

## Curriculum Coverage

### EYFS

<b>RE</b>	<ul style="list-style-type: none"> <li>▪ Daily collective worship – Children to say the Good Morning prayer.</li> <li>▪ RE lesson linked to topic covered in class x1</li> </ul>
<b>Personal, Social &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>▪ (22-36 months) Seeks out others to share experiences.</li> <li>▪ (22-36 months) Shows understanding and co-operates with some boundaries and routines.</li> <li>▪ (30-50 months) Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>▪ (30-50 months) Enjoys carrying out small tasks.</li> <li>▪ (30-50 months) Begins to accept the needs of others and can take turns and share resources when needs are not immediately met and understands wishes may not always be met.</li> <li>▪ (30-50 months) Keeps play going by responding to what others are saying are doing.</li> <li>▪ (30-50 months) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>▪ (22-36 months) Listens with interest to the noises adults make when they read stories.</li> <li>▪ (22-36 months) Understands ‘who’, ‘what’, ‘where’, in simple questions (e.g who’s that?)</li> <li>▪ (30-50 months) Beginning to use more complex sentences to link thoughts (e.g using and, because)</li> <li>▪ (30-50 months) Uses simple sentences (e.g. ‘Mummy gonna work.’)</li> <li>▪ (30-50 months) Listens to stories with increasing attention and recall.</li> <li>▪ (30-50 months) Beginning to understand ‘how’ and ‘why’ questions.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>▪ (22-36 months) Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>▪ (22-36 months) May be beginning to show preference to dominant hand.</li> <li>▪ (30-50 months) Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>▪ (30-50 months) Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>▪ (22-36 months) Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>▪ (30-50 words) Shows awareness of rhyme and alliteration.</li> <li>▪ (30-50 months) Suggests how the story might end.</li> <li>▪ (30-50 months) Shows interest in illustrations and print in books and print in the environment.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• (22-36 months) Recites some number names in sequence.</li> <li>• (30-50 months) Knows that numbers identify how many are in a set.</li> <li>• (30-50 months) Uses some number names accurately in play.</li> <li>• (30-50 months) Shows an interest in representing numbers.</li> <li>• (30-50 months) Sometimes matches numeral and quantity correctly.</li> </ul>

<b>Expressive arts &amp; design</b>	<ul style="list-style-type: none"><li>▪ (22-36 months) Joins in singing favourite songs.</li><li>▪ (30-50 months) Realises tools can be used for a purpose.</li><li>▪ (30-50) Sings a few familiar songs.</li></ul>
<b>Understanding of the world</b>	<ul style="list-style-type: none"><li>• (22-36 months) Beginning to have their own friends.</li><li>• Shows an interest in the lives of people who are familiar to them.</li></ul>