



Crosby Ravensworth EYFS Curriculum coverage for planning for Year A&B and assessment checkpoints (use for guidance and best fit, this is not a tick list!)

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| Vocabulary | | | <p>Children will learn vocabulary linked to topics</p> <p>Year A – ‘I wonder who am I?’ and ‘I wonder what toys are?’</p> <p>Year B – ‘I wonder where in the world I would go?’ and ‘I wonder what festivals are celebrated?’</p> | <p>Children will learn vocabulary linked to topics</p> <p>Year A – ‘I wonder what is a home?’ and ‘I wonder how I get from here to there?’</p> <p>Year B – ‘I wonder where I find animals?’ and ‘I wonder who is special?’</p> | <p>Children will learn vocabulary linked to topics</p> <p>Year A – ‘I wonder how things grow?’ and ‘I wonder what are minibeasts?’</p> <p>Year B – ‘I wonder what is the weather like?’ and ‘I wonder what is at the seaside?’</p> | |
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| Communication and language | <u>Pre-school entry baseline</u> | <u>Pre-school</u> | <u>Reception – Autumn</u> | <u>Reception – Spring</u> | <u>Reception – Summer</u> | <u>Links to statutory ELG</u> |
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| | <p>Children are beginning to listen with understanding of the story.</p> <p>Children can listen to a story for a short period of time.</p> <p>Children are beginning to build vocabulary with support and enjoy using unfamiliar words.</p> <p>Children are can repeat unfamiliar language from a book.</p> <p>Children are beginning to understand a simple instruction e.g. 'sit down'.</p> <p>Children are beginning to ask 'why?' and begin to think about 'why' events happen.</p> <p>Children are beginning to sing songs and will regularly listen and join in with rhymes.</p> <p>Children have a favourite rhyme.</p> <p>Children are slowly developing language skills and are beginning to speak a full sentence of up to 4 words. Children will have a go at repeating your modelled sentence.</p> <p>Children are beginning to discuss the book of the week with an adult.</p> <p>Children will tell another child in actions if they do not want them to do something.</p> <p>Children are beginning to initiate a conversation with an adult or friend and use talk in play.</p> | <p>Children will listen for short times in a range of situations.</p> <p>Children will enjoy listening to stories.</p> <p>Children are beginning to pay attention to more than one thing at a time.</p> <p>Children take part in pretend play, communicating and negotiating with their friends.</p> <p>Children will understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Children can sing a large repertoire of nursery rhymes.</p> <p>Children can talk about familiar books.</p> <p>Children can talk about events from the past (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.)</p> <p>Children can confidently talk in sentences up to 4 words.</p> <p>Children can express a point of view. "I like" "I don't like..."</p> <p>Children can start a conversation with an adult or a friend.</p> | <p>Children will listen to stories and poems, anticipating key events and respond to what they hear with relevant comments or actions.</p> <p>Children are beginning to use a wider range of vocabulary from the stories and topics so far.</p> <p>Children understand 'why' questions, like: "Why do you think the animals are sad?" "Why are the pigs scared?"</p> <p>Children give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children are able to use multisyllabic words such as 'destroy', 'investigation' 'terrible' or 'celebration' (some may have problems saying: - some sounds: r, j, th, ch, and sh)</p> <p>Children will use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver."</p> <p>Children can use longer sentences of six words or more. "I liked it when he ran away." "I am a fireman because I put out fires."</p> | <p>Children understand how to listen carefully and why listening is important.</p> <p>Children will listen to, talk about and ask questions about stories to build familiarity and understanding.</p> <p>Children can retell a full story. (beginning, middle and end)</p> <p>Children are learning new Tier 2 vocabulary linked to stories and non-fiction texts.</p> <p>Children ask questions to find out more and to check they understand what has been said to them. "What does that mean?" "Why did they do that?"</p> <p>Children can start a conversation with an adult or friend and continue it for many turns.</p> <p>Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions.</p> | <p>Children are using new vocabulary from stories, non-fiction texts and topics taught throughout the day.</p> <p>Children can confidently talk in small group and class situations.</p> <p>Children can hold a back and forth conversation with an adult and peers.</p> <p>Children can describe events in some detail.</p> <p>Children will use talk to help work out problems and organise thinking and activities.</p> <p>They can explain how things work and why they might happen.</p> <p>Children will articulate their ideas and thoughts in well-formed sentences using 'and' to connect two sentences orally.</p> | <p>C & L: LAU</p> <ul style="list-style-type: none"> -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. <p>C&L: S</p> <ul style="list-style-type: none"> -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. <p>PSED: SR:</p> <ul style="list-style-type: none"> -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. |



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| Personal, Social and Emotional Development | <u>Pre-school entry baseline</u> | <u>Pre-school</u> | <u>Reception – Autumn</u> | <u>Reception – Spring</u> | <u>Reception – Summer</u> | <u>Links to statutory ELG</u> |
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| | <p>Children are beginning to be more independent in their play and are beginning to think about their play. Children are learning to use equipment and are beginning to feel confident in play.</p> <p>Children are beginning to help the adult in the setting and are beginning to help tidy up.</p> <p>Children are beginning to gain confidence with visitors.</p> <p>They can leave my main carer and are beginning to show self-confidence.</p> <p>Children are beginning to play with others.</p> <p>They are beginning to extend play and are beginning to elaborate play ideas through talk.</p> <p>They are beginning to extend play through additional resources.</p> <p>Children are beginning to understand how to respond to my friends wishes.</p> <p>Children need support to make the right choice in my behaviour and beginning to understand why this is needed.</p> <p>Children are beginning to express their needs appropriately.</p> <p>Children are beginning to learn ways to calm themselves down when feeling upset.</p> <p>Children begin to understand they and others have feelings.</p> <p>Children are beginning to take turns and share with an adult support.</p> <p>Children are beginning to show concentration in play and are beginning to settle into a play choice activity.</p> | <p>Children can select and use activities and resources. (with help when needed)</p> <p>Children can achieve a goal they have chosen, or one which is suggested to them.</p> <p>Children become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Children do not always need an adult to remind them of a rule. (some occasional reminders may be needed)</p> <p>Children begin to talk with others to solve conflicts, sometimes needing adult support.</p> <p>Children will be becoming increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> | <p>Children have developed a sense of responsibility and membership of a community.</p> <p>Children show confidence in new social situations.</p> <p>Children will continue to develop positive attitudes about the differences between people.</p> <p>Children can contribute to choosing class rules.</p> <p>Children increasingly follow rules, understanding why they are important.</p> <p>Children play with one or more other children.</p> <p>Children have developed appropriate ways of being assertive in their play.</p> <p>Children manage their own needs</p> <p>*toileting</p> <p>*washing hands</p> <p>*drink and snack</p> <p>*coat</p> <p>*socks and shoes</p> <p>Children are beginning to understand how others might be feeling and verbalise their own feelings.</p> <p>Children will further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes | <p>Children are able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas.</p> <p>Children know ways in which they can become calm (some may need support to use them).</p> <p>Children see themselves as a valuable individual and can something positive about themselves.</p> <p>Children can share their views on classroom decisions and begin to listen to alternative decisions.</p> <p>Children play with other children extending and elaborating play ideas.</p> <p>Children can talk about right and wrong and the consequences involved.</p> <p>Children are happy to have a go at a task and understand that we learn from mistakes.</p> <p>Children can make healthy choices about food, drink, activity and tooth brushing.</p> <p>Children have built constructive and respectful relationships.</p> <p>Children will understand how the natural environment (Forest School) helps their mental health as well as their physical health.</p> | <p>Children can confidently identify and moderate their own feelings socially and emotionally.</p> <p>Children show resilience and perseverance in the face of challenge.</p> <p>Children are able to manage distractions to stay on task.</p> <p>Children can talk about and express their feelings and the feelings of others.</p> <p>Children know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian - staying safe in different situations (seaside). <p>Children can think about the perspectives of others.</p> | <p>PSED: SR</p> <p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>-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.</p> <p>PSED: MS</p> <p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>PSED:BR</p> <p>-Work and play cooperatively and take turns with others.</p> <p>-Form positive attachments to adults and friendships with peers.</p> <p>-Show sensitivity to their own and to others' needs.</p> |



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| Physical Development | <u>Pre-school entry baseline</u> | <u>Pre-school</u> | <u>Reception – Autumn</u> | <u>Reception – Spring</u> | <u>Reception – Summer</u> | <u>Links to statutory ELG</u> |
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| | <p>Children can move by walking, balancing, jumping and are beginning to hop.</p> <p>Children are beginning to explore bikes, trikes, and scooters.</p> <p>Children are beginning to climb the stairs with support – hand or banister.</p> <p>Children are learning to skip with two legs.</p> <p>Children are learning to stand still and are beginning to know how to freeze their body when the music stops.</p> <p>Children are learning to make marks with different materials.</p> <p>Children are learning to play ring games, games with the parachute and learn action songs (eg cha cha slide or head shoulders knees and toes).</p> <p>Children are beginning to explore moving in new/different ways.</p> <p>Children can attempt to cross a plank or bench with adult support.</p> <p>Children are beginning to learn which equipment to use safely for a task and beginning to choose the right resources to complete a challenge safely. (snip with scissors, use a fork etc)</p> <p>Children are beginning to understand other people can help them to complete a task/challenge.</p> <p>Children are learning to take off their shoes and coat.</p> <p>They are beginning to know how to put on outdoor suit with adult support.</p> <p>Children are beginning to use the toilet independently, to wash their own hands and are beginning to know when hands are dry.</p> <p>Children are beginning to know what is healthy for them.</p> | <p>Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large).</p> <p>Children can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Children use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Children match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank/ in a tunnel.</p> <p>Children can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Children will use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Children will be eating independently and learning how to use a knife and fork.</p> | <p>Children can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Children will start taking part in some group activities in their play, which they make up for themselves, or in teams.</p> <p>Children can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Children will use a comfortable grip with good control when holding pens and pencils.</p> <p>Children will show a preference for a dominant hand.</p> <p>Children will be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Children begin to assess and manage own risk during physical activities at Forest School sessions.</p> <p>Children will experiment with different ways of throwing under/overarm.</p> <p>Develop confidence, competence, precision & accuracy with these activities.</p> <p>Children will begin working with friends in a team – taking turns with adult support.</p> | <p>Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently. <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p>Children use a tripod grip when holding pencils and crayons (may need reminding).</p> <p>Children are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>Children will explore different ways to travel during Forest School sessions/playtimes and alter their ways to meet the different terrains.</p> <p>Children will have confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Squat with steadiness to rest or play with an object on the ground.</p> <p>Rise to feet without using hands.</p> <p>Climb confidently and begin to pull themselves up on equipment.</p> <p>Mount stairs, steps or climbing equipment using alternate feet.</p> <p>Stand on one foot.</p> <p>Jump off an object and land appropriately.</p> <p>Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles.</p> <p>Children will experiment with different ways of moving.</p> | <p>Children will hold a pencil or crayon effectively for writing and drawing, using a tripod grip.</p> <p>Children will use fine motor skills to draw, taking time which allows for accuracy and care.</p> <p>Children can keep themselves and their peers safe during physical activities at Forest School.</p> <p>Children will march/run for co-ordination.</p> <p>Children will run safely on whole foot, varying the pace depending on distance.</p> <p>Children will experiment with different ways of jumping-measuring with various objects.</p> <p>Children will work with friends in a team – taking turns effectively.</p> <p>Children will develop overall body strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>PD: GM -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.</p> <p>PD:FM 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.</p> |



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| Literacy | <u>Pre-school entry baseline</u> | <u>Pre-school</u> | <u>Reception – Autumn</u> | <u>Reception – Spring</u> | <u>Reception – Summer</u> | <u>Links to statutory ELG</u> |
|----------|--|--|--|---|--|---|
| | <p>Children can recognise their name.</p> <p>Children can point to print in the classroom environment and recognise signs from their local environment (shops, fast food, bus stop).</p> <p>They know books have words and pictures and are beginning to turn pages in the right direction.</p> <p>Children can listen for rhyming words and when adults rhyme two words.</p> <p>They like singing simple rhymes and begin to say a simple nursery rhyme.</p> <p>Children know the initial sound of three things (name, my teachers name, fruit).</p> <p>Children are gaining a love of books and can talk with an adult about a book they know.</p> <p>Children can join in an adventure about the class book.</p> <p>Children can tell you 10 new words (per half term). Children know when you write for them it is writing and are beginning to mark make their name and pictures.</p> | <p>Children understand the key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - holding the book the correct way and turning pages one at a time. <p>Children engage in extended conversations about familiar stories.</p> <p>Children develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as apple and Anna. <p>Recognise their name and make marks to represent it.</p> <p>Writes some letters in their name.</p> <p>Gives meaning to the marks they make when drawing, painting or writing.</p> <p>Hears and identifies initial sounds in words.</p> <p>Orally blends the sounds heard in words.</p> | <p>Children can read 22 individual letters by saying the sounds for them.</p> <p>Children can blend sounds into words, so that they can say and read short words made up of known letters.</p> <p>Children can read 6 common exception words matched to Rocket Phonics.</p> <p>Children understand the key concepts about print:</p> <ul style="list-style-type: none"> - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Use some of their print and letter knowledge in their early writing.</p> <p>For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing & writing)</p> <p>Writes most or all of their name with a Capital letter at the beginning (not all formed correctly).</p> <p>Identifies separate words in spoken sentences.</p> <p>Links letters to sounds.</p> <p>Correctly identifies and writes initial sounds heard in words and begin to identify final sounds..</p> | <p>Children can talk about a story and are able to identify</p> <ul style="list-style-type: none"> -main characters -settings -main events <p>Children begin to use the vocabulary and story language from previous books and poems.</p> <p>Children can read all single letter graphemes.</p> <p>They can recognise and say 10 digraphs.</p> <p>Children can read common exception words matched to Rocket Phonics.</p> <p>Children can read simple phrases and sentences made up of words with known letter–sound correspondences.</p> <p>Children are able to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children can read red Rocket Phonics storybooks.</p> <p>Begin to develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p>Talks about the different marks they make.</p> <p>Begins to form recognisable, letters.</p> <p>Forms some letters correctly.</p> <p>Writes own name. (few letter may not be formed correctly)</p> <p>Correctly identifies and writes final sounds heard in words.</p> <p>Correctly identifies and writes medial sounds heard in words.</p> <p>Writes the sounds in CVC words in the correct order.</p> <p>Spells words by identifying the sounds and then writing the sound with letter/s.</p> <p>Beginning to write some longer words using phonic knowledge and writes some tricky words correctly.</p> <p>Writes a label for a drawing/diagram.</p> <p>Beginning to put finger spaces between some words.</p> | <p>Children confidently use story telling language such as</p> <ul style="list-style-type: none"> -Once upon a time -One day - Suddenly -Then/ Next -Finally -They all lived happily ever after. <p>Children can read most digraphs taught and the words containing those sounds.</p> <p>Children can read most common exception words taught.</p> <p>Children will be able to read Rocket Phonics yellow or blue storybooks.</p> <p>Children re-read what they have written to check that it makes sense.</p> <p>Forming most lower-case and capital letters correctly.</p> <p>Writes simple sentences.</p> <p>Uses finger spaces between words.</p> <p>Sometimes uses a capital letters for a sentence.</p> <p>Sometimes uses full stops (not always in the correct place).</p> <p>Can spell some common exception words taught in Rocket Phonics.</p> | <p>L:C</p> <ul style="list-style-type: none"> -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. <p>L: WR</p> <ul style="list-style-type: none"> -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. <p>L: W</p> <ul style="list-style-type: none"> -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. |



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| Mathematics | <u>Pre-school entry baseline</u> | <u>Pre-school</u> | <u>Reception – Autumn</u> | <u>Reception – Spring</u> | <u>Reception – Summer</u> | <u>Links to statutory ELG</u> |
|-------------|---|--|--|---|--|--|
| | <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers.</p> <p>React to changes of amount in a group of up to three items eg when 1 is taken away.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2 3-5.'</p> <p>Climb and squeezing selves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns.</p> | <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> | <p>Children will explore concrete resources and watch Numberblocks videos to aid their mathematical learning.</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Count objects, actions and sounds.</p> <p>Join in with Number rhymes and counting activities supporting composition of 5.</p> <p>Compare groups of objects identifying more, fewer and the same (numbers to 5).</p> <p>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>Notice and correct an error in a simple repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> | <p>Children will explore concrete resources and watch Numberblocks videos to aid their mathematical learning.</p> <p>Confidently subitise up to 5</p> <p>Link the number symbol (numeral) with its cardinal number value up to 10.</p> <p>Explore and understand pairs.</p> <p>Compare numbers within 10, using a number track to support.</p> <p>Children can identify more or fewer.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond ten verbally</p> <p>Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ Numicon.</p> <p>Begin to spot doubles.</p> <p>Understand composition of 5 and start to recall number bonds to 5</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compare length, weight and capacity.</p> | <p>Children will explore concrete resources and watch Numberblocks videos to aid their mathematical learning.</p> <p>Explore the composition of numbers to 10.</p> <p>Use their subitising skills to identify composition of numbers to 10.</p> <p>Automatically recall addition and subtraction number bonds to 5.</p> <p>Recall some number bonds to 10.</p> <p>Count beyond 20 verbally and build amounts 11-20 using the number pattern 10 + some more.</p> <p>Children will build representations of numbers to explore odd and even.</p> <p>Remember some double facts.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> | <p>M:N</p> <p>-Have a deep understanding of number to 10, including the composition of each number.</p> <p>-Subitise up to 5.</p> <p>-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>M:NP</p> <p>-Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> |



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| Expressive Arts and Design | Pre-school entry baseline | Pre-school | Reception – Autumn | Reception – Spring | Reception – Summer | Links to statutory ELG |
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| | <p>Children can play in the home corner and use the role play equipment appropriately.</p> <p>They can make you something to eat (pretend).</p> <p>Children can use small world to imagine, build with blocks and can make a bed in blankets.</p> <p>Children can explore the junk modelling joining things together with glue or tape when provided.</p> <p>Children can free paint an idea, make a collage from their own choice of materials or change a box into something.</p> <p>Children can draw a simple person.</p> <p>They can draw a picture and tell you about it.</p> <p>Children can attempt to draw some flowers or familiar objects.</p> <p>Children can explore colour mixing.</p> <p>Children can listen to different Sounds, dance along to music and sing songs.</p> <p>Children can make up a song with adult support.</p> | <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Understand that they can draw shapes/ marks to represent objects/people.</p> <p>Understanding different objects can be used to draw – pencil, pens, chalk.</p> <p>Exploring paint using different objects – finger paint/ sponges/Free choice of junk box modelling to create own representations of objects/people.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Representing familiar objects (family, themselves, animals etc.) through independent drawing, painting, playdough play.</p> <p>Draw a representation of themselves understanding they need a head, arms, legs etc.</p> <p>Understanding that paint brushes are used to paint and begin to show some control.</p> <p>Understand that they can paint shapes/ marks to represent objects/people.</p> <p>Explore how red, blue and yellow paint can be mixed to make different colours.</p> <p>Exploring materials and beginning to understand different materials can be used in different ways.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Move in time to a steady beat.</p> <p>Taps out a repeated rhythm (using voice and untuned instruments/ body percussion through copy-back and answer games, etc.)</p> <p>Explore performing with different instrument.</p> | <p>Using particular colours to paint pictures – eg. Green for a tree, brown for certain animals etc.</p> <p>Joining materials using, Sellotape, glue and split pins with support.</p> <p>Learn and understand how to mix paints to make certain colours.</p> <p>Choosing and using different materials for different effects.</p> <p>Using different cut of materials / papers to make a simple image.</p> <p>Talk about what the materials look and feel like.</p> <p>Use objects/tools to print with to create a pattern or image with support.</p> <p>Children use their shape knowledge to design a vehicle.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines/ story language in their pretend play.</p> <p>Move in time to the pattern of a song (rhythm)</p> <p>Sing and play an instrument along with a song.</p> <p>Share their ideas and perform their work to others with adult support.</p> | <p>Have a go at drawing an object from observation.</p> <p>Printing independently to create a pattern or image.</p> <p>Evaluate and adapt their work with support, refining ideas and developing their ability to represent them.</p> <p>Children use collage to experiment with colour, design, texture, form and function.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Tap a beat/ clap in time to a piece of music/simple song.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p>EAD: CM</p> <p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p> <p>-Make use of props and materials when role playing characters in narratives and stories.</p> <p>EAD: BIE</p> <p>-Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>-Sing a range of well-known nursery rhymes and songs.</p> <p>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> |



Crosby Ravensworth EYFS Curriculum coverage for planning for Year A&B and assessment checkpoints (use for guidance and best fit, this is not a tick list!)

| Explore Understanding the World | <u>Pre-school entry baseline</u> | <u>Pre-school</u> | <u>Reception – Autumn</u> | <u>Reception – Spring</u> | <u>Reception – Summer</u> | <u>Links to statutory ELG</u> |
|---------------------------------|---|---|--|---|--|--|
| | <p>Children are beginning to explore with their five senses outdoors. (taste, touch, listen, sight, smell), including in water, mud and food.</p> <p>Children can explore different aspects of outdoors.</p> <p>Children can explore different weathers outdoors, sun, rain, snow, wind.</p> <p>Children can tell you what I can see.</p> <p>Children can tell you about their family who lives in their house.</p> <p>Children are beginning to learn who helps them in school.</p> <p>They are beginning to tell you about who helps us in our immediate world.</p> <p>Children can explore wind up, pull along and push toys.</p> <p>Children can help plant a seed and can watch it grow.</p> <p>Children can tell you that a chick comes from an egg and tell you two more things that come from eggs eg snakes, crocodiles.</p> <p>Children can pick up rubbish outdoors in the school because it harms the environment.</p> <p>Children can notice when they have used force to make a change eg snap a twig, put something heavy in the water it sinks down, push a trike, pull a chair to where it is needed.</p> <p>Children can bake with an adult and taste their cooking.</p> <p>Children can explore ice and are beginning to know ice melts.</p> <p>Children can float a boat in the water tray.</p> | <p>Children will show interest in different occupations.</p> <p>Children will use all their senses in hands on exploration of natural materials.</p> <p>Children will explore collections of materials with similar and/or different properties.</p> <p>Children will be able to tell someone about what they see.</p> <p>Children can tell you something about where they live.</p> <p>Children will explore how things work.</p> <p>Children will talk about what they notice about the weather on a daily basis and how this impacts them. (need a coat, gloves, sunhat etc.)</p> <p>Children will describe what they see, hear and feel whilst outside.</p> | <p>Children will share and record occasions when things have happened in their lives that made them feel special.</p> <p>Children can say who is special to them and why.</p> <p>Children begin to learn about special people in different religions (Jesus, Moses).</p> <p>Children can talk about special times, celebrations/ birthdays they remember in their life.</p> <p>Children will retell parts of the Christmas story and know the sequence of events.</p> <p>Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. (Guy Fawkes)</p> <p>Children get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>Children will explore the natural world around them in Forest School.</p> <p>Children will talk about what they see, using a wide range of vocabulary.</p> <p>Children will begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Children will explore and talk about different forces they can feel.</p> <p>Children will talk about the differences between materials and changes they notice.</p> | <p>Children can comment on images of familiar situations in the past.</p> <p>Children will talk about some religious events and celebrations.</p> <p>Children will begin to recognise some religious words.</p> <p>Children will identify some of their own feelings in the stories they hear.</p> <p>Children will experience and discuss religious stories making connections with personal experiences.</p> <p>I recognise that New Year is celebrated differently around the world.</p> <p>Children will sequence the events linked to the Easter story.</p> <p>Children discuss and investigate the best way to get from here to there.</p> <p>Children know that there are different countries in the world and recognise and talk about some similarities and differences they have experienced or seen in photos.</p> <p>Children explore how travel has changed over the years.</p> <p>Children will talk about the what they like about their own immediate environment and how environments might vary from one another. (I like where I live because....)</p> <p>They will talk about the local environment using geographical vocabulary: eg village, farm, house, shop, church.</p> | <p>Children can talk about how they have changed from being a baby.</p> <p>Children will talk about how children and adults are different.</p> <p>Children can name parts of their body, using correct vocabulary.</p> <p>Children can say how they feel about the changes happening to them, especially transitioning to year one.</p> <p>Children can sort objects/images into old and new and begin to use vocabulary linked to history topic.</p> <p>Children understand that some places are special to members of their community.</p> <p>Children will recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Children can talk about somewhere that is special to themselves, saying why.</p> <p>Compare and contrast characters from stories, inc. figures from the past.</p> <p>They will use geographical words: forest, beach, soil, hill, mountain and weather when looking at physical features of different landscapes.</p> <p>They will follow a simple map, as a group, to help find treasure around school.</p> <p>Children will record what they see in the natural world around them through drawings or diagrams.</p> | <p>UW: PP</p> <ul style="list-style-type: none"> -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. <p>UW:PCC</p> <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, nonfiction texts and (when appropriate) maps. <p>UW: TNW</p> <ul style="list-style-type: none"> -Explore the natural world around them, making observations and drawing pictures of animals and plants. |



Crosby Ravensworth EYFS Curriculum coverage for planning for Year A&B and assessment checkpoints (use for guidance and best fit, this is not a tick list!)

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| | <p>Children can see their shadow, explore with a torch, can go in a dark den and recognise when the light is on.</p> <p>Children know which country they are from, where they were born and know where they live now.</p> | | <p>Children will know that certain materials can be hard/ solid/ soft. Children will explore how and begin to understand why certain materials are better to use for different things.</p> <p>Children begin to understand how magnets work and use this to sort what is or isn't metal.</p> <p>Children will be able to match clothing/ objects to hot and cold weather.</p> | <p>Children can recognise and name some common jungle, polar and African animals: giraffe, elephant, tiger, leopard, polar bear, penguin, arctic fox, zebra monkey, etc.</p> <p>Children understand and talk about parts of the world being hotter or colder.</p> <p>Children will look at England, Arctic, Antarctica and Africa. Children will be able to point these out on a Globe/ Atlas with support.</p> <p>Children recognise that different plants and animals grow in different parts of the world.</p> | <p>Children will know that about living things eg plants, minibests, sea creatures.</p> <p>Children can recognise and name parts of a plant.</p> <p>Children begin to understand how to look after plants.</p> <p>Children understand what living things need to grow and be healthy.</p> <p>Children notice and talk about the changes that happen as things grow.</p> <p>Children begin to understand what they can do to help the environment.</p> | <p>-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.</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |
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