

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) Seeks out others to share experiences. ▪ (22-36 months) Shows understanding and co-operates with some boundaries and routines. ▪ (30-50 months) Confident to talk to other children when playing, and will communicate freely about own home and community. ▪ (30-50 months) Enjoys carrying out small tasks. ▪ (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) Keeps play going by responding to what others are saying are doing. ▪ (30-50 months) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
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?) ▪ (30-50 months) Beginning to use more complex sentences to link thoughts (e.g using and, because) ▪ (30-50 months) Uses simple sentences (e.g. ‘Mummy gonna work.’) ▪ (30-50 months) Listens to stories with increasing attention and recall. ▪ (30-50 months) Beginning to understand ‘how’ and ‘why’ questions.
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) Holds pencil near point between first two fingers and thumb and uses it with good control. ▪ (30-50 months) Draws lines and circles using gross motor movements. ▪ (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.
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) Shows interest in illustrations and print in books and print in the environment.

Mathematics	<ul style="list-style-type: none"> • (22-36 months) Recites some number names in sequence. • (30-50 months) Knows that numbers identify how many are in a set. • (30-50 months) Shows an interest in numerals in the environment. • (30-50 months) Uses some number names accurately in play. • (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. ▪ (30-50 months) Realises tools can be used for a purpose. ▪ (30-50) Sings a few familiar songs.
Understanding of the world	<ul style="list-style-type: none"> • (22-36 months) Beginning to have their own friends. • (30-50 months) Shows an interest in the lives of people who are familiar to them. • (30-50 months) Remembers and talks about specific events in their own experience. • (30-50 months) Recognises and describes special times or events for family or friends.