

# Early Years Foundation Stage

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Early Years “Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults”.

Statutory Framework for the Early Years Foundation Stage 2021

## **Manor Road Early Years Foundation Stage Curriculum Statement**

### **Intent:**

At Manor Road we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon.

It is our intent that all children who enter the EYFS at Manor Road develop physically, verbally, cognitively and emotionally. We aim for all children to develop a positive attitude to school and a love of learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential.

We begin each year by looking at the individual needs and interests of our children. We carefully develop our flexible EYFS curriculum which engages parents and children on our learning journey together. Our curriculum is planned to match the unique needs and stages of development for all, through a range of topics with children’s interests at the heart of it.

In Pre-School, our curriculum focuses strongly on the three Prime Areas of learning. These three areas are:

- Communication and Language
- Physical Development; and
- Personal, Social and Emotional Development.

The prime areas of learning reflect the key skills such as sharing resources and using tools that all children need to develop and learn effectively in order for successful learning in the other four specific areas.

As children move into Reception and grow in confidence and ability within the three

prime areas, the balance changes towards a more equal focus on all prime and specific areas of learning. The four specific areas of learning are:

- Literacy
- Mathematics
- Understanding the World; and
- Expressive Arts and Design.

At Manor Road, we help children set and reflect on their own goals by setting high expectations and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences. Throughout their time in Reception, and as their development allows, the balance gradually shifts towards more activities led by adults, and applying their knowledge and understanding to complete tasks independently in order to help prepare children for the challenges in Key Stage One and beyond.

### **Implementation:**

Children follow the EYFS Curriculum, which has seven main areas of learning.

The Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The teaching of these areas of learning is practical with support and challenge being given from adults in the setting. Teaching is delivered through a mixture of whole class sessions, small group sessions, adult-led sessions and independent learning through the creative continuous provision. Learning outside is encouraged 'whatever the weather' and the Characteristics of Effective Learning are at the heart of all learning, with children using colours to identify how they learn.

Within our EYFS Curriculum, children are assessed continuously through accurate and informative observations. These provide staff with information for future planning and personalised next steps.

At Manor Road Primary School, we believe that there are always opportunities for teaching. Whilst we do not always know where or when these opportunities will present themselves, it is the skill of our adults that enable them to readily recognise 'teachable moments' when they arise and how to respond to them appropriately. It is however, just as important to know when intervening could hinder children's

learning. Facilitating high quality interactions whilst children explore their provision will enable them to develop their language and ideas, to think critically, problem solve and reflect upon their achievements.

The Early Years Foundation Stage Framework consists of four overarching and guiding principles that shape education and practice in the early years.

1. Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
2. Positive Relationships – Children learn to be strong and independent through positive relationships.
3. Enabling Environments – Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
4. Learning and Development – Children develop and learn at different rates. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities.

Children at our setting benefit from meaningful learning across the curriculum as staff plan for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills, taking into account the Characteristics of Effective Learning. The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all areas of Learning and Development.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creative and Critical Thinking</b>
<p>Engagement Finding out and Exploring</p> <p>Playing with what they know Being willing to 'have a go'</p>	<p>Motivation</p> <p>Being involved and concentrating Keep trying</p> <p>Enjoying achieving what they set out to do</p>	<p>Thinking Having their own ideas</p> <p>Making links Working with ideas</p>

Throughout the day, children learn through a balance of child-initiated and adult-directed activities. Our daily timetable is carefully structured so that children have access to outstanding teaching in English, Maths, Phonics and an additional area of learning. These sessions are then followed on with group activities, working directly with a member of staff to focus on their individual targets. This focused group time ensures teachers can systematically check children’s understanding, identify and respond to misconceptions and provide verbal feedback which results in a strong impact on the acquisition of new learning.

**Impact:**

The EYFS Curriculum at Manor Road will encourage lifelong learning. From their different starting points, all children will make excellent progress academically, emotionally,

creatively, socially and physically.

Children will have strong communication skills and will have the confidence to speak to others about their needs and wants, whilst being able to listen to the views of others.

Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for Key Stage One. At Manor Road Primary School, children experience a smooth transition between Pre-School, Reception and beyond. Effective communication and collaboration between Early Years and Key Stage One staff ensures that children leave reception with a solid foundation of learning of which to build upon.

# Pre-Nursery Communication and Language

I can understand and respond to simple questions or sentences e.g. throw the ball.	I can put two or three words together e.g. more juice.
I am beginning to listen with increasing interest to the noises adults make when they read stories.	I can use different types of everyday words (nouns, verbs and adjectives).
I can understand single words in context e.g. cup, chair or ball.	I can use words to communicate for a range of purposes e.g. more, no or bye-bye.
<b>Speaking</b>	
I can concentrate on an object or activity of my own choosing for a short period of time (3-5 minutes).	I can imitate or copy words or sounds that are used by a familiar adult.
I am beginning to understand contextual clues such as familiar gestures, words or sounds.	I am beginning to use sounds in my play e.g. <u>brmm</u> for a toy car or baa for a toy sheep.
I can listen to, distinguish and respond to intonations and sounds of voices but will often have fleeting attention.	I am developing speech sounds (babbling) to communicate with an adult e.g. baba, <u>nooo</u> , gaga.
<b>Listening, Attention &amp; Understanding</b>	<b>Speaking</b>
<b>Communication and Language</b>	

I can understand a question or instruction that has two parts.	I am beginning to use more complex sentences to link thoughts using connectives such as and, because and like.
I am beginning to understand why and how questions.	I can use longer sentences of up to four to six words to express my ideas and articulate the sounds; l, f, sh and ch.
I can demonstrate an understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture.	I can retell a simple past event in the correct order.
I can understand the use of a variety of objects such as; scissors, cutlery, and glue.	I can use talk to organise myself and others whilst we play.
I enjoy listening to short stories and can remember much of what happens.	I can talk about a familiar books and explain what is happening.
I am beginning to listen to others in small groups, and take part in short activities such as singing and the register.	I can sing 3 or 4 Nursery Rhymes individually or as part of a small group.
<b>Listening, Attention &amp; Understanding</b>	<b>Speaking</b>
<b>Communication and Language</b>	

# Reception Communication and Language

I can understand a range of complex sentence structures including negatives, plurals and tense markers.	I can articulate my ideas and thoughts in well-formed sentences and pronounce the sounds z, j, s and r clearly.
I can understand and follow an instruction that involves two or three parts.	I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.
I can listen and respond to ideas expressed by others in conversation or discussion.	I can connect one idea or action to another using a range of connectives such as then, next and after.
I can understand questions such as who; why; when; where and how.	I can use language to imagine and recreate roles and experiences in a variety of play situations.
I can demonstrate variability in my listening behaviour; I may move around but still be listening or sit still on the carpet.	I can describe a personal event such as a birthday in detail.
I understand how to listen carefully and why listening is important.	I am beginning to use new vocabulary throughout the day.
<b>Listening, Attention &amp; Understanding</b>	<b>Speaking</b>
<b>Communication and Language</b>	

# Pre-Nursery Physical Development

I am beginning to use wheeled toys with increasing skill such as balancing, holding the handlebars and sitting astride.	I can show increasing control in holding and using a range of tools and objects such as jugs or shovels e.g. pouring or scooping.
I can jump into the air with both of my feet leaving the floor and I can jump forwards a small distance.	I am beginning to make connections between my movements and the effect that it has on an object e.g. squashing/pinching playdough.
I can walk upstairs facing forwards, holding a rail, placing both feet on a single step at a time.	I can operate my hands independently (e.g. holding a block in one hand whilst steadying another block with my other hand).
I can run safely on my whole foot and I am beginning to walk, run or climb on different levels and surfaces.	I can take part in finger and action rhymes, songs and games, imitating the movements.
I can climb inside, underneath or between objects e.g. tunnels.	I enjoy a range of sensory experiences such as making marks in food, sand, mud, water or paint.
I can push, pull, lift and carry objects, moving them around and placing them down with intent.	I can pick up an object in a palmer grip and shake, wave, bang, pull or tug at it.
<b>Gross Motor Skills</b>	<b>Fine Motor Skills</b>
<b>Physical Development</b>	



# Pre-School Physical Development

<p>I can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p>	<p>I am beginning to learn how to use a knife and fork.</p>
<p>I can demonstrate increasing control over large objects such as spades and jugs.</p>	<p>I can use a digital pronate grasps with good control when holding pencils to draw lines and circles.</p>
<p>I can skip, hop, stand on one leg and hold a pose for group games and activities.</p>	<p>I can use loop scissors to make snips in paper or follow a simple line.</p>
<p>I can ride a scooter or tricycle, adjusting speed or changing direction to avoid obstacles.</p>	<p>I am able to demonstrate increasing control during fine motor activities such as using a pincer grasp to pick up objects.</p>
<p>I can climb stairs, steps and move across climbing equipment using alternate feet whilst maintaining my balance using my hands and body to stabilise myself.</p>	<p>I can manipulate a range of tools and equipment in one hand, including paintbrushes, toothbrush, scarves or ribbons.</p>
<p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>I can create lines and circles pivoting from the shoulder and elbow using large chalk or soap suds.</p>
<p><b>Gross Motor Skills</b></p>	<p><b>Fine Motor Skills</b></p>
<p><b>Physical Development</b></p>	

# Reception Physical Development

I am developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

I can hold a pencil using a tripod grasp to form recognisable letters, most of which are correctly formed.

I can confidently and safely use a range of large and small apparatus indoors and outside, including a bicycle independently.

I can use a range of tools including paintbrushes, scissors, cutlery and tape dispensers competently, safely & confidently.

I can jump off an object and land appropriately using my hands, arms and body to stabilise and balance.

I am able to demonstrate increasing control during fine motor activities such as threading or using tweezers.

I can negotiate space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.

I am beginning to form recognisable letters independently.

I can develop my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

I can use anticlockwise movement and retrace vertical lines.

I can move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as rolling, crawling, jumping, skipping, and hopping.

I can now show a preference for a dominant hand and use a modified tripod grasp when drawing.

**Gross Motor Skills**

**Fine Motor Skills**

**Physical Development**

# Pre-Nursery Personal, Social and Emotional Development

I am becoming aware of others' feelings and I am beginning to show empathy such as offering a toy.	I can explore the environment and begin to interact with others whilst a familiar adult is close by.	I have increasing understanding of and control of the bowel and bladder urges and can communicate my need for the toilet.
I can explore the boundaries of behaviours that are accepted by an adult and I am becoming aware of some basic rules.	I am beginning to watch, follow and imitate my peers within provision.	I am developing some independence in self-care and show an awareness of routines such as handwashing but I still often need support from an adult.
I can use a familiar adult to share feelings such as excitement or when I am feeling tired or anxious.	I am beginning to explore my surroundings in the presence of a familiar adult.	I can clearly communicate a wet or soiled nappy, showing increasing awareness of bladder and bowel urges.
I am beginning to show my own choices or preferences through verbal or non-verbal gestures or rejecting things that I don't want.	I can co-operate with an adult to play a short game or read a story.	I can feed myself with increasing control, holding a cup with both hands, drinking without much spilling.
I can respond to my own name and enjoy playing games such as finding my eyes or nose.	I can draw others into social interactions through calling, crying, babbling or smiling.	I can communicate discomfort or distress with a wet or soiled nappy.
I am becoming more aware of myself by imitating sounds and expressions by a familiar adult.	I will hold up my arms to be picked up or cuddled and I am soothed by physical touch such as being held or cuddled.	I will actively co-operate with nappy changing and dressing/undressing.
<b>Self-Regulation</b>	<b>Building Relationships</b>	<b>Managing Self</b>
<b>Personal, Social and Emotional Development</b>		

# Pre-School Personal, Social and Emotional Development

I can demonstrate my confidence and self-esteem through being outgoing towards unfamiliar people, taking risks and trying new things or new social situations.	I am beginning to show consideration of other people's needs and gradually become less impulsive.	I can tell adults when I am hungry, full up or tired or when I want to rest, sleep or play.
I can express my needs and ask a familiar adult for help.	I can play alongside one or more children, extending and elaborating play ideas.	I can take practical actions to reduce risk, showing my understanding that equipment and tools can be used safely.
I can express a wide range of feelings in my interactions with others and through my behaviour and play, including excitement and anxiety, guilt and self-doubt.	I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from an adult.	I can name and identify different parts of the body and talk about our five senses.
I enjoy a sense of belonging and responsibility through being involved in daily tasks.	I will look to a supportive adult for help in resolving conflict with my peers.	I can manage dressing with support including; putting my arms into an open-fronted coat and pulling up my trousers/skirt.
I can increasingly follow the class rules, understanding why they are important.	I can seek out companionship with adults and other children, sharing my experiences and play ideas.	I am becoming increasingly independent in meeting my own care needs, e.g. brushing teeth and using the toilet.
I can select and use activities and resources, with help when needed.	I can separate from my main carer with support and encouragement from a familiar adult.	I can wash and dry my hands effectively and understand why this is important.
<b>Self-Regulation</b>	<b>Building Relationships</b>	<b>Managing Self</b>
<b>Personal, Social and Emotional Development</b>		

I can show confidence in speaking to others about my own needs, emotions, wants, interests and opinions in a familiar group.	I will attempt to repair a relationship or situation where I have caused upset and understand how my actions impact other people.	I can show some understanding that good practices with regard to exercise, eating, drinking water, sleeping and tooth brushing can contribute to good health.
I can show resilience and perseverance when facing a challenge.	I can independently seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise.	I can manage dressing independently, including; zipping up my coat, take my shoes on and off and do up the buttons on my t-shirt/dress.
I am more able to manage my feelings and tolerate situations in which my wishes cannot be met.	I recognise that people belong to different communities and social groups and I can communicate freely about own home and community.	I can demonstrate an understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others.
I can show confidence in choosing resources and perseverance in carrying out a chosen activity.	With support, I can take steps to resolve conflicts with other children by negotiating and finding a compromise.	I can demonstrate an understanding of how to transport and store equipment safely.
I will return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.	I can develop particular friendships with other children, which helps me to understand different points of view and to challenge my own and other's thinking.	I can develop the skills I need to manage the school day successfully including lining up, eating lunch and personal hygiene.
I am aware of the behavioural expectations in both class and school and sensitive to ideas of fairness.	I can represent and recreate what I have learnt about social interactions from my relationships with close adults, in my play and relationships with others.	I can use the toilet independently and wash my hands thoroughly.
<b>Self-Regulation</b>	<b>Building Relationships</b>	<b>Managing Self</b>
<b>Personal, Social and Emotional Development</b>		

I am beginning to compare and recognise changes in numbers of things, using words such as 'more', 'lots' or 'same'.

I can respond to simple spatial and positional language.

I can respond accurately when asked to give one or two things.

I am beginning to recognise when two objects are the same shape.

I can say some counting words, but they may not be in the correct order.

I enjoy using blocks or create simple structures or arrangements.

I am beginning to respond to words such as 'more' or 'lots'.

I can show an interest in filling and emptying different containers.

I am beginning to engage in counting-like behaviour, making sounds and pointing.

I can match shapes with spaces on insert puzzles.

I am becoming aware of number names through action rhymes and songs.

I am beginning to put objects of similar shapes inside others and take them out again.

**Number and Numerical Pattern**

**Shape, Space and Measure**

**Mathematics**

# Pre-School Mathematics

I am beginning to recognise up to 3 objects (subitise) and match them to the correct numeral.	I can describe, continue, create and copy an ABAB pattern using natural materials such as leaves or sticks.
I am beginning to recognise numerals 0-5 and attempt to form them.	I can use vocabulary to compare length and capacity e.g. full and empty, long and short.
I can use mathematical language to compare groups and solve mathematical problems practically e.g. more, fewer and same.	I can use vocabulary to compare size and weight e.g. big and small, light and heavy.
I can represent numbers to 5 using numicon and correctly count 5 objects by pointing to each item, saying one number each time.	I can describe the position of an object using positional language such as under, over and behind.
I can recite numbers to 5 and join in with simple counting songs, representing the number using my fingers.	I can recognise common 2D shapes (circle, triangle, square and rectangle) and use shapes appropriately to create models or drawings.
I can use some number names and number language within my play.	I can build enclosures, arches and houses, choosing specific blocks and shapes e.g. triangle for the roof.
<b>Number and Numerical Pattern</b>	<b>Shape, Space and Measure</b>
<b>Mathematics</b>	

# Reception Mathematics

I can begin to recognise teen numbers and order numbers to 20.

I can order and sequence daily events and begin to measure time using timers and calendars. I can describe, continue, create and copy a more complex pattern (e.g. AAB, ABB, ABBC).

I can recall number bonds to 5, doubling facts and discuss the pattern with odd and even numbers.

I can recognise 3D shapes and compose and decompose shapes.

I can add and subtract 1 and explore mathematical problems within 10 e.g. addition and subtraction.

I can use vocabulary to compare and order length (shortest, short, long and longest) and compare distance (shorter, shortest, further and furthest).

I can recognise and explore the place value of numbers 0-10 (1 more, 1 less, subitise, counting objects, ordering and composition).

I can compare the capacity of 3 containers and use language to compare weight (light, lightest, heavy, and heaviest).

I can recognise and explore the place value of numbers 0-5 (1 more, 1 less, subitise, counting objects, ordering and composition).

I can describe, continue, create and copy a pattern (e.g. ABAB, ABC)

I can recognise and explore the place value of numbers 0-3. (1 more, 1 less, subitise, counting objects and composition).

I can recognise and describe common 2D shapes (circle, triangle, square and rectangle) and rotate and manipulate them to fit an object or picture.

**Number and Numerical Pattern**

**Shape, Space and Measure**

**Mathematics**



# Pre-Nursery Literacy

I can fill in a missing word or phrase from a known rhyme or story.

I am beginning to distinguish between the different marks I make.

I can repeat and use actions, words or phrases from a familiar story.

I can make random marks e.g. large circular strokes.

I have a few favourite books and rhymes.

I can use different colours when making marks.

I can notice pictures and symbols and I am beginning to recognise what they stand for.

I enjoy making marks on paper or on touch screen technology.

I am beginning to handle books with interest.

I enjoy a range of sensory experiences such as making marks in food, sand, mud, water or paint.

I enjoy looking at books with a familiar adult.

I am beginning to understand the cause and effect of my actions in mark making.

**Comprehension**

**Writing**

**Literacy**

# Pre-School Literacy

I am becoming aware of the way stories are structured, and beginning to retell my own stories using props.	I can hear and say the initial sound in words and recognise when words begin with the same sound (SATPIN).	I am beginning to make letter-type shapes to represent the initial sound of familiar words (SATPIN).
I can talk about events and principal characters in stories and suggests how the story might end.	I can clap or tap the syllables in words during sound play.	I can copy and write some or all of the letters from my name.
I am beginning to engage in conversations about stories and learn new vocabulary.	I can show an awareness of rhyme and alliteration and begin to recognise rhythm in spoken words, songs, poems and rhymes.	I am beginning to imitate writing by making continuous lines of shapes and symbols from left to right.
I can join in with repeated refrains and anticipate key events and phrases in rhymes or stories.	I am beginning to recognise familiar words and signs such as own name, advertising logos and screen icons.	I can make representational drawings including features which can be recognised by others.
I can handle books carefully, turning pages individually and the correct way up with growing competence.	I know that print carries meaning and, in English, is read from left to right and top to bottom.	I know that print carries meaning and, in English, is read from left to right and top to bottom.
I enjoy looking at books within provision independently.	I know that information can be relayed through signs and symbols in various forms e.g. printed materials, digital screens and environmental print.	I am beginning to make random marks or shapes on paper and say what I have drawn.
<b>Comprehension</b>	<b>Word Reading</b>	<b>Writing</b>
<b>Literacy</b>		

I can re-enact and reinvent stories I have heard in my play.	I can read simple sentences.	I can write simple sentences where I sometimes include a capital letter and a full stop. I am beginning to re-read my writing to check that it makes sense.
I can recall and discuss stories or information that has been read to me, or I have read.	I can read most tricky words and high frequency words from Phases 2-4.	I am beginning to say and write a simple sentence using finger spaces.
I can use vocabulary and forms of speech that are increasingly influenced by my experiences of reading.	I can decode and blend words and I can read captions using the sounds from Phase 3.	I can segment the sounds in words and write CVC words. I can write captions and I am beginning to include finger spaces.
I can describe the main story settings, events and principal characters in increasing detail.	I can decode and blend words and I am beginning to read captions using the sounds from Phase 2 and Phase 3.	I can segment the sounds in words and write CVC words.
I know that information can be retrieved from books, computers and mobile digital devices.	I can decode and blend words using the letter sounds from Phase 2 and I can read some tricky words (e.g. I, to, go, the)	I can hear and say the initial sound and I am beginning to decode and blend some words.
I enjoy an increasing range of print and digital books, both fiction and non-fiction.	I can hear and say the initial sound and I am beginning to decode and blend some words.	I can write my name and the initial sound for words.
<b>Comprehension</b>	<b>Word Reading</b>	<b>Writing</b>
<b>Literacy</b>		

# Pre-Nursery Understanding the World

I am beginning to have my own friends and learn that we have similarities and differences.	I am beginning to talk about the things I have observed such as plants, animals, natural and found materials.
I can imitate everyday actions from my own family and cultural background in pretend play.	I enjoy playing with small world reconstructions, building on my first-hand experiences e.g. farm.
I have a good sense of my own immediate family, relations and pets.	I can match parts of objects that fit together e.g. lid on a teapot.
I am interested in photographs of myself and other familiar people and objects.	I can explore objects by linking together different approaches: Shaking, hitting, feeling, mouthing, pulling, turning and poking.
I am curious about people and show an interest in stories about familiar people or animals.	I am curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants or animals.
I can recognise the key people in my life.	I can closely observe what animals, people and vehicles do.
<b>People, Culture and Communities (Inc. Past and Present)</b>	<b>The Natural World</b>
<b>Understanding the World</b>	

# Pre-School Understanding the World

I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos/books.	I can explore and talk about different forces that I can feel e.g. push and pull.
I can talk about some of the similarities and difference in relation to myself, friends or family.	I understand the key features of the life cycle of a plant and an animal e.g. caterpillar – butterfly.
I am beginning to make sense of my own life-story and family's history.	I can plant a seed and care for growing plants, understanding that they need water and sunlight.
I am beginning to show an interest in different occupations.	I can explore collections of materials with similar and/or different properties.
I can recognise and describe special times or events for myself, my family or friends e.g. Birthday, Christmas or Eid.	I can name some of my body parts e.g. elbow and shoulders and name some animal body parts e.g. beak and tail.
I am beginning to show an interest in the lives of people who are familiar to me e.g. making new friendships.	I can use all of my senses to explore my environment and natural materials.
<b>People, Culture and Communities (Inc. Past and Present)</b>	<b>The Natural World</b>
<b>Understanding the World</b>	

# Reception Understanding the World

I can compare and contrast images of familiar situations and characters from stories from the past.	Summer - I can explore seasonal changes e.g. changing states (melting) and habitats (Desert).
I can talk about the similarities and differences between life in this country and life in other countries.	I can draw information from a simple map.
I understand that people have different beliefs and celebrate special times in different ways.	Spring - I can explore seasonal changes e.g. life cycles of animals (chicks) and plants.
I can talk about past and present events in my own life and in the lives of my family members.	Winter - I can explore seasonal changes e.g. changing states (freezing) and habitats (Antarctica).
I understand that some places are special to members of my family and community e.g. Church and Mosque.	Autumn - I can explore seasonal changes e.g. Woodlands and hibernation.
I can talk about what makes me unique e.g. my full name and when it is my birthday.	I can talk about how I am similar and different to other animals.
<b>People, Culture and Communities (Inc. Past and Present)</b>	<b>The Natural World</b>
<b>Understanding the World</b>	

# Pre-Nursery Expressive Arts and Design

I am beginning to experiment with ways to enclose a space, create shapes or represent actions or objects.	I am beginning to create rhythmic sounds and movement.
I am beginning to join in with singing simple songs.	I am beginning to make believe by pretending using sounds, movements, words or objects.
I can move whilst listening to sounds or music or whilst playing an instrument.	I am beginning to pretend that one object represents another when the objects have characteristics in common.
I can create sounds by rubbing, shaking, tapping, striking or blowing on an object.	I can create sound effects and movements e.g. sound of a car.
I can mirror and improvise actions that I have observed.	I can express myself through physical actions and sounds.
I can explore and experiment with a range of media and movement through multi-sensory exploration.	I can respond and engage with the world that surrounds me.
<b>Creating with Materials</b>	<b>Being Imaginative and Expressive</b>
<b>Expressive Arts and Design</b>	

# Pre-School Expressive Arts and Design

I can make a simple collage using materials such as paper, pasta or beans.

I am beginning to make imaginative 'small worlds' with blocks and other materials to develop complex stories using small world equipment like animal sets, dolls and dolls houses.

I can develop simple joining techniques e.g. glue sticks or PVA glue to join a variety of materials and explore different textures.

I can engage in imaginative play based on own ideas or first-hand or peer experiences.

I can draw with increasing complexity and detail, such as representing a face with a circle and including key details.

I can use resources available in provision to create props or create imaginary ones to support my play.

I can use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.

I enjoy joining in with moving, dancing and ring games.

I can name Primary and Secondary colours whilst exploring colours and how they can be changed.

I can name 3 common instruments e.g. drum or tambourine and explore the sounds they make and how they can be changed.

I can take a print from an object e.g. hand, foot or vegetables.

I can sing some familiar songs, e.g. pop songs, songs from TV programmes or Nursery Rhymes.

**Creating with Materials**

**Being Imaginative and Expressive**

**Expressive Arts and Design**



# Reception Expressive Arts and De

I can explore, use and refine a variety of artistic effects such as symmetry, printing and texture to express their ideas and feelings.

I can create content such as a video recording, stories, and/or draw a picture on screen.

I am beginning to develop my own ideas through experimentation with diverse materials, e.g. loose parts, watercolours, powder paint, to express and communicate my discoveries and understanding.

I can use a combination of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.

I can create collaboratively sharing ideas, resources and skills.

I can initiate new combinations of movements and gestures in order to express and respond to my feelings, ideas and experiences.

I can construct using a variety of resources, returning to and building on my previous learning, refining ideas and developing their ability to represent them.

I can watch and talk about dance and performance art, expressing my feelings and responses.

I can use my increasing knowledge and understanding of tools and techniques to shape, assemble and join materials.

I can make music in a range of ways, e.g. plays with sounds creatively, play along to the beat of the song I am singing or music I am listening to.

I can choose particular colours to use for a purpose e.g. green for grass.

I can play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

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