

## 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>▪ (22-36 months) Seeks out others to share experiences.</li> <li>▪ (30-50 months) Enjoys carrying out small tasks.</li> <li>▪ (30-50 months) Shows confidence in asking adults for help.</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) 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) Shows interest in play with sounds, songs and rhymes.</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> <li>▪ (30-50 months) Uses intonation, rhythm and phrasing to make the meaning clear to others.</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) Use one-handed tools and equipment, e.g. make snips in paper with child scissors.</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> </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 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) Notices simple shapes and patterns in pictures.</li> <li>• (22-36 months) Beginning to use the language of size.</li> <li>• (30-50 months) Shows interest in shapes in the environment.</li> <li>• (30-50 months) Shows an interest in shape and space by placing with shapes or making arrangements with objects.</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 months) Uses available resources to create props to support role play.</li> <li>• (30-50) Sings a few familiar songs.</li> <li>• (30-50) Joins construction pieces together to build and balance.</li> <li>• (30-50 months) Uses various construction materials.</li> <li>• (30-50 months) Realises tools can be used as a purpose.</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) Shows interest in different occupations and ways of life.</li> <li>• (30-50 months) Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> </ul>