> <li>• consequence</li> <li>• help</li> <li>• rules</li> <li>• kind</li> <li>• gentle</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- comfortable

### **Inquiry**

RSE is covered throughout the year using the scheme of work. Throughout reception we work with the children to develop their personal, social and emotional skills.