



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>
Comprehension	<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>
Speech and language	

KEY END-POINT READING ASSESSMENT

EYFS

PM Benchmark Assessment
ELG word reading and comprehension

<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

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

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all case
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

BREADTH OF STUDY

EYFS

Transcription skills

0-3 years

Can I enjoy drawing freely?

Can I add marks to my drawings which I add meaning to?

3-4 year olds

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?

Reception

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?

Handwriting

Can I copy finger movements and other gestures?

Physical Development

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?

Literacy

Can I write some letters accurately?

Physical Development

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?



Nevill Road Infant School Early Years Curriculum



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



Number – Addition and Subtraction	<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>
Number – Multiplication and Division	Can I explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly?
Number – Fractions	x
Measurement	<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>
Geometry – Properties of Shapes	<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>
Geometry – Position and Direction	<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>
Statistics	Can I experiment with my own symbols and marks, as well as numerals?
KEY END-POINT MATHS ASSESSMENT	
EYFS	
Number and Place Value	<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?
Number – Addition and Subtraction	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?
Number – Multiplication and Division	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

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

- Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices.
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

BREADTH OF STUDY

EYFS

Animals including humans	Explore the natural world around them, making observations and drawing pictures of animals and plants
Everyday materials	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Plants	Explore the natural world around them, making observations and drawing pictures of animals and plants
Habitats	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
Seasonal changes	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"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. 	
<u>Expressive Art and Design: (ELG)</u>	
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	
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



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

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
Chronological understanding	Can I begin to make sense of my own life-story and family's history?
Understanding of Historical objects	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?
Historical interpretation	Can I understand the past through settings, characters and events encountered in books read in class and storytelling?
Understanding of Historical people and/or events	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	
Chronological understanding	Can I sequence some events in my life story?
Understanding of Historical objects	Can I tell you some similarities and differences between things in the past and now?
Historical interpretation	Can I use stories and books to explain what I know about the past?



Nevill Road Infant School

Early Years Curriculum



Understanding of Historical people and/or events	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

Children at the expected level of development will:

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- 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.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

BREADTH OF STUDY

EYFS

Locational knowledge	People, Culture and Communities ELG
Human and Physical Features	Children at the expected level of development will:
Geographical skills and fieldwork	<ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - 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. <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants;



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

Locational Knowledge	Can I describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps?
Human and Physical Geography	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?
Geographical skills	--

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	Physical Development: 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?	Physical Development Can I develop my small motor skills so that I can use a range of tools competently, safely and confidently?
PAINTING		Can I use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor?
PRINTING		



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>Expressive Arts and Design:</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>	<p>Can I develop overall body-strength, balance, coordination and agility?</p> <p>Expressive Arts and Design</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>Artists:</p> <p>Jackson Pollock Georgia O'Keefe Piet Mondrian Quentin Blake</p>
SCULPTURE		
UNDERSTANDING OF ART		

KEY END-POINT Art ASSESSMENT

YR

YR	<p>Fine Motor Skills:</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>Creating with Materials:</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>
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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	Personal, Social and Emotional Development Can I elect and use activities and resources, with help when needed.	
Make	Physical Development Can I use large-muscle movements to wave flags and streamers, paint and make marks.	Physical Development Can I progress towards a more fluent style of moving, with developing control and grace?
Evaluate	Can I choose the right resources to carry out their own plan?	Can I develop my small motor skills so that they can use a range of tools competently, safely and confidently?
Technical knowledge	Can I use one-handed tools and equipment, for example, making snips in paper with scissors?	Can I use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor?
Cooking & Nutrition	Understanding the World Can I explore how things work? Expressive Arts and Design 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.	Expressive Arts and Design Can I explore, use and refine a variety of artistic effects to express my ideas and feelings? Can I return to and build on their previous learning, refining ideas and developing their ability to represent them? Can I create collaboratively, sharing ideas, resources and skills?

KEY END-POINT Design Technology ASSESSMENT



Nevill Road Infant School

Early Years Curriculum



YR

Design	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design <p>Creating with Materials</p> <ul style="list-style-type: none"> • 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	
Evaluate	
Technical knowledge	
Cooking & Nutrition	

National Curriculum PE Content

EYFS

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

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

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

BREADTH OF STUDY	EYFS
Athletics	Can I run in different ways for a variety of purposes? Can I jump in a range of ways, landing safely? Can I roll equipment in different ways? Can I throw underarm? Can I begin to throw different objects?
Ball Skills	Can I roll equipment in different ways? Can I throw underarm? Can I catch equipment using two hands? Can I kick an object in the direction of a target?



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?
Coordination	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?
Dance	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?
Gymnastics	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

Athletics	Can I run in different ways for a variety of purposes?
Ball Skills	Can I move a ball in different ways, including bouncing and kicking? Can I catch equipment using two hands?
Coordination	Can I hit a ball with a bat or racket? Can I move safely around the space and equipment?
Dance	Can I move with developing control and grace when performing a sequence of movements?
Gymnastics	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
Listen and appraise	<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>
Sing	<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>
Play instruments	<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



Improvise	<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>
Compose	<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>
Perform and share	<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>
KEY END-POINT ASSESSMENT	
EYFS	
Listen and appraise	Can I listen attentively, move to and talk about music, expressing my feelings and responses?
Sing	Can I sing in a group or on my own, increasingly matching the pitch and following the melody?
Play instruments	Can I explore and engage in music making?
Improvise	Can I explore and engage in music making?
Compose	Can I explore and engage in music making?
Perform and share	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

<p>Believing</p>	<p>Which stories are special and why? 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>Which people are special and why? 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>
<p>Expressing</p>	<p>Which places are special and why? 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>Which times are special and why? 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>
<p>Living</p>	<p>Where do we belong? 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?