

## 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) Can select and use resources with help.</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) Can usually tolerate delay 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) Uses a variety of questions (e.g. what, where, who)</li> <li>▪ (22-36 months) Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g who’s that/can? What’s that? Where is?)</li> <li>▪ (22-36 months) Shows interest in play with sounds, songs and rhymes.</li> <li>▪ (22-36 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 use more complex sentences to link thoughts (e.g using and, because)</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) 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> <li>▪ (30-50 months) Holds pencil near point between first two fingers and thumb and uses it with good control.</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) Listens to stories with increasing attention and recall.</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) Beginning to use the language of size.</li> <li>• (22-36 months) Recites some number names in sequence.</li> <li>• (30-50 months) Uses some number names accurately in play.</li> <li>• (30-50 months) Beginning to represent numbers using fingers, marks on paper or activities.</li> <li>• (30-50 months) Shows an interest in representing numbers.</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) Beginning to make believe by pretending.</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 months) Uses available resources to create props to support role play.</li> <li>• (30-5 months) Beginning to be interested in and describe the texture of things.</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) Learns that they have similarities and differences that connect them to and distinguish them from others.</li> <li>• (30-50 months) Can talk about how things happen and why things work.</li> <li>• (30-50 months) Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> </ul>