

## 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) Shows understanding and co-operates with some boundaries and routines.</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) Welcomes and values praise for what they have done.</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) Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture</li> <li>▪ (30-50 months) Listens to stories with increasing attention and recall.</li> <li>▪ (30-50 months) Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’</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>▪ (22-36 months) Imitates drawing simple shapes such as circles and lines.</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) Draws lines and circles using gross motor movements.</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>▪ (22-36 months) Distinguishes between the different marks that they make.</li> <li>▪ (30-50 months) Sometimes gives meanings to the marks as they paint and draw.</li> <li>▪ (30-50 months) Beginning to be aware of how stories are structured.</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) Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>

<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• (22-36 months) Selects a small amount of objects from a group when asked, for example 'please give me one', please give me two'.</li> <li>• (22-36 months) Uses some language of quantities, such as 'more' or 'a lot.'</li> <li>• (30-50 months) Shows an interest in representing numbers.</li> <li>• (30-50 months) Sometimes uses number names and number language spontaneously.</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>• (22-36 months) Creates sound by banging, shaking, tapping or blowing.</li> <li>• (30-50) Sings a few familiar songs.</li> <li>• (30-50) Explores and learns how sounds can be changed.</li> <li>• (30-50 months) Uses various construction materials.</li> </ul>
<b>Understanding of the world</b>	<ul style="list-style-type: none"> <li>• (22-36 months) Has a sense of own immediate family and relations.</li> <li>• (30-50 months) Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>