

Curriculum Coverage

EYFS

RE	<ul style="list-style-type: none"> ▪ Daily collective worship – Children to say the Good Morning prayer. ▪ RE lesson linked to topic covered in class x1
Personal, Social & Emotional Development	<ul style="list-style-type: none"> ▪ (22-36 months) Shows understanding and co-operates with some boundaries and routines. ▪ (22-36 months) Seeks out others to share experiences. ▪ (30-50 months) Enjoys carrying out small tasks. ▪ (30-50 months) Shows confidence in asking adults for help. ▪ (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. ▪ (30-50 months) Welcomes and values praise for what they have done.
Communication & Language	<ul style="list-style-type: none"> ▪ (22-36 months) Listens with interest to the noises adults make when they read stories. ▪ (22-36 months) Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. who’s that/can? What’s that? Where is?) ▪ (22-36 months) Shows interest in play with sounds, songs and rhymes. ▪ (30-50 months) Beginning to understand ‘how’ and ‘why’ questions. ▪ (30-50 months) Listens to stories with increasing attention and recall. ▪ (30-50 months) Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’ ▪ (30-50 months) Uses intonation, rhythm and phrasing to make the meaning clear to others.
Physical Development	<ul style="list-style-type: none"> ▪ (22-36 months) Beginning to use three fingers (tripod grip) to hold writing tools. ▪ (22-36 months) May be beginning to show preference to dominant hand. ▪ (22-36 months) Imitates drawing simple shapes such as circles and lines. ▪ (30-50 months) Moving freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ▪ (30-50 months) Use one-handed tools and equipment, e.g. make snips in paper with child scissors. ▪ (30-50 months) Holds pencil near point between first two fingers and thumb and uses it with good control.
Literacy	<ul style="list-style-type: none"> ▪ (22-36 months) Has some favourite stories, rhymes, songs, poems or jingles. ▪ (22-36 months) Distinguishes between the different marks that they make. ▪ (30-50 months) Sometimes gives meanings to the marks as they paint and draw. ▪ (30-50 words) Shows awareness of rhyme and alliteration. ▪ (30-50 months) Suggests how the story might end. ▪ (30-50 months) Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Mathematics	<ul style="list-style-type: none"> • (22-36 months) Beginning to use the language of size. • (22-36 months) Recites some number names in sequence. • (30-50 months) Knows that numbers identify how many objects are in a set. • (30-50 months) Shows an interest in representing numbers. • (30-50 months) Sometimes matches numeral and quantity correctly.
Expressive arts & design	<ul style="list-style-type: none"> • (22-36 months) Joins in singing favourite songs. • (22-36 months) Creates sound by banging, shaking, tapping or blowing. • (30-50 months) Uses available resources to create props to support role play. • (30-50) Sings a few familiar songs. • (30-50) Joins construction pieces together to build and balance. • (30-50 months) Uses various construction materials. • (30-50 months) Realises tools can be used as a purpose.
Understanding of the world	<ul style="list-style-type: none"> • (22-36 months) Has a sense of own immediate family and relations. • (30-50 months) Shows interest in different occupations and ways of life. • (30-50 months) Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.