

Year A - Early Years Curriculum Overview
All Saint's CE Primary School
Early Years Curriculum Overview - Year A



At All Saints CE Primary School we provide an ambitious and inclusive curriculum for all children in Early Years. We recognise that every child is unique and ensure all children are supported and challenged to achieve their full potential through high-quality first teaching from their individual starting points. Our curriculum is rooted in our school values of **Love, Live and Learn**. We provide a warm, nurturing environment where children feel safe, valued and confident to explore, take risks and develop a love of learning.

Learning through play is at the heart of our curriculum. Carefully planned experiences, alongside high-quality first teaching and purposeful adult interactions, develop children's knowledge, skills and understanding across all areas of learning. We place a strong emphasis on the Characteristics of Effective Learning, encouraging children to play and explore, actively engage in their learning, think creatively and become confident, independent learners.

Our aim is to give every child the very best start, preparing them for the next stage of their education and fostering a lifelong love of learning.

Playing and Exploring

Children investigate and experience things and 'have a go'.

- I can recognise that my actions have an effect on the world, so I like to repeat them.
 - I can make choices and explore different resources and materials.
- I can plan and think ahead about how I will explore or play with objects.
- I can guide my own thinking and actions by talking to myself as I play.
 - I can make independent choices.
- I can bring my own interest and fascinations into early years settings.
- I can respond to new experiences when they are brought to my attention.

Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

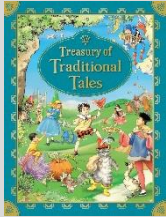
- I can begin to predict sequence because I know routines.
 - I can participate in routines.
 - I can show goal-directed behaviour.
- I can keep on trying when things are difficult.
 - I can begin to correct my mistakes.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

- I can take part in simple pretend play.
 - I can sort materials.
- I can review my progress as I try to achieve a goal and check how well I am doing.
 - I can solve real problems.
- I can use pretend play to think beyond the 'here and now' and to understand another perspective.
 - I can feel confident about coming up with my own ideas.
 - I can make more links between my ideas.
- I can concentrate on achieving something that is important to me.
 - I can give my attention to tasks and ignore distractions with increasing control.

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me/Traditional Tales 	Let's Celebrate 	Weather Watches 	Toy Story 	At The Seaside 	All Aboard 
Focus topics	Starting School My New Class All About Me My Family Traditional Tales	Celebrations Communities & Beliefs	Seasonal Change Weather Around the World Forecasting	Toys Past and Present Materials	Holidays Memories The UK Coast Line Sun Safety Rock Pools	Modes of Transport (Past & Present) Journeys Road and Travel Safety
'Wow' moments & Key Events	First Day of School Harvest Festival Stay and Play Library Visit	Remembrance Day Diwali Guy Fawkes/Bonfire Night Nursery Rhyme week Children in Need National Tree Week Advent/Nativity Santa Visit Pantomime	Winter Walk Valentine's Day Pancake Day Chinese New Year Stay & Play	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt Toy Museum Trip	Art Gallery Post Office Walk	Transition Sports Day Graduation Cosford Trip
Talk Through Stories Texts	A Selection of Traditional Tales	Mog's Birthday The Polar Express	The Snow Thief If Winter Comes, Tell It I'm Not Here	Kippers Toy Box Old Bear	The Light House Keepers Lunch Somebody Swallowed Stanley	Mr Grumpy's Motor Car The Runaway Train
Other Key Texts	Selection of Non-Fiction Texts The Colour Monster You Choose Starting School	Selection of Non-Fiction Text Nativity Story The Story of Rama & Sita The Christmas Pine	Selection of Non-Fiction Texts The Runaway Pancake The Magic Paintbrush	Selection of Non-Fiction Texts The Easter Story	Selection of Non-Fiction Texts Sharing a Shell Commotion in the Ocean	Selection of non-fiction texts Astro Girl
KS1 National Curriculum Links	History – Understand changes within living memory (e.g. personal history, family changes). Geography – Use simple fieldwork and observational skills to study their immediate environment. PSHE - Develop relationships, respect similarities and differences, understand belonging and community.	RE – Learn about different religions, beliefs, traditions and festivals. PSHE – Recognise and celebrate diversity within communities.	Science – Observe changes across the four seasons, observe and describe weather associated with the seasons. Geography – Identifying seasonal and daily weather patterns, using simple geographical vocabulary.	History – Develop an awareness of the past. Design & Technology – Explore and evaluate existing products, design and make purposeful products. Science – Identify and compare suitability of materials.	Geography – Use basic geographical vocabulary, use ariel photographs and simple maps. Study human and physical features (e.g. coast, beach, cliffs and sea). Science – Observe seasonal changes and explore animals and habitats. PSHE – Understand how to keep themselves safe and happy. History – Develop an awareness of chronology.	History – Identify changes within living memory, use photographs and historical sources. Geography – Use simple maps, plans and photographs. Use compass directions and locational vocabulary.

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Literacy – Comprehension Birth to 3	I enjoy being spoken and sung to. I can respond to familiar voices and facial expressions. I can listen to simple stories for short periods. I can show enjoyment through smiles, sound and gestures.	I can point to familiar objects in a book. I enjoy listening to stories and can anticipate familiar parts.	I can answer simple questions such as ‘where is teddy?’ I can point to named objects in a book. I enjoy listening to short stories repeatedly. I can respond to familiar phrases.	I can recall familiar parts of a stories using my own words. I can identify my favourite picture or character. I understand more everyday vocabulary.	I enjoy talking about pictures. I can begin to retell familiar events from a story using gestures or single words. I am beginning to use new vocabulary from stories.	I can listen to longer stories with sustained attention. I can talk about familiar books using words, signs or gestures. I can follow simple stories and routines. I can use a growing vocabulary to describe objects, people and events.
3 to 4 year olds	I can listen to short stories and rhymes. I can show interest in pictures and illustrations. I can respond to simple questions about familiar stories. I can join in with repeated words and actions.	I can talk about pictures in books. I can remember familiar parts of a story. I can join in with repeated refrains. I can begin to talk about my favourite characters.	I can retell parts of familiar stories using pictures or props. I can talk about events in stories. I can build vocabulary through shared reading.	I can recall key events from familiar stories. I can predict what might happen next using pictures. I can discuss characters and settings. I can begin to use new vocabulary from books.	I can retell familiar stories with adult support. I can answer simple questions about texts. I can describe character and events using my own words. I can begin to make simple connections to my own experiences.	I can engage in extended conversations about stories. I can retell familiar stories using props, pictures or role play. I can explain my favourite part of a story. I can use recently introduced vocabulary during play and role play.
Reception	I can listen attentively to stories I can join in with repeated phrases and rhymes I can talk about familiar texts. I can answer simple ‘who’ and ‘what’ questions with support.	I can retell stories using pictures. I can discuss characters and events. I can predict what might happen next. I can respond to questions about stories.	I can retell stories in sequence. I can discuss the beginning, middle and end. I can answer questions using story clues. I can begin to infer simple feelings from illustrations.	I can talk confidently about texts. I can make predications using evidence. I can explain characters’ feelings. I can answer ‘why’ and ‘how’ questions.	I can understand key events in stories. I can explain ideas using language from the text. I can compare characters and settings. I can make simple inferences from text and pictures.	I can demonstrate understanding by retelling stories accurately. I can answer questions about what has been read. I can explain character actions and events. I can make simple predictions and connections between texts and personal experiences. I can discuss vocabulary encountered in stories and non-fiction texts.
	ELG - 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, nonfiction, rhymes and poems and during role play					

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Literacy – Word Reading Birth to 3	I show interest in looking at books with adults. I can explore books by touching, patting and mouthing. I can respond to songs and rhymes. I notice familiar voices and sounds.	I look at pictures in books. I can turn pages with support. I enjoy repeated songs and stories. I begin to recognise familiar books and rhymes.	I can choose favourite books independently. I recognise familiar pictures and objects in books. I begin to join in with actions in songs and rhymes. I am developing listening and attention during story times.	I can carry my favourite book to an adult to share. I show increasing awareness that books have meaning. I can join in with repeated words and actions. I recognise familiar environmental print e.g. logos.	I can sit and listen for longer during story sessions. I can anticipate familiar events in stories. I can show interest in print during play. I enjoy rhyming books and repetitive texts.	I can handle books independently. I can recognise favourite books by their cover. I can join in confidently with songs, rhymes and repeated story language. I can show awareness that print carries meaning and is used for different purposes.
3 to 4 year olds	<u>Little Wandle Tuning into Sounds - Focus on Rhyme Time and settling children into routines.</u> I enjoy sharing books with adults I can handle books carefully and turn pages. I notice print in the environment. I can join in with familiar rhymes and songs. I am beginning to develop listening and attention through stories.	<u>Little Wandle Tuning into Sounds - s, a, t, p, i, m</u> I am beginning to develop awareness of rhyme and rhythm. I begin to notice alliteration. I enjoy sharing my favourite books repeatedly. I can recognise familiar book covers and characters. I am developing phonological awareness through Phase 1 listening games.	<u>Little Wandle Tuning into Sounds - d, g, o, c, k, e</u> I can clap syllables in familiar words. I can hear and identify environmental and instrumental sounds. I can distinguish between sounds in spoken words. I show interest in print and symbols.	<u>Little Wandle Tuning into Sounds - u, r, h, b, f, l</u> I am continuing to develop phonological awareness (thyme, alliteration, syllables). I can recognise my own name in print. I notice some familiar letters, particularly those in my own name. I begin to recognise that print carried meaning.	<u>Little Wandle Tuning into Sounds - j, v, w, y, z, qu, ch</u> I enjoy listening to longer stories. I can recognise some familiar letters. I am continuing to develop listening skills needed for phonics. I can demonstrate increased awareness of print in the environment.	<u>Little Wandle Tuning into Sounds - ck, x, sh, th, ng, nk</u> I confidently enjoy books independently and with adult. I show strong phonological awareness through rhyme, rhythm and sound games. I recognise several phonemes, especially those in my own name. I can demonstrate readiness for Reception phonics.
Reception	<u>Little Wandle Progression -</u> I can recognise some Phase 2 graphemes. s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l I can read Phase 2 tricky words. is, I, the --- I can orally segment the sounds in words. I can begin to blend and segment CVC words for reading.	<u>Little Wandle Progression -</u> I can recognise Phase 2 graphemes. ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk I can read Phase 2 tricky words. as, and, has, his, her, go, no, to, into, she, he, of, we, me, be --- I can begin to blend and segment words for reading. I can begin to read short decodable books with my teacher's support.	<u>Little Wandle Progression -</u> I can recognise some Phase 3 graphemes. ai, ee, igh, oo, oo , ar, or, ur, ow, oi, ear, air, er I can read Phase 3 tricky words. was, you, they, my, by, all, are, sure, pure I can begin to read simple captions and short sentences. --- I can begin to read short decodable books.	<u>Little Wandle Progression -</u> I can review Phase 3 graphemes. Longer words, including those with double letters, word with -s /z/ in the middle, words with -es /z/ at the end, words with -s /s/ and /z/ at the end I can review all taught tricky words. --- I can read simple sentences. I can read short decodable books with increasing fluency.	<u>Little Wandle Progression -</u> I can recognise short vowels with adjacent consonants, longer words, compound words and words ending in suffixes. CVCC, CCVC, CCVCC, CCCVC, CCCVCC -ing, -ed /t/, -ed /id/ /ed/, -est I can read Phase 4 tricky words. said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today --- I can re-read books to build confidence and accuracy.	<u>Little Wandle Progression -</u> I can recognise long vowels with adjacent consonants, longer words, compound words and words ending in suffixes. CVCC, CCVC, CCCVC, CCV, CCVCC -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est I can review all taught tricky words. --- I can demonstrate enjoyment and independence in reading.
	ELG - 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.					

Literacy – Writing (Early Mark Making)	I explore sensory materials using my hands.	I make marks using chunky crayons and paint.	I can scribble spontaneously with increasing control.	I can produce varied scribbles and circular marks.	I can hold mark-making tools with increasing control.	I make controlled marks with a range of tools.
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Birth to 3	I can make spontaneous marks with my hands, feet and whole body. I am developing shoulder, arm and hand movement through play. I can grasp and release large objects.	I can explore different textures and media. I am developing palmar grasp when holding mark-making tools. I can repeat simple mark-making actions.	I experiment with different mark-making tools. I can use whole-arm movements before refining control. I begin to make intentional marks.	I begin to imitate simple lines and dots. I am improving my hand strength and coordination through play. I can explore vertical and horizontal surfaces for mark making.	I can create intentional marks to represent ideas. I can draw simple lines and circles. I begin to give meaning to the marks I have made.	I can use drawing and mark making during imaginative play. I can attempt to make marks that resemble writing. I can demonstrate increasing hand-eye coordination and pencil control.
3 to 4 year olds	I explore mark making using a range of media. I am developing shoulder, arm and hand strength through large movements. I begin to hold mark-marking tools comfortably. I can give meaning to the marks I have made.	I can make a wider range of purposeful marks. I can draw simple representations of people and objects. I begin to use one-handed tools with increasing control. I show preference for a dominant hand.	I can draw with increasing detail. I am beginning to make marks resembling letters. I can use circles, lines and shapes purposefully. I am strengthening fine motor control for early writing.	I begin to write some recognisable letters, particularly from my own name. I can use mark making in role play (lists, cards, menus etc...) I can develop pencil control through daily opportunities. I can draw and explain my own pictures.	I can write some letters accurately. I can attempt to write my own name or familiar words. I can use drawings and marks to communicate ideas. I can show improved pencil grip and control.	I can write some or all of my name. I can form some recognisable letters. I can use writing and drawing during play for purpose. I can demonstrate increasing control of writing tools and fine motor skills.
Reception	I can give meaning to the marks I have made. I can write some or all of my name. I can form some recognisable letters I can begin to orally segment phonemes in words. I can begin to write CVC words with my teacher's support. I am learning about the 'The 3 Ps – Posture, Pencil, Paper' for writing.	I can write my name independently. I can hold and repeat simple sentences. I can find graphemes to write (using a mat/learning wall). I can write CVC, CVCC and CCVC words. I can talk about 'The 3 Ps – Posture, Pencil, Paper' for writing.	I can begin to write a short dictated caption with support from my teacher. I can find harder to spell words (using a mat/learning wall). I begin to apply 'The 3 P's – Posture, Pencil, Paper' for writing.	I can write a short dictated sentence with support from my teacher. I can apply 'The 3 P's -Posture, Pencil, Paper' when writing.	I can write a short dictated sentence. I can apply 'The 3 P's -Posture, Pencil, Paper' when writing. With support from my teacher I can re-read what I have written to check that it makes sense. I can recall graphemes to write.	I can write short dictated sentences using a capital letter and full stop. I can re-read what I have written to check that it makes sense. I can form most letters correctly.
	ELG - 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.					

Mathematics						
Birth to 3	I can explore objects through filling, emptying and comparing. I can notice difference in size and quantity during play. I can combine objects into spaces, like tunnels or dens. I can join in with simple songs, rhymes and repeated actions. I can begin to sort objects by one simple feature (e.g. colour or size).		I can join in with counting during everyday routines. I can begin to use number words in play. I can explore small groups of objects (1 to 3). I can develop one-to-one correspondence when handing our or collecting objects.		I can explore shape through construction and puzzles. I can use positional language such as <i>in</i>, <i>on</i>, <i>under</i> and <i>inside</i>. I notice and copy simple repeating actions and patterns. I can compare objects using everyday mathematical language such as <i>big</i>, <i>small</i>, <i>full</i> and <i>empty</i>.	

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3 and 4 year olds	I can compare collections using practical resources. I can use language such as more, fewer and same. I can compare objects by size, weight and capacity. I begin to notice similarities and differences. I develop mathematical vocabulary during play. I can recognise simple repeating patterns, continue AB patterns using objects, movements and sounds. I can join in with repeating actions and rhythms. I can explore shapes through play. I am beginning to use positional language such as in, on, under, next to.	I can join in with counting routines. I can count objects accurately. I am developing one-to-one correspondence. I begin to understand that the last number counted tells ‘how many’. I instantly recognise quantities to 3. I begin to recognise groups without counting. I notice small arrangements in everyday play. I spot mistakes in repeating patterns. I can build more complex repeating patterns using objects and actions.	I can count larger groups with increasing accuracy. I can compare groups by counting. I am beginning to order small quantities. I can subitise quantities to 5. I recognise different arrangements of the same number. I begin to understand part-whole relationships. I can build with shapes. I can compare length and height. I can explore positional language while constructing and navigating spaces. I can create my own repeating patterns, explaining how the pattern repeats. I can apply patter knowledge in different contexts.
Reception	<u>White Rose Maths</u> Match, sort and compare Talk about measure and patterns It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides I can match and sort objects by colour, size, shape and function. I can compare quantities using language such as more, fewer and same. I can explore repeating patterns. I can develop counting principles to 5. I can begin to subitise amounts to 5. I can compare sets of objects. I can explore composition of numbers to 5. I can recognise and describe common 2D shapes.	<u>White Rose Maths</u> Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3-D Shapes I can secure understanding of numbers to 5. I can find one more and one less. I can compare mass, capacity, length and height using mathematical language. I can count, represent and compare numbers to 10. I can explore number bonds within 10. I can continue to subitise larger quantities. I can recognise and name 3D shapes. I can use positional language during play.	<u>White Rose Maths</u> To 20 and Beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections Consolidation I can count reliably beyond 10 to 20. I can order numbers to 20. I can add and subtract using practical resources. I can add and subtract using practical resources. I can automatically recall number bonds within 10. I can double and explore sharing equally. I can deepen understanding of composition of numbers. I can solve simple mathematical problems. I can build and recreate models from different viewpoints. I can make links between different mathematical concepts.
	ELG Number • 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. ELG Numerical Patterns • 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		

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Communication and Language – Listening, Attention & Understanding Birth to 3	I begin to recognise and respond to familiar voices, sounds and faces. I can turn towards sounds and show interest in conversations. I can listen to simple songs, rhymes and stories with an adult. I begin to understand familiar words, gestures and routines. I can respond to their name and simple requests.	I can pay attention to familiar adults during interactions. I enjoy joining in with songs, rhymes and repeated phrases. I understand simple instructions linked to routines. I begin to recognise and respond to familiar questions. I show interest in books, pictures and stories.	I listen and attend for longer periods during play, stories and interactions. I understand simple questions and respond with actions, gestures or words. I can follow simple instructions with support. I begin to understand more words connected to everyday experiences. I show anticipation during familiar songs, rhymes and routines.	I can c on activities that interest them for longer. I listen and respond during back-and-forth interactions. I understand simple explanations and comments. I can follow simple instructions in familiar situations. I can respond to questions about familiar objects and experiences.	I show increasing attention during conversations, stories and group experiences. I listen and respond to what others say. I understand a wider range of words and simple sentences. I can follow simple instructions independently I begin to remember and respond to information they have heard.	I listen attentively during familiar activities and interactions. I understand simple questions and respond appropriately. I can follow instructions involving familiar routines. I enjoy listening to longer stories and joining in with repeated phrases. I show understanding through responses, actions and communication.
3 to 4 year olds	I can begin to settle into group times and develop listening behaviours. I can listen to familiar adults and respond to simple instructions. I can pay attention to stories, songs and rhymes for short periods I begin to understand simple questions and respond appropriately. I am developing confidence in communicating with familiar adults and children.	I can listen for longer during conversations, stories and group activities. I can follow simple instructions and routines with increasing independence. I begin to understand and answer who, what and where questions. I can show awareness that others have ideas and opinions. I begin to listen and respond during back-and-forth interactions.	I can maintain attention during longer stories, discussions and activities. I can listen carefully and respond to questions and comments. I can follow instructions involving two parts. I begin to understand why questions and explain simple ideas. I can recall key information from conversations and stories.	I can listen attentively to others and respond appropriately. I understand more complex sentences and instructions. I can show understanding by commenting, answering questions and joining discussions. I begin to anticipate what might happen in stories and conversations. I am developing confidence in listening to unfamiliar information.	I can sustain attention during longer periods of teaching and discussion. I can listen carefully and respond to what has been said. I can follow more detailed instructions with increasing independence. I can make links between new information and previous experiences. I show understanding through actions, comments and questions.	I listen attentively in a range of situations. I understand and respond to longer explanations and conversations. I can follow instructions involving several steps. I can ask questions to clarify understanding. I demonstrate good listening behaviours in preparation for Reception.
Reception	I can listen to others and begin to follow simple instructions. I begin to understand simple questions and comments. I can develop attention during short carpet sessions, stories and conversations. I can respond to my name and familiar adults.	I listen carefully to stories, rhymes and discussions for longer periods. I can follow instructions involving two parts (e.g. get your coat and line up). I begin to understand why and how questions. I show an increasing awareness of others when listening.	I maintain attention during longer whole-class and group activities. I listen to and respond appropriately to questions and ideas from others. I can follow more complex instructions. I begin to make links between what I hear and my own experiences.	I can listen attentively and respond to discussions, stories and explanations. I understand more complex questions and concepts. I can recall and talk about information I have heard. I can show good listening behaviours during group activities.	I can sustain attention during longer lessons, stories and discussions. I listen carefully to others and respond appropriately. I can follow details instructions and explanations. I can demonstrate understanding by applying what I have heard.	I can listen attentively in a range of situations and respond thoughtfully. I understand and remember information from discussions, stories and teaching. I can follow multi-step instructions independently. I can make connections between ideas and experiences.

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ELG - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language – Speaking Birth to 3	I communicate using cries, gestures, facial expressions and body movements. I can make sounds and babble to communicate. I use vocalisations to gain attention and express feelings. I can copy sounds, actions and simple words. I begin to use single words to communicate.	I use sounds, gestures and words to communicate needs and interests. I begin to combine sounds and words. I use a growing number of words to name people, objects and actions. I can join in with repeated words and phrases from songs and stories. I can copy words and phrases used by adults.	I can use an increasing range of words to communicate ideas and needs. I begin to put two or more words together. I can name familiar people, objects and actions. I use language during play alongside gestures and actions. I begin to express feelings and preferences through words.	I begin to use short sentences to communicate. I can use words to describe experiences and actions. I begin to ask simple questions. I can use talk during pretend play and interactions with others. I develop confidence in communicating with adults and other children.	I can use a wider vocabulary to communicate thoughts and ideas. I begin to use simple sentences consistently. I can talk about experiences, people and things that interest them. I can use language to support play and social interactions. I begin to hold short conversations with adults and peers.	I can communicate confidently using words and short sentences. I can use language to express needs, feelings, ideas and interests. I begin to join words together to create more detailed messages. I can take part in simple conversations with others. I can use talk alongside play to develop ideas and relationships.
3 and 4 year olds	I can use talk to communicate needs, wants and ideas. I can begin to speak in longer phrases and simple sentences. I can use language during play to describe actions and experiences. I can join in with familiar songs, rhymes and repeated refrains. I can begin to talk about personal experiences and interests.	I can use sentences of 4-6 words to express thought and ideas. I begin to use a wider range of vocabulary. I can retell familiar experiences and events with support. I can take part in conversations with adults and peers. I can use talk to organise play and explain what I am doing.	I can speak in longer sentences using a growing range of vocabulary. I can describe events, experiences and ideas in more detail. I can ask questions to find out more information. I can begin to explain reasons for choices and actions. I can use talk confidently within small-group discussion.	I can use talk to explain ideas and solve problems. I can use new vocabulary introduced through teaching experiences. I can develop storytelling skills by sequencing events. I can engage in longer conversations with adults and children. I can use talk to negotiate and collaborate during play.	I can communicate ideas clearly using increasingly complex sentences. I can use a wider range of descriptive vocabulary. I can explain thoughts, feelings and experiences. I can retell familiar stories and events with increasing detail. I can participate confidently in conversations and group discussions.	I can speak confidently with adults and peers. I can use well-formed sentences to share ideas and experiences. I can develop narratives using appropriate vocabulary and sequence. I can explain ideas, feelings and reasoning. I can engage in back-and-forth conversations, listening and responding to others.
Reception	I can use words and short phrases to communicate needs, interests and ideas. I begin to join in with familiar songs, rhymes and repeated phrases. I can talk about familiar experiences and people.	I use longer sentence to explain thoughts and experiences. I begin to use a wider range of vocabulary. I can retell familiar events, stories and experiences with support. I begin to express ideas in small-group discussions.	I speak in well-formed sentences that others can understand. I can use new vocabulary introduced through teaching and stories. I can describe events, characters and experiences with increasing detail I can begin to explain my thinking using words such as ‘because’.	I can participate confidently in conversations with adults and peers. I can use vocabulary from across the curriculum. I can explain ideas, feelings and preferences clearly. I can retell stories using some detail and sequence.	I can use a wide range of vocabulary and increasingly complex sentences. I can share ideas, reasoning and opinions clearly. I can adapt language depending on who I am speaking to. I can tell and retell stories with increasing confidence and structure.	I can communicate confidently with adults and children. I can use well-structured and rich vocabulary. I can explain ideas, solve problems and justify opinions. I can retell and create stories using appropriate detail, vocabulary and sequence.

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ELG - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development – Self Regulation

Birth to 3

I can respond to familiar voices, faces and interactions.	I show excitement, curiosity, and interest in activities.	I begin to express a range of emotions.	I begin to name or recognise simple emotions.	I can begin to use simple words or actions to communicate feelings and needs.	I can express a range of emotions and begin to understand other
I can begin to show preference and express my needs.	I can begin to anticipate familiar routines.	I start to recover from upset with adult support.	I begin to manage small frustrations with support.	I can show increasing ability to wait briefly and take turns.	I can begin to regulate my behaviour with adult support.
I seek comfort from familiar adults when needed.	I can use adult for reassurance when I experience strong emotions.	I begin to show attention and engagement during activities.	I can follow simple instructions with adult guidance.	I begin to adapt to changes in routines with support.	I can focus attention for longer periods during activities.

3 and 4 year olds

I can begin to recognise and talk about my feelings.	I can begin to understand that my actions affect others.	I can identify some emotions in myself and others.	I can talk about how I am feeling.	I can begin to understand the feelings of others.	I can recognise and talk about a range of emotions.
I can express my wants and needs using words.	I can wait for a short time when supported.	I can follow two-step instructions.	I can begin to use simple strategies to calm myself.	I can adapt my behaviour to different situations.	I can manage my feelings using strategies with occasional adult support.
I can begin to follow simple routines with support.	I can begin to manage my emotions with help from an adult.	I can begin to preserve when something is challenging.	I can stay focused on an activity for longer periods.	I can keep trying when activities are difficult.	I can maintain attention during adult led and child initiated activities.

Reception

I am settling into the classroom routine.	I can recognise my own feelings and begin to talk about why I feel a certain way.	I understand that others have feelings too and begin to respond appropriately.	I begin to manage my feelings using taught strategies e.g. finger breathing, talking to an adult).	I show resilience when faces with challenge and keep trying when things are difficult.	I understand and manage emotions appropriately.
I can separate from caregivers confidently.	I begin to understand classroom expectations and simple rules.	I maintain attention during short adult-led activities.	I wait for short periods and begin to control my impulses.	I can give focused attention for longer periods.	I can word towards simple goals, preserve when challenged and give focused attention, responding appropriately to instructions.
I begin to name basic emotions (happy, sad, angry)					

ELG - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Personal Social and Emotional Development – Managing Self

Birth to 3

I begin to develop trust in familiar adults.	I begin to make choices about what I want to explore.	I show increasing independence in exploring and trying things myself.	I begin to do things independently, such as feeding, dressing and choosing resources.	I show increasing independence in self-care routines.	I show growing independence in everyday routines.
I explore my environment with support.	I explore new experiences with support.	I begin to communicate my needs and preferences.	I begin to understand what is safe and unsafe.	I can make choices and show preferences.	I can follow simple boundaries and expectations.
I begin to communicate my feelings through actions, sounds and expressions.	I begin to understand simple boundaries and routines.	I participate in familiar routines such as snack and tidy-up time.	I show confidence in familiar environments.	I begin to understand simple rules and expectations.	I can communicate my needs, choices and interests,
					I show confidence exploring new experiences.

Year A - Early Years Curriculum Overview

3 to 4 year olds	I can choose activities independently. I can begin to manage my own behaviour. I can follow simple expectations with reminders.	I can increasingly do things for myself, such as putting my coat on. I can use the toilet with increasing independence. I can begin to understand the importance of good hygiene.	I can show confidence when trying new activities. I can manage my personal care with less support. I can begin to understand how to keep myself safe.	I can make healthy choices during snack and meal times. I can follow familiar routines independently. I can take responsibility for simple classroom jobs.	I can independently manage most personal care routines. I can explain some ways to keep healthy and safe. I can confidently make choices in my learning.	I can confidently manage my own needs, including dressing, toileting and handwashing. I can understand why routines and rules are important. I can show resilience when faced with challenges.
Reception	I can begin to explore the environment confidently and choose activities with encouragement. I can manage my personal needs with adult support.	I show increasing confidence to join activities and make choices. I can begin to understand simple healthy routines.	I attempt new activities with growing confidence. I am becoming increasingly independent in dressing, toileting and hand washing.	I preserve with activities even when they are challenging. I can make sensible choices about resources and learning.	I demonstrate independence across daily routines. I understand how exercise, healthy eating and sleep can help keep us healthy.	I can show confidence resilience and independence. I can manage my own hygiene and personal needs independently. I understand the importance of healthy food choices and wellbeing.
ELG - 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. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.						
Personal, Social and Emotional Development – Building Relationships	I can form attachments with key adults. I enjoy warm interactions, smiles and shared experiences. I can respond to familiar people and begin to recognise familiar routines.	I enjoy playing alongside familiar adults. I begin to notice other children. I respond to others through smiles, gestures and sounds.	I begin to develop friendships with familiar children. I enjoy turn-taking games with adults. I can imitate actions and behaviours of others.	I can play near other children and begin to show interest in their play. I begin to share attention with others I can seek out familiar adults for help and reassurance.	I begin to show empathy towards others (e.g. noticing when someone is upset). I enjoy simple cooperative play with others. I begin to develop positive relationships with peers.	I form positive relationships with adults and children. I begin to engage in shared play and simple turn-taking. I show care and concern for others. I begin to understand that others have feelings too.
Birth to 3						
3 to 4 year olds	I can separate from my main carer with support. I can begin to play alongside other children. I can build positive relationships with familiar adults.	I can join in with small group activities. I can begin to take turns with support. I can develop friendships with familiar children.	I can play cooperatively with other children. I can share resources with support. I can show care and concern for others.	I can begin to solve simple disagreements with adult support. I can take turns and share fairly. I can play collaboratively with others.	I can cooperate with others to achieve a shared goal. I can show empathy when others are upset. I can welcome others into my play.	I can play with one or more children, extending and developing ideas together. I can negotiate and resolve simple conflicts. I can build positive relationships with adults and peers across the setting.
Reception	I begin to build relationships with adults and peers. I can play alongside others. I am learning how to share with support from an adult.	I can join in with small group activities. I am beginning to take turns and understand simple expectations during play.	I initiate play with others, share ideas and develop friendships. I begin to consider others' feelings.	I can work cooperatively in pairs and small groups. I can resolve simple disagreements with adult support.	I can negotiate roles in play. I can share fairly and show empathy towards others.	I can work and play cooperatively. I can take turns independently. I can form positive relationships and show sensitivity to the needs and feelings of others.
ELG - Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.						

Year A - Early Years Curriculum Overview

Physical Development - Gross Motor Skills Birth to 3	I can explore movements using my whole body. I can roll, crawl or shuffle to reach toys. I can pull myself up using furniture or equipment. I can enjoy moving in different ways.	I can walk with increasing confidence. I can climb onto low equipment safely. I can squat to pick up toys and stand back up. I can push, pull and carry objects as I play.	I can run with increasing control. I can walk up small steps with support. I can throw and roll a large ball. I can enjoy moving to songs and rhymes.	I can climb over and under simple obstacles. I can kick a stationary ball. I can begin to jump with two feet together. I can move confidently around my environment.	I can balance for a short time. I can ride and steer a push-along or wheeled toy. I can throw, roll and kick a ball with increasing confidence. I can use large movements when painting and playing.	I can run, climb, balance and jump with increasing confidence. I can move safely in different environments. I can enjoy joining in with simple physical games. I am developing the skills needed for the 3–4 year age range.
	I can run with confidence. I can walk, stop and change direction. I can climb over, under and through equipment. I can begin to pedal a tricycle or balance bike.	I can jump off low equipment and land safely. I can balance for a short time. I can move in different ways when listening to music. I can begin to throw and kick a large ball.	I can choose different ways to move when playing. I can hop and begin to skip. I can throw, roll and catch a large ball with increasing control. I can use wheeled toys safely.	I can move confidently around obstacles. I can climb and balance with increasing control. I can kick a ball towards a target. I can join in with simple games and movement activities.	I can use one movement after another when I play. I can throw, catch and kick with increasing confidence. I can move safely in a variety of spaces. I can begin to work with a partner during physical games.	I can use large-muscle movements confidently during play. I can balance, run, jump and climb with increasing control. I can choose the best way to move for different activities. I am ready to build on these skills in Reception.
	I can move safely around the classroom and outdoor area. I can balance on different body parts. I can climb, crawl and travel in different ways. I can begin to run, jump and hop with confidence.	I can negotiate space successfully when playing with others. I can run, jump, hop, skip and climb with increasing confidence. I can begin to throw and catch a large ball. I can join in with movement and dance activities.	I can show better balance and coordination during PE and outdoor play. I can throw, catch, kick and roll a ball with increasing control. I can change direction and speed safely. I can move energetically in different ways.	• I can use my body with greater control when balancing and climbing. • I can show increasing accuracy when throwing, catching and kicking. • I can move confidently around obstacles. • I can use my core strength to help me balance and sit well.	I can combine different movements during games and physical activities. I can show strength, balance and coordination in my play. I can confidently use larger outdoor equipment. I can work as part of a team during physical games.	I can move safely and confidently in a range of ways. I can demonstrate strength, balance and coordination during physical activities. I can run, jump, hop, skip, climb and dance with control. I can negotiate space and obstacles safely while considering others.
	ELG - 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.					
	I can pick up toys using my hands and fingers. I can explore objects by grasping, squeezing and turning them. I can enjoy making marks with my hands or chunky tools.	I can stack blocks and fit objects together. I can begin to use a spoon to feed myself. I can explore making marks using crayons or chalk. I can turn the pages of a book.	I can use my hands to complete simple puzzles. I can begin to use chunky mark-making tools with control. I can fill and empty containers. I can begin to use one-handed tools with support.	I can thread large objects and post items into containers. I can build towers using blocks. I can hold a chunky crayon and make different marks. I can begin to use a dominant hand.	I can use my fingers to manipulate small objects. I can begin to snip paper with supported scissors. I can use simple tools during my play. I can feed myself with increasing independence.	I can use a range of toys and tools with increasing control. I can hold mark-making tools with greater confidence. I can complete activities that strengthen my hands and fingers.
Physical Development - Fine Motor Birth to 3						

Year A - Early Years Curriculum Overview

3 to 4 year olds	I can use large mark-making tools. I can explore play dough, threading and construction to strengthen my fingers. I can hold and use a spoon and fork. I can begin to use one-handed tools.	I can use scissors with help. I can build towers and models with different materials. I can make marks using a comfortable grip. I can use small tools in my play.	I can snip with scissors. I can complete simple threading and peg activities. I can use paintbrushes and pencils with increasing control. I can manipulate small objects using my fingers.	I can use scissors more independently. I can use tweezers, tongs and other tools carefully. I can draw circles and lines with increasing control. I can build more detailed models.	I can use one-handed tools with confidence. I can control my pencil when making marks. I can use construction materials carefully. I can complete activities that strengthen my hands and fingers.	I can use a range of tools confidently and safely. I can hold my pencil with increasing control. I can draw with more detail. I have developed the finger strength and control ready for Reception writing activities.
	I can use one-handed tools such as scissors, paintbrushes and cutlery. I can manipulate play dough, construction and small objects to strengthen my fingers. I can begin to hold a pencil comfortably. Twinkl PE Unit – Dance (Dinosaurs)	I can use scissors with increasing control. I can use a pencil to draw and begin to form letters. I can complete puzzles and construction activities using careful hand movements. I can use tools safely. Twinkl PE Unit – Gymnastics (Jumping Jacks & Rock n Roll)	I can hold my pencil using a more effective grip. I can use tweezers, threading and other tools to strengthen my fingers. I can cut along simple lines with increasing accuracy. I can draw with increasing detail and control. Twinkl PE Unit – Games (Best of Ball)	I can use a range of small tools confidently and safely. I can form letters with increasing accuracy. I can cut more complex shapes carefully. I can control my pencil when writing and drawing. Twinkl PE Unit – Dance (Dance Till You Drop!)	I can use scissors, paintbrushes and other tools independently. I can use my fine motor skills across my learning. I can draw and write with increasing accuracy and care. I can show good control when creating detailed models and artwork. Twinkl PE Unit – Gymnastics (Gym in the Jungle)	I can hold my pencil effectively for writing. I can use scissors, paintbrushes and cutlery competently, safely and confidently. I can show accuracy and care when drawing and writing. I can use my fine motor skills independently in all areas of learning. Twinkl PE Unit – Games (Olympics)
	ELG - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.					
Expressive Arts & Design - Creating with Materials	I can explore different materials using my hands and senses. I can enjoy making marks with my hands and feet. I can bang, squeeze and explore different objects. I can show interest in colours, textures and sounds.	I can make marks using chunky crayons, chalk or paint. I can explore different materials during messy play. I can begin to join objects together. I can enjoy looking at the things I have made.	I can explore what happens when I mix colours and materials. I can use different tools to make marks. I can build simple models with blocks and construction toys. I can show curiosity when creating.	I can choose materials that interest me. I can use my imagination when creating with different resources. I can make simple pictures and models. I can enjoy creating alongside other children.	I can explore materials in different ways, including squeezing, rolling and pressing. I can use construction materials to build simple models. I can begin to represent my ideas through marks and models. I can enjoy talking about what I have made.	I can confidently explore a range of materials and tools. I can use different materials to express my ideas. I can create independently during my play.
Birth to 3						

Year A - Early Years Curriculum Overview

3 to 4 year olds Reception Expressive Arts & Design - Being Imaginative and Expressive Birth to 3	I can explore different materials using my hands and senses. I can make marks using crayons, chalk, paint and other tools. I can join materials together when making models. I can talk about what I have made.	I can use different materials to create pictures and models. I can explore colour, texture and shape. I can choose resources that I would like to use. I can begin to give meaning to my creations.	I can explore different ways of joining, folding and shaping materials. I can use my imagination when creating. I can talk about the colours and materials I have chosen. I can make simple representations of people and objects.	I can combine different materials to create something new. I can use a range of tools with increasing control. I can create pictures and models from my own ideas. I can talk about what I enjoyed making.	I can choose different materials for a purpose. I can improve my creations by adding more detail. I can create collaboratively with my friends. I can explain what I have created.	I can use a range of materials to express my ideas and feelings. I can explore colour, texture, shape and form independently. I can share my creations with others. I am ready to build on these skills in Reception.
	I can explore different materials using my senses. I can make marks using a range of tools and media. I can join materials together using simple techniques. I can talk about what I have created.	I can safely use and explore a variety of materials, tools and techniques. I can experiment with colour, texture, shape and form. I can choose resources for my own ideas. I can explain what I am making.	I can use different artistic effects to express my ideas. I can develop my own models and pictures using a range of materials. I can explore joining, folding, cutting and shaping materials. I can talk about the choices I have made.	I can combine materials and techniques to create something new. I can refine my creations by changing or improving them. I can use tools safely and with increasing control. I can create representations of people, places and objects.	I can independently choose resources to create my own designs. I can develop my ideas over time. I can use a range of artistic techniques with confidence. I can explain how my work represents my ideas and experiences.	I can safely use and explore a variety of materials, tools and techniques. I can experiment with colour, design, texture, form and function. I can share my creations, explaining the process I have used.
	ELG - 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.					
	I can respond to familiar songs and rhymes. I can enjoy listening to music. I can copy simple actions and sounds. I can explore toys in imaginative ways.	I can join in with actions during songs. I can make sounds using instruments and everyday objects. I can pretend with familiar objects, such as a toy phone or cup. I can move my body when I hear music.	I can remember parts of familiar songs. I can copy simple rhythms. I can begin to use objects to represent something else in my play. I can explore movement through music and dance.	I can enjoy pretend play with familiar toys. I can make different sounds using instruments. I can join in with favourite songs independently. I can begin to create simple stories in my play.	I can use my imagination during role play. I can dance and move in different ways to music. I can explore different sounds using instruments. I can enjoy pretending with my friends.	I can confidently join in with songs, rhymes and musical activities. I can use pretend play to express my ideas. I can create simple stories during my play.

Year A - Early Years Curriculum Overview

3 to 4 year olds Reception Understanding the World - Past and Present Birth to 3 3 and 4 year olds	I can join in with familiar songs and rhymes. I can use objects to represent something else in my play. I can explore musical instruments. I can pretend to be different people.	I can remember parts of familiar songs. I can join in with action songs. I can move to music in different ways. I can develop simple storylines in my pretend play.	I can sing familiar songs from memory. I can use instruments to make different sounds. I can begin to create my own stories during role play. I can express my ideas through movement and dance.	I can create simple pretend play with my friends. I can explore different rhythms and beats. I can perform songs and rhymes to others. I can add new ideas to my imaginative play.	I can use my imagination to create stories and characters. I can play instruments to express my ideas. I can join in with group performances. I can confidently take on different roles during play.	I can sing familiar songs confidently. I can develop storylines in my pretend play. I can express my ideas through music, movement and role play. I am ready to build on these skills in Reception.
	I can join in with familiar songs and rhymes. I can explore different sounds using instruments. I can use pretend play during my learning. I can copy simple actions and movements. KAPOW – Music – Exploring Sounds	I can remember and sing parts of familiar songs. I can explore different ways to move to music. I can use props during role play. I can invent simple stories through my play. KAPOW – Music – Celebration Music	I can sing songs from memory. I can perform actions that match music or stories. I can develop storylines in my pretend play. I can create my own music using instruments. KAPOW – Music – Music & Movement	I can perform songs, rhymes and dances with others. I can adapt my role play to include new ideas. I can express my ideas through movement, music and storytelling. I can use my imagination to develop more detailed play scenarios. KAPOW – Music – Musical Stories	I can invent, adapt and tell my own stories. I can perform songs and dances confidently. I can work with others to create imaginative performances. I can explore different ways to express my ideas through music and movement. KAPOW – Music - Transport	I can invent, adapt and recount narratives and stories with my friends and teacher. I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others and move in time with music. KAPOW = Music – Big Band
	ELG - Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
	I can recognise photographs of people and myself who are important to me. I can respond to familiar routines and know what happens next. I can begin to recognise changes in myself, such as ‘when I was a baby’ and ‘now’.	I can enjoy looking at pictures and talking about things that have happened to me,	With support from an adult I can observe about how the weather has changed since last season.	I can notice familiar objects and toys from home and nursery. I can explore photographs, books and objects from my own life.	I enjoy listening to stories about family memories e.g. a holiday.	I can notice that some objects, photographs and stories tell us about things that have happened before now. I can begin to remember and talk about recent events, such as a visitor, celebration or outing.
	I can look at photographs of myself as a baby and talk about how I have changed. I can remember things I have done with my family.	I can talk about celebrations I have taken part in. I can remember what happened during a special celebration.	With support from an adult I can talk about how the weather has changes over time.	I can talk about my favourite toys. I can look and talk about photographs and objects from the past. I can notice how some toys are different from the ones I play with today.	I can talk about places I have visited. I can remember a trip or holiday. I can notice that places can be different.	I can talk about journeys I have been on. I can remember how I travelled to different places. I can look at pictures of transport from long ago noticing how it has changed.;

Year A - Early Years Curriculum Overview

Reception	I can use pretend play to express my ideas. I can create simple stories during my play. I can talk about my family. I can look at pictures of how I have changed over time.	I can talk about special celebrations I have taken part in. I can compare my celebrations with those of others. I can remember and talk about events that are important to me. I can describe what happened before and after an event.	I can talk about changes that happen over time, such as the seasons. I can describe what I notice has changed since Autumn. I can use words such as before, now and after. I can talk about things I remember.	I can compare toys from the past with toys today. I can talk about similarities and differences between old and new objects. I can ask questions about the past. I can talk about how things have changed over time	I can compare holidays and seaside experiences from the past and present. I can talk about how holidays have changed. I can describe similarities and differences between my experiences and those of others. I can use books and photographs to learn about the past.	I can compare transport from the past with transport today. I can explain how journeys have changed over time. I can talk about the lives of people around me and their roles in society. I can describe similarities and differences between life in the past and now using stories, photographs and information.
	ELG - Talk about the lives of the 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.					
Understanding the World - People, Culture and Communities	I can recognise familiar people. I can show interest in myself and others. I can respond to my name. I can enjoy looking at photographs of my family.	I can join in with family celebrations and routines. I can notice familiar events and traditions. I can enjoy stories, songs and rhymes from different cultures. I can begin to recognise that people are different.	I can notice what happens outside. I can explore rain, wind, sunshine and puddles. I can enjoy being outdoors in different weather. I can begin to notice changes in my environment.	I can explore familiar toys with curiosity. I can pretend with everyday objects. I can notice different objects in my environment. I can enjoy playing alongside other children.	I can explore different places through stories and pictures. I can notice water, sand and natural objects. I can enjoy talking about places I have visited. I can begin to recognise that people live in different places.	I can notice different types of transport. I can enjoy going on short journeys. I can recognise familiar places.
Birth to 3						
3 and 4 year olds	I can talk about myself and my family. I can talk about people who are special to me. I can begin to understand that everyone is different. I can enjoy listening to stories about people and families.	I can talk about celebrations that are special to me. I can notice that different families celebrate in different ways. I can join in with celebrations from different cultures. I can begin to respect differences between people.	I can talk about what I see in my local environment. I can notice how the weather changes. I can talk about what I like to do in different weather. I can ask questions about the world around me.	I can talk about toys I like to play with. I can listen to stories about toys from the past. I can compare my experiences with other people's experiences. I can play alongside others and share ideas.	I can talk about places I have visited. I can notice that some places are different from where I live. I can explore stories and pictures about different countries. I can begin to understand that people live in different places.	I can talk about journeys I have made. I can recognise simple maps and pictures of familiar places. I can talk about different ways people travel. I am developing the knowledge I need for Reception.

Year A - Early Years Curriculum Overview

Reception	I can describe my family. I can talk about where I live. I can describe people who are familiar to me. I can respect that everyone is different. NATRE – Unit 1 – Why is the word of God so important to Christians?	I can recognise that people celebrate in different ways. I can talk about some religious and cultural celebrations. I can describe special times celebrated by different families. I can begin to understand that people have different beliefs and traditions. NATRE – Unit 2 – Why do Christians perform Nativity plays at Christmas? Why is Christmas special for Christians?	I can talk about the world around me. I can notice how people adapt to different weather. I can discuss seasonal changes in my local environment. I can ask questions about the world around me. NATRE – Unit 3 – Being special: where do we belong?	I can talk about how people played in the past. I can compare my experiences with those of older family members. I can listen to stories about different people and communities. I can show respect for different experiences. NATRE – Unit 4 – Why do Christians put a cross on their Easter Garden? (Why is Easter Special to Christians?)	I can describe some environments that are different from where I live. I can compare different places around the world. I can talk about similarities and differences between life in different countries. I can use stories and non-fiction books to learn about different places. NATRE – Unit 5 – Which places are special and why?	I can describe my local environment. I can talk about journeys I have made. I can recognise simple maps and what they show. I can explain some similarities and differences between life in this country and life in other countries, drawing on my experiences and what has been read in class. NATRE – Unit 6 – Which stories are special and why?
	ELG -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.					
Understanding the World - The Natural World Birth to 3	I can explore natural objects using my senses. I can touch, smell and look at different materials. I can enjoy exploring outdoors. I can notice animals and plants around me.	I can notice leaves, sticks and other natural objects. I can explore different textures and materials. I can enjoy collecting natural treasures. I can begin to care for living things with help.	I can notice changes in the weather. I can enjoy exploring puddles, ice, wind and sunshine. I can observe what happens outside each day. I can use my senses to investigate the world around me.	I can explore different materials during my play. I can notice how materials feel and change. I can build with construction materials. I can investigate objects by pushing, pulling and rolling them.	I can explore water, sand, shells and stones. I can notice different environments through play. I can enjoy exploring outdoors in all seasons. I can begin to care for the natural world.	I can explore my local environment. I can notice familiar landmarks on walks. I can investigate the world around me using all my senses.
3 and 4 year olds	I can explore the natural world around me. I can use my senses to explore outdoors. I can notice plants, animals and natural objects. I can ask simple questions about what I see.	I can notice signs of Autumn. I can talk about changes I see outside. I can collect natural objects. I can care for living things and my environment.	I can talk about the weather each day. I can notice how the seasons change. I can observe rain, wind, sunshine and snow. I can talk about what I notice when exploring outdoors.	I can explore different materials. I can notice what materials feel like. I can investigate how materials are used. I can talk about what I discover.	I can explore beaches and oceans through stories and play. I can compare hot and cold places. I can notice similarities and differences between environments. I can care for the natural world.	I can explore my local environment. I can notice features of places I know. I can use simple maps, photographs and pictures during my play. I am ready to build on these skills in Reception.

Year A - Early Years Curriculum Overview

Reception	I can explore the natural world around me. I can notice plants, trees and animals in my environment. I can use my senses to explore outdoors. I can ask simple questions about nature.	I can notice changes in the weather. I can describe Autumn using my observations. I can observe natural materials and talk about what I see. I can care for the natural environment.	I can observe the weather each day. I can describe the seasons and how they change. I can record what I notice about the weather. I can explore why some things happen in the natural world.	I can investigate different materials and talk about their properties. I can compare natural and man-made materials. I can explore how materials change. I can make observations during investigations.	I can compare different environments. I can describe beaches, oceans and coastlines. I can compare hot and cold places. I can understand that different places have different climates.	I can explore the world around me using maps and photographs. I can recognise features of my local environment. I can explain some similarities and differences between the natural world around me and contrasting environments. I can understand some important processes and changes in the natural world, including the seasons and changing states of matter.
	ELG - 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.					