



# Nevill Road Infant School

## Early Years Curriculum



### Reading Subject Content

#### ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

##### ELG: Word Reading Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

##### ELG: Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### BREADTH OF STUDY

#### EYFS 0-3 / 3-4 / YrR

##### Word Reading

Can I enjoy songs and rhymes, tuning in and paying attention?  
Can I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo?  
Can I recognise words with the same initial sound, such as money and mother?  
Can I develop phonological awareness, so that Can I: spot and suggest rhymes / count or clap syllables in a word?  
Can I re-read books to build up my confidence in word reading, fluency, understanding and enjoyment?  
Can I read individual letters by saying the sounds for them?  
Can I blend sounds into words, so that I can read short words made up of known letter sound correspondences?  
Can I read a few common exception words?  
Can I read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

##### Pleasure for reading

I enjoy sharing books with an adult.  
Can I pay attention and respond to the pictures or the words?  
I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  
Can I repeat words and phrases from familiar stories?  
Can I ask questions about the book? Make comments and shares my own ideas  
Can I develop play around favourite stories using props?  
Can I notice some print, such as the first letter of their name, a bus or door number, or a familiar logo?  
I know print has meaning  
I understand that print can have different purposes  
Can I read English text from left to right and from top to bottom?  
I understand the names of the different parts of a book.  
I understand page sequencing.  
Can I sing a large repertoire of songs?



# Nevill Road Infant School

## Early Years Curriculum



	<p>I know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Can I engage in story times?</p> <p>Can I retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words?</p> <p>Can I learn rhymes, poems and songs?</p> <p>Can I engage in non-fiction books?</p>
<b>Comprehension</b>	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can I listen to and talk about selected non-fiction to Can I develop a deep familiarity with new knowledge and vocabulary?</p> <p>Can I listen to and talk about stories to build familiarity and understanding?</p> <p>Can I re- read what I have written to check it makes sense?</p>
<b>Speech and language</b>	
<b>KEY END-POINT READING ASSESSMENT</b>	
<p><b>EYFS</b></p> <p>PM Benchmark Assessment</p> <p>ELG word reading and comprehension</p>	
<p>Can I enjoy songs and rhymes, tuning in and paying attention?</p> <p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Can I re-read books to build up my confidence in word reading, fluency, understanding and enjoyment?</p>	
<p>Can I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo?</p> <p>Can I understand that print has meaning?</p> <p>Can I read individual letters by saying the sounds for them?</p>	
<p>Can I say some of the words in songs and rhyme?</p> <p>Can I understand that print has different purposes?</p> <p>Can I blend sounds into words, so that Can I read short words made up of known letter-sound correspondences?</p>	
<p>Can I sing songs independently?</p> <p>Can I understand we read English text from left to right and from top to bottom?</p> <p>Can I read some letter groups that each represent one sound and say sounds for them?</p>	
<p>I enjoy sharing books with an adult</p> <p>Can I understand the names of the different parts of a book?</p> <p>Can I read a few common exception words?</p>	
<p>Can I pay attention and respond to the pictures or the words?</p> <p>Can I understand page sequencing?</p> <p>Can I read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words?</p>	



# Nevill Road Infant School

## Early Years Curriculum



I have favourite books and seek them out to share with an adult/another child or alone?

Can I spot and suggest rhymes?

Can I re-read what I have written to check it makes sense?

Can I repeat words and phrases from familiar stories?

Can I count or clap syllables in a word?

Can I ask questions about the book?

Can I recognise words with the same initial sound?

Can I make comments and share my own ideas about the book?

Can I begin to blend simple c-v-c words?

Can I develop play around favourite stories using props?

Can I notice some print, such as the first letter of my name, a bus or door number, of a familiar logo?

### National Curriculum Phonics Content

#### EYFS

#### ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

(ELG) Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### KEY END-POINT PHONICS ASSESSMENT

#### EYFS

Can I say a sound for each letter in the alphabet and at least 10 digraphs?

Can I read words consistent with their phonic knowledge by sound-blending?



# Nevill Road Infant School

## Early Years Curriculum



Can I read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words?

Writing Subject Content	
EYFS	
ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES	
<p>(ELG) Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all case</li> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others</li> </ul>	
BREATH OF STUDY	EYFS
Transcription skills	<p><b>0-3 years</b>  Can I enjoy drawing freely?  Can I add marks to my drawings which I add meaning to?</p> <p><b>3-4 year olds</b>  Can I use some print and letter knowledge in my early writing. For example, writing a pretend shopping list that starts at the top of the page writing 'm' for mummy?</p> <p><b>Reception</b>  Can I spell words by identifying the sounds and then writing the sound with the letter/s?  Can I write short sentences with words with known letter sound correspondences using a capital letter and a full stop?</p>
	<p><u>Can I copy finger movements and other gestures?</u>  <u>Physical Development</u>  Can I use large muscle movements to wave flags and streamers, paint and make marks?  Can I use one handed tools and equipment, for example, making snips in paper with scissors?  Can I use a comfortable grip with good control when holding pens and pencils?  Can I show a preference for a dominant hand?</p> <p><u>Literacy</u>  Can I write some letters accurately?</p> <p><u>Physical Development</u>  Can I develop my motor skills so I can use a range of tools competently, safely and confidently? Suggested tools pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Can I use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor?</p>



# Nevill Road Infant School

## Early Years Curriculum



	<p>Can I develop the foundations of a handwriting style which is fast, accurate and efficient?</p> <p><u>Literacy</u></p> <p>Can I form lower case and capital letters correctly?</p>
<b>Composition</b>	<p>Can I make marks on a picture to stand for my name?</p> <p><u>Literacy</u></p> <p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Can I use some of my print and letter knowledge in my early writing. For example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy?</p> <p>Can I write some or all of my name?</p> <p>Can I write some letters accurately?</p> <p><u>Literacy</u></p> <p>Can I form lower case and capital letters correctly?</p> <p>Can I spell words by identifying sounds in them and representing the sounds with a letter or letters?</p> <p>Can I re-read what I have written to check it makes sense?</p>
<b>Grammar and Punctuation</b>	<p>Can I write short sentences with words with known letter –sound correspondences using a capital letter and full stop?</p>
<b>Spoken Language</b>	<p><u>Communication and Language</u></p> <p>Can I learn new vocabulary?</p> <p>Can I articulate my ideas and thoughts in well- formed sentences?</p> <p>Can I use new vocabulary in different contexts?</p> <p>Can I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary?</p>
<b>KEY END-POINT WRITING ASSESSMENT</b>	
<b>EYFS</b>	
<p><b>Physical Development</b></p> <p>Can I hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases?</p>	
<p><b>Literacy</b></p> <p>Can I write recognisable letters most of which are correctly formed?</p>	
<p>Can I spell words by identifying sounds in them and represent the sounds with a letter or letters?</p>	
<p>Can I write simple phrases and sentences that can be read by others?</p>	



# Nevill Road Infant School

## Early Years Curriculum



### Maths Subject Content

### EYFS

### ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

(ELG) Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts;
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally;
- Explore shape, space and measures, as part of a well-rounded curriculum;
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (Communication and Language).

### BREADTH OF STUDY

### EYFS

### Number and Place Value

Can I count objects, actions and sounds?  
 Can I count beyond ten?  
 Can I link the number symbol (numeral) with its cardinal number value?  
 Can I compare numbers?  
 Can I understand the 'one more than/one less than' relationship between consecutive numbers?  
 Can I explore the composition of numbers to 10?  
 Can I recite numbers past 5?  
 Can I say one number name for each item in order: 1, 2, 3, 4, 5.  
 Can I explain that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')?  
 Can I recognise up to 3 objects, without having to count them individually ('subitising')?  
 Can I show 'finger numbers' up to 5  
 Can I link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5?  
 Can I experiment with their own symbols and marks as well as numerals?  
 Can I compare quantities using language: 'more than', 'fewer than'?  
 Can I solve real world mathematical problems with numbers up to 5?  
 Can I verbally count beyond 20, recognising the pattern of the counting system?  
 Can I subitise (recognising quantities without counting) up to 5?  
 Can I compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity?  
 Can I demonstrate a deep understanding of numbers to 10, including the composition of each number?



# Nevill Road Infant School

## Early Years Curriculum



<b>Number – Addition and Subtraction</b>	<p>Can I automatically recall number bonds 0-5 and some bonds to 10?</p> <p>Can I automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts?</p> <p>Can I explore and represent patterns within numbers up to 10, including evens and odds double facts and how quantities can be distributed evenly?</p>
<b>Number – Multiplication and Division</b>	Can I explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly?
<b>Number – Fractions</b>	x
<b>Measurement</b>	<p>Can I compare length, weight and capacity?</p> <p>Can I compare objects relating to size, length, weight and capacity?</p> <p>Can I begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'? </p>
<b>Geometry – Properties of Shapes</b>	<p>Can I select, rotate and manipulate shapes in order to develop spatial reasoning skills?</p> <p>Can I compose and decompose shapes so that I spot that a shape can have other shapes within it, just as numbers can? Can I talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'?</p> <p>Can I select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc?</p> <p>Can I combine shapes to make new ones – an arch, a bigger triangle, etc?</p>
<b>Geometry – Position and Direction</b>	<p>Can I draw information from a simple map?</p> <p>Can I continue, copy and create repeating patterns?</p> <p>Can I understand position through words alone – for example, "The bag is under the table," – with no pointing?</p> <p>Can I describe a familiar route?</p> <p>Can I discuss routes and locations, using words like 'in front of' and 'behind'?</p> <p>Can I talk about and identify the patterns around them? For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Can I extend and create ABAB patterns – stick, leaf, stick, leaf?</p> <p>Can I spot and correct an error in a repeating pattern?</p>
<b>Statistics</b>	Can I experiment with my own symbols and marks, as well as numerals?
<b>KEY END-POINT MATHS ASSESSMENT</b>	
<b>EYFS</b>	
<b>Number and Place Value</b>	<p>Can I verbally count beyond 20, recognising the pattern of the counting system?</p> <p>Can I subitise (recognising quantities without counting) up to 5?</p>





# Nevill Road Infant School

## Early Years Curriculum



	Can I compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity? Can I demonstrate a deep understanding of numbers to 10, including the composition of each number?
<b>Number – Addition and Subtraction</b>	Can I automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts? Can I explore and represent patterns within numbers up to 10, including evens and odds double facts and how quantities can be distributed evenly?
<b>Number – Multiplication and Division</b>	Can I explore and represent patterns within numbers up to 10, including evens and odds double facts and how quantities can be distributed evenly?

Science Subject Content	
EYFS	
ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES	
<p>(ELG) Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	
BREADTH OF STUDY	EYFS
<b>Animals including humans</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants
<b>Everyday materials</b>	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
<b>Plants</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants
<b>Habitats</b>	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
<b>Seasonal changes</b>	Understand some important processes and changes in the natural world around them, including the seasons
KEY END-POINT SCIENCE ASSESSMENT	





# Nevill Road Infant School

## Early Years Curriculum



EYFS	
Animals including humans	Can I explore the natural world, making observations and drawing pictures of animals and plants?
Everyday materials	Can I understand some important processes and changes in the natural world, including the seasons and changing states of matter?
Plants	Can I explore the natural world, making observations and drawing pictures of animals and plants?
Habitats	Can I show knowledge of some similarities and differences between the natural world and contrasting environments, drawing on experiences and what has been read in class?
Working scientifically	--
Seasonal changes	Can I understand some important processes and changes in the natural world around them, including the seasons?

National Curriculum Computing Content	
EYFS	
ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES	
(ELG) Children at the expected level of development will: <u>Personal, Social and emotional (ELG)</u> <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li></ul> <u>Expressive Art and Design: (ELG)</u> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li></ul>	
BREADTH OF STUDY NCCE SCHEME	EYFS
Informational Technology	Can I use different digital devices? Can I recognise that you can access content on a digital device?



# Nevill Road Infant School

## Early Years Curriculum



	Can I use a mouse, touchscreen or appropriate access device to target and select options on screen? Can I recognise a selection of digital devices? Can I recognise the basic parts of a computer, e.g. mouse, screen, and keyboard? Can I select a digital device to fulfil a specific task, e.g. to take a photo?
<b>Computer Science</b>	Can I explore technology?
<b>Programming</b>	Can I recognise the success or failure of an action?
<b>Computational Thinking</b>	Can I follow simple instructions to control a digital device (programmable cars, Codapillars)? Can I recognise that we control computers? Can I input a short sequence of instructions to control a device? Can I repeat an action with technology to trigger a specific outcome?
<b>Digital Literacy</b>	Can I describe what makes a good friend?
<b>Online Safety</b>	Can I explain the reasons for rules, to know right from wrong and try to behave accordingly?
<b>KEY END-POINT COMPUTING ASSESSMENT</b>	
<b>EYFS</b>	
<b>Informational Technology</b>	Can I select a digital device to fulfil a specific task, e.g. to take a photo?
<b>Computer Science</b>	
<b>Programming</b>	Can I follow simple instructions to control a digital device (programmable cars, Codapillars)?
<b>Computational Thinking</b>	
<b>Digital Literacy</b>	Can I describe what makes a good friend?
<b>Online Safety</b>	Can I explain the reasons for rules, know right from wrong and try to behave accordingly? (ELG)

### National Curriculum History Content

### EYFS

### ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES



# Nevill Road Infant School

## Early Years Curriculum



(ELG) Children at the expected level of development will:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

BREADTH OF STUDY	EYFS
<b>Chronological understanding</b>	Can I begin to make sense of my own life-story and family's history?
<b>Understanding of Historical objects</b>	Can I tell you some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class?
<b>Historical interpretation</b>	Can I understand the past through settings, characters and events encountered in books read in class and storytelling?
<b>Understanding of Historical people and/or events</b>	Can I comment on images of familiar situations in the past? Can I compare and contrast characters from stories, including figures from the past?
KEY END-POINT HISTORY ASSESSMENT	
EYFS	
<b>Chronological understanding</b>	Can I sequence some events in my life story?
<b>Understanding of Historical objects</b>	Can I tell you some similarities and differences between things in the past and now?
<b>Historical interpretation</b>	Can I use stories and books to explain what I know about the past?



# Nevill Road Infant School

## Early Years Curriculum



<b>Understanding of Historical people and/or events</b>	Can I comment on images of people/from events in the past?
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National Curriculum Geography Content	
EYFS	
ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES	
<p>Children at the expected level of development will:</p> <p><u>ELG: People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</li> </ul> <p><u>ELG: The Natural World</u></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
BREADTH OF STUDY	EYFS
<b>Locational knowledge</b>	People, Culture and Communities ELG
<b>Human and Physical Features</b>	Children at the expected level of development will:
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</li> </ul>
	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> </ul>



# Nevill Road Infant School

## Early Years Curriculum



- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### KEY END-POINT GEOGRAPHY ASSESSMENT

#### EYFS

<b>Locational Knowledge</b>	Can I describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps?
<b>Human and Physical Geography</b>	Can I explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps?
<b>Geographical skills</b>	--

### National Curriculum Art Content

#### EARLY YEARS

#### ESSENTIAL OBJECTIVES

#### ESSENTIAL OPPORTUNITIES

(ELG) Children at the expected level of development will:

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used
- Make use of props and materials when role-playing characters in narratives and stories.
- Begin to show accuracy and care when drawing

BREADTH OF STUDY	3-4	YR
DRAWING	<b>Physical Development:</b> Can I use large-muscle movements to wave flags and streamers, paint and make marks? Can I choose the right resources to carry out my own plan? Can I use one-handed tools and equipment, for example, making snips in paper with scissors?	<b>Physical Development</b> Can I develop my small motor skills so that I can use a range of tools competently, safely and confidently?
PAINTING		
PRINTING		Can I use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor?



# Nevill Road Infant School

## Early Years Curriculum



TEXTILES	<p>Can I use a comfortable grip with good control when holding pens and pencils?</p> <p><b>Expressive Arts and Design:</b></p> <p>Can I explore different materials freely, in order to develop my ideas about how to use them and what to make?</p> <p>Can I develop my own ideas and then decide which materials to use to express them?</p> <p>Can I join different materials and explore different textures?</p> <p>Can I create closed shapes with continuous lines, and begin to use these shapes to represent objects?</p> <p>Can I draw with increasing complexity and detail, such as representing a face with a circle and including details?</p> <p>Can I use drawing to represent ideas like movement or loud noises?</p> <p>Can I show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.?</p> <p>Can I explore colour and colour mixing?</p>	Can I develop overall body-strength, balance, coordination and agility?
SCULPTURE		
UNDERSTANDING OF ART		<p><b>Expressive Arts and Design</b></p> <p>Can I explore, use and refine a variety of artistic effects to express my ideas and feelings?</p> <p>Can I return to and build on my previous learning, refining ideas and developing my ability to represent them?</p> <p>Can I create collaboratively, sharing ideas, resources and skills?</p> <p><b>Artists:</b></p> <p>Jackson Pollock</p> <p>Georgia O’Keefe</p> <p>Piet Mondrian</p> <p>Quentin Blake</p>
KEY END-POINT Art ASSESSMENT		
YR		
YR	<p><b>Fine Motor Skills:</b></p> <p>Can I hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases?</p> <p>Can I use a range of small tools, including scissors, paintbrushes and cutlery?</p> <p>Can I begin to show accuracy and care when drawing?</p> <p><b>Creating with Materials:</b></p> <p>Can I safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?</p> <p>Can I share my creations, explaining the process I have used?</p>	

### National Curriculum Design Technology Content

#### EYFS

#### ESSENTIAL OBJECTIVES

#### ESSENTIAL OPPORTUNITIES



# Nevill Road Infant School

## Early Years Curriculum



(ELG) Children at the expected level of development will:

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

BREADTH OF STUDY	3-4	YR
Design	<b>Personal, Social and Emotional Development</b> Can I elect and use activities and resources, with help when needed.	
Make		
Evaluate		
Technical knowledge		
Cooking & Nutrition	<b>Physical Development</b> Can I use large-muscle movements to wave flags and streamers, paint and make marks.  Can I choose the right resources to carry out their own plan?  Can I use one-handed tools and equipment, for example, making snips in paper with scissors?	<b>Physical Development</b> Can I progress towards a more fluent style of moving, with developing control and grace?  Can I develop my small motor skills so that they can use a range of tools competently, safely and confidently?  Can I use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor?
	<b>Understanding the World</b> Can I explore how things work?	
	<b>Expressive Arts and Design</b> Can I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park?  Can I explore different materials freely, in order to develop my ideas about how to use them and what to make?  Can I develop my own ideas and then decide which materials to use to express them?	
	Can I create closed shapes with continuous lines, and begin to use these shapes to represent objects.	

**KEY END-POINT Design Technology ASSESSMENT**





# Nevill Road Infant School

## Early Years Curriculum



YR	
Design	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design</li> </ul> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
Make	
Evaluate	
Technical knowledge	
Cooking & Nutrition	

National Curriculum PE Content	
EYFS	
ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES	
<p>(ELG) Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	
BREADTH OF STUDY	EYFS
<b>Athletics</b>	<p>Can I run in different ways for a variety of purposes?</p> <p>Can I jump in a range of ways, landing safely?</p> <p>Can I roll equipment in different ways?</p> <p>Can I throw underarm?</p> <p>Can I begin to throw different objects?</p>
<b>Ball Skills</b>	<p>Can I roll equipment in different ways?</p> <p>Can I throw underarm?</p> <p>Can I catch equipment using two hands?</p> <p>Can I kick an object in the direction of a target?</p>



# Nevill Road Infant School

## Early Years Curriculum



	Can I move a ball in different ways, including bouncing and kicking? Can I use equipment to control a ball?
<b>Coordination</b>	Can I hit a ball with a bat or racket? Can I move safely around the space and equipment? Can I travel in different ways, including sideways and backwards? Can I combine different movements with ease and fluency?
<b>Dance</b>	Can I move with developing control and grace when performing a sequence of movements? Can I change the speed of my actions? Can I join a range of movements together?
<b>Gymnastics</b>	Can I jump in a range of ways from one space to another with increasing control? Can I balance begin to balance with some control? Can I travel in different ways, such as crawling, walking, jumping, running, hopping, skipping and climbing? Can I move around, under, over, and through different objects and equipment?

### KEY END-POINT PE ASSESSMENT

#### EYFS

<b>Athletics</b>	Can I run in different ways for a variety of purposes?
<b>Ball Skills</b>	Can I move a ball in different ways, including bouncing and kicking? Can I catch equipment using two hands?
<b>Coordination</b>	Can I hit a ball with a bat or racket? Can I move safely around the space and equipment?
<b>Dance</b>	Can I move with developing control and grace when performing a sequence of movements?
<b>Gymnastics</b>	Can I travel in different ways, such as crawling, walking, jumping, running, hopping, skipping and climbing?

### National Curriculum Music Content

#### EYFS

### ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES



# Nevill Road Infant School

## Early Years Curriculum



(ELG) Children at the expected level of development will:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

BREADTH OF STUDY	EYFS
<b>Listen and appraise</b>	<p>Can I enjoy singing, music and toys that make sounds?</p> <p>Can I enjoy songs and rhymes, tuning in and paying attention?</p> <p>Can I copy finger movements and other gestures?</p> <p>Can I show attention to sounds and music?</p> <p>Can I respond emotionally and physically to music when it changes?</p> <p>Can I move and dance to music?</p> <p>Can I use and remember sequences and patterns of movements which are related to music and rhythm?</p> <p>Can I listen with increased attention to sounds?</p> <p>Can I respond to what I have heard, expressing my thoughts and feelings?</p> <p>Can I listen attentively, move to and talk about music, expressing my feelings and responses?</p>
<b>Sing</b>	<p>Can I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo?</p> <p>Can I say some of the words in songs and rhymes?</p> <p>Can I sing songs and say rhymes independently, for example, singing whilst playing?</p> <p>Can I anticipate phrases and actions in rhymes and songs, like 'Peepo'?</p> <p>Can I explore my voice and enjoy making sounds?</p> <p>Can I join in with songs and rhymes, making some sounds?</p> <p>Can I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'?</p> <p>Can I sing a large repertoire of songs?</p> <p>Can I remember and sing entire songs?</p> <p>Can I sing the pitch of a tone sung by another person ('pitch match')?</p> <p>Can I sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs?</p> <p>Can I sing many rhymes?</p> <p>Can I sing in a group or on my own, increasingly matching the pitch and following the melody?</p>
<b>Play instruments</b>	<p>Can I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo?</p> <p>Can I sing songs and say rhymes independently, for example, singing whilst playing?</p> <p>Can I make rhythmical and repetitive sounds?</p> <p>Can I explore a range of sound makers and instruments and play them in different ways?</p> <p>Can I create my own songs, or improvise a song around one I know?</p> <p>Can I play instruments with increasing control to express my feelings and ideas?</p> <p>Can I explore and engage in music making and dance, performing solo or in groups?</p>



# Nevill Road Infant School

## Early Years Curriculum



<b>Improvise</b>	<p>Can I make rhythmical and repetitive sounds?</p> <p>Can I respond to what I have heard, expressing my thoughts and feelings?</p> <p>Can I create my own songs, or improvise a song around one I know?</p> <p>Can I explore and engage in music making and dance, performing solo or in groups?</p>
<b>Compose</b>	<p>Can I make rhythmical and repetitive sounds?</p> <p>Can I respond to what I have heard, expressing my thoughts and feelings?</p> <p>Can I create my own songs, or improvise a song around one I know?</p> <p>Can I explore and engage in music making and dance, performing solo or in groups?</p>
<b>Perform and share</b>	<p>Can I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'?</p> <p>Can I respond to what I have heard, expressing my thoughts and feelings?</p> <p>Can I play instruments with increasing control to express my feelings and ideas?</p> <p>Can I explore and engage in music making and dance, performing solo or in groups?</p>
<b>KEY END-POINT ASSESSMENT</b>	
<b>EYFS</b>	
<b>Listen and appraise</b>	Can I listen attentively, move to and talk about music, expressing my feelings and responses?
<b>Sing</b>	Can I sing in a group or on my own, increasingly matching the pitch and following the melody?
<b>Play instruments</b>	Can I explore and engage in music making?
<b>Improvise</b>	Can I explore and engage in music making?
<b>Compose</b>	Can I explore and engage in music making?
<b>Perform and share</b>	Can I perform solo or in groups?

National Curriculum RE Content

EYFS



# Nevill Road Infant School

## Early Years Curriculum



### ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

(ELG) Children at the expected level of development will:

- Show sensitivity to their own and others' needs.
- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

#### BREADTH OF STUDY

#### EYFS

<b>Believing</b>	<p><b>Which stories are special and why?</b>            Can I talk about some religious stories?            Can I recognise some religious words?            Can I identify some of my own feelings in the stories I hear?            Can I identify a sacred text?            Can I talk about why keeping promises is a good thing to do?            Can I talk about why it is good to thank and be thanked?</p> <p><b>Which people are special and why?</b>            Can I talk about people who are special to me?            Can I say what makes my family and friends special to me?            Can I identify some of the qualities of a good friend?            Can I recall and talk about stories of Jesus as a friend to others?</p>
<b>Expressing</b>	<p><b>Which places are special and why?</b>            Can I talk about somewhere that is special to me, saying why?            Can I show awareness that some religious people have places which have special meaning for them?            Can I recognise a place of worship?            Can I talk about the things that are special and valued in a place of worship?            Can I identify some significant features of sacred places?            Can I use appropriate words to talk about my thoughts and feelings when studying a church?</p> <p><b>Which times are special and why?</b>            Can I give examples of special occasions and suggest features of a good celebration?            Can I recall simple stories connected with Christmas/Easter and a festival from another faith?            Can I say why Christmas/Easter and a festival from another faith are special times for believers?</p>
<b>Living</b>	<p><b>Where do we belong?</b>            Can I re-tell religious stories making connections with personal experiences?            Can I share and record occasions when things have happened in my life that made me feel special?            Can I recall simply what happens at a traditional Christian infant baptism and dedication?</p>



# Nevill Road Infant School

## Early Years Curriculum



Can I recall simply what happens when a baby is welcomed into Islam?

### **What is special about our world?**

Can I talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world?

Can I re-tell stories, talking about what they say about the world, God and human beings?

Can I think about the wonders of the natural world, expressing ideas and feelings?

Can I express ideas about how to look after animals and plants?

Can I talk about what people do to mess up the world and what they do to look after it?

## KEY END-POINT RE ASSESSMENT

### EYFS

#### **Believing**

Can I talk about a story where Jesus shows friendship to another?

#### **Expressing**

Can I talk about places and times that are special to me and those that are special to others, saying why?

#### **Living**

Can I talk about my own experiences and feelings about when the world is and is not looked after?