**ARP- Daffodil Class- Curriculum 25/26**

The ARP curriculum consists of an adapted EYFS curriculum that considers the individual needs and learning goals of the different children in our care.

Activities and learning are adapted based on children's support plans, ECHPs and developing needs.

We take a holistic, therapeutic approach to learning, using repetition and time to securely embed the different areas of the EYFS curriculum.

Children are supported by staff, teachers and the SENCo who work together to assess and discuss appropriate steps in each child's learning.

Below outlines the themes and content of learning, however parents should consider that children learn at different speeds, and this may change based on the learning needs of the individual children.

As well as the ‘early learning goals’ each section of the curriculum is detailed into ‘stage’ criteria (Tapestry) that considers Development matters and Birth to 5 statements for those learning at a pre-EYFS stage.

Useful documents for parents:

* Early Years foundation stage (EYFS) framework

<https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf>

* Development Matters

<https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf>

* Birth to 5 matters

[Birthto5Matters-download.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf)

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | **Toys** | | **Spring and Growth** | | **Creatures great and small** | |
| **General Themes** | * Traditional Stories * Toys, old and new * Push and pull * Grouping Materials * Sharing- Learning and Playing together | | * Modern Stories * Health and Growth * Plants * Looking after myself * Celebrations and Festivals | | * Non-Fiction texts * Animals and Life cycles * Caring for others * Special Stories * Natural Environment | |
| **Class Text** | The Three Billy Goats Gruff  by Mara Alperin and Kate Pankhurst  C:\Users\mrush\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FDED4626.tmp, Picture | Peepo!  by Janet and Allen Ahlberg  C:\Users\mrush\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\21FF12D5.tmp, Picture | A Squash and a Squeeze  by Julia Donaldson  C:\Users\mrush\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\18DF99C5.tmp, Picture | Farmyard Hullabaloo  by Giles Andreae  C:\Users\mrush\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1D10B51B.tmp, Picture | My First Book of Minibeasts  By Zoe Ingram  C:\Users\mrush\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\67E77684.tmp, Picture | Peace at Last  by Jill Murphy  C:\Users\mrush\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A34EE58B.tmp, Picture |
| **Maths** | Rote counting  Numeral recognition  Understanding quantity  Geometry- Positions and Movement  Organising and Using numbers | | Rote counting  Numeral recognition  Understanding quantity  Measures- Money  Measures- Weight | | Rote counting  Numeral recognition  Understanding quantity  Geometry- Patterns and Shapes  Measures- Length | |
| **Art and Design** | Shape- solid forms  Manipulation of materials  Music- Turn Taking | | Shape- Combining Materials  Listening and Enjoyment  Growth and Change (Loud and Quiet) | | Pattern  Cutting and Sticking Materials  Sound | |
| **Physical Development** | Games  Turn Taking | | Exploring Space and Movement  Dance and Gymnastics | | Athletics  Ball Skills | |
| **Sutton Six** | **Respect** | **Resilience** | **Aspiration** | **Responsibility** | **Community** | **Compassion** |

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| **Communication and Language** | |
| **Educational Programme:**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | |
| **Early Learning Goals** | |
| **Listening, Attention and Understanding** | **Speaking** |
| Children at this level of development will:  • 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. | Children at this level of development will:  • 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  \*end of Reception standard |
| Communication & Language is developed throughout the year through high-quality interactions, circle time, stories, singing, speech and language additional provision, Attention Autism provision, and carefully chosen class texts. Throughout their time in Daffodil class, children will:  • Establish and use routines for speaking and listening: MTYT, eye contact, Alternative forms of communication (widget)  • Learn to speak or repeat phrases during circle/carpet times.  • Learn to listen and respond appropriately with sounds, words and actions  • Respond to instructions and directions through adult initiated/led and child led activities.  • Listen carefully to stories, non-fiction, rhymes and poems and respond appropriately to what they have heard.  • Join in and remember familiar songs and rhymes  • Use story language to re-enact / say phrases from the story  • Learn new words and vocabulary | |

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| **Communication and Language pre-EYFS stages** | | |
| **Stage 1** | | |
| **Listening and Attention** | **Understanding** | **Speaking** |
| ▪ Tracks people or objects as they move or make sounds nearby.  ▪ Shows a reflex response to sudden sound or movement.  ▪ Gazes at faces and copies facial movements, for example, sticking out tongue.  ▪ Quietens to sound of a musical toy.  ▪ Stops crying at the sound of a soothing or familiar voice.  ▪ Listens to familiar voice even if speaker is out of sight.  ▪ Copies actions such as banging table or clapping.  ▪ Turns toward a familiar sound then locates range of sounds with accuracy.  ▪ Listens to, distinguishes and responds to intonations and sounds of voices.  ▪ Reacts in interaction with others by smiling, looking and moving. ▪ Quietens or alerts to the sound of speech.  ▪ Looks intently at a person talking but stops responding if speaker turns away.  ▪ Listens to familiar sounds or words  ▪ Fleeting attention – not under child’s control, new stim | ▪ Can recognise and show anticipation and understanding of objects of reference.  ▪ Engages with objects; for example, by holding and exploring them or watching closely as an adult helps them to explore.  ▪ Enjoys action rhymes.  ▪ Knows what waving ‘bye bye’ means  ▪ Demonstrates understanding of a few words  ▪ Demonstrates the desire for the activity to continue.  ▪ Stops and looks when hears own name.  ▪ Starts to understand contextual clues, e.g. familiar gestures, words and sounds. | ▪ Uses voice to attract attention.  ▪ Responds to someone or something interesting, maybe by laughing, gasping, crying or clapping.  ▪ Catches the attention of another person by using voice, face or body.  ▪ Takes turns with an adult in making sounds, in a conversational manner.  ▪ Changes facial expression when interacting with an adult.  ▪ Makes vowel sounds, with varying duration or pitch.  ▪ Starts to produce consonants, for example ‘m’ and ‘d’.  ▪ Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.  ▪ Makes own sounds in response when talked to by familiar adults. ▪ Lifts arms in anticipation of being picked up.  ▪ Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like ‘baba, nono, gogo’. |
| **Stage 2** | | |
| **Listening and Attention** | **Understanding** | **Speaking** |
| ▪ Attends to rhymes, simple songs and stories.  ▪ Responds non-verbally in a two-way interaction.  ▪ Attends to and engages with resources with adult support.  ▪ Copies an adult’s actions once shown; for example, banging a drum.  ▪ Attends to a shared activity for up to 5 minutes.  ▪ Can attend to an independent activity for up to 5 minutes.  ▪ Can remember what happened last time, and to do the same again.  ▪ Explores a toy with another person; for example, pressing a switch.  ▪ Looks quickly towards the source of a sound or to familiar voices. ▪ Can actively listen for a sound when asked, for example, ‘Can you hear the fire engine?’  ▪ Follows an adult pointing towards an object.  ▪ Points or uses eye gaze to focus on familiar items in pictures.  ▪ Enjoys ‘Ready, steady, go!’ interaction.  ▪ Move whole bodies to sounds they enjoy, such as music or a regular beat.  ▪ Has a strong exploratory impulse.  ▪ Concentrates intently on an object or activity of own choosing for short periods.  ▪ Pays attention to dominant stimulus – easily distracted by noises or other people talking. | ▪ Shows interest in photographs/pictures.  ▪ Understands and responds at a one-word level with visual clues or contextual support.  ▪ Shows understanding of some objects of reference; for example, becoming animated when seeing the object of reference for lunch. ▪ Can eye point or choose between two objects of reference.  ▪ Can keep working at something until a result is achieved.  ▪ Can investigate resources in different ways; for example, dropping or banging them together.  ▪ Can demonstrate an understanding of 10-20 familiar words, pictures, symbols or signs.  ▪ Understands ‘No’ when an adult speaks or shakes thier head  ▪ Can hand an adult an object from a choice of 3, on request  ▪ Responds appropriately to requests such as ‘Clap your hands’  ▪ Recognises familiar people in photos  ▪ Is developing the ability to follow others’ body language, including pointing and gesture.  ▪ Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’).  ▪ Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, ‘daddy’. | ▪ Frequently imitates actions of an adult.  ▪ Uses photograph, sign or word to convey immediate choice of activity.  ▪ Reacts to a familiar song, rhyme or story by clapping, rocking or smiling.  ▪ Tries to get an adult’s attention for amusement.  ▪ Can express consistently likes and dislikes using voice, face or body.  ▪ Can copy sounds; for example, a clap, stamp, babbling, a word or sign.  ▪ Can communicate purposely using the voice, face or body.  ▪ Can make a choice between two objects, photographs or symbols, eg juice or milk.  ▪ Can use 10-30 words, signs, pictures or symbols.  ▪ Relates pictures to three objects of reference.  ▪ Relates symbols to three objects of reference.  ▪ Can express ‘more’  ▪ Looks at required object which is out of reach and cries out or reaches towards it or looks at adult for help.  ▪ Uses some vocalisations or signs to represent words that familiar adults understand.  ▪ Repeats vocalisation if adult does not understand.  ▪ Copies symbolic noises such as ‘Aaah’ when cuddling a favourite toy.  ▪ Uses a wider range of vowel sounds.  ▪ Uses sounds in play, e.g. ‘brrrm’ for toy car.  ▪ Uses single words.  ▪ Frequently imitates words and sounds.  ▪ Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye bye.)  ▪ Uses pointing with eye gaze to make requests, and to share an interest.  ▪ Creates personal words as they begin to develop language. |
| **Stage 3** | | |
| **Listening and Attention** | **Understanding** | **Speaking** |
| ▪ Understands and responds to a simple request.  ▪ Follows an instruction with 2 key words.  ▪ Anticipates repetition in rhymes or stories through smiling or vocalising.  ▪ Listens to other children talking during play activities.  ▪ Identifies the correct object by sound; for example, can select ‘dog’ when an adult says ‘woof’.  ▪ Joins in with favourite action rhymes although words may not be clear.  ▪ Will attempt to copy new words.  ▪ Listens to and follows simple directions; for example, ‘Stop now’ or ‘Snack time’.  ▪ Listens to and responds to extended interaction about an illustration.  ▪ Can fill in missing words in a rhyme or song.  ▪ Listens and responds to questions.  ▪ Listens to and enjoys rhythmic patterns in rhymes and stories.  ▪ Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.  ▪ Rigid attention – may appear not to hear. | ▪ Understands and responds at a two-word level.  ▪ Understands what objects are used for; for example, putting a hairbrush on the head.  ▪ Demonstrates an understanding of up to 50 familiar words, pictures, symbols or signs.  ▪ Responds to visual cues; for example, runs to the door if an adult picks up her keys.  ▪ Responds to key words during play; for example, ‘Where’s the ball?’  ▪ Points to items in a picture book.  ▪ Picks out two or more items from a choice of four; for example, ‘Give me the ball and the cup’  ▪ Follows directions in role-play; for example, ‘Feed Teddy’.  ▪ Follows simple verbal instructions with no gestures.  ▪ Can make a choice between two options.  ▪ Can make open choices in response to ‘What would you like to play with?’  ▪ Understands up to 10 verbs.  ▪ Understands the words for different emotions.  ▪ Understands social words such as ‘bye bye’ and ‘please’.  ▪ Selects familiar objects by name and will go and find objects when asked or identify objects from a group.  ▪ Understands simple sentences (e.g. ‘throw the ball.’) | ▪ Can use 30-50 words, signs, pictures or symbols.  ▪ Communicates in a range of situations; for example, greeting, requesting, expressing displeasure, and labelling objects of interest.  ▪ Uses words to comment on what they have noticed; for example, a squirrel in the garden.  ▪ Talks to self-whilst playing.  ▪ Attempts to communicate with other children when playing.  ▪ Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’.  ▪ Is beginning to put two words together (e.g. ‘want ball’, ‘more juice’).  ▪ Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).  ▪ Is beginning to ask simple questions.  ▪ Is beginning to talk about people and things that are not present. |
| **Stage 4** | | |
| **Listening and Attention** | **Understanding** | **Speaking** |
| ▪ Listen to adult’s description of child’s activity.  ▪ Listens to music and responds when it is turned off.  ▪ Notices a deliberate mistake in a rhyme, song, or instruction.  ▪ Joins in with a sound lotto game.  ▪ Requests favourite stories and rhymes and listens attentively.  ▪ Keeps an extended conversation going; for example, for at least 4 exchanges.  ▪ Remembers 3 or 4 items shown on a list, using pictures.  ▪ Listens with interest to the noises adults make when they read stories.  ▪ Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.  ▪ Shows interest in play with sounds, songs and rhymes.  ▪ Shows single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. | ▪ Demonstrates an understanding of over 50 familiar words, pictures, symbols or signs.  ▪ Carries out instructions which include prepositions.  ▪ Selects correct picture when responding to questions including prepositions; for example, ‘Where is the teddy in the bed?’  ▪ Points to more complex body parts on request.  ▪ Finds a named picture in a picture book, which involves turning pages.  ▪ Understands the question ‘What’s happened?’  ▪ Understands the question ‘What will happen next?’  ▪ Understands and responds to 15 verbs.  ▪ Understands the properties of an object; for example, ‘What do we use a spoon for?’  ▪ Selects the correct picture understanding three key words; for example, ‘Black dog eating’.  ▪ Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”  ▪ Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’  ▪ Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. who’s that/can? What’s that? Where is.?).  ▪ Is developing understanding of simple concepts (e.g. big/little). | ▪ Can use 50+ words, signs, pictures or symbols.  ▪ Beginning to use word endings; for example, playing, cars.  ▪ Makes choice from three + offered items/pictures.  ▪ Can answer questions such as ‘What do you like?’ and ‘What don’t you like?’  ▪ With help, talks about things seen and done.  ▪ Enjoys talking about pictures and links them to own experiences. ▪ With help, talks about things that will happen in the future.  ▪ Most words are intelligible to unfamiliar adults.  ▪ Produces a range of vowel sounds.  ▪ Is beginning to ask more complex questions.  ▪ Uses words to describe things; for example, ‘It’s too hot’ or ‘It’s bumpy’  ▪ Enjoys talking to others and can change the topic of conversation.  ▪ Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.  ▪ Holds a conversation, jumping from topic to topic.  ▪ Learns new words very rapidly and can use them in communicating.  ▪ Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’.  ▪ Uses a variety of questions (e.g. what, where, who).  ▪ Uses simple sentences (e.g.’ Mummy going to work.’)  ▪ Is beginning to use word endings (e.g. going, cats). |
| **Stage 5** | | |
| **Listening and Attention** | **Understanding** | **Speaking** |
| ▪ Follows an instruction with 3 key words.  ▪ Concentrates and listens for over ten minutes in an adult led activity.  ▪ Shows understanding of discussion of recent events by engaging in conversation and answering questions.  ▪ Listens and follows unfamiliar instructions.  ▪ Remembers 3 or 4 items from a list, without visual clues.  ▪ Listens and responds to more complex questions; for example, ‘Why are you going into the kitchen?’  ▪ Attends to and perseveres with a challenging activity.  ▪ Concentrates and remains interested in a self-chosen activity for increasing periods of time.  ▪ Listens to others one to one or in small groups, when conversation interests them.  ▪ Listens to stories with increasing attention and recall.  ▪ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  ▪ Focuses attention – still ‘listen’ or ‘do’ (single channelled) but can shift own attention.  ▪ Can follow directions (if not intently focused on own choice of activity). | ▪ Can eye point to indicate appropriate location for an object.  ▪ Can eye point to demonstrate understanding of prepositions.  ▪ Asks questions using signs or question word symbols.  ▪ Carries out a sequence of instructions; for example, sit down, pat knees, clap hands.  ▪ Can fetch three objects at a time upon request, with a visual clue. ▪ Demonstrates understanding of a new word; for example, can describe a newly discovered animal.  ▪ Understands the language of same and different.  ▪ Understands the concept of possession.  ▪ Understands the names of basic colours.  ▪ Understands some common irregular plurals, eg foot/feet  ▪ Understands use of objects (e.g. “What do we use to cut things?’) ▪ Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.  ▪ Responds to simple instructions, e.g. to get or put away an object.  ▪ Is beginning to understand ‘why’ and ‘how’ questions. | ▪ Can indicate by eye pointing, or through expression or vocalisation, the ability to follow others in play.  ▪ Can use pictures or a symbol board to describe a simple event on their life or in story.  ▪ Can use the words of time; for example, yesterday, this morning  ▪ Appreciates the best volume at which to speak; not too loud or quiet.  ▪ Plays with sounds in word games; for example, can think of a word beginning with ‘m’.  ▪ Says a word which rhymes with another word.  ▪ Is beginning to use more complex sentences to link thoughts (e.g. using and, because).  ▪ Can retell a simple past event in correct order (e.g. went down slide, hurt finger).  ▪ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  ▪ Questions why things happen and gives explanations. Asks e.g. who, what, when how.  ▪ Uses a range of tenses (e.g. play, playing, will play, played).  ▪ Uses intonation, rhythm and phrasing to make the meaning clear to others.  ▪ Uses vocabulary focused on objects and people that are of particular importance to them.  ▪ Builds up vocabulary that reflects the breadth of their experiences.  ▪ Uses talk in pretending that objects stand for something else in play, e.g., ‘This box is my castle.’ |
| **Stage 6** | | |
| **Listening and Attention** | **Understanding** | **Speaking** |
| ▪ Knows ten nursery rhymes or songs by heart.  ▪ Listens and responds to extended conversations.  ▪ Asks questions to extend their knowledge and understanding.  ▪ Can retell stories to others.  ▪ Can recall conversations and discuss their content.  ▪ Learns the words of new songs quickly.  ▪ Joins in with memory games with increasing complexity.  ▪ Can remember a short message and pass it to another person.  ▪ Can attend to a story or lesson for twenty minutes.  ▪ Can repeat a short rhythm on an instrument.  ▪ Can repeat a short melody on an instrument.  ▪ Maintains attention, concentrates and sits quietly during appropriate activity.  ▪ Shows two-channelled attention – can ‘listen and do’ for short span | ▪ Understands instructions containing sequence words; for example, first, after, last.  ▪ Understands and responds to questions such as ‘What can we do next?’ or ‘What do you think will happen next?’  ▪ Demonstrates an understanding of ‘How?’ and ‘Why?’ questions by giving increasingly complex explanations.  ▪ Can play ‘I Spy’  ▪ Given a verbal description, can name the object.  ▪ Responds to instructions involving a two-part sequence.  ▪ Understands humour, e.g. nonsense rhymes, jokes.  ▪ Can follow a story without pictures or props.  ▪ Listens and responds to ideas expressed by others in conversation or discussion. | ▪ Remembers important details such as name, age or house number  ▪ Uses doll or teddy, telling it what it should do next.  ▪ Discusses future and activities.  ▪ Describes recent events in sequence.  ▪ Uses language such as why, when, because, if and then to solve problems and communicate thinking skills.  ▪ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  ▪ Uses language to imagine and recreate roles and experiences in play situations.  ▪ Links statements and sticks to a main theme or intention.  ▪ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  ▪ Introduces a storyline or narrative into their play |

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| **Personal, Social and Emotional Development** | | |
| **Educational Programme:**  Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | |
| **Early Learning Goals** | | |
| **Self-Regulation**  Children at this level of development will:  • 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. | **Managing Self**  Children at this of development will:  • 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. | **Building Relationships**  Children at this level of development will:  • 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. |
| Personal, Social and Emotional Development is developed throughout the year with classes responding to specific needs when they arise. Throughout their time in Daffodil class, children will:  • Learn and respond to the rules and routines of the setting.  • Understand they are an individual with a range of emotions and feelings.  • Identify and name common feelings in themselves and others  • Understand children’s rights – meaning that we should all be allowed to have a voice and to learn and play harmoniously.  • Learn how to express their feelings and be considerate of others.  • Identify and moderate their feelings  • Develop and build constructive and respectful relationships with peers and adults  • Manage their own personal needs, including overall health and wellbeing. | | |
| **Personal, Social and Emotional Development pre-EYFS stages** | | |
| **Stage 1** | | |
| **Making Relationships** | **Self-Confidence and Self-Awareness** | **Managing feelings and behaviour** |
| ▪ Holds eye contact briefly.  ▪ Tracks people as they move and talk.  ▪ Begins to use a variety of facial expressions (including smiling) and vocal sounds (including babbling, crying, laughing, blowing raspberries and guttural sounds) around other people.  ▪ Watches attentively when someone does something interesting. ▪ Shows pleasure at the return of a familiar carer.  ▪ Can become upset if adult interaction comes to an end.  ▪ Becomes unsettled with less familiar people.  ▪ Shows distress at being left alone.  ▪ Shows signs of anticipation such as moving or changing facial expressions prior to being picked up.  ▪ Enjoys the company of others and seeks contact with others from birth.  ▪ Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes.  ▪ Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.  ▪ Recognises and is most responsive to main carer’s voice: face brightens, activity increases when familiar carer appears.  ▪ Responds to what carer is paying attention to, e.g. following their gaze.  ▪ Likes cuddles and being held calms, snuggles in, smiles, gazes at carer’s face or strokes carer’s skin. | ▪ Tolerates coactive involvement with an activity.  ▪ Tolerates passive touch.  ▪ Has sustained periods of alertness.  ▪ Consistently shows likes and dislikes for objects and people.  ▪ Can make basic needs known using the face, voice or body, for example thirsty, hungry or sleepy.  ▪ Shows a reflex response to sudden sound or movement.  ▪ Can track movements, sounds and objects with eyes and ears.  ▪ Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions.  ▪ Uses voice, gesture, eye contact and facial expression to contact people and keep their attention. | ▪ Shows pleasure when being tickled and other physical games.  ▪ Shows an interest in new environments.  ▪ Can calm self and can respond to strategies adults use, for example music, visuals, a comforter or movement.  ▪ Can make their feelings known using the face, voice or body.  ▪ Responds to words such as ‘bye bye’ and ‘up’ when a gesture is used at the same time.  ▪ Is comforted by touch and people’s faces and voices.  ▪ Seeks physical and emotional comfort by snuggling into trusted adults.  ▪ Calms from being upset when held, rocked, spoken or sung to with soothing voice.  ▪ Shows a range of emotions such as pleasure, fear and excitement.  ▪ Reacts emotionally to other people’s emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying. |
| **Stage 2** | | |
| **Making Relationships** | **Self-Confidence and Self-Awareness** | **Managing feelings and behaviour** |
| ▪ Accepts interaction with another person e.g. receives or gives an object.  ▪ Maintains eye contact during interactions with a familiar person. ▪ Sometimes shows interest in the actions of peers.  ▪ Tolerates and interacts with others, for example enjoying a hand or foot massage.  ▪ Interacts with people in more complex ways, for example by reaching out to touch them.  ▪ Asks for more of an activity, for example by using voice or hands. ▪ Initiates an activity, for example by pushing a ball to an adult or handing them a book.  ▪ Is happier and smiles more when with a familiar person, than with an unfamiliar one.  ▪ Shows anxiety when with strangers  ▪ Cries in relief when a familiar adult returns from being absent.  ▪ Reacts to positive response from an audience and repeats activity to gain further praise.  ▪ Remembers people who are seen regularly, eg therapist.  ▪ Shows an awareness of the feelings of others.  ▪ Seeks to gain attention in a variety of ways, drawing others into social interaction.  ▪ Builds relationships with special people.  ▪ Is wary of unfamiliar people.  ▪ Interacts with others and explores new situations when supported by familiar person.  ▪ Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them | ▪ Draws attention of others to something interesting.  ▪ Adapts to care-giving routines- e.g. complies with nappy-changing.  ▪ Anticipates what will happen next in a familiar routine. ▪ Can make simple choices use eye gaze, voice or body.  ▪ Can show an awareness of cause and effect.  ▪ Makes sounds or movement to indicate a wish for the activity to stop.  ▪ Begins to defend own possessions.  ▪ Shows affection to favourite people, for example by kissing or hugging.  ▪ Gazes at picture or mirror image of self.  ▪ Makes requests and is confident they will be met.  ▪ Plays alone happily for short periods of time but prefers company.  ▪ Uses more complex methods to achieve their request, for example fetching their coat when they want to go outside.  ▪ Engages with less familiar adults in the presence of a familiar one.  ▪ Refuses by pushing objects away or shaking head.  ▪ Enjoys finding own nose, eyes or tummy as part of naming games.  ▪ Learns that own voice and actions have effects on others.  ▪ Uses pointing with eye gaze to make requests, and to share an interest.  ▪ Engages other person to help achieve a goal, e.g. to get an object out of reach | ▪ Accepts new experience with adult support.  ▪ Indicates like/dislike of presented activity.  ▪ Accepts close proximity of another person during an activity.  ▪ Sits and works with an adult for 5 minutes.  ▪ Sits and responds appropriately to familiar activities with adult support, for example hello time, assembly, snack time.  ▪ Recognises own possessions such as coat or bag.  ▪ Shows displeasure if a toy is taken away.  ▪ Understands ‘no’ but doesn’t always respond to this.  ▪ Is beginning to test boundaries, for example will look at an adult when engaged in something they know they shouldn’t be doing.  ▪ Demonstrates a range of emotions, such as fear, anger, joy or surprise.  ▪ Remembers events that were upsetting and becomes upset in anticipation of the event happening again.  ▪ Requests comfort toy to self-calm.  ▪ Actively avoids some experiences, for example loud noises, or bright lights.  ▪ Learns and copies new behaviour from others.  ▪ Uses familiar adult to share feelings such as excitement or pleasure, and for ‘emotional refuelling’ when feeling tired, stressed or frustrated.  ▪ Has growing ability to soothe themselves and may like to use a comfort object.  ▪ Cooperates with caregiving experiences, e.g. dressing.  ▪ Is beginning to understand ‘yes’, ‘no’ and some boundaries |
| **Stage 3** | | |
| **Making Relationships** | **Self-Confidence and Self-Awareness** | **Managing feelings and behaviour** |
| ▪ Begins to feel comfortable as part of a small group.  ▪ Actively participates with others, e.g. copies action, communicates "go".  ▪ Is beginning to be interested in other children’s play, for example by looking or moving towards them.  ▪ Enjoys sharing new experiences with familiar adults.  ▪ Interacts with unfamiliar adult if familiar adult is present.  ▪ Copies a range of actions in play activities.  ▪ Accepts variations in a game and joins in with new actions.  ▪ Is beginning to take part in pretend play activities.  ▪ Names familiar people.  ▪ Watches the reactions of adults and uses cues to guide them; for example, will stop an activity if an adult looks worried.  ▪ Is caring towards other children.  ▪ Initiates social interaction.  ▪ Is beginning to share and ‘give and take’.  ▪ Takes a few turns in a game.  ▪ Tolerates brief separations from familiar people.  ▪ Plays alongside others.  ▪ Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.  ▪ Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth | ▪ Attempts new activity with adult support.  ▪ Reacts to an audience- e.g. repeats an action which is received positively.  ▪ Can look for and find or eye point to favourite things around the room.  ▪ Can ask for ‘more’ by pushing an object towards another person or by taking the person to the object or use eye pointing.  ▪ Uses comfort toy or object to calm self.  ▪ Plays contentedly alone but prefers adult company.  ▪ Seeks reassurance if an adult disappears.  ▪ Makes requests known; for example, for an adult to solve a problem for them.  ▪ Takes part in pretend play routines.  ▪ Initiates physical play.  ▪ Enjoys chasing games.  ▪ Copies actions of other children.  ▪ Explores new toys and environments, but ‘checks in’ regularly with familiar adult as and when needed.  ▪ Is gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).  ▪ Demonstrates sense of self as an individual, e.g. wants to do things independently, says “No” to adults. | ▪Recognises a wider range of own belongings.  ▪ Responds appropriately to elements of familiar routine.  ▪ Is able to sit and work independently for up to 5 minutes.  ▪ Becomes distressed if things don’t go according to plan.  ▪ Demonstrates displeasure of other children, adults, or activities.  ▪ Persistently requests an object or activity, knowing that this behaviour will result in success.  ▪ Can be distracted when upset.  ▪ Is upset if somebody completes a task for them.  ▪ Becomes frustrated if they cannot make themselves understood. ▪ Responds happily to praise and shows pleasure in new accomplishments.  ▪ Refuses to relinquish toys if they feel they are about to be taken away.  ▪ Can be persuaded to try something new, if an adult uses the ‘first/next’ method.  ▪ Is aware of others’ feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.  ▪ Has growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.  ▪ Responds to a few appropriate boundaries, with encouragement and support.  ▪ Begins to learn that some things are theirs, some things are shared, and some things belong to other people. |
| **Stage 4** | | |
| **Making Relationships** | **Self-Confidence and Self-Awareness** | **Managing feelings and behaviour** |
| ▪ Shares and takes turns with adult support.  ▪ Increasingly interacts with other children, with adult support.  ▪ Joins in pretend play.  ▪ Seeks reassurance from familiar adults in the presence of strangers.  ▪ Seeks out an adult when hurt or upset.  ▪ Enjoys looking after younger children.  ▪ Joins in a play activity led by a more able partner.  ▪ Is interested in others’ play and starting to join in.  ▪ Seeks out others to share experiences.  ▪ Shows affection and concern for people who are special to them. ▪ May form a special friendship with another child. | ▪ Shows an interest in new toys and activities.  ▪ May be nervous but can take part in new activities with support. ▪ Is beginning to ask for help using the face, voice or body.  ▪ Helps with dressing, for example holds out arm for sleeve or foot for shoe.  ▪ Will follow behaviour of others; for example, taking shoes off to jump on trampoline.  ▪ Likes to ‘show off’ skills and receive praise.  ▪ Likes to be given special jobs to do with an adult.  ▪ Plays constructively alone for around 20 minutes.  ▪ Is beginning to ask questions.  ▪ Is beginning to approach new activities and experiences with a positive attitude.  ▪ Demonstrates initiative and finds an adult to assist where required.  ▪ Separates from main carer with support and encouragement from a familiar adult.  ▪ Expresses own preferences and interests. | ▪Accepts short turn taking with adult support.  ▪ When prepared, accepts the need for an activity to end.  ▪ Accesses and uses visual timetable/sand timer/social stories with support.  ▪ Complies with requests but may initially protest.  ▪ Responds to requests when the activity is a favoured one.  ▪ Can wait a short while for needs to be met.  ▪ Understands the causes of some feelings; for example, feeling sad or frustrated when they can’t go outside to play.  ▪ Knows own mind and can express it; for example, resists going to bed.  ▪ Beginning to show awareness of the impact of their actions; for example, actions and words can hurt others.  ▪ Is beginning to show embarrassment.  ▪ Can express their own feelings such as sad, happy, cross, scared, worried.  ▪ Responds to the feelings and wishes of others.  ▪ Is aware that some actions can hurt or harm others.  ▪ Tries to help or give comfort when others are distressed.  ▪ Shows understanding and cooperates with some boundaries and routines.  ▪ Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.  ▪ Has growing ability to distract self when upset, e.g. by engaging in a new play activity |
| **Stage 5** | | |
| **Making Relationships** | **Self-Confidence and Self-Awareness** | **Managing feelings and behaviour** |
| ▪ Can take turns with increasing independence.  ▪ Responds positively to a range of familiar adults.  ▪ Shows affection towards other children.  ▪ May choose only to play with their special friend.  ▪ Actively avoids children they do not like to play with.  ▪ Shows care and kindness towards a pet.  ▪ Expresses sadness when a friend or relative is hurt or ill.  ▪ Is demonstrating a sense of humour.  ▪ Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  ▪ Initiates play, offering cues to peers to join them.  ▪ Keeps play going by responding to what others are saying or doing.  ▪ Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | ▪ Anticipates routines.  ▪ Participates and helps with familiar routines with some help.  ▪ Shows strong personal preferences.  ▪ Happy to separate from carer when going to a familiar setting.  ▪ Makes connections between different parts of their life; for example, when watering plants in the setting, talking about their garden at home.  ▪ Anticipates when help is required and sometimes provides it.  ▪ Has a strong sense of own space and possessions.  ▪ Demonstrates growing autonomy.  ▪ Is becoming more independent and takes pride in appearance.  ▪ Can select and use activities and resources with help.  ▪ Welcomes and values praise for what they have done.  ▪ Enjoys responsibility of carrying out small tasks.  ▪ Is more outgoing towards unfamiliar people and more confident in new social situations.  ▪ Is confident to talk to other children when playing and will communicate freely about own home and community.  ▪ Shows confidence in asking adults for help. | ▪ Can accept changes in routine when they are dictated by the needs of others.  ▪ Can inhibit own actions and behaviours; for example, stop doing something they know they shouldn’t do.  ▪ Can become upset when they cannot take part in something; for example, ‘You can’t visit Grandma today’.  ▪ Comments on the behaviour of other children.  ▪ Likes to draw attention to their own good behaviour.  ▪ Talks about the feelings of characters in stories.  ▪ Argues to achieve wants and desires.  ▪ Is beginning to try to independently sort out disputes with other children.  ▪ Is aware of own feelings and knows that some actions and words can hurt others’ feelings.  ▪ Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  ▪ Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.  ▪ Can usually adapt behaviour to different events, social situations and changes in routine. |
| **Stage 6** | | |
| **Making Relationships** | **Self-Confidence and Self-Awareness** | **Managing feelings and behaviour** |
| ▪ Is able to relate to a wide variety of different children and adults. ▪ Demonstrates a strong sense of fun.  ▪ Assumes various roles in imaginative play; for example, a doctor or shopkeeper.  ▪ Uses and extends the ideas of others in their play.  ▪ Negotiates and compromises during play activities.  ▪ Talks about people they like and dislike, giving reasons.  ▪ Accepts the point of view of another person, if they don’t agree with it.  ▪ Engages with less familiar children.  ▪ Initiates conversations, attends to and takes account of what others say.  ▪ Explains own knowledge and understanding and asks appropriate questions of others.  ▪ Takes steps to resolve conflicts with other children, e.g. finding a compromise | ▪ Using preferred mode, chooses between 3 preferred activities when presented in concrete form.  ▪ Offers help independently.  ▪ Understands that wishes and desires cannot always be met.  ▪ Shows an understanding of own strengths and weaknesses.  ▪ Describes self in positive terms and talks about abilities.  ▪ Confident to try new activities and experiences.  ▪ Can take part in chores and routines independently.  ▪ Is confident to speak to others about own needs, wants, interests and opinions.  ▪ Can describe self in positive terms and talk about abilities.  ▪ Can select and use activities and resources with growing independence. | ▪Will accept verbal or signed, or symbol supported explanations rather than becoming upset.  ▪ Plays games with rules; for example, in board games.  ▪ Shows care and concern for others and for their environment.  ▪ Forms good relationships with other children and shares resources.  ▪ Shows awareness of differences between themselves and others and can be upset or proud of this.  ▪ Has growing patience if they are not understood initially and perseveres to communicate.  ▪ Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise, they have upset them.  ▪ Is aware of the boundaries set, and of behavioural expectations in the setting.  ▪ Is beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. |

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| **Physical Development** | |
| **Educational Programme**  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | |
| **Early Learning Goals** | |
| **Gross Motor Skills**  Children at the expected level of development will:  • Negotiate space and obstacles safely, with consideration for themselves and others.  • Demonstrate strength, balance and coordination when playing.  • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **Fine Motor Skills**  Children at the expected level of development will:  • 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, paint brushes and cutlery.  • Begin to show accuracy and care when drawing. |
| Throughout their time in Daffodil Class, children will:  • Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene  • Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming  • Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.  • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor  • Develop overall body-strength, balance, co-ordination, and agility  • Travel in different ways whilst exploring and negotiating the space around them  • Have daily access to a range of resources to support fine and gross motor control  • Take part in weekly PE sessions  • Develop pencil grip and letter formation  • Have daily access to the garden where they can build and climb and weekly access to bikes and scooters. | |

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| **Physical Development pre-EYFS stages** | |
| **Stage 1** | |
| **Moving and Handling** | **Health and Self-care** |
| ▪ Closes hand firmly around object placed in palm.  ▪ Tolerates passive movement without resistance or protest.  ▪ Accepts changes of position.  ▪ Demonstrates awareness of passive touch by body language / facial expression.  ▪ Kicks legs vigorously, one leg at a time.  ▪ Moves head to look around, either supported in sitting or lying on back.  ▪ Takes weight on legs.  ▪ Turns head in response to sounds and sights.  ▪ Makes movements with arms and legs which gradually become more controlled.  ▪ Reaches out for, touches and begins to hold objects.  ▪ Explores objects with mouth, often picking up an object and holding it to the mouth. | ▪ Opens mouth for feeding and closes mouth to achieve a seal.  ▪ Has coordinated swallow.  ▪ Demonstrates satisfaction after a feed.  ▪ Responds to and thrives on warm, sensitive physical contact and care.  ▪ Expresses discomfort, hunger or thirst.  ▪ Anticipates food routines with interest. |
| **Stage 2** | |
| **Moving and Handling** | **Health and Self-care** |
| ▪Maintains sitting balance for short period.  ▪ Moves on to hands and knees.  ▪ Stands using minimal support.  ▪ Beginning to change direction when walking.  ▪ Climbs up and down from furniture.  ▪ Carries large object while walking.  ▪ Grasps and releases object.  ▪ Throws toys or objects deliberately.  ▪ Puts an object down in order to reach for another.  ▪ Uses two hands to lift large object.  ▪ Can drop an object into a container.  ▪ Take objects out of a container.  ▪ Is able to clap.  ▪ Uses index finger to poke and prod.  ▪ Is beginning to use a scoop or small shovel.  ▪ Can complete a small inset puzzle.  ▪ Pours sand and water from one container to another.  ▪ Threads large beads.  ▪ Turns the pages of a cardboard book.  ▪ Is beginning to balance blocks.  ▪ Sits unsupported on the floor.  ▪ When sitting, can lean forward to pick up small toys.  ▪ Can move from sitting to hands and knees (crawl position)  ▪ Pulls to standing, holding on to furniture or person for support.  ▪ Walks around furniture lifting one foot and stepping sideways (cruising) and walks with one or both hands held by adult.  ▪ Passes toys from one hand to the other.  ▪ Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.  ▪ Picks up small objects between thumb and fingers.  ▪ Enjoys the sensory experience of making marks in damp sand, paste or paint.  ▪ Holds pen or crayon using a whole hand | ▪ Accepts hand washing as part of toileting routine.  ▪ Tolerates mouth hygiene routines.  ▪ Starts to cooperate with dressing.  ▪ Takes off shoes and socks.  ▪ Closes mouth on spoon pressed down gently.  ▪ Tries a range of food consistency and texture.  ▪ Is beginning to show food preferences.  ▪ Sits on potty with occasional use.  ▪ Opens mouth for spoon.  ▪ Holds own bottle or cup.  ▪ Attempts to use spoon: can guide towards mouth but food often falls off.  ▪ Can actively cooperate with nappy changing (lies still, helps hold legs up).  ▪ Starts to communicate urination, bowel movement. |
| **Stage 3** | |
| **Moving and Handling** | **Health and Self-care** |
| ▪ Carries object while walking.  ▪ Climbs on to push along car/bike.  ▪ Moves car /bike using feet.  ▪ Plans movements effectively to complete simple physical action, e.g. sitting on chair. ▪ Can stop and go when asked.  ▪ Can explore different ways of moving; for example, running, jumping or rolling.  ▪ When hand is held, can stand on one leg to kick a ball.  ▪ Whilst holding adults’ hand, can bounce on a trampoline.  ▪ Jumps from a small step.  ▪ Jumps on the spot with feet apart.  ▪ Attempts to walk backwards but sometimes falls over.  ▪ Can squat to pick up object from floor.  ▪ Returns to standing after squatting.  ▪ Kneels upright on the floor without support.  ▪ Dances to music.  ▪ Engages in activities requiring hand-eye coordination.  ▪ Uses either hand to operate toys.  ▪ Is beginning to use scissors, adapted if necessary.  ▪ Fits large 3D objects into holes.  ▪ Enjoys the sensory experience of making marks in sand or paint.  ▪ Is beginning to use more complex actions; for example, pouring, digging, twisting and turning objects and materials.  ▪ Balances blocks to build a small tower.  ▪ Uses a range of mark-making tools; for example, felt tips, paintbrush, clay modelling tools.  ▪ Is beginning to connect construction kits together.  ▪ Uses single finger to press buttons or operate touch screen program.  ▪ Rolls a sausage shape with playdough.  ▪ Catches a ball with two arms.  ▪ Throws a ball with an intended direction.  ▪ Threads beads onto laces.  ▪ Completes an inset puzzle of up to 10 pieces  ▪ Makes connections between their movement and the marks they make. | ▪Attempts to wash hands with adult support.  ▪ Removes socks independently.  ▪ Understands sequence of clothes when dressing.  ▪ Puts on hat independently.  ▪ Unfastens zip  ▪ Can use Velcro fastenings  ▪ Inserts spoon into mouth without turning it upside down.  ▪ Accepts larger pieces of food  ▪ Gives dish or cup to adult when finished  ▪ Asks for food or drink when hungry or thirsty.  ▪ Sits on potty/toilet as part of routine.  ▪ Successfully uses potty/toilet on occasion.  ▪ Responds quickly to ‘No’ or ‘Stop’.  ▪ Develops own likes and dislikes in food and drink.  ▪ Is willing to try new food textures and tastes.  ▪ Holds cup with both hands and drinks without much spilling.  ▪ Clearly communicates wet or soiled nappy or pants.  ▪ Shows some awareness of bladder and bowel urges.  ▪ Shows awareness of what a potty or toilet is used for.  ▪ Shows a desire to help with dressing/undressing and hygiene routines. |
| **Stage 4** | |
| **Moving and Handling** | **Health and Self-care** |
| ▪Effectively negotiates changes of surface.  ▪ Jumps on the spot, with feet together.  ▪ Walks on tiptoe.  ▪ Can hop whilst holding an adult's hand.  ▪ Can throw a ball overarm.  ▪ Catches a small ball with two hands.  ▪ Can use a balance bike.  ▪ Walks forward in a straight line.  ▪ Builds a tower of up to seven blocks.  ▪ Uses two hands to open and close scissors.  ▪ Is beginning to use tripod grip.  ▪ Copies a single line, vertically and horizontally  ▪ Unfastens small buttons.  ▪ Folds paper in half.  ▪ Colours in, with some success in keeping within the lines.  ▪ Runs safely on whole foot.  ▪ Climbs confidently and is beginning to pull themselves up  ▪ Can kick a large ball.  ▪ Turns pages in a book, sometimes several at once.  ▪ Shows control in holding and using jugs to pour, hammers, books and mark-making tools.  ▪ Is beginning to use three fingers (tripod grip) to hold writing tools  ▪ Imitates drawing simple shapes such as circles and lines.  ▪ May be beginning to show preference for dominant hand. | ▪ Rubs hands and body with soap and puts under water to rinse.  ▪ Turns taps on and off.  ▪ Cleans teeth well with little adult support.  ▪ Wipes and blows nose independently but may need reminding.  ▪ Can remove some clothing.  ▪ Can pull down pants to use toilet but needs help pulling them back up.  ▪ Hangs coat on a peg.  ▪ Drinks well without spilling.  ▪ Keeps most food in bowl or on plate.  ▪ Will persevere at feeding or drinking on own, with appropriately adapted spoon or cup.  ▪ Uses a fork with increasing skill.  ▪ Uses toilet when prompted with few accidents.  ▪ With encouragement, will tidy up toys.  ▪ Tells adult when not feeling well, but not always able to describe what it wrong.  ▪ Feeds self competently with spoon.  ▪ Drinks well without spilling.  ▪ Clearly communicates their need for potty or toilet.  ▪ Beginning to recognise danger and seeks support of significant adults for help.  ▪ Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.  ▪ Beginning to be independent in self-care, but still often needs adult support. |
| **Stage 5** | |
| **Moving and Handling** | **Health and Self-care** |
| ▪ Negotiates obstacles when pushing toys.  ▪ Walks along a bench without adult support.  ▪ Rides tricycle using pedals.  ▪ Kicks ball at a target with some accuracy.  ▪ Sits cross-legged.  ▪ Can hop whilst holding an adult's hand.  ▪ Tries to skip.  ▪ Jumps backwards.  ▪ Coordinates arms and legs when marching.  ▪ Hops 2 or 3 times without support, maintaining balance  ▪ Fits construction kits together to make a small model.  ▪ Colours in a picture, demonstrating increasing skill in staying within the lines.  ▪ Draws recognisable objects and shapes.  ▪ Pours liquid with some spillage.  ▪ Draws a person including some features; for example, eyes, mouth  ▪ Cuts along a straight line drawn on paper.  ▪ Completes a jigsaw of 6 or more pieces.  ▪ Colouring is generally accurate with occasional instances of colouring outside the line.  ▪ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  ▪ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  ▪ Can stand momentarily on one foot when shown.  ▪ Can catch a large ball.  ▪ Draws lines and circles using gross motor movements.  ▪ Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  ▪ Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  ▪ Can copy some letters, e.g. letters from their name. | ▪ Washes and dries own face with success.  ▪ Pulls up pants after using toilet.  ▪ Can put on shoes and use Velcro fastenings.  ▪ Is beginning to use a knife for spreading.  ▪ Initiates holding hands at busy roads.  ▪ Can tell adults when hungry or tired or when they want to rest or play.  ▪ Observes the effects of activity on their bodies.  ▪ Understands that equipment and tools must be used safely.  ▪ Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.  ▪ Can usually manage washing and drying hands.  ▪ Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. |
| **Stage 6** | |
| **Moving and Handling** | **Health and Self-care** |
| ▪ Rides tricycle using pedals.  ▪ Hops independently maintaining balance.  ▪ Moves rhythmically to music.  ▪ Throws and catches a small ball with increasing success.  ▪ Finds a space when asked to.  ▪ Jumps over a rope at a height of 5cm  ▪ Copies a sequence of 4 or more movements  ▪ Bends over to touch toes.  ▪ Can copy some letters from their name.  ▪ Draws a recognisable house with features such as a door and windows.  ▪ Cuts along a wavy line drawn on paper.  ▪ Cuts and sticks simple shapes.  ▪ Completes a jigsaw of 12 or more pieces.  ▪ Can roll out dough or pastry and use a biscuit cutter.  ▪ Pours drink from a jug without spilling.  ▪ Experiments with different ways of moving.  ▪ Jumps off an object and lands appropriately.  ▪ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  ▪ Travels with confidence and skill around, under, over and through balancing and climbing equipment.  ▪ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  ▪ Uses simple tools to effect changes to materials.  ▪ Handles tools, objects, construction and malleable materials safely and with increasing control.  ▪ Shows a preference for a dominant hand.  ▪ Begins to use anticlockwise movement and retrace vertical lines.  ▪ Begins to form recognisable letters.  ▪ Uses a pencil and holds it effectively to form recognisable letters | ▪ Competently uses a knife to spread and cut food items.  ▪ Usually tries a new food item.  ▪ Eats a healthy range of foods  ▪ Is usually dry and clean during the day.  ▪ Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.  ▪ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.  Practises some appropriate safety measures without direct supervision. |

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| **Literacy** | | | |
| **Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | |
| **Early Learning Goals** | | | |
| **Comprehension:**  • 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 | **Word Reading:**  • 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. | | **Writing:**  • 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. |
| Throughout their time in Daffodil class, children will:  • Hear and read several different text types, enjoying an increasing range of books  • Have opportunities to retell and sequence stories  • Learn to read individual letters and letter groups and say the correct sounds for them  • Learn to segment and blend sounds into words, so that they can read short words and sentences  • Recognise and read familiar words by sight  • Learn how to form letters correctly  • Spell words containing sounds they know  • Have opportunities to ‘write’ in all areas of provision | | | |
| **Literacy pre-EYFS stages** | | | |
| **Stage 1** | | | |
| **Reading** | | **Writing** | |
| ▪ Responds to sensory stimuli.  ▪ Attends to sounds made by others.  ▪ Uses voice to make sounds.  ▪ Makes sounds using objects or instruments.  ▪ Enjoys looking at books and other printed material with familiar people. | | ▪ Shows awareness of own hands.  ▪ Receives objects into hands.  ▪ Holds something for a short time.  ▪ Can control hands; for example, waving or clapping.  ▪ Can make marks by chance; for example, trailing a finger through spilt juice and noticing the changes incurred. | |
| **Stage 2** | | | |
| **Reading** | | **Writing** | |
| ▪ Shows interest in photographs/pictures.  ▪ Shares book with adult support, paying attention to interesting pictures.  ▪ Imitates sound patterns made by adult.  ▪ Handles books and printed material with interest. | | ▪ Explores objects intentionally with hands.  ▪ Deliberately knocks over skittles or towers with hands or feet.  ▪ Uses fingers or toes to spread or rake paint, foam or similar material across a surface.  ▪ Uses extended index finger to make marks.  ▪ Can deliberately drop something by releasing the grip of the fingers.  ▪ Can pick up small objects with a developing pincer grasp.  ▪ Can pass an object from one hand to the other. | |
| **Stage 3** | | | |
| **Reading** | | **Writing** | |
| ▪ Responds appropriately to familiar rhymes and songs  ▪ Identifies familiar sounds.  ▪ Identifies familiar voices.  ▪ Matches identical pictures.  ▪ Identifies photographs and pictures.  ▪ Is interested in books and rhymes and may have favourites | | ▪ Tracks beads on a frame.  ▪ Follows routes on road map or train track.  ▪ Is confident to make permanent marks using different media.  ▪ Follows route using writing materials.  ▪ Uses writing tools to make marks.  ▪ Scribbles and makes dots.  ▪ Draws lines and circles using gross motor movement  ▪ Uses computer programs to make defined marks.  ▪ Can pick up small objects with a more refined pincer grasp.  ▪ Can point as part of developing communication.  ▪ Can demonstrate a preference for right or left hand for holding and mark-making.  ▪ Can hold a pen, brush or stick using a palmer grasp to make marks.  ▪ Can hold a pen, brush or stick using an early tripod grasp to make marks.  ▪ Can choose some symbols from a keyboard or a small collection of visuals. | |
| **Stage 4** | | | |
| **Reading** | | **Writing** | |
| ▪ Identifies sounds heard.  ▪ Discriminates between two given sounds.  ▪ Copies a sequence of two or three body movements.  ▪ Recognises familiar symbols.  ▪ Matches identical symbols.  ▪ Copies a sequence using beads, blocks etc.  ▪ Shows awareness that letters can convey meaning.  ▪ Recognises name card with picture or tactile clue.  ▪ Has some favourite stories, rhymes, songs, poems or jingles.  ▪ Repeats words or phrases from familiar stories.  ▪ Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a …’. | | ▪ Uses mark-making materials appropriately in role play areas.  ▪ Manipulates magnetic letters.  ▪ Shows awareness that letters can convey meaning.  ▪ Makes individual marks which look like ‘writing’.  ▪ Makes marks resembling letters from their name.  ▪ Makes letter-like marks in tactile materials, e.g. foam, sand.  ▪ Draws a line or circle on request.  ▪ Can copy an adult’s marks.  ▪ Can make clear choices about the marks made; for example, some lines and some circles.  ▪ Distinguishes between the different marks they make | |
| **Stage 5** | | | |
| **Reading** | | **Writing** | |
| ▪ Responds appropriately to small number of black and white symbols.  ▪ Can follow a simple visual timetable of 3 images.  ▪ Enjoys rhyming and rhythmic activities.  ▪ Shows awareness of rhyme and alliteration.  ▪ Recognises rhythm in spoken words.  ▪ Listens to and joins in with stories and poems, one-to-one and in small groups.  ▪ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  ▪ Is beginning to be aware of the way stories are structured.  ▪ Suggests how the story might end.  ▪ Listens to stories with increasing attention and recall.  ▪ Describes main story settings, events and principal characters.  ▪ Shows interest in illustrations and print in books and print in the environment.  ▪ Recognises familiar words and signs such as own name and advertising logos.  ▪ Looks at books independently.  ▪ Handles books carefully.  ▪ Knows information can be relayed in the form of print.  ▪ Holds books the correct way up and turns pages.  ▪ Knows that print carries meaning and, in English, is read from left to right and top to bottom. | | ▪ Begins to form a few recognisable letters.  ▪ Finds some letters from their name from a selection.  ▪ Spots letters they know in the environment, e.g. the first letter of their name.  ▪ Imitates an adult’s writing behaviour.  ▪ Can represent own name with marks.  ▪ Can represent the first grapheme of own name.  ▪ Can copy name with physical help.  ▪ Can copy name with verbal prompting.  ▪ Can trace over lines with help.  ▪ Can trace over lines independently.  ▪ Can trace over letters with help.  ▪ Can trace over letters independently.  ▪ Can make a simple visual timetable of 3 images.  ▪ Sometimes gives meaning to marks as they draw and paint.  ▪ Ascribes meanings to marks that they see in different places. | |
| **Stage 6** | | | |
| **Reading** | | **Writing** | |
| ▪ Continues a rhyming string.  ▪ Hears and says the initial sound in words.  ▪ Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  ▪ Links sounds to letters, naming and sounding the letters of the alphabet.  ▪ Begins to read words and simple sentences.  ▪ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. ▪ Enjoys an increasing range of books | | ▪ Gives meaning to marks they make as they draw, write and paint.  ▪ Begins to break the flow of speech into words.  ▪ Continues a rhyming string.  ▪ Hears and says the initial sound in words.  ▪ Can segment the sounds in simple words and blend them together.  ▪ Links sounds to letters, naming and sounding the letters of the alphabet.  ▪ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  ▪ Writes own name and other things such as labels, captions.  ▪ Attempts to write short sentences in meaningful contexts. | |

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| **Maths** | |
| **Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organizing counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | |
| **Early Learning Goals** | |
| **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. | **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 quantities can be distributed equally |
| Throughout their time in Daffodil class, children will be provided with frequent and varied opportunities to build, understand and demonstrate their mathematical understanding. They will:  • Sing number songs and rhymes  • Recognise, sequence and compare numbers  • Count forwards and backwards  • Explore the value and composition of numbers  • Count objects, actions and sounds  • Show quantities in familiar patterns  • Match numeral to quantity  • Learn number bond and doubles  • Explore and describe shapes, recognise and name shapes in the environment  • Investigate repeating patterns and be able to continue, copy and create their own  • Compare and describe length, weight and capacity | |
| **Maths pre-EYFS Stages** | |
| **Stage 1** | |
| **Numbers** | **Shapes, space and measures** |
| ▪ Shows interest by gazing at object.  ▪ Can shift visual attention by looking from one object to another and back again.  ▪ Use movement and senses to focus on, reach for and grasp objects.  ▪ Can use face or body to react spontaneously to patterns and rhythms; for example, sounds, or lights on and off.  ▪ Can tolerate interacting with an adult to play finger rhymes or rhythmic tapping  ▪ Can respond to repeated patterns of sounds; for example, peekaboo, theme tunes or resonance board.  ▪ Notices changes in number of objects/images or sounds in group of up to 3. | ▪ Accepts coactive exploration of objects.  ▪ Tolerates sensory exploration of tactile materials with support.  ▪ Explores objects of varying sizes, weights and shapes using a range of senses, e.g. looking, mouthing. ▪ Explores objects by handling.  ▪ Can react to a variety of shapes, weights, volumes or speeds.  ▪ Can tolerate interacting with an adult to play; for example, posting, tower building, filling and emptying |
| **Stage 2** | |
| **Numbers** | **Shapes, space and measures** |
| ▪ Can follow objects or sounds as they are being counted or moved.  ▪ Can copy a sound or movement.  ▪ Enjoys simple number rhymes and finger play.  ▪ Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.  ▪ Has some understanding that things exist, even when out of sight. | ▪ Removes pieces from inset puzzle and large pegs from pegboard.  ▪ Removes objects from container.  ▪ Replaces objects in container.  ▪ Looks for and tracks moving objects or sounds.  ▪ Demonstrates recognition of some resources by responding to them in the same way.  ▪ Intentionally explores objects with hands; for example, banging, dropping, or squeezing.  ▪ Can build a small tower of 3 blocks and purposely knock it down.  ▪ Recognises big things and small things in meaningful contexts.  ▪ Gets to know and enjoy daily routines, such as getting up time, mealtimes, nappy time, and bedtime |
| **Stage 3** | |
| **Numbers** | **Shapes, space and measures** |
| ▪ Shows awareness of matching (the same)  ▪ Shows awareness of same as/ different from.  ▪ Shows understanding of the concept of "more".  ▪ Can request ‘more’ using voice, face or body.  ▪ Can sort objects by one criterion, e.g. colour, size.  ▪ Understands ‘few’ and ‘lots.  ▪ Knows that things exist, even when out of sight.  ▪ Is beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.  ▪ Says some counting words randomly. | ▪ Finds two identical pictures.  ▪ Experiments, e.g. if a piece doesn’t fit in one hole, tries it in another.  ▪ Shows awareness of same/different in relation to two colours.  ▪ Understands the language of size; eg if requested to give the big ball to someone.  ▪ Can post 3D shapes through correspondingly shaped holes.  ▪ Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.  ▪ Uses blocks to create their own simple structures and arrangements.  ▪ Enjoys filling and emptying containers.  ▪ Associates a sequence of actions with daily routines.  ▪ Is beginning to understand that things might happen ‘now’ |
| **Stage 4** | |
| **Numbers** | **Shapes, space and measures** |
| ▪ Begins to match using 1:1 correspondence.  ▪ Begins to sort by a combination of two criteria.  ▪ Can sort colours or objects independently.  ▪ Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.  ▪ Recites some number names in sequence.  ▪ Creates and experiments with symbols and marks representing ideas of number.  ▪ Begins to make comparisons between quantities.  ▪ Uses some language of quantities, such as ‘more’ and ‘a lot’.  ▪ Knows that a group of things changes in quantity when something is added or taken away. | ▪ Sorts identical objects into two colour sets.  ▪ Matches object to picture by colour.  ▪ Sorts identical objects into four colour sets.  ▪ Sorts range of objects into sets by colour.  ▪ Can follow a simple timetable of now and next.  ▪ Has an understanding that sand flowing through a timer represents a unit of time.  ▪ Notices simple shapes and patterns in pictures.  ▪ Is beginning to categorise objects according to properties such as shape or size.  ▪ Begins to use the language of size.  ▪ Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’.  ▪ Anticipates specific time-based events such as mealtimes or home time. |
| **Stage 5** | |
| **Numbers** | **Shapes, space and measures** |
| ▪ Uses some number names and number language spontaneously.  ▪ Uses some number names accurately in play.  ▪ Recites numbers to 10.  ▪ Knows that numbers identify how many objects are in a set.  ▪ Is beginning to represent numbers using fingers, marks on paper or pictures.  ▪ Sometimes matches numeral and quantity correctly.  ▪ Shows curiosity about numbers by offering comments or asking questions.  ▪ Compares two groups of objects, saying when they have the same number.  ▪ Shows an interest in number problems.  ▪ Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  ▪ Shows an interest in numerals in the environment.  ▪ Shows an interest in representing numbers.  ▪ Realises not only objects, but anything can be counted, including steps, claps or jumps | ▪ Responds appropriately to colour names.  ▪ Shows an interest in shape and space by playing with shapes or deciding with objects.  ▪ Shows awareness of similarities of shapes in the environment.  ▪ Uses positional language.  ▪ Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.  ▪ Shows interest in shapes in the environment.  ▪ Uses shapes appropriately for tasks.  ▪ Is beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’ |
| **Stage 6** | |
| **Numbers** | **Shapes, space and measures** |
| ▪ Recognises some numerals of personal significance.  ▪ Recognises numerals 1 to 5.  ▪ Counts to three or four objects by saying one number name for each item.  ▪ Counts actions or objects which cannot be moved.  ▪ Counts objects to 10 and beginning to count beyond 10.  ▪ Counts out up to six objects from a larger group.  ▪ Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  ▪ Counts an irregular arrangement of up to ten objects.  ▪ Estimates how many objects they can see and checks by counting them.  ▪ Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.  ▪ Finds the total number of items in two groups by counting all of them.  ▪ Says the number that is one more than a given number.  ▪ Finds one more or one less from a group of up to five objects, then ten objects. | ▪ Is beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.  ▪ Selects a particular named shape.  ▪ Can describe their relative position such as ‘behind’ or ‘next to’.  ▪ Orders two or three items by length or height.  ▪ Orders two items by weight or capacity.  ▪ Uses familiar objects and common shapes to create and recreate patterns and build models.  ▪ Uses everyday language related to time.  ▪ Orders and sequences familiar events.  . |

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| **Understanding the world** | | |
| **Educational Programme** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | |
| **Early Learning Goals** | | |
| **Past and Present**  • 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. | **People, Culture and Communities**  • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | **The Natural World**  • Explore the natural world around them, making observations and drawing pictures of animals and plants.  • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Throughout their time in Daffodil class, children will:  • Talk about members of their immediate family and community  • Learn about people and events from the past, including significant events they have experienced  • Notice how things have changed over time  • Understand that people have different beliefs and celebrate special times in different ways  • Recognise and comment on similarities and differences between life in this country and life in other countries  • Explore the natural world around them and talk about what they have noticed by making appropriate comments and asking questions  • Understand the effect of changing seasons on the natural world around them  • Describe what they see, hear, and feel whilst outside, including the weather  • Use different forms of technology to enhance learning and bring the wider world into the classroom. – - images, video clips, BeeBots, iPads and other resources | | |

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| **Understanding the World Pre-EYFS Stages** | |
| **Stage 1** | |
| **People and Communities** | **The World** |
| ▪ Responds to images and sounds; for example, stilling, swaying, vocalising to music  ▪ Can recognise familiar faces and voices of significant people.  ▪ Can demonstrate likes and dislikes for images and sounds; for example, relaxing during certain pieces of music but not others | ▪ Turns eyes or head towards new sounds.  ▪ Is startled by a sudden noise.  ▪ Shows interest in small objects or detail of a toy, e.g. will gaze at small beads in a rattle.  ▪ Moves eyes, then head, to follow moving objects.  ▪ Reacts with abrupt change when a face or object suddenly disappears.  ▪ Looks around a room with interest; visually scans environment for novel, interesting objects and events.  ▪ Smiles with pleasure at recognisable playthings.  ▪ Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. |
| **Stage 2** | |
| **People and Communities** | **The World** |
| ▪ Demonstrates immediate recognition of familiar adults.  ▪ Begins to recognise familiar environment.  ▪ Observes and shows interest as people move around.  ▪ Responds to a smell, sound or light by sniffing, licking lips or moving towards it. | ▪ Explores everyday objects by handling, mouthing.  ▪ Shows an awareness of cause and effect.  ▪ Explores presented tactile materials for a short time  ▪ Accepts a variety of textures.  ▪ Can recognise familiar places.  ▪ Explores different materials with adult support.  ▪ Notices changes in temperature, sound or light.  ▪ Can make sounds using the body; for example, clapping or tapping.  ▪ Can make sounds using a tool; for example, running a stick along a railing.  ▪ Closely observes what animals, people and vehicles do.  ▪ Watches toy being hidden and tries to find it.  ▪ Looks for dropped objects.  ▪ Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. ▪ Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. |
| **Stage 3** | |
| **People and Communities** | **The World** |
| ▪ Recognises photographs of familiar people or places.  ▪ Can recognise their friends.  ▪ Understands ‘yes’ and ‘no’.  ▪ Can be part of quiet times.  ▪ Demonstrates an understanding of basic emotions; for example, happy, sad and tired.  ▪ Is curious about people and shows interest in stories about themselves and their family.  ▪ Enjoys pictures and stories about themselves, their families and other people. | ▪ Explores different materials independently, paying attention to what happens next.  ▪ Handles and explores tools with adult support.  ▪ Uses one object as a container for another- puts smaller objects inside bigger ones.  ▪ Remembers that some actions are important or exciting; for example, stroking an animal gently, or lots of balls will bounce about if tipped out together.  ▪ Can solve simple problems; for example, tipping out a box or turning a rain stick to make a noise.  ▪ Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.  ▪ Remembers where objects belong.  ▪ Matches parts of objects that fit together, e.g. puts lid on teapot. |
| **Stage 4** | |
| **People and Communities** | **The World** |
| ▪ Can take part and show an interest in events or ceremonies; for example, the Nativity, Chinese New Year or Diwali.  ▪ Can name the key people and objects from cultural events; for example, baby, dragon or candle.  ▪ Can remember what happened yesterday or what was eaten for breakfast.  ▪ Demonstrates an understanding of a widening range of emotions.  ▪ Has a sense of own immediate family and relations.  ▪ In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.  ▪ Is beginning to have their own friends.  ▪ Learns that they have similarities and differences that connect them to, and distinguish them from, others. | ▪ Sorts objects by one function.  ▪ Remembers location of routine activities within the classroom.  ▪ Remembers where equipment is in the classroom.  ▪ Responds appropriately to routine of different environments.  ▪ Can change materials by adding water or applying pressure.  ▪ Can push and pull objects.  ▪ Can move around the school with adult support.  ▪ Is beginning to understand that some things can be dangerous; for example, candles and matches.  ▪ Enjoys playing with small-world models such as a farm, a garage, or a train track.  ▪ Notices detailed features of objects in their environment. |
| **Stage 5** | |
| **People and Communities** | **The World** |
| ▪ Can show concern or sympathy for other children.  ▪ Demonstrates an understanding that actions can affect others.  ▪ Is beginning to understand some key concepts such as old and new, young and old.  ▪ Shows interest in the lives of people who are familiar to them.  ▪ Remembers and talks about significant events in their own experience.  ▪ Recognises and describes special times or events for family or friends.  ▪ Shows interest in different occupations and ways of life.  ▪ Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. | ▪ Has a growing understanding of how some things can be dangerous.  ▪ Demonstrates an understanding of key concepts such as hot/cold, and wet/dry.  ▪ Demonstrates an understanding of the natural world; for example, leaves grow on trees.  ▪ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  ▪ Can talk about some of the things they have observed such as plants, animals, natural and found objects.  ▪ Talks about why things happen and how things work.  ▪ Is developing an understanding of growth, decay and changes over time.  ▪ Shows care and concern for living things and the environment. |
| **Stage 6** | |
| **People and Communities** | **The World** |
| ▪ Enjoys joining in with family customs and routines. | ▪ Looks closely at similarities, differences, patterns and change. |

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| **Expressive arts and Design** | | | | | |
| **Educational Programme** The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | |
| **Early Learning Goals** | | | | | |
| Creating with Materials  • 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. | | | Being Imaginative and Expressive  • 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. | | |
| **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Term 1** | **Term 2** | **Term 1** | **Term 2** | **Term 1** | **Term 2** |
| Throughout their time in Daffodil class, children will:  • Explore and use a variety of materials and resources to express their ideas and feelings.  • Mix different media to create pieces of artwork, commenting on what they are doing.  • Learn about famous artists and can replicate their work.  • Experiment with colour, tools, textures, and techniques.  • Use and combine various constructions materials to build with a purpose in mind.  • Sign familiar songs and learn new.  • Explore sounds and how they can be changed, responding to music and making their own  • Have opportunity to express themselves in different ways through song, dance, performance, art, poetry  • Work collaboratively, sharing experiences, ideas, resources and skills  • Bring narrative into their play, using props and materials  • Use story maps, props, and puppets to retell, invent and adapt stories  • Listen to a range of music and move freely as they interpret what they hear | | | | | |

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| **Expressive arts and Design Pre-EYFS Stages** | |
| **Stage 1** | |
| **Exploring and Using Media and Materials** | **Being Imaginative** |
| ▪ Responds to sounds or music; for example, by turning towards them.  ▪ Can tolerate adult interaction when exploring objects. | ▪ Explores objects by looking, touching and mouthing.  ▪ Recognises and smiles at favourite toys and objects.  ▪ Shows enjoyment and anticipation of simple turn-taking games such as peekaboo. |
| **Stage 2** | |
| **Exploring and Using Media and Materials** | **Being Imaginative** |
| ▪ Responds to a familiar sound.  ▪ Responds to a range of familiar sounds.  ▪ Can look for a musical instrument played out of sight.  ▪ Can hold onto an instrument or paintbrush.  ▪ Can remember actions; for example, repeatedly pressing the keyboard keys, or putting hands in paint.  ▪ Explores different materials with adult support; for example, paint, glitter, glue or musical instruments  ▪ Can make simple choices from 2 objects or resources.  ▪ Explores and experiments with a range of media through sensory exploration and using whole body. ▪ Move their whole bodies to sounds they enjoy, such as music or a regular beat.  ▪ Imitates and improvises actions they have observed, e.g. clapping or waving.  ▪ Begins to move to music, listen to or join in rhymes or songs.  ▪ Notices and is interested in the effects of making movements which leave marks. | ▪ Enjoys making noises or movement spontaneously.  ▪ Can explore the immediate environment.  ▪ Can copy others.  ▪ Recognises self in the mirror. |
| **Stage 3** | |
| **Exploring and Using Media and Materials** | **Being Imaginative** |
| ▪ Likes listening to sound making toys.  ▪ Attends to action songs and rhymes.  ▪ Recognises familiar song and copies actions or sounds; for example, the wheels on the bus.  ▪ Imitates actions of an adult.  ▪ Feels and plays with toys and everyday objects of different textures.  ▪ Tolerates coactive handling of materials.  ▪ Explores presented tactile materials for a short time with growing independence.  ▪ Can make simple choices from up to 5 objects or resources.  ▪ Can remember how the problem was solved before; for example, squashing playdough so a shape can be cut out  ▪ Explores and experiments with a range of media through sensory exploration and using whole body. ▪ Move their whole bodies to sounds they enjoy, such as music or a regular beat.  ▪ Imitates and improvises actions they have observed, e.g. clapping or waving.  ▪ Begins to move to music, listen to or join in rhymes or songs.  ▪ Notices and is interested in the effects of making movements which leave marks | ▪ Makes simple structures with adult support.  ▪ Explores role play area with adult support for a short time; for example, putting baby to bed or cooking a meal.  ▪ Copies adult’s actions spontaneously in small world or role play.  ▪ Demonstrates use and function of familiar object.  ▪ Expresses self through physical action and sound.  ▪ Pretends that one object represents another, especially when objects have characteristics in common. |
| **Stage 4** | |
| **Exploring and Using Media and Materials** | **Being Imaginative** |
| ▪ Joins in with some actions or occasional words from familiar song.  ▪ Responds to interactive rhymes.  ▪ Handles instruments coactively.  ▪ Can start and stop playing a musical instrument.  ▪ Makes marks using tools independently.  ▪ Makes defined marks or shapes.  ▪ Makes marks in a range of media.  ▪ Explores different materials appropriately and purposefully; for example, smearing paint or shaking a musical instrument.  ▪ Joins in singing favourite songs.  ▪ Creates sounds by banging, shaking, tapping or blowing.  ▪ Shows an interest in the way musical instruments sound.  ▪ Experiments with blocks, colours and marks. | ▪ Handles small world toys appropriately.  ▪ Relates a group of objects in play in an appropriate sequence e.g. tea party then washing up.  ▪ Engages in imaginative play for extending periods of time.  ▪ Can anticipate and act out a simple familiar story or rhyme; for example, pretending to be Little Miss Muffet and running away from the spider.  ▪ Is beginning to use representation to communicate, e.g. drawing a line and saying, ‘That’s me.’  ▪ Is beginning to make-believe by pretending. |
| **Stage 5** | |
| **Exploring and Using Media and Materials** | **Being Imaginative** |
| ▪ Can listen to a musical instrument being plays and identify which one it is.  ▪ Shows awareness of the difference between loud/quiet sounds.  ▪ Can copy a simple rhythm.  ▪ Attributes meaning to marks made, e.g. “Mummy”  ▪ Responds to mark making of others by adding specific features.  ▪ Enjoys joining in with dancing and ring games.  ▪ Sings a few familiar songs.  ▪ Is beginning to move rhythmically.  ▪ Imitates movement in response to music.  ▪ Taps out simple repeated rhythms.  ▪ Explores and learns how sounds can be changed.  ▪ Explores colour and how colours can be changed.  ▪ Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  ▪ Is beginning to be interested in and describe the texture of things.  ▪ Uses various construction materials.  ▪ Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  ▪ Joins construction pieces together to build and balance.  ▪ Realises tools can be used for a purpose. | ▪ Is developing preferences for forms of expression.  ▪ Uses movement to express feelings.  ▪ Creates movement in response to music.  ▪ Sings to self and makes up simple songs.  ▪ Makes up rhythms.  ▪ Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  ▪ Engages in imaginative role-play based on own first-hand experiences.  ▪ Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  ▪ Uses available resources to create props to support roleplay.  ▪ Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |
| **Stage 6** | |
| **Exploring and Using Media and Materials** | **Being Imaginative** |
| ▪ Makes simple representational drawings.  ▪ Begins to build a repertoire of songs and dances.  ▪ Explores the different sounds of instruments.  ▪ Explores what happens when they mix colours.  ▪ Experiments to create different textures.  ▪ Understands that different media can be combined to create new effects.  ▪ Manipulates materials to achieve a planned effect.  ▪ Constructs with a purpose in mind, using a variety of resources.  ▪ Uses simple tools and techniques competently and appropriately.  ▪ Selects appropriate resources and adapts work where necessary.  ▪ Selects tools and techniques needed to shape, assemble and join materials they are using. | ▪ Creates simple representations of events, people and objects.  ▪ Initiates new combinations of movement and gesture to express and respond to feelings, ideas and experiences.  ▪ Chooses colours to use for a purpose.  ▪ Introduces a storyline or narrative into their play.  ▪ Plays alongside other children who are engaged in the same theme.  ▪ Plays cooperatively as part of a group to develop and act out a narrative. |