

Personal, Social and Emotional Development

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Can select and use activities and resources with help.
- Can usually tolerate delay when own needs are not immediately met, and understands wishes may not always be met.

Communication and Language

- Listens to others one to one or in small groups, when conversation interests them.
- Understands simple instructions, e.g. To put away an object.
- Uses vocabulary focused on objects and people that are of particular importance to them.

Physical Development

- Moves freely and with pleasure and with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Dresses with adult help, e.g. Puts arms into open-fronted coat when held up, pulls up own rousers, and pulls up zipper once it is fastened at bottom.
- Usually dry and clean during the day.

Literacy

- Repeats words or phrases from familiar stories.
- Handles books carefully.
- Sometimes gives meaning to marks as they draw and paint.



Mathematics

- Uses some number names and number language spontaneously.
- Recites numbers in order 1-10 (and beyond).
- Shows an interest in numbers in the environment.
- Counts up to three or four objects by saying one number name for each item.
- Selects a particular named shape.

Understanding the World

- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Notices detailed features of objects in their environment
- Uses ICT hardware to interact with age-appropriate computer software.

Expressive Arts and Design

- Sings a few familiar songs.
- Uses various construction materials.
- Engages in imaginative role-play based on own first-hand experiences.

RE

Friendship Harvest I Am special Christmas
Why do Christians perform Nativity plays at Christmas?

This is an overview of the curriculum. For more detailed curriculum coverage see Curriculum Information and also "Development Matters in the EYFS" DFE 2012

Personal, Social and Emotional Development

- Can play in a group, extending and elaborating play ideas, e.g. Building up a role-play with other children.
- Confident to talk to other children when playing, and will communicate freely about home and community.
- Aware of own feelings, and knows that some

Communication and Language

- Focusing attention - still listen or do, but can shift own attention.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next.

Physical Development

- Uses one-handed tools and equipment, e.g. Makes snips in paper with child scissors.
- Begins to form recognisable letters
- Shows a preference for a dominant hand.
- Experiments with different ways of moving.

Literacy

- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Continues a rhyming string.
- Ascribes meaning to marks that they see in different places.



Mathematics

- Recites numbers in order 1-10 (and beyond)
- Recognises some numerals of personal significance.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Orders 2 or 3 items by length or height.

Understanding the World

- Recognises and describes special times or events for family and friends.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Developing an understanding of growth, decay, and changes over time.
- Knows how to operate simple equipment, e.g. Turns on CD player and uses remote control.

Expressive Arts and Design

- Explores colour and how colours can be changed.
- Uses various construction materials.
- Developing preferences for forms of expression.

RE

Prayer Stories Jesus Heard Stories Jesus Told Easter
Why do Christians put a cross in an Easter garden?

This is an overview of the curriculum. For more detailed curriculum coverage see Curriculum Information and also "Development Matters in the EYFS" DFE 2012

Personal, Social and Emotional Development

- Initiates play, offering cues to peers to join them.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Communication and Language

- Listens to stories with increasing attention and recall.
- Beginning to understand 'why' and 'how' questions.
- Builds up vocabulary that reflects the breadth of their experiences.

Physical Development

- Draws lines and circles using gross motor movements.
- Shows increasing control over and object in pushing, patting, throwing, catching or kicking it.
- Can copy some letters, e.g. Letters from their name.

Literacy

- Enjoys rhyming and rhythmic activities.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Recognises familiar words and signs such as own name and advertising logos.
- Gives meanings to marks they make as they draw, write and paint.



Mathematics

- Recites numbers in order 1-10 (and beyond).
- Sometimes matches numeral and quantity correctly.
- Shows an interest in representing numbers
- Beginning to use mathematical names for 'flat' 2D shapes and mathematical terms to describe them.
- Can describe their relative position such as 'behind' or 'next to'.

Understanding the World

- Shows interest in different occupations and ways of life.
- Completes a simple program on a computer.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Shows care and concern for living things and the environment.

Expressive Arts and Design

- Enjoys joining in with dancing and ring games.
- Explores and learns how sounds can be changed.
- Plays cooperatively as part of a group to develop and act out a narrative.

RE

Special Places Special Times Special People

Why is the word "God" so important to Christians?

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